


Thomas Russell Junior School

Long Term Assembly Overview - Year 1 - Autumn 2023 - Summer 2024

	Autumn 2023	Spring 2024	Summer 2024
Week 0 4/9/23	Welcome back (Tue, Wed, Thur, Fri)		
Week 1 11/9/23	<p>New Beginnings</p> <p>2b the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3b practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Faith and commitment</p> <p>2.6b Investigate ceremonies associated with joining or belonging to a community and talk about the meaning of commitment</p> <p>UAB - Loneliness in class assembly 6g. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Class assembly time to look at what we mean by 'feeling lonely', causes of loneliness, strategies and ways to feel less lonely.</p>	<p>Class Assemblies for 6 weeks: St John's Ambulance First Aid; 12a. how to make a clear and efficient call to emergency services if necessary. 12b. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Eid al-Fitr (Islam) 8th-9th April</p> <p>2.1a Explore the origins of sacred writings and consider their importance for believers today</p>
Week 2 18/9/23	<p>Conflict and Collaboration</p> <p>2d that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>2e how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>Let's Talk</p> <p>2.6c Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>	<p>Important Books</p> <p>2.1b Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings</p>
Week 3 25/9/23	<p>Thinking about God</p> <p>2.3d Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>	<p>UAB Questionnaire: Sleep and Feeling Safe in School</p> <p>11c the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Assembly time planned on developing good sleep habits, limiting time spent on gaming and devices and increasing time spent outdoors and with others.</p> <p>School Council to unpick these responses and investigate causes.</p> <p>Class assembly time to look at where in school children feel less safe / times of the day children feel less safe (highlight on map / class timetable)</p>	<p>Managing Risks</p> <p>Y5&6 - cyber security, protecting themselves online</p> <p>April 22nd Stephen Lawrence Day / Earth Day</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>7d. why social media, some computer games and online gaming, for example, are age restricted.</p> <p>the 5-ability programme - Y4/5/6, trip to fire station Y5/6</p>
Week 4 2/10/23	<p>Why am I important?</p> <p>2.1c Explore the life of key religious and inspirational figures making links, where appropriate, with teachings and practices of special significance to followers</p>	<p>Safer Internet Day 6th Feb - Inspiring change? Making a difference, managing influence and navigating change online.</p> <p>4a. that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>4b. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>4d. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>Managing Risks</p> <p>Y5&6 - cyber security, protecting themselves online</p> <p>10a. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>

Week 5	9/10/23	<p>World Mental Health Day #Hello Yellow 10th October</p> <p>6a. that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>6i where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>6j. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	5/2/24	<p>Children's Mental Health Week - 'Our Voice Matters'.</p> <p>6f. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Show Racism the Red Card competition</p>	6/5/24	<p>Marriage, Partnership and Relationships</p> <p>1c. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>1e. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>1f. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Week 6	16/10/23	HARVEST prep	19/2/24	<p>Feelings</p> <p>6d. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>6c. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>6b. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>COMPLETE UAB QUESTIONNAIRE THIS WEEK</p>	13/5/24	<p>SATs Week - No Assemblies</p> <p>Marriage, Partnership and Relationships</p> <p>1c. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>1e. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>1f. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Week 7	23/10/23	<p>Diwali (Hinduism) 12th November / Harvest Prep</p> <p>2.4b Find out about the activities of a local religious or community group and make links with key religious teachings or moral codes (British Values).</p>	26/2/24	<p>Speak Out Stay Safe NSPCC</p> <p>5b. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>5e how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>5f how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>5g how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>5h where to get advice e.g. family, school and/or other sources.</p>	20/5/24	Young Carers
Week 8	6/11/23	<p>Peace and Remembrance</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>British Values</p> <p>Israel-Hamas war?</p> <p>H41. strategies for keeping safe (...) <u>firework safety</u>:</p>	4/3/24	<p>Holi-The Festival of Colours (Hinduism) March 24th - 25th</p> <p>2.2b Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>	3/6/24	<p>I Wonder Why...?</p> <p>2.5a Raise questions about issues which cause people to wonder. Investigate some answers to be found in religious writings and teachings and world views.</p> <p>Wesak (Buddhism) 23rd May</p> <p>2.5d Make links between beliefs and action and show how this might have local, national and international impact</p>
Week 9	13/11/23	<p>Anti-Bullying Week (13th - 18th Nov)</p> <p>3f about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	11/3/24	<p>Vaisakhi (Sikhism) & Easter</p> <p>2.4a Explore the diversity of a range of religious traditions and world views and identify and reflect on similarities and differences</p>	10/6/24	<p>Water and Sun Safety</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail,  road)</p> <p>11b about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>

Week 10	20/11/23	<p>22nd - Severn Trent Water Sewage Healthy Eating, Healthy Image</p> <p>9a. what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>9b. the principles of planning and preparing a range of healthy meals. H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>18/3/24</p> <p>Healthy Eating, Healthy Image</p> <p>9a. what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>9b. the principles of planning and preparing a range of healthy meals. H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>LS - Talking PANTS</p> <p>US - prejudiced-based language and bullying inc. appearance based, homophobic, aggressive towards women.</p> <p>Anti-bullying ambassadors - policy & definitions</p>	17/6/24	<p>Monday 17th June - Sports Day World Refugee Day - 20th June - UNICEF RRS assembly resources GRT Month <u>Gypsy Roma Traveller History Month</u> <u>(theredcardhub.org)</u></p>
Week 11	27/11/23	<p>Your world, My world</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>		24/6/24	<p>My Money Week</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>Careers week - Primary Futures</p> <p>When I grow up I want to be...</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
Week 12	4/12/23	<p>Christmas</p> <p>2.4c Research some key events in the development of a religious or non-religious tradition and explain the impact on communities today.</p>		1/7/24	<p>Transitions - Move Up Morning 2nd July 2024</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>

Thomas Russell Junior School

Long Term Assembly Overview - Year 2 - Autumn 2024 - Summer 2025

		Autumn 2024	Spring 2025	Summer 2025	
Week 0	2/9	<p>New Beginnings</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>3c. the conventions of courtesy and manners</p>	<p>6/1</p> <p>Kindness is Contagious! (2 WS assemblies + class assembly)</p> <p>3e that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>		
Week 1	9/9		<p>13/1</p> <p>Stories from different religions</p> <p>2.3b Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions</p>	28/4	<p>Class Assemblies for 7 weeks: St John's Ambulance First Aid:12a. how to make a clear and efficient call to emergency services if necessary.</p> <p>12b. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Creation</p> <p>2.1d Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers and non-believers</p>
Week 2	16/9	<p>R-E-S-P-E-C-T Find out what it means to me!</p> <p>3d the importance of self-respect and how this links to their own happiness.</p> <p>3e that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>20/1</p> <p>Rules for Living</p> <p>2.6a Explore rules for living found in sacred writings and teachings and ask questions about their impact.</p>	5/5	<p>Our Precious World</p> <p>2.6d Explore religious stories and world views about the environment and identify and reflect on their impact on all</p>
Week 3	23/9	<p>Different Families, Same Love</p> <p>1a that families are important for children growing up because they can give love, security and stability.</p> <p>1b the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>1d. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>27/1</p> <p>Is gaming good for your health?</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>7b. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>	12/5	<p>Personal Boundaries</p> <p>5c that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>5d how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
Week 4	30/9	<p>(Sikhism)</p> <p>2.2a Compare and contrast the practice of religion in the home in different religious communities</p>	<p>3/2</p> <p>Getting on and Falling Out</p> <p>2a how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2c. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	19/5	<p>SATs Week - No Assemblies</p> <p>Y6 out</p> <p>Y3-5 My Money Week?</p>
Week 5	7/10	<p>OPAL playgrounds</p> <p>The Great Outdoors</p> <p>6e. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>11b about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>10/2</p> <p>Children's Mental Health Week 6th-12th February</p> <p>6a. that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>6i where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>6j. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	2/6	<p>Walk to School Week?</p> <p>8a the characteristics and mental and physical benefits of an active lifestyle.</p> <p>8b the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>
Week 6	14/10	<p>Special Moments</p> <p>2.4d Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked</p>	<p>24/2</p> <p>Safer Internet Day - 14th Feb 2023</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	9/6	<p>Health and Happiness</p> <p>11e. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11f. the facts and science relating to immunisation and vaccination (vaccination card game - PSHE assoc Y5/6 lesson 2)</p>

Week 7	21/10	<p>#HelloYellow 10th October Bringing in the Harvest (include Jewish festival - Sukkot) RE STAFFORDSHIRE CURRICULUM: AUTUMN TERM - PEACE 2.3c Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p>	3/3	<p>Lent (Christianity) 22nd February - 6th April 2.5b Investigate and reflect on a range of religious and world view responses to suffering, hardship and death.</p>	16/6	<p>All Different, All the Same USE STONEWALL ANTI-BULLYING WEEK RESOURCES 3a the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>
Week 8	4/11	<p>Peace and Remembrance L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	10/3	<p>Brilliant Britain L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	23/6	<p>Inspirations 2.2d Investigate the life of a person who has been inspired by their faith and make links between belief and action</p>
Week 9	11/11	<p>Anti-Bullying Week 14th-18th Nov Say No to Bullying 3g. what a stereotype is, and how stereotypes can be unfair, negative or destructive L.9 strategies for challenging stereotypes L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>	17/3	<p>Do I have permission? USE PSHE ASSOCIATION TEACHING ABOUT CONSENT LESSON 3 3h the importance of permission-seeking and giving in relationships with friends, peers and adults. 5a. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	30/6	<p>I Wonder Why...? 2.5a Raise questions about issues which cause people to wonder. Investigate some answers to be found in religious writings and teachings and world views.</p>
Week 10	18/11	<p>When I grow up I want to be... L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	24/3	<p>Ramadan (Islam) 22nd March - 21st April 2.3a Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers</p>	7/7	<p>Looking Back, Looking Forward H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>
Week 11	25/11	<p>Christmas 2.2c Investigate some features of key religious festivals and celebrations and identify similarities and differences</p>	31/3	<p>Easter 20th April 2.5c Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p>	14/7	<p>Looking after Ourselves 11a how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 11c the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 8c. the risks associated with an inactive lifestyle (including obesity). 8d. how and when to seek support including which adults to speak to in school if they are worried about their health.</p>