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| **Relationships** | **Week 1**  **(w/c 6th June)** | **Week 2**  **(w/c 13th June)** | **Week 3**  **(w/c 20th June)** | **Week 4**  **(w/c 27th June)** | **Week 5**  **(w/c 4th July)** | **Week 6**  **(w/c 11th July)** | **Week 7**  **(w/c 18th July)** |
| Reception | *Catch Up* | **Healthy Eating Week** | **Refugee Week** | **Special people**  • Who are special people and that everyone’s are different | **Special people**  • More about how people feel  *Children should:*  *- Recognise similarities and differences in families* | **Lifting Limits** | **Last week of term/transitions** |
| Yr1 | *Catch Up* | **Healthy Eating Week** | **Refugee Week** | **Memories and Growing Up**  • About special memories  *Children should:*  *- Make a memory box and choose contents* | **Losing and Finding**  • About what happens when things get lost or change  *Children should:*  *- Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends* | **Lifting Limits** | **Last week of term/transitions** |
| Yr2 | **Variety of Relationships**  **Relationships Education**  • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them | **Healthy Eating Week** | **Refugee Week** | **Variety of Relationships Relationships Education**  •Identify special people and how they care for them.  *Children should:*  *- Recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’* | **Personal Safety**  **Relationships Education**  • About who to talk to if they have concerns, questions or worries  *Children should:*  *- Know difference between secrets & surprises & learn not to keep adults’ secrets* | **Lifting Limits** | **Last week of term/transitions** |
| Yr3 | **Healthy Relationships**  **Healthy and Safe**  **Relationships Education**  • What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships    *Children should:*  *- Recognise ways in which a relationship can be unhealthy and who to talk to if they need support* | **Healthy Eating Week** | **Refugee Week** | **Peer Pressure**  **Healthy and Safe**  **Relationships Education**  • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media  *Children should:*  *- Be able to describe how to deal with unhelpful pressure*  *- Be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong* | **Special People in School**  • About different roles in school  *Children should:*  *-Conduct an interview* | **Lifting Limits** | **Last week of term/transitions** |
| Yr4 | **Relationships and Sex Education**  **(CWP L1)**  **Healthy and Safe**  • How their body will change as they approach and move through puberty [biology]  *Children should:*  *- Be able to recognise changes to their own bodies* | **Healthy Eating Week** | **Refugee Week** | **Relationships and Sex Education**  **(CWP L3)**  **Healthy and Safe**  • About the emotional changes they may experience during puberty[biology]    *Children should:*  *- Be able to recognise changes to their own bodies* | **Bereavement, Loss and Separation**  • About how it feels to lose someone  *Children should:*  *- Be able to identify who can help them with difficult feelings* | **Lifting Limits** | **Last week of term/transitions** |
| Yr5 | **Gender Differences and Puberty**  **(CWP L1)**  **Healthy and Safe**  • About development from birth and specific body parts  *Children should:*  *- Be able to name these parts and understand their function [Working scientifically, biology]*  *- Recognise that their identity is ‘Who they choose to live as’ and is their choice*  *- Know how to get help* | **Healthy Eating Week** | **Refugee Week** | **Sex Relationship Education**  **(CWP L2)**  **Healthy and Safe**  • About human reproduction    *Children should:*  *- Realise that human reproduction is an adult activity and how to keep themselves safe from unwanted sexual behaviours*  \*Right to be excused letter to be sent to parent/carers | **Sex Relationship Education**  **(CWP L3)**  **Healthy and Safe**  • To explore the impact of puberty on the body & the importance of  hygiene[biology]  *Children should:*  *-Explain how to keep clean during puberty*  *-Explain how emotions change during puberty*  *-Know how to get support and help during puberty* | **Lifting Limits** | **Last week of term/transitions** |
| Yr6 | **Relationships and Sex Education**  **What do we mean by love?**  • About parenting and love  *Children should:*  *- Appreciate there are different types of love e.g. parental love, partner love, friendship love etc.*  *- Be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so*  *- Explore questions about RSE including Gender & Sexual Identity including lesbian, gay, bisexual, trans, queer and interested (LGBTQi) and sexual health* | **Healthy Eating Week** | **Refugee Week** | **Moving On**  **Healthy and Safe**  • About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement  *Children should:*  *- Have a range of coping strategies with loss and bereavement*  *- Be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use of mobile phones; internet etc.*  *– in reference possibly to ‘grooming’; cyber bullying; gang culture, sexting and Child Sexual Exploitation (CSE).* | **Relationships and Sex Education**  **What do we mean by love?**  • That there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM)  \*Right to be excused letter to be sent to parent/carers | **Sex Education Week**  **(CWP L1-4)**  **(See separate documents)**  \*L1 and L3 -Right to be excused letter to be sent to parent/carers | **Last week of term/transitions** |

**Whole School Assembly Themes: Summer 2**

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|  | **Week 1**  **(w/c 6.6.22)** | **Week 2**  **(w/c 13.6.22)** | **Week 3**  **(w/c 20.6.22)** | **Week 4**  **(w/c 27.6.22)** | **Week 5**  **(w/c 4.7.22)** | **Week 6**  **(w/c 11.7.22)** | **Week 7**  **(w/c 18.7.22)** |
| **Assembly Themes** | Keeping safe in the sun | Healthy Eating Week  (13th June /Sports Week (20th June) | Refugee Week  (20th June) | Science Focus | Carnival | Transitions and moving on | End of year assembly |

**Expectations**

* **Monday morning:** whole-school assembly *(see assembly themes)*
* **Tuesday morning:** in-class discussion based on assembly theme *(PSHE boards to be updated weekly in your classroom)*
* **Weekly**: PSHE lessons are to be taught with at least 3 pieces of evidence recorded in books (i.e. LQs, photos, post it notes, work in books etc)
* **At least 1 Lifting Limits lesson this half term**