

Assembly Medium Term Plan 2024 -2026

Curriculum Threads



Influence



British Values



Equity



Cultural Diversity



Sustainability



Innovation

Educational Aims

Develop – Nurture the growth and development of all children, enabling them to fulfil their potential and achieve their aspirations.

Create – Encourage curiosity, exploration, and a love for learning in children from an early age, and into adulthood.

Engage – Contribute meaningfully to the changing and diverse world around them, playing an active role in society.

Drivers



Supporting Positive Behaviour

Protect, Relate, Regulate and Reflect

Protect:

- We work towards all children feeling safe, and happy. Our ethos is to establish trust with the children.
- We understand the impact of Adverse Childhood Experiences and Trauma.
- We build positive relationships between staff and children recognising that this is key to effective teaching and learning.
- Staff will be trained in 'PACE' modes of interaction (Hughes 2015); being warm empathic, playful and curious.
- We work in partnership with parents and carers. The setting will report behaviour, positive or negative, and work alongside parents and carers to meet the individual needs of children.
- There will be consistent use of 'safety cues' throughout the school day starting with how we meet and greet each individual child
- We work together to promote and model positive behaviours. The emphasis is on using positive strategies to support the development of positive behaviours. We recognise a child's right to a broad, engaging and challenging curriculum, which is appropriate to their individual abilities, talents and qualities.
- We ensure all classrooms have high but realistic and inclusive expectations with clear, consistent predictable boundaries using three focus words Ready, Respect, Safe
- There is a Trust commitment to avoiding the use of harsh voices, shouting, put downs, criticism.
- Settings will have safe spaces that a child can access when they are not coping. This may be a designated area of the school or open space
- We ensure that all settings have a clear and consistent system of rewards and consequences in place. Consequences are fair, time-limited and focus on the future. Consequences should support the children to develop their ability to regulate their emotions and behaviours.

Relate:

- We ensure that all staff receive appropriate training to ensure they have the knowledge, skills and understanding to support all children and their individual needs.

- We recognise that there will be incidents where children are unable to regulate their emotions. Staff will respond to children using empathy and attunement. Time will be made available to enable key staff members to build trust and relationships. Regulate:
- Staff recognise and acknowledge behaviour is a form of communication.
- Staff will receive training on how to support pupils experiencing difficulties regulating their emotions, so pupils feel calmed, heard, connected with, and valued.
- We will develop, implement and consistently review individual behaviour support plans.

Regulate and Reflect:



- Staff are educated to listen effectively to children.
- Children are supported through the use of reflective practice.
- Children will be provided with a range of resources to enable them to symbolise their emotions.
- Staff will also reflect on the support provided to children and adapt behaviour plans based on these reflections.

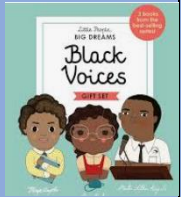
Our School Rules


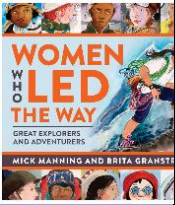

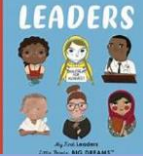

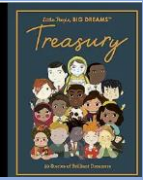
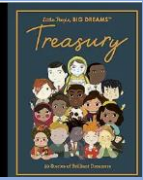
'Ready' This means being ready for learning, ready to listen, ready to go to break. We recognise being 'ready' might look different for individual pupils.

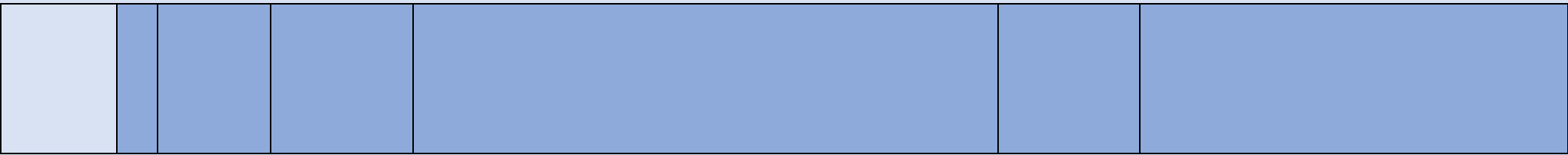
'Respect' This means showing respect to their peers, to adults, to their environment, and to themselves.


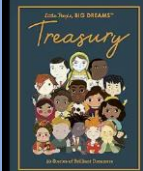

'Safe' This means supporting pupils to think about being safe in their learning environment, safe with the people around them, and safe in the activities in which they are taking part.


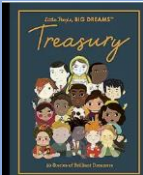

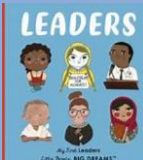

Assembly MTP 2024 - 2025		Engages with Debate	Values (Mondays)	Objectives	PSHE (Wednesdays)	Objectives
	Autumn 1		Zones of Regulation Sense of Place	<ul style="list-style-type: none"> - Introduce School Rules - Zones of regulation <p>Children learn to:</p> <ul style="list-style-type: none"> ● Improve competencies in co-regulation and self-regulation ● Self-Identify feelings, energy, and levels of alertness ● Build self-awareness of body signals as they relate to emotions ● Develop perspective-taking skills ● Integrate situational awareness with self-awareness to determine how to regulate ● Identify triggers and sparks that impact regulation ● Learn why regulation matters in relation to goals and well-being ● Identify, practice, and utilize effective regulation and wellness tools/strategies ● Understand when and how to use tools ● Build positive decision making and problem-solving skills ● Reflect on situations or experiences <p>What is our sense of place – who are we? What are we here for? We are the children of Reedham School –</p>	Safety First	<p>Children learn to:</p> <ul style="list-style-type: none"> ● Identify and discuss some school rules for staying safe and healthy. ● List some of the dangers we face when we are using roads, water or railways. ● Describe drugs, cigarettes and alcohol in basic terms. ● Identify some common injuries and know they can be treated with first aid. ● Recognise hazards and dangers in an emergency situation. ● State 999 as the number to call to seek help in an emergency.
Autumn	Autumn 2		KS2 NSPCC - Speak out to Stay Safe KS1PANTS Determined and Resilient	<p>KS2 children learn to:</p> <ul style="list-style-type: none"> ● Recognise abuse ● Identify our safe adults and know how to ask for help ● Know about the NSPCC and Childline ● Know about their UN rights ● Know they have the right to speak out and be heard, to be safe and to get help <p>KS1 children learn to:</p> <ul style="list-style-type: none"> ● Understand that adults care for us and help keep us healthy ● Identify our safe adults and know how to ask for help ● Understand that some parts of our bodies are private parts and be able to name them ● Rehearse and recall the PANTs rule ● Identify there are different types of touch ● Describe different types of secrets <p>Who was the most resilient and determined? Martin Luther King Rosa Parks Nelson Mandela Mahatma Gandhi</p>		




Spring	Spring 1		Risk taker 	<p>Who took the greatest risks?</p> <p>Stories of women taking risks: Emmaline Pankhurst Marie Curie Florence Nightingale Edith Cavell</p> <p>Links to science day Links to equity and equality</p>	Digital Wellbeing	<p>All children should be able to...</p> <ul style="list-style-type: none"> • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use.
	Spring 2		Purposeful LEADERS 	<p>Who had the greatest purpose?</p> <p>Stories of great leaders and their qualities: Gandhi Mandela Mother Teresa Martin Luther King Darwin</p>		
Summer	Summer 1		Respectful Active Citizen 	<p>What can we learn from people who try to change things – what would you change?</p> <p>Greta Thunberg Isaac Newton Edison and Franklin Steve Jobs Charles Darwin</p>	<p>First Aid https://www.sja.org.uk/ge-t-advice/first-aid-lesson-plans/</p> <p>Ensure all children understand the videos are re-enactments</p>	<p>Children should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services • Concepts of basic first-aid e.g. dealing with • common injuries, including head injuries. • How to treating stings and bites • What to do if someone is having an asthma attack • How to stop bleeding • What to do is someone is choking
	Summer 2		Participation 	<p>What makes a good team?</p> <p>Looking at our teams Football/ sports – Alex Ferguson School staff Nasa The Wright brothers Helen Keller and Anne Sullivan</p>		



Assembly MTP 2025 - 2026	Engages with Debate	Values (Mondays)	Objectives	PSHE (Wednesdays)	Objectives
Autumn	Autumn 1 	Zones of Regulation Responsibility 	<ul style="list-style-type: none"> - Introduce School Rules - Zones of regulation <p>Children learn to:</p> <ul style="list-style-type: none"> ● Improve competencies in co-regulation and self-regulation ● Self-Identify feelings, energy, and levels of alertness ● Build self-awareness of body signals as they relate to emotions ● Develop perspective-taking skills ● Integrate situational awareness with self-awareness to determine how to regulate ● Identify triggers and sparks that impact regulation ● Learn why regulation matters in relation to goals and well-being ● Identify, practice, and utilize effective regulation and wellness tools/strategies ● Understand when and how to use tools ● Build positive decision making and problem-solving skills ● Reflect on situations or experiences <p>What is responsibility? Children will learn:</p> <ul style="list-style-type: none"> ● Understanding of the concept of responsibility. ● Identify people, organizations or ideals for which they feel responsible. ● Identify ways in which they demonstrate responsibility. 	Safety First	<p>Children learn to:</p> <ul style="list-style-type: none"> ● Identify and discuss some school rules for staying safe and healthy. ● List some of the dangers we face when we are using roads, water or railways. ● Describe drugs, cigarettes and alcohol in basic terms. ● Identify some common injuries and know they can be treated with first aid. ● Recognise hazards and dangers in an emergency situation. ● State 999 as the number to call to seek help in an emergency.
	Autumn 2 	NSPCC – Speak Out to Stay Safe Independent Learner and thinker chrome-extension://efaidnbmnnnibpc ajpcglclefindmkaj/https://www.tes.com/sites/default/files/tes_strategies_to_develop_independent_learners.pdf	<p>KS2 children learn to:</p> <ul style="list-style-type: none"> ● Recognise abuse ● Identify our safe adults and know how to ask for help ● Know about the NSPCC and Childline ● Know about their UN rights ● Know they have the right to speak out and be heard, to be safe and to get help <p>KS1 children learn to:</p> <ul style="list-style-type: none"> ● Understand that adults care for us and help keep us healthy ● Identify our safe adults and know how to ask for help ● Understand that some parts of our bodies are private parts and be able to name them ● Rehearse and recall the PANTs rule ● Identify there are different types of touch ● Describe different types of secrets <p>How do I become independent? Children will learn that</p> <ul style="list-style-type: none"> ● Self-esteem is key to being independent ● Resilience and determination support independence 		

				<ul style="list-style-type: none"> It is ok to make mistakes – Edison and Rowling failed before they succeeded 		
Spring	Spring 1	 	Reflective Self Improvement	What is reflection? Children learn: <ul style="list-style-type: none"> Different types of reflection (mirror, maths) Cycles of reflection Gibbs/ Kolb Learning from mistakes Growth mindset – The power of YET 	Digital Wellbeing	All children should be able to... <ul style="list-style-type: none"> identify some positives and negatives of the Internet; explain what to do if they experience or see bullying online; explain ways to communicate safely online and identify ways to get support if they do not feel safe; assess the reliability of online information; explain what personal information includes; know why we shouldn't share passwords and private information; explain why we have rules and restrictions around the technology we use.
	Spring 2	 	Engages with Debate	Should we always stand up for what we believe? Children learn to: <ul style="list-style-type: none"> recognise their individuality and personal qualities identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. 		
Summer		Resourceful https://www.norfolklive.co.uk/news/history/stories-nine-	What does being resourceful mean? Children learn about significant women from Norfolk who were resourceful and made a difference: <ul style="list-style-type: none"> Boudicca Edith Cavell Lady Julian of Norwich 	First Aid https://www.sja.org.uk/get-advice/first-aid-lesson-plans/	Children should know: <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services Concepts of basic first-aid e.g. dealing with 	

r 1		people-who-shaped-8791496	Elizabeth Fry	Ensure all children understand the videos are re-enactments	<ul style="list-style-type: none"> • common injuries, including head injuries. • How to treating stings and bites • What to do if someone is having an asthma attack • How to stop bleeding • What to do is someone is choking
S u m m e r 2		<p>Understand and Respect</p> <p>Equality and Diversity</p>	<p>When should you be respectful?</p> <p>Children learn to :</p> <ul style="list-style-type: none"> • know how to respond safely and appropriately to people they may encounter whom they do not know (in all contexts including online) • understand that their personal behaviour can affect other people. • recognise and model respectful behaviour online. • recognise the importance of self-respect and how this can affect their thoughts and feelings. • know that everyone should expect to be treated politely and with respect (including when online and/or anonymous) • know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. • know why someone may behave differently online, including pretending to be someone they are not. • learn strategies for recognising risks, harmful content and contact. • know how to report concerns. • know what to do if frightened or worried by something seen or read online. • know some of the different ways information and data is shared online, including for commercial purposes. • 		