



SEALGD Assembly Plan

New Beginnings/Good to be Me

This theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for 'calming down' and 'problem solving'.

Week beginning:	Focus Word	Story/Activity
09.09.2024	New beginnings/feelings	<p>Check in. How are we feeling in our minds and bodies? In my mind I feel... In my body I feel... Children pair up and share with each other. Take feedback. Include examples from adults.</p> <p>What does it mean to start afresh? What are we excited about? What are we anxious about? How are we going to deal with these feelings? Remind ourselves of school rules and pledge, our values: respect, resilience, kindness, honesty, trust and integrity. Go through appropriate behaviour in the playground.</p> <p>When Tiger- Tiger has a bad day, he starts thinking that nobody likes him or cares about him. But when wise Turtle shows up and asks him how he knows these things to be true, Tiger-Tiger discovers that it is only his own thoughts that are making him unhappy. This story raises questions about the nature of thoughts and feelings. It is the story of a little tiger who believes that no one likes him or cares</p>

		<p>for him and continues to find evidence to prove the truth of this thought throughout the course of his day, until his belief is brought into question. It turns out that when he steps back from the frightening thought, he can find plenty of evidence to disprove it as well.</p> <p>Do you think that it's true that no one likes or cares about Tiger- Tiger? Why? Why not?</p> <p>Are our thoughts always true?</p> <p>If our thoughts aren't always true, how can we know which ones are and which ones aren't?</p> <p>Can a thought hurt you?</p> <p>Do our feelings change? In the past when you have felt sad/upset/scared/angry, how did you act? What are feelings? Where do they come from?</p> <p>Why do we have feelings? What if we were just happy all the time? Would that be good?</p> <p><u>Follow up task in class</u> Chn to write a poem/poster on feelings Do our feelings change? In the past when you have felt sad/upset/scared/angry, how did you act? What are feelings? Where do they come from? Why do we have feelings? What if we were just happy all the time? Would that be good?</p>
16.09.2024	Values	<p>Check in. How are we feeling in our minds and bodies? In my mind I feel... In my body I feel...</p> <p>Children pair up and share with each other. Take feedback. Include examples from adults.</p> <p>What are values? What are our core values: respect, resilience, kindness, honesty, trust and integrity. Why do we have them? Do they know what these words mean? Take feedback. Tell chn that we are going to focus on respect. What does respect mean? What does it look like? How can children show respect to themselves and others this week?</p>

<p>23.09.2024</p>	<p>Speak Out Stay Safe Assembly</p>	<p>Check in. How are we feeling in our minds and bodies? In my mind I feel... In my body I feel... Children pair up and share with each other. Take feedback. Include examples from adults.</p> <p>How do we keep safe? Who are the trusted adults who help to ensure that all children at Holmleigh are safe? Give children time to think and then take feedback. Who are the DSLs at Holmleigh?</p> <p>Remind children of NSPCC. Share objectives for assembly with children.</p> <p>To understand the ways a child can be hurt by others and it is never their fault. To understand all children have the right to be kept safe and how to get help.</p> <p>Go through slides. Give children the opportunity to answer questions on slides. Give children the opportunity to share any questions they may have.</p> <p>Spend some time at the end reflecting on the learning from the assembly.</p> <p>Children to complete follow up tasks in class.</p>
<p>30.09.2024</p>	<p>Perspective</p> <p>The True Story of the 3 little pigs</p>	<p>Check in. How are we feeling in our minds and bodies? In my mind I feel... In my body I feel... Children pair up and share with each other. Take feedback. Include examples from adults.</p> <p>Ask children to put their hands up if they know the story of the Three Little Pigs. Summarise the main points of the story.</p> <p>Share the word of the week with the school.</p> <p>What does it mean?</p> <p>Tell them that I am going to share the wolf's version of events with them.</p> <p>Alexander T. Wolf was framed! All he wanted to do was borrow a cup of sugar to make a cake for his granny. Unfortunately, a bad cold and some unfriendly neighbours land Al in a heap of trouble. Now in jail, Al recounts what really happened to the Three Little Pigs.</p>

		<p>How is this version of the story different from the traditional version? How are they alike? Which version of the story do you like better? Why? Is it possible to determine if one is the truth? Why or why not? Is Al treated differently because he's a wolf? How so?</p> <p><u>Follow up task in class</u></p> <p>Imagine that you are a pig in this society. How would you feel when you heard about what happened to the Three Little Pigs?</p> <p>Why is it important to look at things from different perspectives?</p>
07.10.2024	Black History Month	<p>Why do we celebrate Black History Month? Show children images of influential Black people. How many of them can they name? Focus on John Blanke and Olaudah Equiano. Share this year's theme (Untold Stories) with children.</p>
18.10.2024	Black History Month Assembly	<p>A celebration of the learning experiences during Black History Month. Each class will share their learning with the school community.</p>