



## SEALGD assembly plan

### **Social Skills (Relationships/Say No to Bullying)**

This theme focuses on bullying - what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.

<b>Week beginning:</b>	<b>Focus Word</b>	<b>Story/Activity</b>
<b>4<sup>th</sup> November</b>	<b>The Holmleigh Way/Feelings</b>	<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.</p> <p>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. Share some of the exciting events/activities planned for the half term.</p> <p><u>Follow up task in class</u></p> <p>Children demonstrate The Holmleigh Way in action</p>
<b>11<sup>th</sup> November</b>	<b>Choose Respect Anti- bullying week Odd Socks Day 11<sup>th</sup> November</b>	<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.</p> <p>What does bullying mean? Are there different types of bullying?</p>

	<p><b>Young Hackney Sessions in Years 3-6</b></p>	<p>Take feedback and discuss definitions. Share this year's theme. Point out that it's one of our values. If Respect were a person, how would they walk, talk and behave?</p> <p>Take feedback. Share slides with children. Stop for questions and reflections.</p> <p><u>Follow up task in class</u></p> <p>Children complete Anti- Bullying week activities in class</p>
<p><b>18<sup>th</sup> November</b></p>	<p><b>Friendship The Girls by Lauren Ace</b></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.</p> <p>Take feedback. Include examples from adults.</p> <p><b>The Girls</b> A beautiful story that illustrates how friendship should look - happy, fun, supportive and diverse! The friends weave in and out of each other's lives as they grow up. This book shows a friendship that all children should value, their innocence showing on each page in a subtle way that supports inclusion without the story being about that.</p> <p><u>Follow up task in class</u></p> <p>A poem or poster about friendship</p>

25 <sup>th</sup> November	<p><b>Perspective</b></p> <p><b>The True Story of the 3 little pigs</b></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>
2 <sup>th</sup> December	<p><b>Sharing assembly</b> <b>Focus: Humanities</b></p>	<p>Children share what they have been learning in their Humanities topics. What they have enjoyed most and what they are looking forward to learning about?</p>
9 <sup>th</sup> December	<p><b>Rehearsals for Christmas Show</b></p>	