



## SEALGD Assembly Plan

### **Relationships (Empathy: Understanding the feelings of others)**

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends.

The theme aims to develop knowledge, understanding and skills in three key aspects of learning: self-awareness, managing feelings and empathy.

<b>Week beginning</b>	<b>Focus Word</b>	<b>Story/Activity</b>
28 <sup>th</sup> April 2025	<b>The Holmleigh Way</b>	<p>Remind children of behaviour expectations during our assembly.  Check in. How are we feeling in our minds and bodies? In my mind I feel... In my body I feel...  Children and adults pair up and share with each other. Take feedback.</p> <p>Take feedback. Review the Holmleigh Way. Why do we have it? Are there any that the children and adults need to work on? Take feedback.  Focus on our school rules. Why do we have rules?  Tell children that this week we are going to place a special emphasis on Rule Number 5: We look after each other, our school and all the things in it. What does this look like? Why is this important?  Go through other aspects of the Holmleigh Way including using Magnificent Manners and remind children that we will be looking for children demonstrating The Holmleigh Way throughout the week and celebrating them.</p>
5 <sup>th</sup> May 2025	<b>BANK HOLIDAY- NO ASSEMBLY</b>	
12 <sup>th</sup> May 2025	<b>KS2 SATs WEEK-NO ASSEMBLY</b>	

19 <sup>th</sup> May 2025	Worries	<p>Remind children of behaviour expectations during our 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 and adults pair up and share with each other. Take feedback.</p> <p>Who can remember what we've covered in our assemblies so far? Take feedback and clarify misconceptions.</p> <p>Did the adults or children catch anyone in the act showing the Holmleigh Way and the school rules?</p> <p>Share that sometimes we have lots of worries about different things. When we face challenges, we may worry. Share my own experience of worry and what I am learning to do. Stress that when I worry, I try to pause and think about what I am worrying about and the likelihood of it coming true.</p> <p>Share Ruby's Worry with children a story about the importance of sharing hidden worries no matter how big or small they may be.</p> <p><b>Discussion Points for Ruby's Worry</b></p> <ol style="list-style-type: none"> <li>1. <b>Understanding Worries</b> <ul style="list-style-type: none"> <li>○ What is a worry?</li> <li>○ What was Ruby's worry like? How did it make her feel?</li> <li>○ How did the worry change over time?</li> </ul> </li> <li>2. <b>Recognising Emotions</b> <ul style="list-style-type: none"> <li>○ How can you tell when someone is feeling worried or upset?</li> <li>○ What kinds of things make you feel worried?</li> </ul> </li> <li>3. <b>Dealing with Worries</b> <ul style="list-style-type: none"> <li>○ What did Ruby try to do about her worry at first?</li> <li>○ What happened when Ruby talked to someone about her worry?</li> <li>○ Why is talking about worries helpful?</li> </ul> </li> <li>4. <b>Supporting Others</b> <ul style="list-style-type: none"> <li>○ Have you ever noticed someone else looking worried or upset?</li> <li>○ What can we do to help our friends when they feel worried?</li> </ul> </li> </ol>
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