



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
07.09.2026	The Holmleigh Way	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. How are you feeling about being in your new classroom? How are you settling in with your new teachers and additional adults? What has been exciting or enjoyable about this change? Understanding The Holmleigh Way Discuss: What is The Holmleigh Way? Why do we have The Holmleigh Way? How does it help us create a positive, safe and respectful school community? Our Core Values Ask children if they can remember our core values: Respect Resilience Kindness Honesty Trust Integrity Discuss: What do these words mean? Why are these values important? How do our values help us make good choices and support each other? Our Expectations Invite children to recall: Our school rules. Give Me Five — what does it remind us to do? Reflect on: Who is on Green? How can we make sure we remain on Green? What choices and behaviours show that we are following The Holmleigh Way? Celebrating Positive Choices Take feedback from the children. Explain that we will be catching children following The Holmleigh Way and celebrating their positive choices. Children who demonstrate our values and expectations may receive messages home to parents and carers to celebrate their successes. Closing Message "Every day we have a choice about how we behave, how we treat others and how we contribute to our school community. By following The Holmleigh Way, we help make Holmleigh a place where everyone can learn, grow and thrive."

14.09.2026	New beginnings/feelings	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. 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. 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 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. Do you think that it's true that no one likes or cares about Tiger- Tiger? Why? Why not? Are our thoughts always true? If our thoughts aren't always true, how can we know which ones are and which ones aren't? Can a thought hurt you? 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? Follow up task in class 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?
21.09.2026	Speak Out Stay Safe Assembly	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. Begin by asking children: How do we keep ourselves safe? Who are the trusted adults who help to make sure all children at Holmleigh are safe? Give children time to think and discuss their ideas before taking feedback. Discuss: Who are the trusted adults in school that children can talk to if they are worried, upset or need help? Who are our Designated Safeguarding Leads (DSLs) at Holmleigh? Introducing the Assembly Remind children about the work of the NSPCC and explain the focus of today's assembly. Share the assembly objectives: By the end of the assembly, children will: Understand the different ways a child can be hurt by others and know that it is never their fault. Understand that all children have the right to be kept safe. Know how and where to get help if they are worried about something. Exploring the Theme Work through the assembly slides. Give children opportunities to: Share their thoughts and ideas. Answer questions and reflect on different scenarios. Ask any questions they may have. Reflection and Next Steps Spend time at the end of the assembly reflecting on the key messages: Everyone has the right to feel safe. It is important to speak to a trusted adult if something is worrying you. Asking for help is a brave and positive choice. Children complete follow-up activities in class to reinforce their learning.
28.09.2026	Perspective The True Story of the 3 little pigs	Begin with a wellbeing check-in: "How are we feeling in our minds and bodies today?" "In my mind, I feel..." "In my body, I feel..." Invite children to pair up and share their responses with each other. Take feedback from the children and include examples from adults to model openness and reflection. Exploring Different Perspectives Ask children: Who knows the story of The Three Little Pigs? Invite children to share what they remember, then summarise the traditional version of the story. Introduce the word of the week: Share the word with the school. Discuss: What does it mean? How can we use this word in our everyday lives? Explain that we are going to hear a different version of the story — the wolf's

		perspective. Share the story of <i>The True Story of the Three Little Pigs</i>: Alexander T. Wolf explains that he was misunderstood and that the events were not quite as they seemed. He claims he was simply trying to borrow a cup of sugar to make a cake for his granny, but a bad cold and a series of misunderstandings led to him being blamed for what happened to the Three Little Pigs. Discussion: Understanding Perspectives Discuss: How is this version of the story different from the traditional version? How are the two versions similar? Which version of the story do you prefer? Why? Is it possible to know which version is the truth? Why or why not? Is Al treated differently because he is a wolf? How? Encourage children to think about how people's experiences and feelings can influence the way they see a situation. Reflection Ask: Why is it important to look at things from different perspectives? How can listening to others help us understand them better? What can happen if we only listen to one side of a story? Follow-Up Activity Children complete a class activity: Imagine you are a pig living in this society. How would you feel when you heard about what happened to the Three Little Pigs? Encourage children to consider: Their thoughts and feelings. What questions they might have. How their perspective may be different from the wolf's.
05.10.2026	Black History Month Dream. Believe Achieve	Begin with a wellbeing check-in: "How are we feeling in our minds and bodies today?" "In my mind, I feel..." "In my body, I feel..." Invite children to pair up and share their responses with each other. Take feedback from the children and include examples from adults to model openness and reflection. Begin by discussing with children why we celebrate Black History Month and the importance of recognising and celebrating the achievements, contributions, and experiences of Black people throughout history. Show children images of influential Black British figures and ask: How many of these people can you name? Introduce figures such as: Sarah Forbes Bonetta John Blanke Dr Ronx Marcus Rashford Claudia Jones Share this year's theme: "Dream. Believe. Achieve." Explain that we will be exploring the lives of people who have overcome challenges, set goals, and demonstrated the importance of having a growth mindset, determination, and resilience. Share a poster about your grandmother and explain why she inspires you, highlighting the qualities and achievements that make her a role model. Children and staff will then have the opportunity to design their own posters celebrating important and influential figures who inspire them.
19.10.2026	Celebration	Remind children of our behaviour expectations during the assembly. Begin with a check-in: How are we feeling in our minds and bodies today? "In my mind, I feel..." "In my body, I feel..." Invite children and adults to pair up and share their responses with each other. Gather feedback and reflections from the group. Celebrating Ourselves and Others Discuss: What is something you have celebrated recently? Why do people celebrate? Can we celebrate small successes as well as big achievements? Invite selected children to share with the school: A proud moment they have experienced themselves. A proud moment they have noticed or observed in someone else. Encourage children to practise celebrating every day by: Congratulating others on their effort and achievements. Thanking the people who support and help them. Recognising and celebrating one thing they are proud of each day. Noticing and celebrating the successes of others.