



SEALGD assembly plan

Motivation: Going for Goals

This theme focuses primarily on the key aspect of motivation and self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Week beginning	Focus Word	Story/Activity
11.01.2027	Goals/The Holmleigh Way	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. Explain to children that because January is the beginning of a new year, many people like to make new year resolutions. These are personal goals they work on throughout the year. Anyone can make a new year resolution and some people make more than one. Explain that as we start the new year, we're going to think about our goals—things we want to get even better at or try our best to achieve. Share that I always spend some time reflecting on the previous year and then think carefully about what I'd like to work on throughout the new year. Give children and adults time to think about one thing that made them smile or proud in 2026. I was proud of myself when... I smiled when... Take feedback. Give children and adults time to think about one thing they would like to work on in the new year. It may include things they would like to try, people they would like to help... 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. This year I would like to show kindness by... This year I would like to use... in the playground. Explain that in class, we'll be working on goals for the year. One of the goals they set will need to be about <i>The Holmleigh Way</i>. This could be about showing kindness, trying hard, being responsible, or any of the other amazing things that are part of The Holmleigh Way. This year, let's think about how we can make ourselves proud by being the very best we can be! What does that mean? It means: - Trying our hardest, even when things are tricky. - Showing kindness and helping others. - Following The Holmleigh Way. - Being brave enough to try new things and learn from mistakes. - Let's set some goals that will help us grow, shine, and feel proud of who we are!
18. 01.2027	Values/ British Values	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. Share my goals (gratitude and purpose) and how I am progressing with the assembly. Take some feedback from adults. What are values? Give everyone thinking time and then take feedback. Explain that values are the things we believe are really important. They guide us in how we act, how we treat others, and how we make choices.

		For example, if kindness is a value, it means we think being kind is very important, so we try to help others and look after them. Values are like a little compass in our hearts that help us know what's right and how to be our best selves? What are our school values? Are there any other things that are important to you? These might be value too! Share that we are going to focus on a set of ideas/rules that help everyone in the UK to feel safe and to be their best selves. What Are British Values? Explain that there five main British Values and include examples of these values in action: Democracy: This means everyone has a say. For example, we vote to choose things like school council members. The Rule of Law: Individual Liberty Mutual Respect: Tolerance of Different Faiths and Beliefs: Let's continue working on goals that will help us grow, shine, and feel proud of who we are!
25.01.2027	Challenge/Resilience	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. Who can remember what we've covered in our assemblies so far? Take feedback and clarify misconceptions. Did the adults or children catch anyone in the act showing the Holmleigh Way and the British Values in action? Share that sometimes when we make goals, it's difficult to keep going. When we face challenges, we want to give up. Stress that when this happens, we need to pause and reset. What does this look like? Take feedback. Share a story about the little fox who was clever and quick but also shy and often afraid to try new things and how he became a shining example of courage and resilience for the entire forest. What are we going to do if we stumble? How are we going to get the courage to get back up and keep going? How are we going to be shining example of courage and resilience?
01.02.2027	Success	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. Did the adults or children catch anyone in the act showing courage and resilience? How are we getting on with our goals? Take feedback. Share that it is important to celebrate our achievements whether big or small. Take some examples of small and big wins from children and adults. Share a story called The Garden of Achievements. A special garden that bloomed with flowers that grew whenever someone in the community achieved something they were proud of: big or small. Why is it important to celebrate all achievements whether big or small? What achievements will they be celebrating during the week?
08.02.2027	Celebrate	Welcome everyone and remind children of our behaviour expectations for assembly, including listening respectfully, participating thoughtfully, and showing kindness to others. Check-in: "How are we feeling today?" Encourage children to think about both their minds and their bodies: <i>In my mind, I feel...</i> <i>In my body, I feel...</i> Invite children to turn to a partner (adult or child) and share their responses. Take a few examples from the group, reminding everyone that all feelings are valid. Reflecting on our learning: Ask, "Who can remember what we've explored in our assemblies so far?" Invite children to share their ideas and build on their responses, clarifying any misconceptions where needed. Celebrating achievements: Ask, "Did any adults or children notice someone celebrating an achievement this week, whether it was big or small?" Invite a few children and adults to share examples of perseverance, kindness, or personal success they have noticed. Class celebrations: Three children from each class will share a piece of work they are proud of, a personal achievement, or a goal they have reached—or are making great progress towards. Encourage the audience to celebrate each speaker with warm applause and encouragement. Closing message: Let's continue setting and working towards goals that help us grow, shine, and become the very best versions of ourselves. Remember, every small step forward is something to be proud of, and by encouraging one another, we help everyone succeed.