



SEALGD Assembly Plan

Getting on and falling out (Managing Feelings)

This theme focuses on helping children realise that getting on with people and managing feelings towards them is an important life skill, as is learning to cope with 'fall outs'.

Week beginning	Focus Word	Story/Activity
22.02.2027	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. 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 1: We work hard and allow others to do the same! What does this look like? Why is this important? Go through other aspects of the Holmleigh Way and remind children that we will be looking for children demonstrating The Holmleigh Way throughout the week and celebrating them.
01.02.2027	Friendship	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. Go through the school rules. Why do we have rules? Which one was our special focus last week? Did the adults or children catch anyone in the act following Rule Number 1? Tell children that this week we are going to place a special emphasis on Rule Number 2: We treat ourselves and others with respect. What does this look like? Why is this important? Take feedback. Share theme for the half term with children. In pairs children think about what friendship means and the qualities they look for in a friend. Take feedback. Include ideas from staff too. Can children remember the key ingredients for a healthy relationship? Remind them: Respect, Equity and Communication. Go through each word and include examples. Discuss the qualities of a good friend and use Can Have Are to help with sentence stems. Friends can encourage each other. Friends have fun. Friends Are kind Challenge the children and adults to find ways to be a good friend during the week. Take some suggestion on what this looks like in action.

08.03.3037	Worries	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 Rule Number 2? Tell children that this week we are going to place a special emphasis on Rule Number 3: We always do as we are asked by a member of staff the first time. What does this look like? Why is this important? Take feedback. 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. Share a story about the little fox who was clever and quick but also shy and often afraid and worried 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? What are we going to do when we start to worry? 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?
15.03.2027	Problem solving	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 the Holmleigh Way? Ask the children: Put your hand up if you've ever had a disagreement with a friend. Keep your hand up if you managed to sort it out. Share: "Friendships are wonderful, but they aren't perfect. Every friendship has bumps along the way. The important question isn't 'Do friends argue?' but 'How do we solve problems kindly and respectfully?'" Display these questions: Is it okay to disagree with a friend? Can someone still be your friend after an argument? What makes someone a good friend? Allow children to share a few answers. Key message: Disagreements are normal. It's how we deal with them that matters. Present the children with some scenarios to think about. Introduce a simple five-step strategy. 1. Stop and Calm Down Take a deep breath. Don't solve problems when you're angry. "Pause before you react." 2. Talk Honestly Use "I" statements. Instead of: "You never include me!" Try: "I felt left out when I wasn't chosen." 3. Listen Good listening means: Looking at the speaker Not interrupting Trying to understand Sometimes people don't mean to upset us. 4. Think of Solutions Ask: How can we make this fair? Can we take turns? Can we compromise? The goal isn't to "win." The goal is to fix the friendship. 5. Move Forward Sometimes this means: Saying sorry Accepting an apology Learning from the mistake Giving each other another chance

		Reflection Ask everyone to think quietly: Is there someone I need to be kinder to? Is there someone I need to forgive? Is there someone I should talk to instead of arguing? Allow 30 seconds of silence. Closing Thought "You don't have to be best friends with everyone, but everyone deserves kindness and respect. Every time we choose to listen, forgive, or work together, we make our school a happier place."
22. 03.2027	Celebrate	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. Three children from each class A celebration assembly- three children from each class share work that they are proud of or goals that they have managed to reach / on the way to reaching. Let's continue working on goals that will help us grow, shine, and feel proud of who we are