



SEALGD Assembly Plan

Changes

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.

Week beginning:	Focus Word	Story/Activity
07.06.2027	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. Did the adults or children catch anyone in the act showing the Holmleigh Way and the school rules? 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 Ruby's Worry with children a story about the importance of sharing hidden worries no matter how big or small they may be. Discussion Points for Ruby's Worry Understanding Worries What is a worry? What was Ruby's worry like? How did it make her feel? How did the worry change over time? Recognising Emotions How can you tell when someone is feeling worried or upset? What kinds of things make you feel worried? Dealing with Worries What did Ruby try to do about her worry at first? What happened when Ruby talked to someone about her worry? Why is talking about worries helpful? Supporting Others Have you ever noticed someone else looking worried or upset? What can we do to help our friends when they feel worried? Creating a Worry Plan Who can you talk to when you have a worry? What are some things you can do that help you feel better? Reflection What did you learn from Ruby's story? If you could give Ruby advice, what would you say?
14.06.2027	Kindness	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. What does kindness mean? Explore the meaning of kindness and how it is shown through our words, actions, and choices. Discuss examples of kindness, such as helping others, showing empathy, including others, listening, and offering support. Why is kindness an important character strength? Understand how kindness helps us build positive relationships, create a caring community, and make others feel valued and respected. Reflect on how kind actions can influence the way we treat others and how we see ourselves. What are the benefits of being kind to others and ourselves? Discuss how kindness can improve friendships, increase feelings of happiness and belonging, reduce conflict, and help us develop self-compassion. Consider why it is important to show kindness not only to others but also to ourselves. Read and discuss Kindness Grows by Britta Teckentrup Use the story to explore how small acts of kindness can grow, spread, and create positive change. Encourage students to make connections between the message of the book and their own experiences of giving and receiving kindness. Invite students to share ways they can help kindness grow in their classroom, school, and community.

21.06.2027	Transition/ change	Remind children of behaviour expectations during our assembly. Check-In: How Are We Feeling? Begin with a mindful check-in: <i>In my mind, I feel...</i> <i>In my body, I feel...</i> Pair children and adults together to share their feelings and experiences. Invite participants to listen to one another and offer feedback or reflections. Exploring Change Discuss: What does change mean to you? What changes have you experienced recently? Talk about how change is a natural part of life. It is normal to feel uncertain, nervous, or worried when something is new or unfamiliar. Read and Discuss: <i>The Cautious Caterpillar</i> After reading, explore the idea that transitions can feel scary at first. With courage, patience, and support from friends and loved ones, new experiences can become exciting opportunities and beautiful new beginnings.
28.06.2027	Growth: Growing through change	Welcome children and remind them of our assembly expectations. Begin with a reflection: "How are we feeling in our minds and bodies today?" "In my mind, I feel..." "In my body, I feel..." Invite children to think about the changes they have experienced: What are some changes that happen as we grow? What changes have you noticed in yourself over the past year? How do we know we are growing? Exploring Change Discuss: Change is a natural part of life. Some changes feel exciting, while others can feel challenging or unfamiliar. Every change gives us an opportunity to learn, develop and become stronger. Share examples: Learning a new skill. Moving into a new year group. Making new friends. Trying something that feels difficult. Improving after making mistakes. Ask: Why can change sometimes feel difficult? What helps us manage change? How can challenges help us grow? Growth Mindset Reflection Discuss the power of "yet": "I can't do it... yet." "I don't understand it... yet." "I haven't achieved it... yet." Encourage children to recognise that growth happens when we: Try new things. Keep going when something feels difficult. Learn from mistakes. Ask for help when we need it. Celebrate progress, not just the final result. Sharing and Reflection Invite children to share: A change they have experienced that helped them grow. Something they can now do that they couldn't do before. A challenge they overcame and what they learned from it. Challenge for the Week Encourage children to: Notice one way they are growing each day. Celebrate their own progress and the progress of others. Approach changes with curiosity and courage. Remember that every small step helps us grow.
05.07.2027	Excitement	Welcome children and remind them of our assembly expectations. 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 to think about moments of change: What changes are happening in our lives? What changes are we looking forward to? How does our body feel when we are excited? Exploring Excitement Discuss: Change can bring new opportunities, experiences and adventures. Excitement is a feeling that can give us energy and motivation. It is normal to feel a mixture of emotions when something changes — we might feel excited, nervous, curious or unsure. Ask: What is something you have been excited about recently? Why do new experiences often make us feel excited? How can we show excitement in a positive way? Recognising Positive Change Explore examples of exciting changes: Starting a new year group or learning something new.

		Meeting new people and making new friends. Taking on a new responsibility. Trying something for the first time. Achieving a goal we have worked towards. Discuss: How can we help ourselves and others feel excited about change? How can we encourage someone who feels unsure about something new? Sharing and Reflection Invite children to share: A change they are excited about. Something new they would like to try. A time when a change led to a positive experience. Encourage children to: Look for the exciting opportunities that change can bring. Be brave when trying something new. Support others through changes they may find difficult. Celebrate new experiences and the progress they make. Closing Thought "Change helps us discover new things about ourselves. When we approach change with curiosity and excitement, we open the door to new possibilities."
12.07.2027	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.