Assembly Plan: Term 3 (Summer Term)

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| Subject |  | Grade |
| Spring Time/New Life |  | Nursery-KS3 |

Overview

Diocesan Vision: Caring for God’s Creation

Summary: Especially useful between Easter and Pentecost, this assembly explores the idea of springtime and new life through the lens of caring for creation.

| Phases | Notes | directions |
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| Preparation and Materials | New life/spring video <https://youtu.be/vLAnt9__5Mg>  PowerPoint available at <http://eastcardiff.church/schools> | Schools are multi faith/belief communities. Please remember to use inclusive, non-gendered language for God (e.g., using God not he or she), give reflective choice to children who do not want to pray and start prayers with Our God to enable those of other faiths to feel free to pray. |
| Welcome | You may wish to do the thumbs up activity. This will help you gauge if the students may need a bit more prompting etc. | Explain:  Thumbs up – feel great  Thumbs middle – I’m ok  Thumbs down – Tired or grumpy  Give a 123 and then ‘show me your thumbs’ |
| Tell | Tell students that in the church we are still celebrating Easter. Say about Easter being 50 days etc. etc.  Mention that in Easter we think of new life. |  |
| Ask | Show the video.  Ask them what signs of Spring and summer they have seen. |  |
| Explain | All the things we find so cute or beautiful in Nature and even the bits we find unpleasant or a bit creepy like slugs and spiders are dependent on us to look after them.  Do we always look after the world around us?  Think about small ways we can help to look after the world around us. (Litter picking etc) | You might like to do a think, pair share here.  Students pause and think to themselves, talk to person next to them, then share with the class/hall. |
| Remind/  consolidate | God saw everything that God had made, and indeed, it was very good. (Genesis 1.31a)  Close your eyes and think about all the wonderful things God has created. What did he create in the seas? What did he create on the land? What did he create in the air? How do we look after the world God created? Do we always do our best? |  |
| Pray/Reflect | Creator God, your love is shown in the flight of a bird, in the richness of soil, in the teeming oceans, in a human face. Thank you for the beauty of creation. Help me to look after your good earth. Amen |  |

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| Subject |  | Grade |
| The Holy Family/BVM – Different types of families/Father’s Day |  | Nursery-KS3 |

Overview

Diocesan Vision: Serving together to make a difference in our communities.

Summary: This assembly originally by Andrew Moffat and adapted by R Hill, explores different types of families. Useful for fathers’ and mothers’ day.

| Phases | Notes | directions |
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| Preparation and Materials | Adapted from an assembly by Andrew Moffat. The original can be found here:  https://ks1no-outsiders-assembly.blogspot.com/2023/04/family.html  PowerPoint available at <http://eastcardiff.church/schools> | Schools are multi faith/belief communities. Please remember to use inclusive, non gendered language for God (e.g. using God not he or she), give reflective choice to children who do not want to pray and start prayers with Our God etc. to enable those of other faiths to feel free to pray. |
| Welcome | You may wish to do the thumbs up activity. This will help you gauge if the students may need a bit more prompting etc. | Explain:  Thumbs up – feel great  Thumbs middle – I’m ok  Thumbs down – Tired or grumpy  Give a 123 and then ‘show me your thumbs’ |
| Tell | Today we’re going to talk about different types of families. Just like there are lots of different people, there are lots of different families.  What is a family? |  |
| Ask | Show the picture of bunnies and kittens.   What do you see in the picture? What animals are together in the picture, why is this picture interesting? |  |
| Explain | This photo was taken at an animal rescue sanctuary in North Carolina, USA and it shows a cat and a rabbit raising their litter together. *(What is a litter?)* The video posted on social media went viral quickly as people shared the pictures of a different family.  Destiny Hampton works as a farmer at the sanctuary and asked for advice as she shared the images; "shall I separate the babies or let them raise them together?"  Why do you think Destiny was asking for advice? What would you expect a cat to do to a baby rabbit?  An animal welfare association in America said, "It's important to always remember that cats are predators and rabbits are prey. *(What is a predator, what is prey?)* If your cat shows predatory behaviour, introducing a rabbit will put the rabbit in danger *(what is predatory behaviour?)* ... a running or hopping rabbit can trigger a cat's prey drive." The association suggested putting up visual barriers between the cat and the rabbit so that the rabbit feels safety. They also said that rabbits can defend themselves and can cause harm to a rabbit.  What advice you give to Destiny? |  |
| Remind/  consolidate | Destiny did separate the rabbit from the cat at first as she was worried they might hurt each other, but both mothers then stopped feeding their babies and she worried that it was the move that was making them stressed. Destiny put them back together and they started feeding the babies again. now they live as a family. Destiny says, "They get along great, They all want to be together, the babies and the mothers."  Today the babies are all growing well and are healthy.    - Do all families have to look the same?  - How is this family different?  -  - What can we learn from this story  about families? |  |
| Pray/Reflect | Watch ‘All my love to you Poppet’  Take a moment to think about your family? Families come in all shapes and sizes.  Imagine the people who care for you and love you and then imagine a lovely warm light surrounding you and them.  Loving God, Families come in all shapes and sizes. We give thanks for those that love us and keep us safe. We give thanks for our school family and ask that even if we don’t always get on, we will always respect and affirm each other.  Amen. |  |

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| Subject |  | Grade |
| We are all Wonderfully Made! |  | Nursery-KS3 |

Overview

Diocesan Vision: Equality and Diversity – Welcoming All.

Summary: The focus of the lesson is to develop understanding of identities and the goal of the lessons is to help pupils understanding that the vocabulary they choose to use can have either a positive or negative affect on their communities as well as individuals.

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| Phases | Notes | directions |
| *Preparation and Materials* | *Adapted from an assembly by LGBT Youth Scotland. The original can be found here:*  [*https://mentallyhealthyschools.org.uk/resources/lgbt-youth-scotland-primary-assembly/*](https://mentallyhealthyschools.org.uk/resources/lgbt-youth-scotland-primary-assembly/)  *PopnOlly Resources to supplement this assembly can be found here:*  <https://youtu.be/eRzRAh2M2Ao>  [*https://www.popnolly.com/*](https://www.popnolly.com/)  *PowerPoint available at* [*http://eastcardiff.church/schools*](http://eastcardiff.church/schools)  *Flipchart or large whiteboard and pens or interactive white board.* | Schools are multi faith/belief communities. Please remember to use inclusive, non-gendered language for God (e.g., using God not he or she), give reflective choice to children who do not want to pray and start prayers with Our God etc. to enable those of other faiths to feel free to pray. |
| Welcome | You may wish to do the thumbs up activity. This will help you gauge if the students may need a bit more prompting etc. | Explain:  Thumbs up – feel great  Thumbs middle – I’m ok  Thumbs down – Tired or grumpy  Give a 123 and then ‘show me your thumbs’ |
| Tell | Today we’re going to talk about identity. We are all unique! There will be things about us that we share that make us similar and there will be things about us that may seem different to others, but we are all wonderfully made!  Give me a clue! - Children take it in turns to come up and draw something that is unique about them for the class to guess. E.g., Hobby, favourite TV Show etc (They introduce it with 'my hobby', ' my favourite tv show', 'My football team' etc |  |
| Ask | What do I mean by the word identity?  Take some answers and then play the video by PopnOlly |  |
| Explain | Think-Pair- Share  Who am I?  If you were to make a picture of your identity what would be on it.  (Slide with example)  Think about it quietly, share with person next to them, then take answers from whole class/hall.  The things that you use to describe your identity are called labels. For example: footballer, Welsh, Christian, Muslim, LGBT etc.  The labels people use can be incredibly important to them. Labels can be useful, but they can also be used to hurt people.  Sometimes people use labels to hurt other people by calling them names or treating them differently in a negative way to other people such as not letting them join in games because of who they are. This is called prejudice.  Can you think of a time somebody called you a name and made you sad?  Can you think of a time when somebody made you feel good about something to do with your identity? Maybe they remembered: that it was a big football match for you or that your family were celebrating a special religious feast or that they liked your colourful hairband. |  |
| Remind/  consolidate | The words we say to people matter.  It is important that people feel safe and loved in our communities and how our choice of language can affect that.  What can we do to make our community in school and at home feel welcoming?  For example, not making fun of the way somebody dresses. |  |
| Pray/Reflect | Alternative for those who do not want to pray: Think about your school community and somebody who makes the community feel safe and welcoming. In your head thank them.  Let us pray:  Welcoming God. Help me to honour your image in every human being. Help me to know that I too reflect that image. May we offer your welcome to all.  Amen |  |