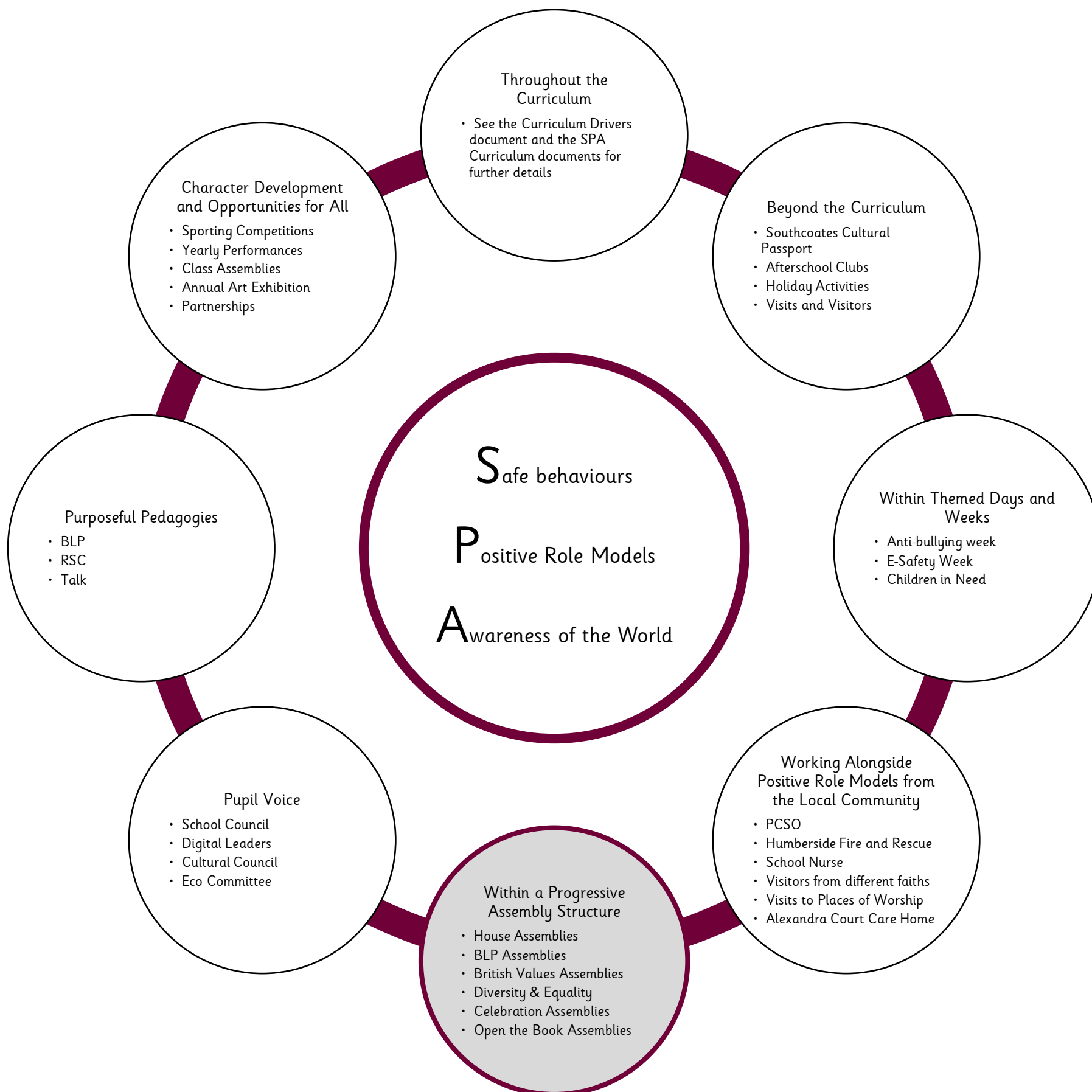


## Personal Development within a Progressive Assembly Structure

At Southcoates Primary Academy, Personal Development opportunities are carefully interwoven into school structures in the following ways:



This document outlines the intent and implementation of our progressive structure of assemblies, in order to maximise opportunities for personal development.

### **Our assembly structure contribute towards:-**

The development of:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character: a set of positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

The promotion of:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

The enabling of:

- Pupils to recognise online and offline risks to their wellbeing and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media

The supporting of:

- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

These aims are also covered and reinforced within other school structures, as outlined on the diagram on the first page.

### **Our progressive assembly structure consists of the following:**

Weekly:

- An 'Open the Book' assembly, performed by members of the local Church.
- A phase assembly, focusing on each of the following areas each half term:
  - Protected Characteristics
  - British Values (delivered by the Cultural Council)
  - Building Learning Power
  - Jigsaw (PSHE) linked to the Medium Term Plans
  - E-Safety (delivered by the Digital Leaders)
- A celebration assembly, celebrating outstanding work.
- A celebration assembly, celebrating excellent behaviour and attitudes, including attendance.

Bi-weekly:

- A 'House Assembly', celebrating different cultures and giving opportunities for collaboration and creativity.

Termly:

- A class assembly, performed to the school.

Yearly:

- A performance to the school.
- A performance to parents.

**Protected Characteristics Progression**


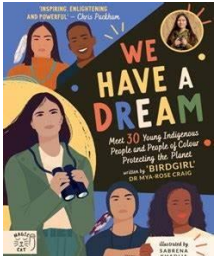
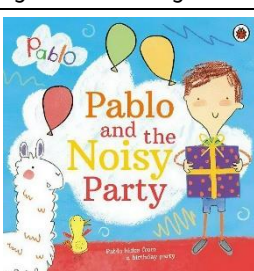
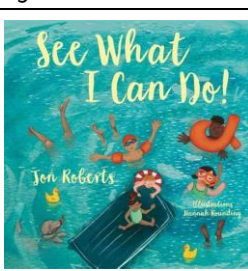
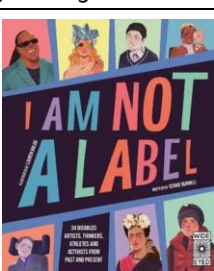
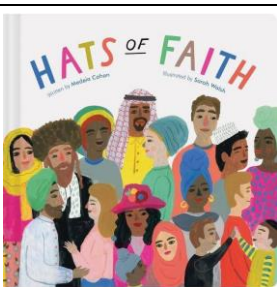
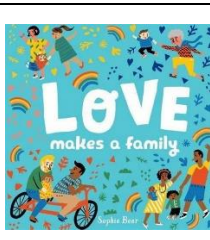
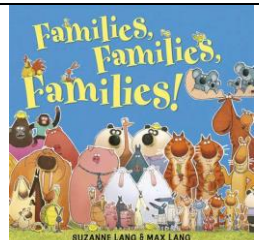
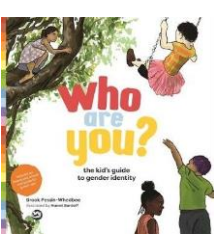
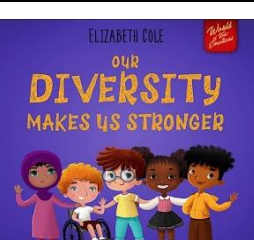
Aims:

- To promote an understanding that difference is a positive, not a negative, and that individual characteristics make people unique; to ensure an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

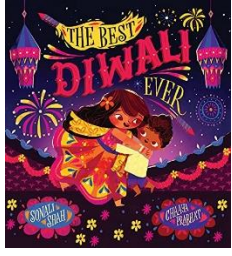
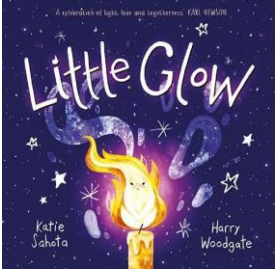
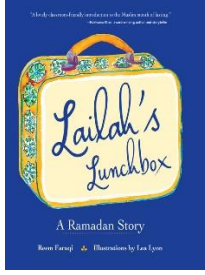
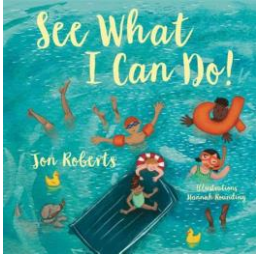
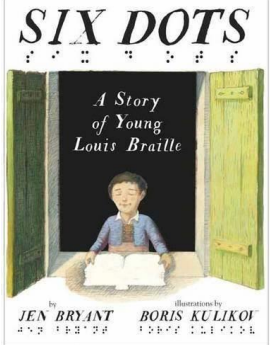
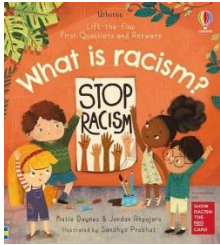
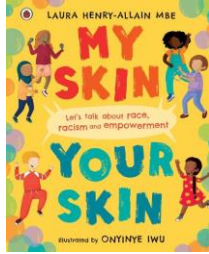
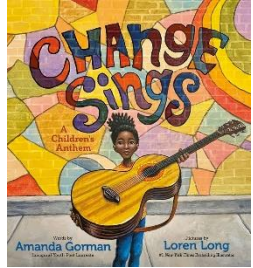
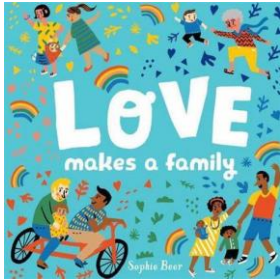
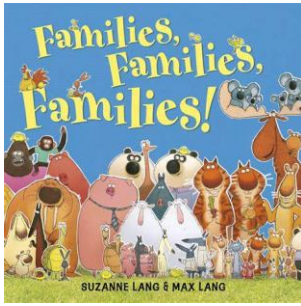
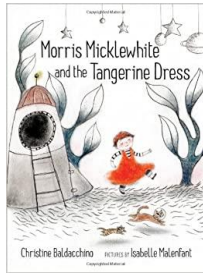
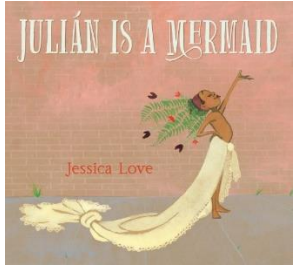
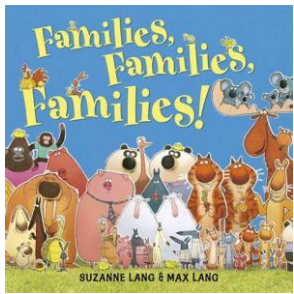
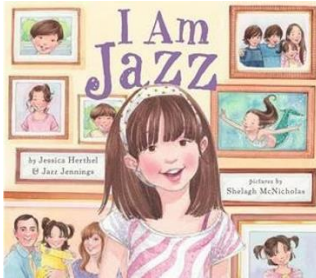
The nine protected characteristics are:

- Race and Ethnicity
- Disability
- Religion or Belief
- Age
- Sexual Orientation
- Sex
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership

Each half term, in each phase, one assembly will focus on one of the nine protected characteristics. Some books are repeated, allowing for recap and retrieval as children move school, and giving opportunities for deeper questioning as the children move through the year groups. The children in each phase also have access to a range of additional literature that promotes diversity and equality in their libraries.

		Focus	Early Years	Key Stage One	Key Stage Two
Cycle A	Autumn 1	Race and Ethnicity	 <p>My Skin, Your Skin by Laura Henry-Allain</p>	 <p>All are Welcome by Alexandra Penfold</p>	 <p>We Have a Dream by Dr Mya-Rose Craig</p>
	Autumn 2	Disability	 <p>Pablo and the Noisy Party by Andrew Brenner</p>	 <p>See What I Can Do by Jon Roberts</p>	 <p>I am Not a Label by Carrie Burnell</p>
	Spring 1	Religion or Belief	 <p>Hats of Faith by Medeia Cohan</p>	 <p>In My Mosque by M. O. Yuksel</p>	 <p>The Proudest Blue by Ibtihaj Muhammad</p>
	Spring 2	Sexual Orientation	 <p>Love Makes a Family by Sophie Beer</p>	 <p>And Tango Makes Three by Justin Richardson</p>	 <p>Families, Families, Families! by Suzanne Lang</p>
	Summer 1	Race and Ethnicity (EY) Sex (KS1 and KS2)	 <p>The Day the Crayons Quit by Oliver Jeffers</p>	 <p>Julian is a Mermaid by Jessica Love</p>	 <p>Who are You? by Brooke Pessin-Whedbee</p>
	Summer 2	Disability (EY) Gender Reassignment (KS1 and KS2)	 <p>Our Diversity Makes us Stronger by Elizabeth Cole</p>	 <p>I am Jazz by Jessica Herthel</p>	 <p>What are Your Words? A Book About Pronouns</p>



		Focus	Early Years	Key Stage One	Key Stage Two
Cycle A	Autumn 1	Religion or Belief	 <p>The Best Diwali Ever by Somali Shah</p>	 <p>Little Glow by Katie Sahota</p>	 <p>Lailah's Lunchbox by Reem Faruqi</p>
	Autumn 2	Disability	 <p>See What I Can Do by Jon Roberts</p>	 <p>Pablo and the Noisy Party by Andrew Brenner</p>	 <p>Six Dots: A Story of Young Louis Braille by Jen Bryant</p>
	Spring 1	Race and Ethnicity	 <p>What is Racism? Stop Racism by Katie Daynes</p>	 <p>My Skin, Your Skin by Laura Henry-Allain</p>	 <p>Change Sings by Amanda Gorman</p>
	Spring 2	Sexual Orientation	 <p>Love Makes a Family by Sophie Beer</p>	 <p>Families, Families, Families! by Suzanne Lang</p>	 <p>Pride: The Story of Harvey Milk and the Rainbow Flag by Rob Sanders</p>
	Summer 1	Race and Ethnicity (EY) Sex (KS1 and KS2)	 <p>All are Welcome by Alexandra Penfold</p>	 <p>Morris Micklewhite and the Tangerine Dress by Christine Baldacchino</p>	 <p>Julian is a Mermaid by Jessica Love</p>
	Summer 2	Sexual Orientation) Gender (KS1 and KS2)	 <p>Families, Families, Families! by Suzanne Lang</p>	 <p>I am Jazz by Jessica Herthel</p>	 <p>What are your Words? A Book About Pronouns by Katherine Locke</p>

### British Values Progression

Aims:

- To develop pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- To develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

These assemblies will be led by the **Cultural Council** each half term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are the British Values?	Democracy	Tolerance	Respect	Liberty	Rule of Law

### Building Learning Power Progression

Aim:

- To develop pupils' character: a set of positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

The following areas of BLP will be launched /revised within phase assemblies and applied during lessons, to help to develop children's positive learning dispositions, confidence and resilience.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Introduction to / revision of the four learning muscles: resilience resourcefulness reciprocity reflectiveness	Resilience: managing distractions	Resourcefulness: reasoning	Reciprocity: collaboration	Reflectiveness: planning	A review of the four learning muscles.
Years One and Two		Resilience: perseverance	Resourcefulness: imagining	Reciprocity: interdependence	Reflectiveness: distilling	
Years Three and Four		Resilience: absorption	Resourcefulness: capitalising	Reciprocity: empathy and listening	Reflectiveness: revising	
Years Five and Six		Resilience: noticing	Resourcefulness: making links	Reciprocity: imitation	Reflectiveness: meta-learning	

### Jigsaw Assembly Progression

Aims:

- To develop every pupil's character: a set of positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- To develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- To develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.
- To develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.
- To support the readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Years One and Two	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Years Three and Four	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Years Five and Six	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

## E-Safety Assembly Progression

Aims:

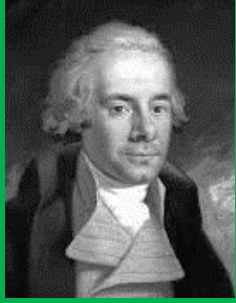

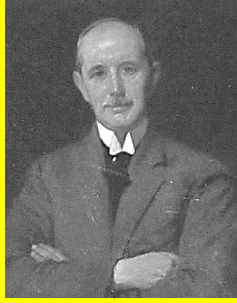

- To enable children to recognise online and offline risks to their wellbeing and making them aware of the support available to them.
- To enable pupils to recognise the dangers of inappropriate use of mobile technology and social media.

These assemblies will be led by the **Digital Leaders** each half term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security

## House Assembly Structure

All children in school are assigned to one of four 'houses'. Siblings are allocated to the same house as one another. Each house is named after an important / famous local figure. These houses were chosen by a child (as part of a school wide competition).

Wilberforce	Johnson	Needler	Sullivan
			
<p><b><u>William Wilberforce</u></b></p> <p>A philanthropist and politician (MP for Hull) who was credited with the abolition of slavery in this country.</p>	<p><b><u>Amy Johnson</u></b></p> <p>A pioneering English pilot – the first woman to fly solo from the UK to Australia.</p>	<p><b><u>Frederick Needler</u></b></p> <p>A pioneer of sweet making. He developed a recipe for clear boiled sweets</p>	<p><b><u>Clive Sullivan</u></b></p> <p>British rugby captain, first black captain of a British national team. Played for both Hull rugby teams.</p>

Houses meet every two weeks for half an hour. The vice-principal draws up an annual schedule for these sessions. Over the course of the year a house quiz and talent competition takes place. In addition, each house studies a country that they then use a stimulus for the opening ceremony of our sports day. This may include music, dance or song.

The countries have been chosen for a range of reasons to ensure that each house will study a home nation (H), a country that is home to a major world religion (R), a Spanish speaking country (S) and a major world nation (W). These are staggered so that each of the four themes is represented each year over a four-year rolling programme.

Year	Wilberforce	Johnson	Needler	Sullivan
1	South Africa (W)	Scotland (H)	India (R)	Spain (S)
2	Ireland (H)	Argentina (S)	Jamaica (W)	China (R)
3	Mexico (S)	Israel (R)	Wales (H)	Poland (W)
4	Pakistan (R)	France (W)	Colombia (S)	England (H)