



## Assembly Rota - Autumn 2018

Week Beg	Theme	Led by	Curr Links	SMSC	British Values
10/09 B	<b>Vision for the year ahead</b> "The vision must be followed by the venture. It is not enough to stare up the steps – we must step up the stairs." <i>Vance Havner</i>	AT		1.2, 1.3, 1.4 2.2 4.3	D, RL, IL, MR
17/09 A	<b>Rights and responsibilities</b> "My rights go hand in hand with my responsibilities" <i>Young Church</i>	SS	RE	1.1, 1.2 3.1	MR, TF&C
	<b>Inspirational sports person</b> "We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary." <i>Carol S. Dweck</i>	9TC	PE	1.2	
24/09 B	<b>Tolerance</b> "In the practice of tolerance, one's enemy is the best teacher" <i>Dalai Lama</i>	JM	PSHCE	1.1 2.2 3.1	MR, TF&C
	<b>Post 16 options – year 11</b> "By failing to prepare, you are preparing to fail" <i>Benjamin Franklin</i>	HM	ALL	1.3,1.4	D, RL,IL
01/10 A	<b>Windrush pioneers</b> "It is crucially important we remember this generation of pioneers as we are all standing on their shoulders" <i>Sonia Brown</i>	HB	HIST	2.1,.2.,2.3,4. 1,4,2,	IL, D
	<b>Mary Seacole</b> "I attribute my success to this – I never gave or took any excuse" <i>Florence Nightingale</i>	9AM	HIST	2.1,.2.,2.3,4. 1,4,2,	IL, D
08/10 B	<b>Nelson Mandela</b> "Do not judge me by my successes, judge me by how many times I fell down and got back up again" <i>Nelson Mandela</i>	JA	HIST / PE	2.1,.2.,2.3,4. 1,4,2,	IL, D
	<b>Resilience</b> "Fall seven times, stand up eight" <i>Japanese Proverb</i>	SS	ALL	1.1 2.2 3.1,3.2,3.3	MR

15/10 A	<b>Martin Luther King</b> "The time is always right to do what is right" <b>Martin Luther King</b>	BR	PE / HIST	2.1,.2.,2.3,4. 1,4,2,	IL, D
	<b>Resilience</b> "Fall seven times, stand up eight" <i>Japanese Proverb</i>	9AS	ALL	1.1 2.2 3.1,3.2,3.3	MR
22/10 B	<b>Mindsets</b> "Did I win? Did I lose? Those are the wrong questions. The correct question is: Did I make my best effort?" If so, he says, "You may be outscored but you will never lose." <b>Carol S. Dweck</b>	JA	ALL	1.2,1.4	IL, MR
	<b>Mental Health – 10 &amp; 11</b> "Happiness is not something readymade. It comes from your actions"	HM	ALL	1.1 2.2 3.1,3.2,3.3	T
05/11 A	<b>Stop Stigma</b> "Mental illness is nothing to be ashamed of but stigma and bias shame us all" <b>Bill Clinton</b>	HM	ALL	1.1 2.2 3.1,3.2,3.3	T
	<b>WW1 Remembrance</b> "We shall remember them" <b>Lawrence Binyon</b>	JM/ StLT	HIST	1.1 2.1,2.3 4.3	D, IL, MR, TF&C
12/11 B	<b>Anti bullying</b> "Be kind for everyone you meet is fighting a hard battle" <i>Plato</i>	HB	ALL	2.1,2.2,2.3 3.1,3.2,3.3 4.1,4.2,4.3	RL, MR, TF&C
	<b>Revision – Year 11</b> " By failing to prepare, you are preparing to fail" <i>Benjamin Franklin</i>	JM	ALL	1.3,1.4	D, RL,IL
19/11 A	<b>**Attendance</b> 'No matter how you feel, get up, dress up and show up.' <i>Regina Brett</i>	AT	ALL	2.1,.2.,2.3,4. 1,4,2,	IL, D
	<b>Inspirational sports person</b> "We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary." <b>Carol S. Dweck</b>	8AC	PE	1.2	
26/11 B	<b>E Safety</b> "At the end of the day, the goals are simple: safety and security" <i>Jodi Rell</i>	BR	ICT	2.1,2.2,2.3 3.3	D,RL

	<b>Aspirations</b> “Don't set your goals by what other people deem important.” <i>Jaachynna N.E. Agu,</i>	BR		1.2,1.3,1.4	
<b>03/12 A</b>	Exams				
<b>10/12 B</b>	<b>Mindfulness</b> <i>“The practice of mindfulness is simply being aware of what is happening right now”</i>	HM	PSHCE	1.1 2.2 3.1	MR, TF&C
	<b>Respect</b> <i>‘Treat others the way you want to be treated’</i>	8ML	ALL	1.1 2.2 3.1,3.2,3.3	MR
<b>17/12 A</b>	<b>Christmas</b> <i>“Goodwill on Earth and peace to all”</i>	PT	RE	1.1, 1.2 3.1	MR, TF&C

Assemblies are used within Upper Wharfedale School to promote SMSC. Below is the Ofsted summary defining SMSC:

### Defining spiritual, moral, social and cultural

1. The spiritual development of pupils is shown by their:
  - 1.1 ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
  - 1.2 sense of enjoyment and fascination in learning about themselves, others and the world around them
  - 1.3 use of imagination and creativity in their learning
  - 1.4 willingness to reflect on their experience
2. The moral development of pupils is shown by their:
  - 2.1 ability to recognise the difference between right and wrong, readily apply this understanding ion their own lives and, in so doing, respect the civil and criminal law of England
  - 2.2 understanding of the consequences of their behaviour and actions
  - 2.3 interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

3. The social development of pupils is shown by their:

- 3.1 use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- 3.2 willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- 3.3 acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

4. The cultural development of pupils is shown by their:

- 4.1 understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 4.2 understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 4.3 knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- 4.4 willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- 4.5 interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in local, national and global communities.

Using some of the above bullet points will help create a more effective assembly and stimulate, 'The school's thoughtful and wide-ranging promotion of pupil's spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community'.

British Values: Upper Wharfedale School promotes British Values with the following five key areas:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

