

EYFS, KS1, KS2

# Whole-school assemblies

## TEACHING PACK

- 11 topical whole-school assemblies, one per month of the teaching year
- Features themes such as wellbeing and resilience
- Links to the PSHE Association Programme of Study



# Contents

Month	Topical Day	Theme	Page
<b>September</b>			<b>4</b>
	Roald Dahl Day (13 <sup>th</sup> )	Resilience	
<b>October</b>			<b>9</b>
	World Mental Health Day (10 <sup>th</sup> )	Emotional wellbeing	
<b>November</b>			<b>14</b>
	Anti-Bullying Week (15 <sup>th</sup> -19 <sup>th</sup> )	Kindness	
<b>December</b>			<b>18</b>
	Human Rights Day (10 <sup>th</sup> )	Standing up for what is important	
<b>January</b>			<b>23</b>
	Kid Inventors' Day (17 <sup>th</sup> )	Growth mindset	
<b>February</b>			<b>28</b>
	Safer Internet Day (8 <sup>th</sup> )	Staying safe online	
<b>March</b>			<b>33</b>
	British Science Week (11 <sup>th</sup> -20 <sup>th</sup> )	Being curious	
<b>April</b>			<b>39</b>
	Earth Day (22 <sup>nd</sup> )	Playing your part	
<b>May</b>			<b>44</b>
	Outdoor Classroom Day	Physical wellbeing	
<b>June</b>			<b>50</b>
	Healthy Eating Week	Physical wellbeing	
<b>July</b>			<b>55</b>
	Acts of Kindness	Emotional wellbeing	

# Introduction

This pack aims to provide schools with a set of monthly whole-school assemblies linked to PSHE themes.

The pack comprises 11 assemblies, one for each teaching month of the year, each based on a topical event. Each assembly contains teaching notes and an accompanying PowerPoint which you can find here. The assemblies are intended to be approximately 20 minutes long.

The teaching notes are set out as follows:

<b>Title</b>
<b>PSHE objectives</b>
<b>Overview</b>
<b>Suggested intro music</b>
<b>Teaching notes/script</b>
<b>Some also have extension ideas and useful links.</b>

Screenshots of the PowerPoint slides are also included for reference.

Please note that, at time of publishing, all external links referenced within the pack are fully functioning, however, Teachit Primary cannot take responsibility for the maintenance of external websites.

We hope you enjoy using this pack. If you have any questions, please get in touch: email [support@teachit.co.uk](mailto:support@teachit.co.uk) or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members - you can do this by adding a comment on the Whole-school assemblies page on Teachit Primary (please log in to access this).

## Title

Roald Dahl Day - resilience

## Objectives

PSHE

- To encourage children to think about what resilience means, and to help them create simple strategies to help build resilience to negative opinions, judgements and comments.

## Preparation - What you will need

- A recording of 'When I Grow Up' from Matilda the Musical
- A display of Roald Dahl books, ideally including the titles referred to:  
*The BFG*  
*James and the Giant Peach*  
*Charlie and the Chocolate Factory*  
*Fantastic Mr Fox*  
*Matilda*

## Overview

Roald Dahl Day is held on the **13 September** - his birthday.

This assembly explores what it means to be resilient by looking at how some of Roald Dahl's most famous characters show resilience.

## Suggested intro music

'When I Grow Up' by Tim Minchin from *Matilda the Musical*

## Notes/script

### Slide 1 - Picture of Roald Dahl

Ask the children if they recognise the image of the man on the PowerPoint or can guess who he is. Take suggestions. Explain that the image is of Roald Dahl: one of the greatest children's writers of the 20<sup>th</sup> century. He was born over a hundred years ago, on the 13 September 1916. On his birthday each year, we celebrate the incredible stories he wrote and the wonderful characters he created.

Tell the children that many of them will be familiar with some of Roald Dahl's wonderful stories. They may have read them, or listened to them read aloud. They may have seen one of the films that have been made of Roald Dahl's books, or they may even have gone to the theatre to see musicals or stage performances of his work! **Who is their favourite Roald Dahl character?** Take a few suggestions.

Explain that in today's assembly, we are going to be thinking about Roald Dahl and his characters in a bit more detail.

### *Slide 2 - Five facts about Roald Dahl*

Share five facts about Roald Dahl:

1. He fought in World War Two.
2. He wrote many of his stories in a shed at the bottom of his garden.
3. He invented over 500 new words! These include whizzpopping, splendiferous, snozzcumpers and disastrophe.
4. Many of his characters were based on real people.
5. His teachers said that writing wasn't his strong point!

Ask the children to raise their hand if they are surprised by the last fact.

Explain that even though Roald Dahl was told he was not good at writing as a child, that did not stop him wanting to write and becoming very good at it. In fact, he went on to become one of the world's most famous writers! This shows he was extremely **resilient**, which is what we are going to talk about in the rest of the assembly. We are going to talk about what resilience means, and how some of Dahl's characters show resilience themselves.

Ask the children: *what do you think it means to be resilient?* Take some responses from different aged children.

Share the definition:

'Resilience is the ability to **bounce back** when things have not gone the way you hoped they would.

This means **dealing with challenges, giving things a go, trying your best, being strong on the inside, and standing up for yourself**. Most of all, it means **never giving up**.'

Roald Dahl did not give up on his writing, even though his teachers told him that he was not very good at it!

### *Slide 3 - Which characters are resilient and how?*

#### *Slide 3 (i) - James*

In *James and the Giant Peach*, James manages to get the better of his cruel aunts by **collaborating** with a group of insects to help him escape the house. As he has never had any friends before because he has always been locked up in his aunts' house, he is a little cautious at first. However, there comes a point when he decides that he is starting to like his new friends very much:

*'In fact, they weren't really terrible at all. They seemed extremely kind and helpful in spite of all the shouting and arguing that went on between them.'*

And from that point on, the friends join forces to use the giant peach to escape from cruel Aunt Sponge and Aunt Spiker.

It helps our resilience when we **work with others** and are **not afraid to ask for help**.

### Slide 3 (ii) - Mr Fox

In *Fantastic Mr Fox*, Mr Fox devises plan after plan to outwit the farmers. He is resilient because he **believes in himself** and **never gives up**, even though the farmers try all sorts of devious ways to get rid of him. He is also extremely encouraging to the younger foxes, often saying, '**Keep going!**' and '**Never give up!**' Having some key positive words and phrases to remember helps us to be resilient.

Ask the children if they can think of any positive phrases that would help with resilience. Take suggestions.

### Slide 3 (iii) - Charlie Bucket

In *Charlie and the Chocolate Factory*, Charlie and his family are very poor.

At the start of the story, we find out what their meals are like:

*'The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup for supper.'*

Although they are all terribly hungry and uncomfortable, they entertain each other with stories every night, and the room becomes, '*a happy place, and the whole family would forget that it was hungry and poor.*'

Part of resilience is **dealing with challenges**. Charlie and his family live in very challenging circumstances, but they still find ways to cheer one another up.

### Slide 3 (iv) - The BFG

In *The BFG*, the other giants are frightening, and bully the BFG because he is different:

*"Here comes the runty one!" boomed the Fleshlumpeater. "Ho-ho there, runty one! Where is you splatch-winkling away to in such a hefty hurry?" He shot out an enormous arm and grabbed the BFG by the hair.'*

But even in the face of this brutish behaviour from the other giants, the BFG doesn't give up. He remains calm and **strong on the inside**:

*'The BFG didn't struggle. He simply stopped and stood quite still, and said, "Be so kind as to be letting go of my hair, Fleshlumpeater."'*

The BFG is **resilient** because he doesn't allow the attitudes and the actions of the other giants to deter him from leaving his cave to make sure that children have lovely dreams.

#### Slide 4 - Matilda

Matilda is probably the most resilient of all Roald Dahl's characters.

She is born to parents who don't value education and actively forbid her to read books. She **never gives up**, though, and through her determination, she makes use of the local library and **stands up for herself** to insist that she goes to school.

Throughout the story, Matilda always **gives things a go** - and that's important! Whether it's ensuring that she can get to the library each afternoon; gaining revenge on her family; making sure that her friends are not treated unjustly at school; or, ultimately, being adopted by Miss Honey, Matilda knows what she wants and **tries her best** to achieve it.

#### Slide 5 - Resilience strategies

Say to the children that after they leave the assembly, you hope they will have a great day. However, there is a chance that things won't go as smoothly as they hope. Maybe they will find some of their work difficult, or perhaps they will have an argument with their friends.

***How do they think they will cope? Will they be resilient like some of the characters we have been talking about?***

Stop and think for a moment...

Will you:

- get help from others like James?
- never give up like Mr Fox?
- deal with challenges like Charlie?
- be strong on the inside like the BFG?
- give things a go like Matilda?

Take a few suggestions from children about what they think they will do to increase their resilience.

Play 'When I Grow Up' as children leave.

#### Extension ideas

- Encourage the children to keep a resilience diary.
- Every day, for at least a week, ask them to record anything that they find challenging and what they did to overcome the challenge.

## Roald Dahl Day



Resilience

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1

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## Who was Roald Dahl?



He fought in World War Two.



He invented over 500 new words!

He wrote many of his stories in a shed at the bottom of his garden.



Many of his characters were based on real people.



His teachers said that writing wasn't his strong point.



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2

## Which characters are resilient and how?



James and the Giant Peach



Fantastic Mr Fox



Charlie and the Chocolate Factory

The BFG



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3

## Matilda



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4

## How will you be resilient today?

Will you:

...get help from others like James?

...never give up like Mr Fox?

...deal with challenges like Charlie?

...be strong on the inside like the BFG?

...give things a go like Matilda?



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5