



Assembly plan
 Theme: Safeguarding
 Spring 2016

Assembly	Theme	Activity & Reflection	Follow-up in class
1	What makes you feel safe?	<p>Ask the question and let the children share ideas in pairs. Do the things that make you feel safe change as you grow older? Ask children of different ages and the adults in the room.</p> <p>Watch video: https://www.youtube.com/watch?v=Ytfaj7tyEo Safe Network – what makes children feel safe?</p> <p>Discuss what each of the children say in the video: being with adults, talking to adults, sharing problems, being in a safe building etc.</p> <p>Reflect on which of those things makes them feel safest. Discuss the posters I would like them to create.</p> <p>Remind the children what to do if they ever don't feel safe. Use your voice!</p>	<p>In class, for wake-up work, draw a picture of themselves surrounded by things that make them feel safe. Colour.</p> <p>Some classes produce piccollage posters 'I feel safe when...'</p> <p>Begin to create our own 'I feel safe when...' video. (Digital Leaders)</p> <p>Pupil post/pupil post-it wall.</p> <p>Survey monkey on the children's understanding of 'safeguarding'.</p>
2	What is a 'guard'?	<p>Slideshow and discussion about all the different types of guard: lifeguard/bodyguard/guard dog/fire-guard/guardian.</p> <p>Watch a clip from the film: Rise of the guardians.</p> <p>What does 'guard' or 'guardian' mean? Defend/protect from danger/warden/police/save/keep watch/prevent injury/</p> <p>What do all of the guardians have in common? Picture in your mind what a guard looks like and what qualities they have.</p> <p>Who are your 'guards' in school? Look at the role of adults and how keeping our pupils safe is all of our responsibility.</p>	<p>Draw pictures of guards and the qualities that a guard should have.</p> <p>Create a poster of the guards in school.</p> <p>Y4: Think of an animal who could be our 'safeguard' mascot. Competition.</p> <p>Continue with 'I feel safe when...' video.</p>
3	What does 'safeguarding' mean to you?	<p>Put safe + guard together.</p> <p>What does 'safeguarding' mean in general and in school.</p>	<p>Create digital posters that explain who helps to keep them safe' eg:</p>

		<p>Explain what we safeguard: the health, minds and hearts of our pupils and staff.</p> <p>How does it feature in a typical day at Prescot Primary? How do we keep our pupils safe from the beginning to the end of the day? Look at slideshow of times of the day. Children discuss in pairs what safeguarding elements are active in the photo, eg: teacher on duty at playtime, restrictions on iPads, security codes on outside doors etc.</p>	<p>My teacher keeps me safe. My Mum keeps me safe. My friend keeps me safe. Add photos of their personal 'safeguards'.</p>
4	Safeguarding your health	<p>We want our learners to be safe, fit and healthy – ready to learn. Show video that links active bodies & active minds. If you are really healthy, does that mean that you are safe?</p> <p>Think of 5 ways that our school promotes living a healthy lifestyle. Share with your partner. (Think sporting activities, nutritious meals, plenty of fruit, medical checks, keeping an eye on attendance)</p> <p>Think of 5 ways that our school promotes staying safe. Share with a different partner. (Think: Road safety, growing up talks, safe classrooms, door guards, risk assessments on school trips).</p> <p>Y4: Kahoot quiz on keeping healthy, keeping safe.</p> <p>Remind the children of the role of their teacher, the learning mentor or any other adult in school who can help. We can't keep secrets but we can be trusted to do the right thing. Also, tell us or Mrs Higgs if any part of the building looks unsafe/in need of repair.</p>	<p>Poetry competition: Write a poem of any style that reflects the importance of keeping safe and keeping healthy.</p>
5	Safeguarding your heart	<p>Emotions. 'Matters of the heart'. How can we safeguard the heart?</p> <p>Video clip: 'Heartbreak'</p> <p>In school, we teach pupils how to cope when times are tough. Discuss with a partner the types of events in life that can be upsetting. The types of subjects that we may not talk about too often. Sad times.</p> <p>Explain that having times like these help you to grow; getting sad helps children to develop important life skills.</p>	<p>Find a collection of moments from books or films that show how a person has dealt with sadness. Who is the character? What was the situation? How did they manage their sadness? What was the outcome?</p> <p>Collect together on a</p>

		<p>How can we help ourselves when we get sad? Share ideas with a partner. (Think: talking to friends/trusted adults, painting positive pictures in the mind, thinking of a way forward, being brave.)</p> <p>How can we help a friend if they are sad?</p> <p>Remind the children of the role of their teacher, the learning mentor or any other adult in school who can help. We can't keep secrets but we can be trusted to do the right thing.</p> <p>Talk about NSPCC/Childline</p>	<p>'Safeguarding the heart' display.</p>
6	Safeguarding your mind	<p>Is your mind always safe? 'Peace of mind' – what does this mean? When would your mind be troubled? What takes away 'peace of mind'? (Think: fear, anxiety, stress).</p> <p>Explain that getting scared is normal and important. Children are beginning to understand risk, evaluate threat and manage emotions.</p> <p>Show a clip from a movie that shows worry: Harry Potter & the prisoner of Askaban: Learning to deal with 'Boggarts'. (These take the shape of your most feared thing). Deal with this by shouting 'Ridikulus' and imagine your most feared thing in a ridiculous or funny way.</p> <p>Ask the children to share ideas of what may make them worry, what may make them frightened. Discuss any fears they have had and how they have overcome them.</p> <p>What can help if you feel worried? Think of 5 'top tips'.</p> <p>Remind the children of the role of their teacher, the learning mentor or any other adult in school who can help. We can't keep secrets but we can be trusted to do the right thing.</p> <p>Talk about NSPCC/Childline.</p>	<p>Create a 'Top Tips' card to help other children to cope with worry and stress.</p>