



**Assembly Rota
Spring Term - Half-Term One
2018-2019**

The purpose of Assemblies at Headlands School is to ensure:

- The promotion of Headlands School Values: Pride. Aspire. Respect.
- The promotion of student's spiritual, moral, social and cultural (SMSC) and personal, social, health education (PSHE).
- Reverend Pollard (also a Governor) from The Priory Church leads Collective Worship once per 1/2 term.
- The promotion of fundamental British Values.
- The promotion of Headlands School's 5 R's -
 1. Right Attitude
 2. Right Place
 3. Right Time
 4. Right Uniform
 5. Right Equipment

Tutors should register students at 1.25pm and then accompany their Tutor group to the hall. Entry will be supervised at the door by a member of the SLT & the Director of Student Services. Heads of Year will supervise the students as they enter the hall and take their seats. Students will enter in an orderly manner, walk down the side corridor to the front and be seated. At the end the students will be dismissed in an orderly manner and all chairs will be stacked in piles of five.

PSHE Year 7 Spring Term: Personal Values, Rights, Responsibilities, Diversity & Bullying

PSHE Year 8 Spring Term: Diversity, Prejudice and Discrimination

PSHE Year 9 Spring Term: Responsibilities, Role Modelling, Diversity & Discrimination

PSHE Year 10 Spring Term: Assertiveness, Communication, Negotiation Skills

W / C	SLT	Word of the Week	PSHE / SMSC Period	Monday Year 7	Tuesday Year 8	Wednesday Year 9	Thursday Year 10	Friday Year 11
14.1.19	GC	Rights (noun) That which is morally correct. E.g. Human Rights - fundamental freedoms and liberties that every person should have as a birth right.	Friday 18.1.19 Period 1	Pride A reflective assembly asking students to consider New Year's Resolutions and in particular "kind words."	Pride A reflective assembly asking students to consider New Year's Resolutions and in particular "kind words."	Pride A reflective assembly asking students to consider New Year's Resolutions and in particular "kind words."	Pride A reflective assembly asking students to consider New Year's Resolutions and in particular "kind words."	Pride A reflective assembly asking students to consider New Year's Resolutions and in particular "kind words."
21.1.19	BN	Diversity (noun) The fact of many different types of things or people being included in something; a range of different things or people. E.g. "This city is known for its cultural diversity."	Friday 25.1.19 Period 2	Aspire Reviews Core Values of Britain and how to positively challenge discrimination in modern Britain. Highlights how young people should aspire to live in a society where racial discrimination does not exist.	Aspire Reviews Core Values of Britain and how to positively challenge discrimination in modern Britain. Highlights how young people should aspire to live in a society where racial discrimination does not exist.	Aspire Reviews Core Values of Britain and how to positively challenge discrimination in modern Britain. Highlights how young people should aspire to live in a society where racial discrimination does not exist.	Aspire Reviews Core Values of Britain and how to positively challenge discrimination in modern Britain. Highlights how young people should aspire to live in a society where racial discrimination does not exist.	Aspire Reviews Core Values of Britain and how to positively challenge discrimination in modern Britain. Highlights how young people should aspire to live in a society where racial discrimination does not exist.
28.1.19	GC	Prejudice (verb) To give rise to prejudice in someone. To cause harm to. E.g. "A person may hold a prejudiced view towards a certain race or gender."	Friday 01.2.19 Period 3	Respect Reflects on what contributes to our identify in modern Britain and how to respect one another.	Respect Reflects on what contributes to our identify in modern Britain and how to respect one another.	Respect Reflects on what contributes to our identify in modern Britain and how to respect one another.	Respect Reflects on what contributes to our identify in modern Britain and how to respect one another.	Respect Reflects on what contributes to our identify in modern Britain and how to respect one another.

4.2.19	BN	Bullying (noun) Repeated behaviour which is intended to hurt someone either emotionally or physically. E.g. “Relational bullying involves deliberately preventing someone from joining or being part of a group, whether it’s a lunch table, game, sport, or social activity. Verbal bullying with cruel spoken words, name calling, disrespect comments about someone’s appearance”	Friday 08.2.19 Period 4	Respect Explores bullying definitions (including cyber-bullying), impact on emotional well-being and recognising the “signs” both in school and in the work place. Presents the role of the bystander and how to help friends when they believe they are being bullied.	Respect Explores bullying definitions (including cyber-bullying), impact on emotional well-being and recognising the “signs” both in school and in the work place. Presents the role of the bystander and how to help friends when they believe they are being bullied.	Respect Explores bullying definitions (including cyber-bullying), impact on emotional well-being and recognising the “signs” both in school and in the work place. Presents the role of the bystander and how to help friends when they believe they are being bullied.	Respect Explores bullying definitions (including cyber-bullying), impact on emotional well-being and recognising the “signs” both in school and in the work place. Presents the role of the bystander and how to help friends when they believe they are being bullied.	Respect Explores bullying definitions (including cyber-bullying), impact on emotional well-being and recognising the “signs” both in school and in the work place. Presents the role of the bystander and how to help friends when they believe they are being bullied.
11.2.19	GC	Stereotype (noun) A widely held but fixed and oversimplified image or idea of a particular type of person or thing. E.g. “Racial remarks, sexual remarks, gender remarks”	Friday 15.2.19 Period 5	Aspire Reflects on the different types of relationships and family units and how young people should aspire to securing “positive” relationships.	Aspire Reflects on the different types of relationships and family units and how young people should aspire to securing “positive” relationships.	Aspire Reflects on the different types of relationships and family units and how young people should aspire to securing “positive” relationships.	Aspire Reflects on the different types of relationships and family units and how young people should aspire to securing “positive” relationships.	Aspire Reflects on the different types of relationships and family units and how young people should aspire to securing “positive” relationships.

