



Assemblies for PSHE, British Values and RSE 2025

	<i>Story</i>	<i>Value</i>	<i>Stimuli</i>	<i>Marvellous Manners (British Values)</i>
1	<i>Personal Characteristics</i>	Setting personal goals.	Characteristics for Success wheel – Confidence, persistence, resilience, getting along and organisation. Link these with Endeavours and Flairs. Successful characteristics. Personal development. Link with Edisford Ethos Pyramid. Give out points sheets this week.	<ul style="list-style-type: none"> ❖ Joining in with the school show rehearsals. ❖ Showing pride and enjoyment.
2	<i>The Maligned Wolf Story</i>	Seeing things from others' perspectives.	Tell the Maligned Wolf story. Two sides to every story. Put ourselves in others' shoes and see from their perspective.	<ul style="list-style-type: none"> ❖ Wearing our uniform with pride.
3	<i>The Emperor's New Clothes Story</i>	Speaking up and having courage	The Emperor's New Clothes story – learning to speak up for what we believe in, even if it goes against what many people think. Showing courage and conviction.	<ul style="list-style-type: none"> ❖ Speak up in support of others. ❖ Being ready to learn.
4	<i>The Edisford Ethos Pyramid</i>	Contributing and sharing success	Look at our Edisford Ethos pyramid and show how we can be ourselves in our environment and also contribute to it as well. Tell the story of The Happy Prince – he gives all he has to people he can see suffering.	<ul style="list-style-type: none"> ❖ Saying please and thank you. ❖ Opening doors for others.
5	<i>Owning it</i>	Owning our own behaviour	Look at the 'Own it' part of the Edisford Ethos and talk about how we can be responsible for ourselves. Give examples – children suggest different e.g.s. Link to our behaviour model of empowerment. Talk through so staff and children hear about description of reality and clear choice of consequence.	<ul style="list-style-type: none"> ❖ Put yourself in someone else's shoes. ❖ Try new things and have a go.



Assemblies for PSHE, British Values and RSE 2025

6	<i>The Touching the Void Story</i>	Overcoming obstacles and persevering	Tell the Touching the Void story. Show how against all odds, Joe and Simon both survived. They also had to both make the most difficult decisions. They persevered and saved their own lives.	<ul style="list-style-type: none"> ❖ Welcoming change and being ready for it. ❖ Owning our own behaviour and not blaming others.
7	<i>The Happy Prince Story</i>	Being a good friend and helping others.	Tell the Happy Prince story. The swallow helps his friend, the happy Prince. They both help others because the happy prince can see all the suffering and gives up parts of himself (his gold, his jewel eyes etc..) and the swallow helps him to help others.	<ul style="list-style-type: none"> ❖ Showing kindness to others. ❖ Working tough in lessons.
8	<i>The Christopher Wren Story</i>	Contributing to and sharing success – the power of purpose.	Tell the story of Christopher Wren and St. Paul's cathedral. The three bricklayers and how they see their job. The third bricklayer says, 'I am building a great cathedral to the Almighty God.'	<ul style="list-style-type: none"> ❖ Keep trying at hard challenges. ❖ Move around school safely.
9	<i>The Mice and Their Cheese Story</i>	Embracing change and overcoming obstacles.	Tell the story of the mice and their cheese in the maze. The cheese store they are used to starts to diminish and become mouldy. One mouse Hem says they must stay where they are and hope for it to be replenished, but Haw says they must go out into the maze and look for another store. Haw finds it after days of searching. Goes back to find Hem but Hem, who is wasting away, refuses to change.	<ul style="list-style-type: none"> ❖ Help others when they need it. ❖ Look after school and our property. ❖ Thinking ahead and planning and preparing.
10	<i>The Story of Shackleton and the Endurance</i>	Being part of a class and showing leadership.	Tell the story of Shackleton's trip across the Antarctic. Everything went wrong – Endurance hit pack ice, sank, had to live out on the ice, far from civilisation, rations meagre, someone stole rations. Show how Shackleton brought back all of his crew safely.	<ul style="list-style-type: none"> ❖ Have a go at something new.



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11	<i>In Flanders Fields</i>	Remembrance – valuing what others have done for us.	Ambassadors read ‘We will remember them.’ Read <i>In Flanders Fields</i> by John McCrae. At 11am, stand on the school yard for a minute’s silence signalled by the firing of the cannon from Clitheroe Castle.	<ul style="list-style-type: none"> ❖ Show enjoyment. ❖ Amazing Achievements
12	<i>The Road Less Travelled Story</i>	Being ourselves and thinking for ourselves.	Tell a story of the road less travelled based on the poem by Robert Frost. Read the poem. Show how we must travel our own path and know our own minds. This means we will always think for ourselves. Link this to our points sheets (Confidence).	<ul style="list-style-type: none"> ❖ Playing fairly with others. ❖ Think for ourselves and don’t follow the crowd.
13	<i>Mobile Phones</i>	Keeping ourselves safe and mobile phones.	Discuss the benefits of mobile phones and then the harms. Show how mobiles can be really useful and can help keep us safe, but how they can also lead to us being unsafe if we misuse them. Link with our mobile phone policy.	<ul style="list-style-type: none"> ❖ Be tolerant of others and their beliefs.
14	<i>Bullying</i>	Understanding bullying. Contributing to a safe and fair learning environment.	Bullying – what is it and how do I get help? Prolonged over a period of time, seek to harm, intimidate or coerce someone perceived as vulnerable. It is hurtful, repetitious, intentional towards one person or a group and the relationship involves an imbalance of power. Can happen face-to-face or online. Can be verbal (name-calling, sarcasm, spreading rumours, threats, teasing belittling), physical (pushing, poking, kicking, hitting, biting, pinching), emotional (isolating others, tormenting, hiding things, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulating and coercion), sexual, online/cyber (posting on social media, sharing photos, sending nasty texts, social exclusion) and indirect (exploitation of individuals). Tends to be group behaviour. Follow up with Anti-Bullying Alliance videos	<ul style="list-style-type: none"> ❖ Learning from our mistakes. ❖ Taking care of our environment. ❖ Using technology sensibly and safely. ❖



Assemblies for PSHE, British Values and RSE 2025

			for Year 5 and 6, discussions in class YR-Y4. RSE Week. Look at our Code of Conduct – right to be safe, to learn and to be respected. Worry box/Mr Worry poster – What should I do? Tell a teacher.	
15	<i>The Smartie Tube</i>	Physical contact boundaries	Tell the story of the bubble around us/Smartie tube. Teach children that they all have the right to personal boundaries. Tell the story of the lady in the supermarket café who tickled my son on the neck. How he didn't like it and it made him feel uncomfortable. He didn't know the lady and she was a stranger. Is it okay if we know someone. Talk about consent and what it means.	
16	<i>The Floating Man</i>	Taking care of our minds as well as our bodies	Tell The Floating Man story by Avicenna. This is a thought experiment by the Persian philosopher Avicenna, arguing for the existence of a soul. Children imagine themselves floating in the air, with no sense of smell, taste, touch, sight or sound. How do they know they exist? They can think. I think therefore I am.	
16	<i>Talent Show</i>	Celebrating our talents	Edisford talent show – celebrating everyone's talents. Anyone can enter. All children watch the show. Showing confidence and cheering others on.	
17	<i>King Midas and the Golden Touch</i>	Being grateful	Tell the story of Midas and The Golden Touch. Be careful what we wish for. Learn to acknowledge all we have and be thankful.	
18	<i>The Gift of the Trojan Horse</i>	Checking before accepting gifts and learning to make peace.	Tell the story of the Trojan Horse. Talk about being suspicious of gifts that seem too much. Teach about the futile aspect of war at the same time. Often the things	



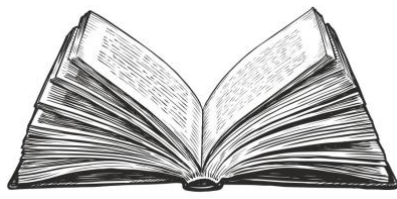
Assemblies for PSHE, British Values and RSE 2025

			we are fighting about are unimportant in the end and people can get hurt.	
19	<i>New Ambassador Election</i>	New Ambassador Assembly Spring Term	Children vote democratically for their ambassador each term x 3 assemblies.	
20	<i>The Grace Darling Story</i>	Courage to save others' lives.	Grace and her father save nine souls from the foundered Forfarshire off the coast of Northumberland. They show great bravery by rowing out in treacherous conditions at first light to rescue survivors. Grace is awarded the Silver Medal for Courage from Queen Victoria and given £50. She becomes renowned for her act of bravery. She put others before herself, as did her father, the lighthouse keeper.	
21	<i>The Fox and The Stork</i>	Being kind and thoughtful	The fox asks the stork to dinner but tricks the stork by serving the soup in a shallow bowl. The stork can't eat the soup, because of his beak. He returns the fox's invitation and serves the fox his dinner in a tall vesicle, which the fox also can't reach. But the stork shows kindness by going back to the kitchen to get a shallow bowl. Everyone has different needs; everyone deserves kindness and thought.	
22	<i>Queen Elizabeth I and the Spanish Armada</i>	Being brave and courageous.	In 1588, King Phillip of Spain launched a massive fleet of battleships and headed to England to overthrow Elizabeth I. Elizabeth made sure she had strong intelligence and knew she must rally the troops of England to fight. She wore her regal robes and rode out on horseback to the encampment of the army. No queen had performed such a role in battle – she famously said,	



Assemblies for PSHE, British Values and RSE 2025

			<p>'I know I have the body of a weak, feeble woman, but I have the heart and stomach of a king!' This was the Tilbury Speech and boosted morale amongst the troops and the nation. It was actually the strategic planning and weather conditions that won the battle of the Spanish Armada, but Elizabeth's courageous demeanour and powerful rhetoric won her high praise and increased her power.</p>	
23	<p><i>Princess Elizabeth and her letter to her sister Queen Mary I</i></p>	<p>Being prepared.</p>	<p>Elizabeth was captured by her sister Mary I, who was afraid that Elizabeth was planning to overthrow her. She sent her to the Tower of London. Elizabeth wrote to her sister with a plea for her life. She was very clever and appealed to Mary's sense of sisterhood. At the end of the letter, she crossed through the bottom of the scroll to prevent others from entering treasonous material that would incriminate her. She planned ahead.</p>	
24	<p><i>Emily Davison and The King's Horse</i></p>	<p>Fighting for equality</p>	<p>Emily was a Suffragette. She bought a ticket to the Epsom races in 1913. She wore the sash of green and purple belonging to the Suffragettes and when the King's horse was due to race past, she ran out (presumably to stop him and appeal to him about votes for women). Unfortunately, she was bowled over by the horse. People thought she had done it on purpose, but evidence shows that she bought a return ticket that day, so may have misjudged the speed of the horse and how powerful it was. Nevertheless, she showed great bravery for a cause she believed in – equality. Her efforts were not in vain –</p>	



Assemblies for PSHE, British Values and RSE 2025

			in 1918, married women gained the vote and in 1928, all women gained the vote.	
25	<i>The Free Diver Who Saved a Dolphin</i>	Caring for our planet.	Enzo was a legendary free diver from Italy. He was known as 'lord of the deep'. However, he wasn't a natural swimmer at first and even feared the water. He became the first man to dive below 45 metres without breathing apparatus in 1960. He eventually reached 100m by the end of his career. One day, he saw a dolphin caught in a fishing net. He freed it, and the dolphin swam round him several times, as though 'thanking' him. He then brought him another second dolphin and Enzo realised that this one was pregnant. It was as though the dolphin was introducing him to his family. Enzo was changed forever by the experience and vowed to protect marine life and become a defender of the sea.	
26	<i>The Toothpaste Story</i>	Kind words	Give three examples of unkind words e.g. words about how we look. Once we have said them, very hard to take back. Show toothpaste and how it is easily squeezed out of the tube with hardly any effort. However, it is impossible to put all the toothpaste back in the tube. Much like unkind words.	
27	<i>The Expeditions Story</i>	Goals and achievements and progress	In the times of the first humans, people could not navigate without the help of objects around them. They noticed that some stars moved and others stayed fixed. The North Star or Polaris became a crucial guide in the Northern Hemisphere. They were keen observers of nature, combining memory, environmental clues and	



Assemblies for PSHE, British Values and RSE 2025

			<p>storytelling. They were in tune with the world around them. When they realised they could travel to other places to find food, they looked up to the stars to guide them. Then, when they reached the land barriers, they traversed them (mountain ranges). We have named our English and Maths groups after stars and mountain ranges. When we reach the peak of one mountain range, we look up to climb another.</p>	
28	<i>The Football Match Story</i>	There is a difference between equality and equity.	<p>Tell the football match story. Three people are watching a football match – one can see the match over the fence, as they are an average height. The middle person is shorter in stature and the third is a wheelchair user. To see, the match organiser puts a platform in place for the second person and a ramp for the third. This is only equality. A second organiser removes the fence. This is equity. Everyone is different, all having different needs, but by taking the fence away, all have an equal chance.</p>	
29	<i>Amazing Achievements</i>	Assembly/Special Awards Assembly	<p>Celebrate achievements – teachers and ambassadors hand out certificates to those children who have done something exceptional x 6 assemblies.</p> <p>At the end of the academic year, there is a Special Awards Assembly.</p>	