Assembly Curriculum 2026–27

Intent • Implementation • Impact

A – Adaptability	R – Resilience	T – Togetherness

INTENT – What do we want our children to know and become?

At The Churchill School, assemblies form a planned and progressive strand of our wider Personal Development provision. They help every child to develop the knowledge, character, values and sense of belonging needed to achieve, belong and thrive. Our assembly curriculum is rooted in The ART of being our best: Adaptability, Resilience and Togetherness.

Through assemblies, pupils develop their understanding of spiritual, moral, social and cultural development (SMSC), fundamental British Values, equality and diversity, relationships, safety, wellbeing, citizenship and their place in modern Britain. We want pupils not simply to recognise these words, but to understand what they mean, why they matter and how to live them.

IMPLEMENTATION – How is this taught and revisited?

- A carefully planned annual assembly calendar gives each week a value focus, key question, intended pupil outcome and explicit British Value link.
- The five fundamental British Values are explicitly taught and repeatedly retrieved: democracy; the rule of law; individual liberty; mutual respect; and tolerance of those with different faiths and beliefs.
- SMSC, protected characteristics, equality, diversity, different faiths and cultures, significant historical and national events, online safety, wellbeing and healthy relationships are woven through the year.
- Assemblies connect learning to real school life through pupil voice, School Council, leadership roles, OPAL, Article 31, house activities, celebrations and #teamchurchill.
- Key concepts are revisited across terms so that pupils build secure knowledge over time rather than experiencing isolated 'special day' assemblies.
- Age-appropriate discussion, reflection, stories, visitors, music, celebration and pupil participation help make abstract values meaningful and memorable.

OUR HOUSES – Character, belonging and aspiration

Our house system strengthens character education and belonging. Tull, Lumley, Holmes and Tredwell are named after individuals with links to Kent who made significant contributions and embody qualities we want to encourage in our school community. Pupils learn who their house represents, why that person was chosen and how their qualities connect to The ART of being our best.

House	Named after	Character links
Tull	Walter Tull	Courage • Resilience • Leadership • Overcoming Barriers
Lumley	Joanna Lumley	Compassion • Advocacy • Confidence • Using Your Voice
Holmes	Dame Kelly Holmes	Aspiration • Resilience • Determination • Achievement
Tredwell	James Tredwell	Teamwork • Commitment • Resilience • Leadership

IMPACT – What difference should this make?

The impact of our assembly curriculum is seen in what pupils know, remember, understand and do.

Over time, pupils should increasingly be able to:

- name and explain Adaptability, Resilience and Togetherness and give examples of these values in action;
- name, explain and apply the five British Values to school life and wider society;
- identify their house, who it is named after and the qualities that person represents;
- show respect for people with different faiths, beliefs, cultures, families, backgrounds and characteristics;
- recognise unfairness, prejudice and discrimination and understand the importance of speaking up safely;
- explain how democracy, pupil voice, rules, rights and responsibilities operate within school;
- identify trusted adults and explain how to keep themselves and others safe, including online and near water;
- demonstrate empathy, resilience, responsible decision-making, leadership and active contribution to #teamchurchill.

WHAT SHOULD OUR CHILDREN KNOW?

Phase	Expected pupil knowledge
EYFS / KS1	I know our ART values. I know some British Values. I know which house I belong to. I know we should be kind, fair and respectful, and I know which adults can help me.
Lower KS2	I can explain ART and the five British Values and give examples from school. I know who my house is named after and some of the qualities they represent. I understand that people have different beliefs, backgrounds and experiences.
Upper KS2	I can explain how British Values, ART, rights and responsibilities connect. I can discuss democracy, equality, diversity and respectful disagreement, and give examples of how these influence my choices in school and in modern Britain.

Impact is considered through pupil voice, behaviour and relationships, participation in leadership and enrichment, application of values in daily school life, and pupils' ability to recall and apply previously taught knowledge.