

Our School, Our Community

This assembly will help pupils recognise the variety of people – including themselves – who comprise a school community and whose presence creates a welcoming, safe, stimulating and efficient environment.

RESOURCES

You'll need a large analogue clock – a teaching clock would suffice.

Entrance

You may wish to have the song playing as the children enter to familiarise them with the tune and to give them an idea as to the objective of the assembly.

Introduction

Welcome the children. Tell them that in today's assembly they will be considering the term 'community', what it means to them and how a community works. In particular, ask the children to think about their own school community, as well as any other communities they feel they are part of.

Main Event

Show the children the clock. What different parts can they see? The numbers, the hour hand, the minute hand, the second hand if the clock has one. Or perhaps the frame, nuts, glass or plastic.

Now ask about less visible features. Someone may mention cogs. If not, include it amongst the other hidden features: a mainwheel, balance wheel, escape wheel, mainspring, hairspring, pallet, winding pinion.

Which is the most important part? The big hand as it is the largest? The seconds hand as it is the fastest? The ticking sound as it is the loudest?

After the responses, discuss that for a clock to work, each bit needs to be there, to play its part and to do its job. The hands may seem like the most important elements, but without the other features they will not work, and thus the clock will fail in its purpose – to tell the right time.

Ask why you have been talking about a clock, when you told them that the assembly was about community. Take answers and lead them to discussing their own community within school. Who does it consist of? Is the most important person the head teacher because they are in charge? Is it the school nurse because they help people when they're hurt? Is it the teachers because they enable the children to learn? Or is it each and every person within the community?

Singing The Song

Introduce and sing the song, which shares the idea that all of the parts of the school are as valuable as each other, and emphasises the huge positives of being part of a supportive community.

Reflection

Let us be thankful for all of the people in our community, including those whom we cannot always see. Help us to be a useful member of our community, to consider other people in our words and our actions, and to make our school a happy, positive environment for everyone.

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Sheet Music - p41 • CD Vocal Track - 2 • CD Backing Track - 17

VERSE ONE

Monday, Tuesday, where do I go?
I go to school.
Wednesday, Thursday, Friday too,
I go to school.
And we all work together,
Together we are here,
Never mind the weather,
To me it's very clear,

CHORUS

This is our school, our community,
Our school, feel the unity,
We're all a part of our school.

VERSE TWO

I can feel that I belong here,
Inside my school.
It's an okay place to be,
Inside my school.
With lots of us together,
My teachers and my friends
And the dinner ladies,
Well here we are again.

CHORUS

This is our school, our community,
Our school, feel the unity,
We're all a part of our school.

VERSE THREE

We are working, we are playing
Here at my school.
Sharing each and every day
Here at my school.
A perfect combination
In every little way.
Every single person,
Has got a part to play.

CHORUS

This is our school, our community,
Our school, feel the unity,
We're all a part of our school.

VERSE FOUR

Mums and dads and other people
Help at my school.
It's a busy place to be
Here at my school.
And everyone's important,
We're all part of a team.
We get on together,
With all our hopes and dreams.

CHORUS

This is our school, our community,
Our school, feel the unity,
We're all a part of our school.

