

STEPHEN LAWRENCE DAY: *LIVE OUR BEST LIFE*

EARLY YEARS FOUNDATION STAGE and KEY STAGE 1

ASSEMBLY SCRIPT

Please be advised that the content of the assembly makes reference to Stephen's death in an age appropriate way. Headteachers may decide to share the content with parents and carers in advance of the assembly in line with their usual practice.



STEPHEN LAWRENCE DAY: <i>LIVE OUR BEST LIFE</i> EARLY YEARS FOUNDATION STAGE and KEY STAGE 1	
AIM	<p>The Annual National Stephen Lawrence Day is intended to:</p> <ul style="list-style-type: none"> • Provide every school-age child with age and contextually appropriate opportunities to learn about Stephen Lawrence, his life and legacy. • Celebrate and teach children the importance of respect for diversity, equality and inclusion. • Reinforce the skills that children need in order to challenge discrimination and racism. • Reflect on how we can <i>Live Our Best Life</i>.
Points to note:	<p>Stephen’s story is both tragic and inspirational. The focus for younger children should be how to use Stephen’s life and legacy as an inspiration for celebrating that every child, whatever their culture, gender and family story, each of them is special. Linking this to the theme of Live Our Best Life provides opportunities to celebrate kindness, care, respect and diversity and to link this theme to challenging discrimination and racism in sensitive, age- and content-appropriate ways. Practitioners will note alignment to some Development Matters and Early Learning Goal statements for Early Years Foundation Stage, e.g. A Unique Child, Personal Social and Emotional Development (Making Relationships) and Understanding the World (People and Communities).</p>
ASSEMBLY THEME(S)	<p>The narrative around Stephen’s story can be linked to one or more of the following core themes. These themes can be further explored in follow-up lessons and activities. Headteachers and teachers will know how best to link these to age and contextually appropriate activities:</p> <ul style="list-style-type: none"> • The relationships that shape our world: exploring identity, family ties and bereavement. • Working together to make a better world: cooperation and including each other. • Changing the narrative of our world: challenging racism and respecting and including people who are different. • Finding our place in the world: standing up for what is right and developing emotional resilience. • Building a better world: achieving our aspirations and living our best life.
ASSEMBLY SCRIPT (Suggested time: 20 minutes)	<p>[PPT Slide 1] Stephen was a normal young black boy who was loved by his parents, Doreen and Neville, and his younger brother Stuart and sister Georgina.</p> <p>[PPT Slide 2] Like many families in the UK, Stephen’s parents came from another country, Jamaica, in the Caribbean. They made their life here as British citizens.</p> <p>[PPT Slide 3] Stephen grew up in south London and loved school. He was a kind and caring person who liked to help others. He made good choices. He worked hard at school and had lots of different interests including drawing and writing. His favourite colour was</p>

	<p>orange.</p> <p>[PPT Slide 4] Stephen was a kind and caring person and made sure that other people in his class and friends were “looked out for”. Outside of school, he liked to try out lots of different activities. For example, he loved going to Cubs and Cub Camp, where he could go canoeing, swimming, camping and exploring in ancient forests. He was a really fast runner.</p> <p>[PPT Slide 5] At home, he sometimes listened to Caribbean music and would dance around the room. Stephen’s Mum read to him often and he especially loved her for this, as well as for her cooking! His favourite food was his Mum’s special Jamaican ackee and saltfish, or Caribbean chicken and rice. Stephen loved to help his Mum and Dad and brother and sister. He was kind and caring and really <i>Lived His Best Life!</i></p> <p>[PPT Slide 6] However, a group of people, who made some very bad choices, hurt Stephen and he died. Their actions were wrong, so Stephen’s Mum and Dad made sure that the police knew who the group of people were. Stephen’s Mum and Dad now help lots of other children stay safe. Stephen and his family were kind and caring to others.</p> <p>[PPT Slide 7] We can all be kind and caring to others, including our friends and family, the other children in our class and school. We can all make good choices. Being kind and caring and making good choices helps us to <i>Live Our Best Life.</i></p> <p>(Note: additional illustrative PPT Slides are provided for use with younger children)</p>
<p>RELATED LESSONS & ACTIVITIES</p>	<p>Me and my family</p> <ul style="list-style-type: none"> • Draw on parts of Stephen’s story to involve children in exploring their own histories and families, including engaging children in discussions about accepting and respecting others from different families. • Families of all different configurations should be discussed and celebrated. This is an opportunity to validate and welcome the breadth of family combinations (for example inter-generational families, blended, same-sex). <p>History and identity</p> <ul style="list-style-type: none"> • Use related literature (see suggested titles on the annotated reading list) to focus on children’s individual histories and identities. Link children’s stories to highlight how communities are changing in the UK, for example titles such as “Happy in Our Skin”. • Discuss what children like doing with their own families: how they are special and how individual histories shape and influence what we do in different families, for example titles such as “No Matter What”. • Use “person” cut-out templates to reflect on and reinforce: “Why I am special” and “Why my family is special”. • Headteachers or teachers leading the assembly may have a range of different “props”. For example, a few slides in PowerPoint with pictures of people and families from local or different cultures, countries and contexts. <p>Diversity, difference and discrimination</p>

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	<ul style="list-style-type: none"> • Use of role play: rehearsing and articulating ways to be kind and respectful of difference and diversity. Modelling positive ways to ask questions about different skin colours, languages, families, gender, clothing, food, and positive ways to stand up to discrimination and bullying in any form. • Circle Time: being kind, respectful and inclusive to others. <p>Bullying</p> <ul style="list-style-type: none"> • Draw on activities and resources related to anti-bullying. • Tailor work according to context to include a focus on being safe, healthy and happy. <p>Live Our Best Life</p> <ul style="list-style-type: none"> • Religious celebrations such as Eid, Diwali, Hanukkah (Chanukah), Easter, all provide opportunities to build on the key theme of <i>Live Our Best Life</i> by respecting and caring for others. Bible stories and parables will provide links to further examples.
<p>ADDITIONAL SCHOOL ACTIVITIES</p>	<ul style="list-style-type: none"> • Promote and encourage pupil voice through art, craft and drama related to the theme of “We are all special”, <i>Live Our Best Life</i>, and other themes linked to diversity and inclusion. • Engage staff in workshops around racism, diversity and inclusion. • Audit your school’s policy relating to preventing and dealing with racist behaviour. • Examine your school’s culture and actions at every level in order to tackle racism, support diversity and inclusion, and enable the success of every child, particularly those most vulnerable. • Audit books and other resources encourage respect, diversity and inclusion of children and families from all cultures and backgrounds.
<p>PARENTS, COMMUNITY & FUNDRAISING</p>	<p>Explore with parents, for example:</p> <ul style="list-style-type: none"> • Through a workshop or newsletter, how their own language, actions and attitudes influence and shape their children’s language, actions and attitudes. • Use the ‘We are all special’ theme as an entry point to parents in workshops about how the school encourages and supports diversity and inclusion, (see book: <i>Errol’s Garden</i> by Gillian Hibbs). <p>Engage communities in positive actions to eliminate racism and discrimination in all its forms. For example:</p> <ul style="list-style-type: none"> • Join together for a community project to build cohesion and respect, such as building a community garden, having a community shared dinner, or a BBQ. <p>Encourage parents, staff and pupils to take part in a fundraising event. For example:</p> <ul style="list-style-type: none"> • A Fun Run, to celebrate Stephen’s love of running, where funds could be raised for your favourite charity, or the Stephen Lawrence Charitable Trust.
<p>RESOURCES</p>	<p>Supporting resources are available at www.stephenlawrenceday.org. These include:</p> <ul style="list-style-type: none"> • PowerPoints to support Assemblies;

- Extended annotated reading list, and
- Lesson plans.

Additional resources can be found at:

- Child Exploitation and Online Protection Command (CEOP Command): <https://www.ceop.police.uk/safety-centre/>
- Show Racism the Red Card: Contains a comprehensive set of resources including lessons, videos, research and teacher training materials. <https://www.theredcard.org/education-pack>