



*Life Skills:  
Holistic Personal  
Development  
at Chace*

Our holistic lifeskills and personal development programme mirrors our curriculum principles and core values, covering:

- Careers education, information advice and guidance (CEIAG)
- Enrichment opportunities, specifically trips and enrichment days
- Life Skills and form time curriculum
- Assemblies
- Extra curricular activities
- Governance
- Wider opportunities

We pride ourselves on our inclusive approach; most opportunities are completed by all students, to ensure equality of opportunity, but there is also a range of activities that students can opt to do or are chosen to do.



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All develop key skills and character traits:



*Excellence has no limits*

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## The Chace Guarantee

### Chace guarantees to offer:

- An inclusive personal development programme offering accessible opportunities for all students.
- A carefully sequenced and established seven-year enrichment offer promoting holistic growth, diverse experiences, and engagement with external visitors and employers, complementing the taught curriculum.
- Strong, long-standing partnerships with employers and community organisations.
- At least one guaranteed trip per year for every year group, either free or cost-aware
- Targeted enrichment opportunities for students who will benefit most.
- Leadership and governance opportunities in every year group, including roles such as prefects, head students, and members of the Student Council.
- A responsive Life Skills curriculum tailored to the developmental needs of each year group.
- A cohesive framework that develops Chace's 12 Essential Skills and key character traits through every aspect of school life.

## Inclusion and Personal Development

### Personal development at Chace is built on inclusion.

The majority of our opportunities—such as assemblies, form time, enrichment days, and careers guidance—are designed for all students. Leadership and governance roles are distributed across year groups to ensure broad participation, while we monitor extra-curricular involvement to support key groups who may need extra encouragement. Every student takes part in at least one trip each year, with all visits either free or carefully checked for affordability.

We also plan targeted projects and events to narrow gaps and promote equity, such as the planned Into Tech Education project, which encourages disadvantaged and PP girls to engage and excel in STEM, through mentoring work experience and employer encounters over a 3 year period.

We celebrate diversity and belonging through events like Culture Day and external projects such as This is Us, Nexus, and the Rudolph Walker Foundation. Our Free and Equal Ambassadors lead student-driven inclusion initiatives, including the powerful campaign against harmful “banter” encapsulated by their slogan, “It is that deep.”

Our Life Skills curriculum promotes inclusion, wellbeing, and British Values through PSHE, citizenship, study skills, and careers education, ensuring that every student feels represented, valued, and supported.

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## Our Partners







We have established links with a number of partner organisations, employers, universities and colleges, including:


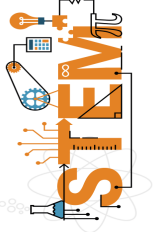

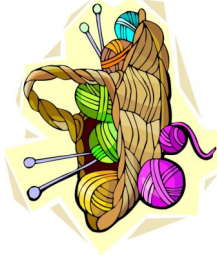


- Unifrog
- Springpod
- Investment 2020
- The University of Sheffield
- Talk the Talk
- Cambridge University (Robinson College & Newnham College)
- Oxford University (St Peter's College)
- The University of Hertfordshire
- Impressionable Minds
- Colchester Zoo
- Active Learning, Cuffley
- Engage
- The Success Club
- Write2Speak
- Jack Petchey Foundation
- First Give
- Wize Up
- Capital City College Group
- Nexus
- Beyond Us: Free and Equal Ambassadors
- Big Bang Fair
- Enfield Town Schools Partnership
- Tender
- Royal Courts of Justice
- Career Compass
- Sutton Trust






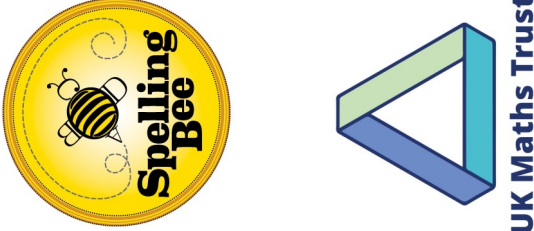


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These skills and traits are nurtured, taught and developed through our Life Skills programme. Students are explicitly taught skills and traits and have opportunities to demonstrate them through the range of activities that they participate in:

	<b>CEIAG</b>	<b>Enrichment</b>	<b>Assemblies</b>	<b>Extra curricular</b>	<b>Governance</b>	<b>Wider opportunities</b>
<b>Belonging</b>	<p>Students have access to a wide range of careers and opportunities from Y7-13. Students receiving Pupil Premium and bursary are prioritised for 1-1 careers advice.</p> <p>Career opportunities are regularly advertised to students, including those aimed at widening participation, such as the Sutton Trust. Into Tech</p>	<p>Enrichment activities focus on inclusivity and citizenship through established schemes like First Give. Many of the Enrichment Days focus on teamwork and supporting each other.</p> <p>Trips are continuously monitored to ensure that they are affordable.</p>	<p>The assembly themes are carefully chosen each year to promote belonging, empathy and citizenship. These are an important vehicle for ensuring that all students consistently hear and contribute to important themes.</p>	<p>Extra curricular clubs are open to all students. Attendance statistics are regularly analysed to ensure equality of opportunity. Students have opportunities to feedback what clubs they would like, such as requests for Chace + activities.</p>	<p>The Student Council seeks to be as inclusive and representative as possible. They take a lead on activities such as the Culture Day. A range of students are Free and Equal Ambassadors, planning projects to promote equality across the school.</p>	<p>Students have access to a range of other activities, such as subject trips. Every effort is made to ensure that all can access these trips, being mindful of costs. For example, the recent Year 12 residential was significantly reduced for bursary students.</p> <p>The Free &amp; Equal ambassadors work to encourage equality and inclusion across the school.</p> <p>The school works extensively with NEXUS to promote inclusion.</p>
						

<b>Responsibility</b>	<p>All students have access to Unifrog, a comprehensive careers resource that allows them to take responsibility for their own career education. Year 12 students have responsibility for arranging their own work experience placement. Students increasingly access Unifrog as they progress through the school. Students in Year 7 and 12 have session with Talk the Talk to improve oracy and, for Year 12 to prepare for interviews</p>	<p>Enrichment Days provide many opportunities to demonstrate responsibility, such as their conduct on school trips, opportunities for oracy and problem solving activities such as the Tyre Challenge Day and the year 7 STEM water challenge.</p>	<p>The assembly themes promote personal and communal responsibility, through themes such as the behaviour curriculum focus, mental health focus and levelling up.</p>	<p>All clubs build responsibility, such as commitment to sports clubs. Specific clubs, such as debate club focus on key skills such as oracy. Other clubs focus more on positivity and wellbeing such as crafts and knitting clubs.</p>	<p>Our student council members and head students have increasing responsibility as they progress through the school. Students also have opportunities for leadership through various enrichment activities available to all, such as First Give and Challenge Days. Sixth form prefects are expected to carry out their responsibilities professionally and with integrity.</p>	<p>Students participate in a range of activities and trips that promote responsibility, such as the visit to the Courts Of Justice.</p>	<p><b>Wider opportunities</b></p>	<p><b>CEIAG</b></p> 	<p><b>Enrichment</b></p> 	<p><b>Assemblies</b></p> 	<p><b>Extra curricular</b></p> 	<p><b>Governance</b></p> 	<p><b>Wider opportunities</b></p> 
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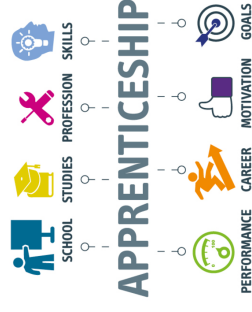
	<p><b>Excellence</b></p> <p>Our high expectations are demonstrated through our destinations data. For example, 85% of Year 13s secured their first choice university last year, above the national average.</p> <p>All students in Year 9 and 12 attend a university or college trip, including Oxbridge opportunities. All of Year 12 attend a university and apprenticeships fair, to be aware of the range of activities available.</p>	
<p><b>CEIAG</b></p>	<p>The Enrichment Days encourage excellence through the range of opportunities that students are exposed to and participate in, from museum and university trips, to team building activities and citizenship projects.</p>	
<p><b>Assemblies</b></p>	<p>The assembly themes promote excellence and creativity, through themes such as metacognition, ambition and British Science Week.</p>	
<p><b>Extra curricular</b></p>	<p>The range of extra curricular clubs promote excellence, such as the sports clubs when they compete against other schools.</p>	
<p><b>Governance</b></p>	<p>Our student leaders are role models for other students and our wider community. For example, the prefects volunteer in a range of areas across the school, such as EAL support, reading, behaviour support and mentoring.</p>	
<p><b>Wider opportunities</b></p>	<p>Students have an opportunity to demonstrate excellence throughout school ranging from maths Challenges, Year 7 spelling bee, essay competitions and more.</p> <p>Sixth form students are selected for academic mentoring.</p>	

## Curriculum Overview by Year Group

### CEIAG Overview

	CEIAG
Year 7	<p>Careers lessons and introduction to Unifrog in Life Skills. Assembly with NHS to promote their wide range of careers.</p>  
Year 8	<p>Continuation of careers lessons in Life Skills. Increased use of Unifrog. Colchester Zoo trip with focus on careers with animals. Assembly with STEM focus. Participation in Big Bang STEM careers fair. Participation in the Into Tech STEM project</p>   
Year 9	<p>Focus on options. Group careers interviews Life Skills careers lessons. Trip to either university or college, following independent research. Assembly with local colleges. Participation in Big Bang STEM Fair and university workshop.</p>   

	<b>CEIAG</b>
Year 10	<p>Continued careers lessons in Life Skills.            Work experience day, with access to a wide range of employers for school workshops.            Participation in Big Bang Careers Fair.            Assembly with local colleges.            Careers adviser interviews.            University workshops.            Virtual work experience placements with Springpod.</p>
Year 11	<p>Apprenticeship assembly focus.            Workshops with careers providers eg Invest 2020            Sixth form taster day, including local colleges.            Support with sixth form and college applications.            Continued careers lessons through Life Skills.</p>
Year 12	<p>Talk the Talk interview prep workshop.            University visit.            Attendance at university/apprenticeships fair.            Intensive support through UCAS process.            Careers adviser interview.            Work experience placement.            Increased use of Unifrog.            A wide range of external speakers.</p>
Year 13	<p>Continued UCAS/apprenticeship support.            Careers adviser support for those without post 18 plans.            Increased use of Unifrog.            Assessment centre preparation workshops.            Interview preparation workshops.            Careers adviser follow ups as needed.</p>



**Enrichment Day Overview 2025/26:**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>1 Oct</b>	Talk the Talk/ Unifrog/ team building	Trading game/ form reflection	University and college trips	Science Museum trip	Exam walk throughs and team building	Cuffley resi- dential or vol- unteering WEX	UCAS and futures morning
<b>Key Skill Development</b>	Working as a team Good communication Confidence	Problem solving Being principled	Creativity Aiming high	Problem solving	Working as a team	Resilience & adaptability Working as a team	Aiming high & good planning
<b>6 Nov</b>	Success Club workshops	Colchester Zoo	Impressionable Minds PSHE carousel	Tyre Chal- lenge Activity Unifrog	Unifrog ca- reers activities Geography field trip Science practical's	Talk the Talk	Trips: Investment 2020 Imperial War Museum Freud & Science Museum Wendy & Peter theatre trip
<b>Key Skill Development</b>	Resilience & Adaptability	Aiming high & good planning Creativity	Open mindedness Confidence	Creativity Working as a team Leadership	Problem solv- ing Creativity	Good commu- nication Self- awareness	Creativity Self- awareness

## Enrichment Day Overview 2025/26:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>2 Feb</b>	STEM Water challenge and Springpod NHS taster	RAF museum	First Give launch & workshop RSE workshop University of Sheffield workshop	Virtual WEX with SpringPod University of Sheffield workshop	NEA focus	University trips: University of Hertfordshire University of Cambridge	Preparation for Future Living
<b>Key Skill Development</b>	Aiming high Resilience & Adaptability Leadership	Open mindedness Creativity	Working as a team Being principled Being caring	Aiming high & Good Planning Self-awareness	Self-awareness	Aiming high & Good Planning	Self-awareness Aiming high & good planning
<b>8 July</b>	Olympic Park trip	Big Bang Fair and Food Challenge	Apprenticeships workshop/Big Bang/KS4 getting ready	Careers workshops and Big Bang		UCAS prep and finance workshops/work experience	
<b>Key Skill Development</b>	Creativity Confidence	Confidence Working as a team Leadership	Self awareness Aiming high & good planning Creativity	Aiming high & Good Planning Self-awareness		Confidence Aiming high & Good planning	

## Life Skills and Key Skills

Life Skills and Key Skills is our spiral, sequenced curriculum from Year 7-13. It supports students' wellbeing, safety, character, and future aspirations through lessons and tutor-time sessions. Students explore themes such as mental and physical health, relationships and consent, diversity and anti-racism, online safety, financial education, and risk-taking behaviours including substances, gambling, and online influences. Careers education is embedded throughout, with activities such as post-16 choices, apprenticeships, and preparation for employment. The programme also develops key skills and attitudes for learning and life, including resilience, leadership, communication, revision and study skills, and managing stress and change.

The curriculum includes resources from a wide range of specialists, including:

- Unifrog
- Springpod
- Young Citizens
- PSHE Association
- Brain Waves
- Young Minds



A brief snapshot summary is provided below:

- Year 7: Settling in, friendships, staying safe, healthy bodies and minds, first careers taster.
- Year 8: Confidence and self-esteem, challenging stereotypes, managing emotions, exploring interests and careers.
- Year 9: Peer influence and equality, body image and lifestyle, safe relationships, media and online awareness.
- Year 10: GCSE study habits, managing stress, workplace wellbeing, money choices, relationships and consent.
- Year 11: Exam readiness, post-16 pathways, work and money, mental health, life beyond school.
- Year 12: Study skills, RSE, wellbeing, diversity, preparing for the future
- Year 13: UCAS/preparing for the future, financial wellbeing & health



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## Programme & Tutor Time

Our assembly programme is built around three core values: excellence, responsibility and belonging, with weekly themes reinforced through linked tutor-time reflections. Across the term, assemblies set clear expectations (induction, behaviour curriculum, “levelling up”), celebrate diversity and inclusion (Black History Month, European Day of Languages, anti-bullying, human rights, gender-based violence, inequality, poverty, disability), and promote wellbeing and safety (mental health, preventing violence, respectful relationships). Students are encouraged to develop ambition and strong learning habits through sessions on study skills, home learning, and making the most of opportunities. The programme is below

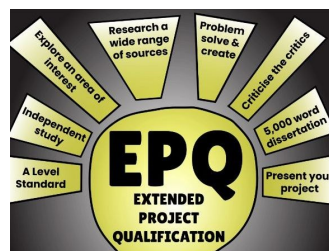
## Extracurricular activities

Students can access a range of extra curricular activities, such as the school play, sports clubs, debate club, chess club and more. These normally happen at lunch time or after school, and are optional activities.

There is an increased focus on study support in Key Stage 4.

Students in year 12 all access Chace+, a compulsory enrichment programme, including a wide range of activities, such as:

- Debate club
- EPQ
- Student cooking lessons
- Visiting speakers
- Humanities Film Club
- TEFL course
- MOOCs and online courses
- Yoga
- Sport



Students have the opportunity to reflect on what they have done and achieved. This is measured in Year 12 through our Personal Development Passports.



## Governance

Students participate in formal leadership roles through the Student Council. Students meet regularly in various committees.

Many sixth form students take up responsibilities as prefects, supporting the school and younger students in a wide range of activities, such as EAL support, mentoring, reading support and TA duties.

Year 12 students apply for the position of Head Students, which runs into Year 13. They are democratically elected every year and take an active part in school life and leadership.

4 Chace students are active members of Enfield Youth Council, with one being the Enfield young Mayor

The school also has 15 Free & Equal Ambassadors across year 9 and year 10, who lead on issues connected with equality and inclusion.

The wider enrichment programme promotes leadership responsibilities for a wider number of students, even if they are not in a formal leadership role, such as First Give.

## Wider Opportunities

Students across the school have the chance to take part in additional opportunities. These opportunities are increasingly personalised as students progress through the school, to support their studies and future plans. Examples are:

- Sixth form mentoring
- Success club mentoring and support
- Right to Speak
- Spelling Bee
- UK Maths Challenge
- Fit for Growth mentoring
- Jack Petchey Speak Out Challenge
- Subject specific trips
- Tottenham Hotspur coaching and mentoring
- Work with the Rudolf Walker Foundation
- NEXUS
- Girls can skate



## Ambition & Excellence Passports

Students regularly reflect on their skills development, and are encouraged to record their evidence of their skills on the Unifrog system. They are supported to ensure that the examples are detailed and measurable, and are levelled appropriately.



# Ambition & Excellence Passport

Name: \_\_\_\_\_

Form: \_\_\_\_\_

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	Autumn term				Spring term				Summer term			
Attended a careers event (2 points)												
Visited a museum independently (2 points)												
Read an academic article/blog/journal (2 points)												
Listened to a relevant Ted Talk (2 points)												
Listened to a podcast related to a subject (2 points)												
Watched a relevant documentary (2 points)												
Watched a relevant lecture with Gresham College (5 points)												
Read a relevant academic book (5 points)												
Attended a university open day independently (5 point)												
Watched a subject spotlight on UCAS (2 points)												
Took part in an essay/subject external competition (5 points)												
Points total												

## Ambition & Excellence Passport

	Autumn term				Spring term				Summer term			
Took part in an external mentoring scheme (10 points)												
Regularly Completed prefect duties (10 points)												
Took part in Student Council (10 points)												
Represented the school at an event (10 points)												
Completed a Unifrog course or event (10 points)												
Completed a virtual work experience programme (10 points)												
Completed an online course related to a subject (10 points)												
Taken part in a competition related to a subject (10 points)												
Points total												

	Skills & Attributes	Autumn term	Spring Term	Summer Term
Belonging	Open mindedness			
	Being caring			
	Working as a team			
Responsibility	Good communication			
	Problem solving			
	Being principled			
	Self-awareness			
Excellence	Leadership			
	Creativity			
	Confidence & self esteem			
	Resilience			
	Aiming High			

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## **Celebrating Personal Development at Chace**

All Year 12 students successfully completing the A&E passport will receive a certificate of commendation.

Students are encouraged to record key activities that they have done over the term to enhance their personal development such as attending clubs, completing virtual work experience and representing the school.

Beginning Easter 2026, every tutor group will also nominate a Chace Champion, who are celebrated through the Rewards Assembly and Parent Bulletin. The Head of Learning then selects one termly winner, with details of their achievements and character development shared with the wider school. The criteria for this is:

- Demonstrating skill development in multiple areas
- Great behaviour and attitude in school
- Excellent role model
- Completing activities beyond the school curriculum

## **Evaluating the Impact of Personal Development at Chace**

It is important to measure and understand the impact of the personal development programme at Chace, to ensure that we are best meeting the needs of all students. The comprehensive evaluation model means that we can gather a variety of evidence and feedback to assess its impact in as holistic and thorough a way as possible.

### *Students*

Students regularly reflect on their development, including:

- Evaluation of activities to inform next school steps
- Overview of their skills development through the A & E Passport (Year 12)
- Assessing their own skills development through regular completion of the skills profile on Unifrog.
- Setting long and short term personal development goals
- Evaluating the effectiveness of the opportunities provided, such as enrichment days
- Completion of external surveys, such as the Future Skills Questionnaires.



# Assemblies and Form Time outline

Week beginning	Assembly Theme and Reflection Title	Week beginning	Assembly Theme and Reflection Title
Week 1: 1st/2nd September 2025 Inset Days	<b>Theme - Excellence</b> Assembly: Levelling up - Chace Expectations  Form time reflection: Student induction session in form time.	Week 22: 23rd February 2026	<b>Theme - Belonging</b> Assembly: Student Hustings  Form time reflection: Why is democracy important? <a href="https://theday.co.uk/week/y-theme/democracy/">https://theday.co.uk/week/y-theme/democracy/</a>
*3rd September 2025 (Y7 & Yr12 ONLY)			
Week 2: 8th September 2025	<b>Theme - Responsibility</b> Assembly: What is the Behaviour Curriculum?  Form time reflection: Behaviour curriculum slides to reflect on levelling up. <a href="https://www.worldafrodasy.com/">https://www.worldafrodasy.com/</a>	Week 23: 2nd March 2026	<b>Theme - Excellence</b> Assembly: World Book Day - Theme "You Are a Reader"  Form time reflection: "You are a reader - even if you don't think you are" <a href="https://www.worldbookday.com/families/">https://www.worldbookday.com/families/</a>
Week 3: 15th September 2025	<b>Theme - Excellence</b> Assembly: How do we demonstrate excellence in the classroom?  Form time reflection: How can we contribute positively to peace in the world? <a href="https://internationaldayofpeace.org/">https://internationaldayofpeace.org/</a>	Week 24: 8th March 2026	<b>Theme - Excellence</b> Assembly: British Science Week - Theme "Curiosity: What's Your Question?"  Form time reflection: What careers are there in Science? <a href="https://www.britishteachers.org/week.org/smashing-stereotypes/?_gl=1*1i3nfhp*_up*MQ..*_ga*MTIxxMDg1NzAzNC4xNzI0MTYxMzQy*_ga_DVXQMTJLC5*MTcyNDE2MTM0Mi4xLjAuMTcyNDE2MTM0Mi4wLjwLjAuMA..">https://www.britishteachers.org/week.org/smashing-stereotypes/?_gl=1*1i3nfhp*_up*MQ..*_ga*MTIxxMDg1NzAzNC4xNzI0MTYxMzQy*_ga_DVXQMTJLC5*MTcyNDE2MTM0Mi4xLjAuMTcyNDE2MTM0Mi4wLjwLjAuMA..</a>

Week 4: 22nd September 2025	<b>Theme - Belonging</b> Assembly: Why is language so powerful? (Languages Department)  Form time reflection: How can European Day of Languages help us understand each other? <a href="https://www.britishecouncil.org/school-resources/languages/european-day-of-languages">https://www.britishecouncil.org/school-resources/languages/european-day-of-languages</a>	Week 25: 16th March 2026	<b>Theme - Belonging</b> Assembly: Behaviour Curriculum - Levelling Up  Form time reflection: Neurodiversity Celebration Week - How are our minds different? <a href="https://www.bbc.co.uk/newsround/04951690">https://www.bbc.co.uk/newsround/04951690</a>
Week 5: 28th September 2025	<b>Theme - Excellence</b> Assembly: Black History Month - "Standing Firm in Power and Pride"  Form time reflection: What does it mean to stand firm in power and pride? <a href="https://www.blackhistorymonth.org.uk/">https://www.blackhistorymonth.org.uk/</a>	Week 26: 23rd March 2026	<b>Theme - Excellence</b> Assembly: Study Skills  Form time reflection: How do students and staff observe Ramadan? <a href="https://www.wearreteachers.com/support-students-during-ramadan/">https://www.wearreteachers.com/support-students-during-ramadan/</a>
Week 6: 6th October 2025	<b>Theme - Responsibility</b> Assembly: How can we prioritise our mental health?  Form time reflection: How can we keep our mental health in check? <a href="https://wmhdoofficial.com/">https://wmhdoofficial.com/</a>		<b>Summer Term 2024/25</b>
Week 7: 13th October 2025	<b>Theme - Belonging</b> Assembly: Why is there so much inequality in the world?  Form time reflection: How can we help eradicate poverty? <a href="https://theday.co.uk/week/y-theme/poverty-4/">https://theday.co.uk/week/y-theme/poverty-4/</a>	Week 28: 13th April 2026  6th April Easter Monday Bank Holiday	<b>Theme - Excellence</b> Assembly: Chace Expectations - Levelling up  Form time reflection: Summer goal setting <a href="https://www.youtube.com/watch?v=XoKvs-apyOs">https://www.youtube.com/watch?v=XoKvs-apyOs</a>

<b>Week 11:</b> 17th November 2025	<b>Theme - Excellence</b> <b>Assembly:</b> Excellence/Ambition <b>Form time reflection:</b> Ambition: making the most of opportunities <a href="https://www.unicef.org/world-childrens-day#:~:text=For%20every%20child%2C%20every%20night">https://www.unicef.org/world-childrens-day#:~:text=For%20every%20child%2C%20every%20night</a>	<b>Week 33:</b> 1st June 2026	<b>Theme - Responsibility</b> <b>Assembly:</b> What is gender based violence? <b>Form time reflection:</b> How can we prevent violence? <a href="https://www.un.org/en/observances/ending-violence-against-women-day">https://www.un.org/en/observances/ending-violence-against-women-day</a>	<b>Theme - Responsibility</b> <b>Assembly:</b> Behaviour Curriculum - Levelling Up <b>Form time reflection:</b> What is the significance of D Day? <a href="https://sdgresources.rek.com/events/world-environment-day-2025#:~:text=World%20Environment%20Day%2025%3A%20The,preserving%20and%20enhancing%20our%20environment.">https://sdgresources.rek.com/events/world-environment-day-2025#:~:text=World%20Environment%20Day%2025%3A%20The,preserving%20and%20enhancing%20our%20environment.</a>	<b>May</b> Half Term 2024/25
<b>Week 12:</b> 24th November 2025	<b>Theme - Responsibility</b> <b>Assembly:</b> What is gender based violence? <b>Form time reflection:</b> How can we prevent violence? <a href="https://www.un.org/en/observances/ending-violence-against-women-day">https://www.un.org/en/observances/ending-violence-against-women-day</a>	<b>Week 34:</b> 8th June 2026	<b>Theme - Belonging</b> <b>Assembly:</b> Inclusion and Breaking Barriers - Theme to be announced <b>Form time reflection:</b> How can we be inclusive at Chace? <a href="https://www.who.int/campaigns/international-day-of-persons-with-disabilities">https://www.who.int/campaigns/international-day-of-persons-with-disabilities</a>	<b>Theme - Responsibility</b> <b>Assembly:</b> World Environment Day - "Protect Our Planet" <b>Form time reflection:</b> How can Chace be a more sustainable school? <a href="https://www.bbc.co.uk/newsround/41124480">https://www.bbc.co.uk/newsround/41124480</a>	
<b>Week 13:</b> 1st December 2025	<b>Theme - Excellence</b> <b>Assembly:</b> Behaviour Curriculum - Levelling up <b>Form time reflection:</b> Why is freedom of the press so important? <a href="https://www.un.org/en/observances/press-freedom-day">https://www.un.org/en/observances/press-freedom-day</a>	<b>Week 35:</b> 15th June 2026	<b>Theme - Responsibility</b> <b>Assembly:</b> Human Rights - "Our Rights, Our Future, Right Now." <b>Form time reflection:</b> What are our human rights? <a href="https://theday.co.uk/weekly-theme/human-rights-4/">https://theday.co.uk/weekly-theme/human-rights-4/</a>	<b>Theme - Responsibility</b> <b>Assembly:</b> Windrush Day - Theme to be announced <b>Form time reflection:</b> How can we celebrate Windrush Day? <a href="https://www.daysoftheyear.com/days/windrush-day/">https://www.daysoftheyear.com/days/windrush-day/</a>	

<b>Week 8:</b> 20th October 2025	<b>Theme - Excellence</b> <b>Assembly:</b> Ambition - Study Skills & How does home learning help us strive for excellence? <b>Form time reflection:</b> How do we effectively prepare for our assessments?	<b>Week 29:</b> 20th April 2026	<b>Theme - Excellence</b> <b>Assembly:</b> Behaviour Curriculum - Levelling up <b>Form time reflection:</b> Why is freedom of the press so important? <a href="https://www.un.org/en/observances/press-freedom-day">https://www.un.org/en/observances/press-freedom-day</a>	
<b>October Half Term</b> 2024/25	<b>Week 30:</b> 4th May 2026 4th May May Day Bank Holiday	<b>Theme - Responsibility</b> <b>Assembly:</b> Reading, unlock the magic of books <b>Form time reflection:</b> VE Day - What Victory and Peace mean to us <a href="https://www.walkbiketoscbool.org/">https://www.walkbiketoscbool.org/</a> <a href="https://www.bbc.co.uk/bitesize/articles/zxvkd2p">https://www.bbc.co.uk/bitesize/articles/zxvkd2p</a>	<b>Theme - Responsibility</b> <b>Assembly:</b> What is gender based violence? <b>Form time reflection:</b> How can we prevent violence? <a href="https://www.un.org/en/observances/ending-violence-against-women-day">https://www.un.org/en/observances/ending-violence-against-women-day</a>	
<b>Week 9:</b> 3rd November 2025	<b>Theme - Responsibility</b> <b>Assembly:</b> Levelling up - Behaviour Curriculum - how does our behaviour affect others? <b>Form time reflection:</b> How do we not affect other people's learning?	<b>Week 31:</b> 11th May 2026	<b>Theme - Belonging</b> <b>Assembly:</b> How can we challenge Bigotry? <b>Form time reflection:</b> Do all countries give the same rights to their citizens? <a href="https://human-rights-channel.co.uk/idahotb-sn.html">https://human-rights-channel.co.uk/idahotb-sn.html</a>	
<b>Week 10:</b> 10th November 2025	<b>Theme - Belonging</b> <b>Assembly:</b> How can we eradicate bullying? <b>Form time reflection:</b> In what ways can 'banter' impact on others? <b>Form time slides to acknowledge Armistice Day</b>	<b>Week 32:</b> 18th May 2026	<b>Theme - Excellence</b> <b>Assembly:</b> Mental Health awareness week - Theme to be announced. <b>Form time reflection:</b> What can we learn about the Gypsy, Roma and Traveller communities? <a href="https://www.gypsy-traveller.org/grthm/">https://www.gypsy-traveller.org/grthm/</a>	

<b>Week 15:</b> 15th December 2025	<b>Theme - Excellence</b> Assembly: End of term rewards assemblies  <b>Form time reflection:</b> END OF TERM 20th December	<b>Week 36:</b> 22nd June 2026	<b>Theme - Excellence</b> Assembly: "The Olympic Spirit: Strive, Respect, Inspire"  <b>Form time reflection:</b> Move more, live more - why is exercise so important?
	<b>Spring Term</b> 2024/25	<b>Week 37:</b> 29th June 2026	<b>Theme - Responsibility</b>  Assembly: Understanding Democracy and Our Role  <b>Form time reflection:</b> What is our civic duty?
<b>Week 16:</b> 5th January 2026  Inset Day 5th January 2026	<b>Theme - Excellence</b> Assembly: Chace Expectations - Levelling up  <b>Form time reflection:</b> Target setting for 2025 - how can we achieve excellence?  <a href="https://theday.co.uk/week/y-theme/goals-6/">https://theday.co.uk/week/y-theme/goals-6/</a>	<b>Week 38:</b> 6th July 2026	<b>Theme - Responsibility</b>  Assembly: Culture Day, Rewards Trips, Sports Day expectations  <b>Form time reflection:</b> Planning for Sports Day, Rewards Trips and Culture Day
<b>Week 17:</b> 12th January 2026	<b>Theme - Responsibility</b> Assembly: Behaviour Curriculum - Levelling up  <b>Form time reflection:</b> What can we learn from MLK's "I have a dream" speech?  <a href="https://www.youtube.com/watch?v=vP4Y1TtS3s">https://www.youtube.com/watch?v=vP4Y1TtS3s</a>	<b>Week 39:</b> 13th July 2026	<b>Theme - Excellence</b>  Assembly: Rewards assemblies  <b>Form time reflection:</b> How can we keep ourselves safe in the holidays?  <a href="https://www.childline.org.uk/info-advice/home-families/seasonal-events/summer-holidays/">https://www.childline.org.uk/info-advice/home-families/seasonal-events/summer-holidays/</a>

<b>Week 18:</b> 10th January 2026	<b>Theme - Excellence</b> Assembly: Metacognition "Thinking about Thinking"  <b>Form time reflection theme:</b> The Power of Knowing How you Learn	<b>Week 19:</b> 26th January 2026	<b>Theme - Belonging</b>  Assembly: What is the significance of Holocaust Memorial Day? (Humanities Department)  <b>Form time reflection:</b> What does the term Holocaust mean?  <a href="https://theday.co.uk/week/y-theme/the-holocaust-4/">https://theday.co.uk/week/y-theme/the-holocaust-4/</a>
<b>Week 20:</b> 2nd February 2026	<b>Theme - Belonging</b>  Assembly: Why do we have an LGBTQ+ month?  <b>Form time reflection:</b> Reflection on LGBTQ+ theme (to be announced)  <a href="https://lgbtplushistorymon.th.co.uk/lgbt-history-month-2024/">https://lgbtplushistorymon.th.co.uk/lgbt-history-month-2024/</a>	<b>Week 21:</b> 8th February 2026	<b>Theme - Responsibility</b>  Assembly: Safer internet day - "All fun and games? Exploring respect and relationships online"  <b>Form time reflection:</b> What are the main ways we can keep safe online?  <a href="https://www.techwire.net/news/safer-internet-day-teaching-resources/">https://www.techwire.net/news/safer-internet-day-teaching-resources/</a>
			<b>February</b> Half Term 2024/25