



St Luke's C.E. Primary School

Collective Worship Policy

**Langport Avenue
Longsight
Manchester
M12 4N**

MISSION STATEMENT

“For with God nothing shall be impossible” Luke 1:37

MISSION STATEMENT

At St Luke’s, we will provide the framework for children to develop to their full potential (academically, creatively and otherwise) in the multicultural, multi-faith society we are as a school and which reflects the community and wider world we are part of. Through a happy, safe and inspiring environment, children, staff, parents, governors and visitors will feel secure, loved and respected.

SECTION 1 - INTENT

As a church school, Collective Worship is a distinctive feature of our personal development journey.

Our Collective Worship will complement our PSED (Global Citizenship and Wellbeing)

The Collective Worship Policy at St Luke’s CE Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

In line with the 1988 Education Reform Act, which states that collective worship should be ‘wholly or mainly of a broadly Christian character’, and in recognition of the fact that the majority of our pupils are practising members of other faiths, we base our assemblies on those aspects of Christian teaching that are shared with other faiths.

The Collective Worship Policy of St Luke’s CE Primary School is consonant with the philosophy and aims of the school. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school. Furthermore, we believe that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the values we place on the development of the whole child: spiritually, morally, socially, culturally, and intellectually is reflected in our worship. We value this time in the school day for the space it gives to pupils to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

It is a legal requirement that the school provides a daily act of collective worship for all pupils. The regulations are set out in The Education Act 1944 as amended by The Education Reform Act 1988 (see The Education Reform Act 1988: Religious Education and Collective Worship (para. 34)).

DEFINITION OF COLLECTIVE WORSHIP

Collective Worship is a time when the whole school or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils’ spiritual, moral, social and cultural development.

‘Spiritual’ education is understood to be the opportunity for pupils, regardless of their religious or philosophical background, to be encouraged, inspired and challenged in the religious and moral talks that they hear.

In this Church of England Voluntary Controlled School, Collective worship is in conformity with the ethos statement and the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

AIMS:

- To provide opportunities for pupils to worship God in ways appropriate to their background: spiritual and moral issues and explore their own beliefs and feelings
- To help students to begin to understand the nature and purpose of worship
- To encourage pupils to participate and respond through active involvement in the presentation of worship
- To develop a community spirit
- To promote a common ethos and shared values
- To reinforce positive attitudes
- To develop the personal emotional and social aspects of learning

PHILOSOPHY:

Collective Worship at St Luke's will afford opportunities for all children to have experience of the spiritual and emotional elements of situations personal to them, the local community and the wider world.

It is hoped that these experiences will enable each and every child to:

- Become aware of the world around them
- Give an insight into what is meant by religions and develop skills, which enable them to appreciate religious ideas and practices of the multi-faith society we live in
- To understand that British Values complement and support the values of Christianity and all other faiths
- To understand that the fundamental Christian values are common to all faiths such as justice, faith etc and that all faiths have rituals of worship
- Form their own views and beliefs
- Develop a respect for themselves and others, both emotionally, morally and socially. To raise awareness and understanding amongst students of the spiritual, religious and moral aspects of life
- To allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings
- To increase appreciation of all major religions and worldviews that exist in our ever-changing world
- To promote the spiritual, moral, social and cultural development of all pupils

RATIONALE

Our aim is that through Collective Worship and vice versa; other areas of the curriculum may be consolidated, to continue to develop within each child, sensitivity and perception towards others' feelings and thoughts. Worship which emanates from their daily experiences and includes the wider life of the school and beyond are often the most meaningful and valuable ones.

At St Luke's CE Primary School, pupils will be given the opportunity to join in an act of collective worship every week with a whole school gathering or key stage group. On

other days, there will be opportunities for reflection, celebration, thanksgiving or quiet class groups.

At St Luke's CE Primary School, the pupils will gather together for an assembly, which will include an act of worship within it. On these occasions, the school will assemble as a community, which will include time to consider and celebrate aspects of the spiritual dimension of life, reflecting the varied beliefs and experiences of the pupils and teachers. There will be some personal space to be quiet, to think and to reflect.

Worship at St Luke's CE Primary School will reflect something special taking into account the work we embrace with our pupils in developing their social, emotional, spiritual and cultural well-being. The pupils will be supported to engage in this, reflecting their level of understanding.

There is a theme for each week of the school year for assembly groups to follow and is accompanied by soothing music, supported by the school community where all pupils are encouraged to participate. There will be varying degrees of explicit or implicit reference to Christianity or any of the other main faiths. The diversity of religious belief and practice amongst the pupils at St Luke's CE Primary School will be represented in the act of collective worship.

HOW DO WE MEET THE NEEDS OF ALL CHILDREN?

Collective Worship time is distinct from curriculum time. However, in St Luke's, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in class. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development, it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' at their own level.

It is essential to remember that all children must attend Collective Worship unless a withdrawal request is submitted by parent/carers see section on Withdrawal and Legal Requirements. However, it is important to state that as Collective Worship is an integral and important part of our PSED the themes of Collective Worship will be threaded throughout the curriculum and school day. We must therefore act with integrity and respect towards the children, allowing them to respond in a way that is appropriate to them, never pressurising them into particular beliefs. We must think more carefully about the attitudes therefore and the language we use to ensure inclusion of all our pupils to our Collective Worship aims.

Although worship is not designated as curriculum time under current DfE regulations, it is a major aspect of the whole curriculum provided by the school. Worship is a vehicle for exploring aspects of the National Curriculum and Religious Education and frequently involves teaching and learning activities such as discussion, question and answer. Pupils may be read to or instructed or they may be asked to listen to readings or to think about and respond to a stimulus such as a work of art.

Worship is also concerned with the celebration of the curriculum, with pupils displaying or recounting details of what they have learnt. Frequently, pupils are involved in leading worship or performing through dance, drama or music. When any such activities occur, they may be counted as teaching time even though they take place within worship. It

is appropriate that, in a Church school, worship and learning is seen as a seamless whole even though, for the purposes of recording teaching time, we distinguish between the two.

Parents, family and governors are welcome to attend assemblies at different times throughout the year.

SECTION 2 - IMPLEMENTATION

INCLUSION IN COLLECTIVE WORSHIP

We are committed to ensuring that all pupils and are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the environments in which assemblies are delivered and buy in further resources as and when the need arises. Acts of Collective Worship at St Luke's also take into account the pupils' ages, aptitudes and family backgrounds and reflect and celebrate the Christian faith foundation of the school.

EQUAL OPPORTUNITIES

We incorporate aspects of values-based teaching and SMSC across our wider curriculum. Therefore, we ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender. Therefore, it is important that:

- our expectations do not limit pupil's achievement.
- we aim to challenge and extend pupils to help them increase the need for independent thinking and self-discovery.

Consequently, the Collective Worship policy will embrace the principles of our [Equal Opportunities Policy](#), [Equality Policy](#), [Special Educational Needs and Disability Policy](#) and [Accessibility Policy](#).

PROMOTING SMSC AND BRITISH VALUES

We aim to promote SMSC and British Values across every aspect of our curriculum and throughout the wider school life. Therefore, we incorporate aspects of spiritual, moral, social and cultural attitude and an understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith during Collective Worship.

Occasionally, assemblies have a key focus of SMSC and British Values, which are disseminated across the whole school.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

ORGANISATION

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

1. Assemblies - see Timetables
2. PSED lessons – circle time (see Global Citizenship and Wellbeing curriculum)
3. Threaded throughout all curriculum subjects as part of the PSED curriculum (see all curriculum documents on implementation)

4. Experiences, opportunities, knowledge and skills are built up from when children enter in the Early Years (Nursery/Reception) to Year 6
5. 2-year cycle of topics – see table of topic

OPERATION

THE ACT OF COLLECTIVE WORSHIP

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in pupils. This may not be visual, but opportunity must be given to express this response through reflection and/or prayer.

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or the classroom. Acts of worship will usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

At times, Collective acts of worship are incorporated into whole school assemblies, RE and PHSE lessons.

PEDAGOGICAL APPROACH TO ALL COLLECTIVE WORSHIP AND CLASS ASSEMBLIES

COLLECTIVE WORSHIP

- Pupils will come into assembly in silence listening to music from different cultures and faiths
- Monday Assemblies (whole school/phase) – topic/theme of Collective Worship and PSED link will be introduced and explained – practical/concrete resources used wherever possible
- All assemblies will have a prayer – for all children to reflect and pray
- All assemblies will include whole school singing
- Children will leave assembly in silence
- Reception children will join whole school assemblies in October, children who are settled in Nursery start to join whole school assemblies from /Christmas onwards
- SEND, DAP – all children are fully included and participate in all Collective Worship
- All assemblies including Class Assembly (Appendix 1) will follow these same format

Class Assemblies – all classes will do a minimum of 2 assemblies/year – see rota

- See class Assembly expectations
- Class assemblies will take place on Wednesdays or Thursdays when needed
- Class assemblies will also include a celebration and sharing of work and include – elements of drama, poetry and choral singing

Reflection Spaces in Every Classroom – children to access as when wish to during school time

Prayer room – ICT Suite/Nurture room; for children who wish to pray – Any faith

Collective Worship Displays – key words, prompts, images, questions

- KS2 hall
- School entrance hall

EVENTS AND CAUSES

Full participation and engagement in Events and Causes (fundraising for school including school fund)

- Christmas and Easter production and concerts
- Celebrate other faiths represented in our school i.e. Islam – Eid, Ramadhan
- Charities – raising money for those less fortunate
- School community events – Summer Fayre, Christmas Production, Easter Bonnet Parade, Easter egg Competition
- Sports Day/ Sporting events
- Presentation Assemblies
- Residentials
- Camp Fire
- World Around Us
- Awe and wonder

TIMETABLE

Day	Time	Type	Responsibility
Monday	8.50 – 9.10	Whole School Assembly (birthdays, attendance, school fund, setting collective Worship theme for the week) / Phase 2 weekly rota	Head / Phase Leaders
Tuesday	8.50 – 9.10	Singing Assemblies KS1 & EYFS, KS2	Music Lead / Phase Leader
Wednesday	9.50 – 10.15	Class Assembly – whole school – see Appendix 4	Class Teachers
Thursday	Flexible – before break	Collective Worship in class	Class Teachers
Friday	9.05 – 9.20	Foundation/KS1 Assembly Golden Jumper (Whole School – Merits, Awards)	KS1 Co-ordinator Deputy

CONTENTS

Elements to be included in Collective Worship

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ➤ World around us ➤ World faiths ➤ Celebration ➤ School Life ➤ Social/Moral issues ➤ PSED – social & emotional learning and awareness of self through | } | <p>Within a broadly Christian context but realising that the majority of our pupils are not members of the Christian faith</p> |
|--|---|--|

- To provide opportunities for pupils to worship God in ways appropriate to their background: spiritual and moral issues and explore their own beliefs and feelings
- To encourage pupils to participate and respond through active involvement in the presentation of worship
- To promote a common ethos and shared values
- To reinforce positive attitudes
- To develop the emotional and social aspects of learning
- To explore together the world in which we live
- To reflect on that which is considered worthy
- To develop pupils' own spirituality
- To reflect on the direction of their lives
- To participate and respond
- To reflect on what it means to be human
- To enable pupils to explore and respond to a variety of forms of worship, thus enabling those pupils with a religious commitment to deepen their experience of worship, and to allow those without a religious commitment to begin to appreciate what worship means for others.
- To enable pupils to approach the threshold of worship by fostering in them an attitude characterised by feelings such as humility, awe, wonder, appreciation, thankfulness, respect, reverence and elation.
- To enable pupils to consider spiritual and moral issues and the many questions which relate to life
- To acknowledge the things which have meaning, value and purpose for the pupils as individuals, as well as for the school and the wider community
- To develop a sense of community within and beyond the school
- To celebrate achievements, special occasions and special events in relation to individual pupils within school, to the school as a whole, or to the wider community
- To acknowledge and respect difference and diversity

ACTIVITIES

Variety of activities which could be included in Collective Worship:

- | | | |
|--------------|-----------------|------------------|
| ➤ Meditation | Reflection | Drama |
| ➤ Song | Stories | Special Clothing |
| ➤ Speech | Use of senses | Group Actions |
| ➤ Silence | Free Expression | Personal actions |
| ➤ Sitting | Contemplation | Prayer |
| ➤ Standing | Stillness | Visual Stimuli |
| ➤ Music | Movement | Artefacts |
- School song list – see attached

COLLECTIVE WORSHIP THEMES:

2 yearly cycle – in line with Collection Worship policy work on significant festivals to be incorporated as appropriate

Term	Year 1 of cycle Relationships	Year 2 of cycle Relationships
Autumn	Ourselves and our talents Determination and Freedom to choose (Black History Month) Christmas Faiths & Festivals	New Things New Beginnings Black History Month Power of God Love of God (relevant to all faiths) Light and Dark
Spring	New Year Our choices –Rights & Responsibilities Lent Friends Easter – Circle of Life Ramadan	Birth and Death – the cycle of life Growth mindset Easter/Eid Forgiveness
Summer	Nature and Beauty – living in the wider world The unknown – Faith, Spirituality, Awe and Wonder Sports, rules and goals Moving on	Appropriate Festivals Sports and Rules The unknown – focus on growth mindsets Moving on and change

Rota for assemblies:

Monday - Whole school / Phase (2-week rotation). Also include attendance / school fund, birthdays – sets weekly curriculum theme for week

Tuesday - Singing Practice

Wednesday - Class assemblies – theme chosen by class teacher but PSED elements to link to Collective Worship theme. Phase assemblies – where no class assembly scheduled

Thursday - Collective Worship in class

Friday - Golden Jumper Assemblies EYFS& KS1, KS2

Each term will incorporate element of the 4 themes in PHSE

- Health & Wellbeing
- Relationships including SRE
- Living in the Wider World including Rights & Responsibilities & Global Citizenship
- Growth Mindset & Mental Health

Collective Worship themes will be delivered on a 2-year cycle to ensure continuity and progression and variety.

Month	Year 1	Year 2
AUTUMN TERM		
September	Ourselves – caring for myself - feelings	New Beginnings
October	Talents Determination and Freedom to choose Coincides with Black History Month	New Things Power of God Black History Month
November	Leadership	Love of God
December	Faiths/Festivals Christmas	Light and Darkness
SPRING TERM		
January	Our Choices Forgiveness	Spring – Easter Birth and Deaths
February	Friend/Relationships	Festivals going on at this time of year
March	Festivals – pertinent to pupils Easter / Ramadan Circle of Life	Forgiveness Friend/Relationships Births and Deaths
SUMMER TERM		
April	Nature and Beauty Festivals - Ramadan	Festivals
May	Faith Spiritual, Awe & Wonder, Living in the wider world	Sports and Rules/Goals
June	Sports and Rules/Goals Religious Festivals: Ramadan/Eid	The Unknown Eid
July	Moving on and Changes	Moving on and Changes

Festivals and events pertinent to the cultural/religious beliefs of our pupils will be included at appropriate times throughout the year. Events that occur in school during the year i.e. Christmas Nativity and end of Year Productions will also be included when appropriate. Please see the assembly rota for an overview of our assemblies for the year.

PRAYER

Prayer to be included at each session – this may take the form of reflections and stillness at times.

LUNCHTIMES

A grace/prayer will be said at lunchtimes at both Foundation & Keystage 1 and Keystage 2 sittings. These will be delivered by Lunchtime Organisers.

SAFEGUARDING PUPILS

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

WITHDRAWAL AND LEGAL REQUIREMENTS

Collective Worship will be conducted in a manner that is as sensitive and inclusive as possible to ensure that all children feel comfortable to attend. The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This Foundation is also reflected in the curriculum and the whole life of the school community. Additionally, we acknowledge the legal requirement that there must be a daily act of worship for all pupils. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and or Religious Education (as parents are legally entitled to do) cannot insulate pupils from the religious life of the school.

Since our school is based on an inclusive ethos, we expect all children to attend Collective Worship. However, we respect the right of any parent/guardian/carer to request permission for their child to be excused. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act as well as section 71 of the Schools Standards and Framework Act (1998). Withdrawal will only be made following parental discussion with the Head Teacher followed by written confirmation of withdrawal. The school will make alternative arrangements for the supervision of those children who are granted withdrawal from assemblies. However, no additional work is set or followed in this time. The Head Teacher will keep a record of all those children who have been withdrawn from Collective Worship. This right of withdrawal doesn't extend to assemblies.

See Collective Worship in schools, GOV.UK – DfE for more information:
<https://www.gov.uk/government/publications/collective-worship-in-schools>

Information on the right of withdrawal can be found in paragraphs 83-87 of the DfE's guidance on collective worship, linked above.

SECTION 3 - IMPACT

MONITORING AND REVIEW

Although led by members of the school's teaching staff and occasional visitors, the day to day provision of Collective Worship is planned, monitored and evaluated by the Senior Leadership Team in consultation with the Head Teacher. Additionally, it is the overall responsibility of the Head Teacher to ensure acts of collective worship are effective, fit for purpose and conducted according to school policy. Therefore, throughout the year, as part of the school's monitoring calendar, the school's provision of worship will be evaluated to consider whether it meets the needs of pupils and whether it truly reflects the aims and mission of the school.

The fulfilment of the national statutory requirement for Collective Worship is also monitored by the Governing Body (and Collective Worship/Foundation Governor), through the Head Teacher, SLT, RE Coordinator and equalities committee. The policy will be assessed annually both in terms of its implementation and effectiveness. In reviewing the policy, the Governing Body will be mindful of the views of parents, students and staff through a variety of consultations.

It is the responsibility of the person conducting the assembly to ensure acts of collective worship and reflection are carried out and that the presentation is reflective of the assembly theme of the week. However, within the legal framework and theme suggestions, staff conducting collective worship are free to employ whatever format that is seen as appropriate. The use of music, drama, video, or visual aids may supplement the more traditional elements of talks, readings, hymns/songs, and prayers. Imagination and careful preparation are essential if pupils are to broaden their horizons and be led to reflect on fundamental human issues.

Assessment and Evaluation

1. Impact will be measured by the following (a mix of qualitative and quantitative data)
 - Behaviour & attitude – attendance, Engagement, Eradication of any antisocial behaviour, positive engagement in all learning
 - Punctuality
 - Personal development of pupils through pupil dialogue and questionnaires and pupil interactions with adult and each other – manner, courtesy
 - Debate
 - Pupil outcomes at end of each phase and external
 - Ongoing Teacher Assessment
2. Monitoring by SLT through:
 - Observations
 - Work scrutinises
 - Monitoring of engagement in wider life of school – clubs, residentials, school trips/events
3. That children present as happy and positive

RESOURCES

There are many resources available for planning and delivery of Collective Worship. These resources are located centrally in the communal area outside the Head Teacher's office and are reviewed regularly as part of the RE Coordinator's monitoring role. They comprise of music, Collective Worship books, Christian and other artefacts and website addresses. A projector will be used, where appropriate, to aid Collective Worship. Extra support for Collective Worship from the Diocese can be found on the website www.bdeducation.org.uk. Some resources that we use in school are as follows:

- Folens books
- Various assembly books
- Situations book
- Feelings book
- Various CDs
- Multi-media resources
- Artefacts
- Websites – see list of useful websites on Blackburn Diocesan Board of Education - <http://www.bdeducation.org.uk/schools/teacher/collective-worship>

POLICY REVIEW AND EVALUATION

Evaluation of this policy will be ongoing and will be carried out through a variety of meetings, observations and evaluations. Collective Worship developments will be reported to School Governor's once a year to be reviewed and updated. Resources will be audited on a regular basis and proposals for new resources will be discussed with the Head Teacher and RE Coordinator. Furthermore, this policy is reviewed and updated yearly by the RE Coordinator in conjunction with the SLT.

There is a revised Collective Worship and RE Governors (Foundation Governor)

Date of Approval by Governing Body?

Any governor or staff training for Collective Worship, which should also be included in the SDP?

SONG LISTS

SONGS ON GUITAR	SONGS FORFOR EVERY ASSEMBLY
Sing Hosanna	Wake Up!
Jubilate	Together
Love is Something	We like Joyful Music
One more step along the World	Living and Learning
Colours of Day	Everywhere Around Me
He's got the Whole World	Song of Blessing
Who put the colours in the rainbow?	Count your Blessings
Autumn days	Sometimes I Wonder
Harvest Samba	The School Rule Song
If I were a Butterfly	Love the Lord Your God
This little Light	He'll be There
Lord of the Dance	Wouldn't it be Funny?
When a Knight won his spurs	Give it all you've got
	Well done
	Today
CHRISTMAS SONGS	SONG FOR EVERY SEASON
Christmas Carols	Song for every Season
Christmas Production Songs	Conkers!
Christmas Performance Songs	Harvest Song
	Turn back the clocks
	Wet Play
	Sad Song
	Merry Christmas Everyone
	Snow Song
	Springtime
	Pancakes
	Sing out an Easter Song
	Maytime
	Now that Summer has come
	Lovely Summer's Day
	Lazy Days

Document Control	
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KS2 Assembly and Collective Worship Rota 2023/2024 – St Luke’s CE Primary School**AUTUMN 1**

W/b	SMSC Theme of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
		SMSC Focus	Singing KS1 / KS2	Speaking and listening activities including debate (In class)	Class Assembly or in class SMSC	Golden Jumper EYFS / KS1 / KS2 (DHT & Phase Leader)
Week 1	Welcome back	INSET	INSET	Whole school assembly?		
Week 2	School Rules	Whole school	Cath N / Will	S&L Debate		
Week 3	New beginnings – a fresh start	Phase	Cath N / Will	S&L Debate		
Week 4	How do we make people feel welcome?	Whole school	Cath N / Will	S&L Debate		
Week 5	Black History Month	Phase	Cath N / Will	S&L Debate		
Week 6	Jesus’ commandment – love one another as I have loved you. What does this mean?	Whole school	Cath N / Will	S&L Debate		
Week 7	We can all change.	Phase	Cath N / Will	S&L Debate		

Assembly Timetable 2023/24

AUTUMN 2

W/b	SMSC Theme of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
		SMSC Focus	Singing KS1 / KS2	Speaking and listening activities including debate (In class)	Class Assembly or in class SMSC	Golden Jumper KS1 / KS2
Week 8			Cath N / Will	S&L Debate		
Week 9	Diwali	Whole school	Cath N / Will	S&L Debate		
Week 10	Anti-bullying week	Phase	Cath N / Will	S&L Debate		
Week 11	Good conquering evil as light conquers dark	Whole school	Cath N / Will	S&L Debate		
Week 12	What's in the news?	Phase	Cath N / Will	S&L Debate		
Week 13	Power of God	Whole school	Cath N / Will	S&L Debate		
Week 14	Learning to reflect	Phase	Cath N / Will	S&L Debate		
Week 15	What is the message of Christmas?	Whole school	Carol Service	S&L Debate		

SPRING 1

W/b	SMSC Theme of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
		SMSC Focus	Singing KS1 / KS2	Speaking and listening activities including debate (In class)	Class Assembly or in class SMSC	Golden Jumper KS1 / KS2
Week 1	New year resolutions	HOLIDAY	HOLIDAY	HOLIDAY	INSET	INSET
Week 2	The cycle of life	Whole school	Cath N / Will	S&L Debate		
Week 3	Stages of life – plants	Phase	Cath N / Will	S&L Debate		
Week 4	Cycle of life – different stages in life and our growing responsibilities	Whole school	Cath N / Will	S&L Debate		
Week 5	Respect for vulnerability	Phase	Cath N / Will	S&L Debate		
Week 6	Grieving – sorrow is part of life, your lived on lives on in you. “Badger’s parting gifts”	Whole school	Cath N / Will	S&L Debate		
Week 7	Needs vs wants	Phase	Cath N / Will	S&L Debate		

SPRING 2

W/b	SMSC Theme of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8		SMSC Focus	Singing KS1 / KS2	Speaking and listening activities including debate (In class)	Class Assembly or in class SMSC	Golden Jumper KS1 / KS2
Week 9	What kind of God do we believe in? What kind of God do you want to believe in?	INSET		S&L Debate		
Week 10	The New Testament – change of emphasis – caring, fatherly God – stories from the Gospels	Whole school	Cath N / Will	S&L Debate		
Week 11	Debate – does punishment work?	Phase	Cath N / Will	S&L Debate		
Week 12	The prodigal son Muslim view of forgiveness and punishment Promises and penance	Whole school	Cath N / Will	S&L Debate		
Week 13	The Easter story	Phase	Easter service	S&L Debate		

SUMMER 1

W/b	SMSC Theme of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
		SMSC Focus	Singing KS1 / KS2	Speaking and listening activities including debate (In class)	Class Assembly or in class SMSC	Golden Jumper KS1 / KS2
Week 1	Different Christian and other Faiths beliefs – what do they have in common?	Whole School	Cath N / Will	S&L Debate		
Week 2	The important of rules within sports	Phase	Cath N / Will	S&L Debate		
Week 3	Outer demonstrations of faith – customs in other times / places	Whole School	Cath N / Will	S&L Debate		
Week 4	The practice of worship – meditation and prayer Setting aside time for worship Places to worship the church, the mosque, the synagogue	BANK HOLIDAY	Cath N / Will	S&L Debate		
Week 5	Pilgrimages	SATS WEEK	SATS WEEK	SATS WEEK	SATS WEEK	
Week 6	What rules do drivers follow and why?	Whole school	Cath N / Will	S&L Debate		

SUMMER 2

W/b	SMSC Theme of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
		SMSC Focus	Singing KS1 / KS2	Speaking and listening activities including debate (In class)	Class Assembly or in class SMSC	Golden Jumper KS1 / KS2
Week 7	Is it always right to keep the rules / Ever wrong to break the law?	Whole School	Cath N / Will	S&L Debate		
Week 8	Blaming others and taking responsibility.	Phase	Cath N / Will	S&L Debate		
Week 9	The 10 Commandments Do Jesus's commandments link with other school rules?	Whole School	Cath N / Will	S&L Debate		
Week 10	Do we prefer the familiar (and why?) – when is it right to take risks?	Phase	Cath N / Will	S&L Debate		
Week 11	Adventures need courage and preparation	Whole school	Cath N / Will	S&L Debate		
Week 12	Feelings of fear / apprehension re the unknown	Phase	Cath N / Will	S&L Debate		
Week 13	Coping with change How can we help others / ourselves?	Awards Assembly	Leavers Assembly	S&L Debate		

Appendix 2

Autumn Term – Year 1 of cycle – Ourselves and our Talents Friends Christmas and Eid

Autumn Term 1	
Week 1	Welcome back – taking responsibility for yourself
Week 2	God knows my name. Psalm 139. Would you rather have a number or a name? How does a name make you feel?
Week 3	Pride comes before a fall – respecting the ability of others. The first will be last – from 5 minute messages. Be content with who you are
Week 4	Black History Month Great Contemporary Leaders and their qualities Taking responsibilities
Week 5	Everyone is unique
Week 6	Being self-centred The mountain bike story from “Feelings”
Week 7	Talents/Gifts

*Include Harvest Festival as appropriate

Half Term

Autumn Term 2	
Week 1	Making assumptions based on looks or names
Week 2	Feelings – a friend in need Leadership – bystander rule
Week 3	Prophet Muhammed – pbuh – journey to the Heavens, Meeting people on the way, asking for blessing, 1 devout prayer, I spent all the time being a friend. Jesus’ friends trusted him to keep his work, help them He trusted them to spread his word
Week 4	Fair weather friends – Little Red Hen, “The man who won the lottery”

Rest of November and December – assemblies related to Christmas

*Include Eid when appropriate⁹

Spring Term – Year 1 of cycle – It's up to us

- Lent – determination / freedom to choose
- Easter / Eid

Spring Term 1	
Week 1	New Year resolutions and promises
Week 2	Blaming oneself - add to Black History Month 1 st half term) – our worst news is usually unpreventable – reflect on what we can do to help prevent suffering but accepting our won – feeling pain helps us to be kinder to others
Week 3	What makes Heaven on earth for you? – a new baby, a wedding, a family outing, first signs of springs, new trainers
Week 4	Look at the news – good or bad? Is there any good news within the bad – acts of kindness in a disaster
Week 5	Our choices – what do we control in our life

Half term

Spring Term 2	
Week 1	What can we do to prevent suffering – forgiveness
Week 2	Lent – giving up things – why? Do we feel better if we do?
Week 3	Separating the layers of an onion demonstrates that even when we think we have reached the end of our resources, we still have reserves left. Story of Robert the Bruce
Week 4	Fasting – Jesus in the desert
Week 5	Easter

Summer Term – Year 1 of cycle – Living in the Wider World

Summer Term 1	
Week 1	Celebrations of changes in weather, daylight, plants, animals as we move from spring to summer
Week 2	The Unknown – Faith, Spirituality
Week 3	Awe and Wonder
Week 4	Why do followers follow? What makes us follow others?
Week 5	Term 1 Black History Month -Great Contemporary Leaders and their qualities Nelson Mandela – what makes him great? Determination, humility, vision, ideas
Week 6	Communities and Families

Half term

Spring Term 2	
Week 1	Stewardship of God's creation – caring for our environment and the plants and animals that share our planet, St Francis of Assisi
Week 2	Summer celebrations – Maypoles, Summer Solstice Why do people celebrate?
Week 3	Moving house – what would we take/leave Contrast our choices with that of refugees (National Refugee week)
Week 4	Moving on in life – growing up/older How do we change? Moving on to new schools for Year 6, moving on to new Classes – how do we feel – excited/apprehensive
Week 5	Sports rules and goals
Week 6	Holidays – a chance for rest and relaxation? Genesis – creation, parable of Martha and Mary

Autumn Term – Year 2 of cycle – New things

- Power of God
- Light and Dark

Autumn Term 1	
Week 1	Welcome back – new teacher / new year group – how do we feel?
Week 2	New beginnings, a chance to make a fresh start What do you want people to think of you? How will you show them what you are like / can do?
Week 3	How can we make new people feel welcome?
Week 4	Black History Month Guilt and making amends, acknowledging our mistakes and taking responsibility KS2 – story of John Newton, a slave trader who grew to hate what he did and gave up his wealth to campaign against the trade
Week 5	Jesus' commandment – love one another as I have loved you What does this mean?
Week 6	We can all change – St Paul's conversation / other faiths/ Islam, story of Umar
Week 7	Power of god – how do children imagine God?

*include Harvest Festival as appropriate

Half Term

Autumn Term 2	
Week 1	How do we see/visualise God? Why do some religions have painting of God (Christian)? Why do some not (Islam)? In Christianity God is in the form of a man, in Islam God is light *also include fire safety this week
Week 2	Good conquering evil as light conquers dark – surah Noor Remembrance Day
Week 3	Diwali – festival of light and colour (may need rescheduling)
Week 4	Power of God as described in the Bible / Quran In Bible – God as person / fire /light

Rest of November and December – assemblies related to Christmas production

*include work on Ramadhan – fasting / night of power when appropriate

Spring Term – Year 2 of cycle – Birth and Death – the circle of life
 Forgiveness
 Easter / Eid

Spring Term 1	
Week 1	New Year – the cycle of life – the Lion King
Week 2	Stages of life – the daffodil – 3 stages – bulb, flower, seed
Week 3	Cycle of life – different stages in life and our growing responsibility x 2
Week 4	Grieving – sorrow is part of life, your lived on lives on in you “Badger’s parting gifts”
Week 5	Respect for vulnerability – Confucious Respect for babies, the old, sick, disabled A young child’s needs – not just from Mothercare but smiles, Gentleness, being talked to

Half Term

Spring Term 2	
Week 1	What kind of God do we believe in? What kind of God do you want to believe in?
Week 2	The New Testament – change of emphasis – caring, fatherly God – stories from the Gospels, Mary Magdalene, Matthew the tax collector, Zacharias
Week 3	Tabloid press debate – does punishment work? What do our own experience at home and school tell us? Who is without blame, t be human is to fail, to forgive divine
Week 4	The prodigal son Muslim view of forgiveness and punishment Promises and penance
Week 5	Easter – Good Friday
Week 6	Easter – Christian experience of Easter Sunday

Summer Term – Year 2 of cycle – Religions
Sports and rules
The unknown

Summer Term 1	
Week 1	Belief in God and the way it makes you act Different Christian and other Faiths beliefs – what do they have in common?
Week 2	The practice of worship – meditation and prayer Setting aside time for worship -the Sabbath, the Muslim call to prayer Places to worship the church, the mosque, the synagogue
Week 3	Outer demonstrations of faith – customs in other times / places Clothing – the Sikh’s turban, Priest’s robes Food – Kosher food, fish on Fridays
Week 4	Pilgrimages including the Muslim pilgrimage to Mecca and Lourdes (flexible to link with date)
Week 5	Drivers – what rules do drivers follow and why? (Safety)

Half Term

Summer Term 2	
Week 1	Is it always right to keep the rules / Ever wrong to break the law? Do we blame someone else when we do something we know wrong?
Week 2	The 10 Commandments, Jesus and his one commandment Does Jesus’s commandment link with other school rules?
Week 3	School sports – what works well when a group are playing e.g. netball or football and what spoils the game
Week 4	Do we prefer the familiar (and why?) – positive reasons risk taking – when is it right to take risks? E.g. holidays in the same place Knowing what to expect / being safe
Week 5	Adventures need courage and preparation (appropriate risk) - Maps, guide books, to learn a little of the language Learning survival skills Tristan’s travels to Ireland, Livingstone to Africa St Pauls’ shipwrecks
Week 6	Feelings of fear / apprehension re the unknown How do you Year 6 feel about the big new step in their lives?
Week 7	Coping with change How can we help others / ourselves?

Appendix 3

ASSEMBLIES – YEAR 1 OF CYCLE

There are more ideas in each major theme that can be included in each term's assemblies. In this way, there can be some differentiation and progression between Foundation and KS1 and KS2, and there is sufficient material to cover a repeat of the themes after two years without necessitating unnecessary repetition of stories.

See links to PSED curriculum

AUTUMN TERM (Year 1 of cycle)

Below Faith focus suggestions – staff can add to provide a bank of ideas.

OURSELVES

- We are unique: our looks, personalities, talents
- Names: most common "Christian" names, meanings of names from other cultures (e.g. Singh).
- Inventors remembered by name: Morse, Cardigan, Sandwich, Wellington. The Lord's Prayer: Hallowed be Thy Name. Name-calling, "using the Lord's name in vain", making assumptions based on looks or names. Islamic conventions when referring to Ibrahim and Allah. Judaism – the Bar Mitzvah ceremony. Baptism.

TALENTS

- Stimulus, ideas from songs e.g. Abba's "Thank you for the music, the songs I'm singing", Sedaka's "I write the songs", hymns such as "Carpenter, carpenter" and "I need my hands to help me write". Parable of the Talents (Matthew).
- Demonstrations of children's work, performance by steel band group/guitar group.

Resources in school: Active assemblies "Ourselves" 9, Assembly kit "The real me" 17, First Focus and Focus books: Group 1 stories about self-awareness. Poem by H.C Beeching "Take the hands of a boy", Thomas Hood "Choosing their names", Longfellow "The village Blacksmith", Genesis "So God created Man in His Own Image". Time together "Building on firm foundations".

FRIENDS

- Songs "If I had a hammer", "I need friends to share my happiness" etc. Childrens contributions – what is a good friend like? (having fun with, sharing, caring, admiring...) Androcles and the lion, The Good Samaritan, The Selfish Giant. Poem "the two rats". The friendship between the Prophet Mohammed and his cousin Hazrat Ali – what Ali did for him, what would you do for a friend?

Resources in school: Walk in Love units 1, 2, 3 & 4: "Community". Active Assemblies 17: "Friends and Neighbours", Focus and First Focus: stories from group 2 (relationships) Lower juniors: You are my friends Units 1 & 2 (the joy of having friends, Jesus, friend of children).

LEADERSHIP

- Groups, gangs and leaders – who leads in class, school, cubs, guides, football teams, school?
- Who leads in the church, synagogue mosque? Some visitors from various religions to talk about their work. Salvation Army Founder General Booth, Mohammed & Jesus as leaders did their followers do as they were told? What was it about Jesus and Mohammed that made people love them and follow them even to the desert? Jesus / Mohammed as Shepherds, leading their flocks. Great leaders, contemporary – Nelson Mandela – what makes him great – determination, humility, vision, ideas.

SPRING TERM (Year 1 of cycle)

THE NEW YEAR – Our Choices (it's up to us)

- Predictions, astrology – do they really help? What makes you happy and brings you joy? A new baby, a wedding, a family outing full of fun and laughter, the first signs of lengthening days, new trainers, being invited to a party by someone you didn't expect. Hymns "Thank you Lord" / "Morning has broken", "One more step along the world I go", Psalm 23
- Looking at the news – full of bad news, not good. Why? Explore with upper juniors – bad news sells papers. Is the world really like that? Why do people want to read nasty stories about famous people? How do they feel? Some really bad news – an earthquake, a famine... look for some good news in there: an act of kindness in the midst of disaster, but consider also whether humans could have prevented it. Our own worst news is usually unpreventable (the death of a pet or much loved Gran) but we often blame ourselves. Reflection on doing what we can to prevent suffering but accepting that on our own, we can often do very little, "It's in god's hands" doesn't mean that God wishes us to suffer. Feeling pain ourselves certainly helps us to be kinder to other people in need of comfort. Happiness is found in strange places – prison camps, slums, in a war... and it comes from knowing you can do something to help yourself and others, even in terrible times.

Resources: How can a demon be killed? – Hindu story and P205-213 (Tales of the wise and the foolish), Time Together P139 (Human Rights), Assembly Kit 7, 9 & 10 (From me to you with love, All Together now! And Fair's fair), Diary of Anne Frank, Songs and hymns: "Swing low, sweet chariot" (the slaves@ release), "Michael row the boat ashore", "We shall overcome", "The family of man", "When I needed a neighbour", Give me oil in my lamp".

DETERMINATION AND FREEDOM TO CHOOSE

- Separating layers of an onion / cabbage demonstrates that even when we think we have reached the end of our resources, we still have reserves left. Story of Robert the Bruce. Some things are so difficult that people give up again and again (cigarettes, losing weight... ideas from children) but wonderful results can be achieved if we dig down into our layers of potential. What have you learned that you thought you'd never manage? What have you given up on, which you know you could achieve if you tried a little harder? Will it be worth the effort? Fasting – Jesus in the desert, Ramadan. Harry Lauder, who went on singing for troops in WW1 even after he heard his own son had been killed in action, "Keep right on to the end of the road".

Resources in school: Assembly Kit 13 (You can do it!) and 11 (Choosing right from wrong) Time together: p48 (Elizabeth Garrett Anderson - determination)

FORGIVENESS

- Ideas of a caring, fatherly God in the New Testament. Story from the Gospels: Mary Magdalene, Matthew the tax collector, Zaccharius, the woman who was to be stoned for adultery – all transformed the power of love and forgiveness. Upper Juniors – how does this compare with the usual tabloid approach to dealing with crime (lock 'em up for ever, capital punishment's too good for 'em etc)? How have children's own experiences at home and school helped reinforce our school philosophy about behaviour in their minds? Does punishment work? Is it the best answer? Which one of us is without blame? To be human is to fail. To sin is human, to forgive divine. Jesus' and "70 times 7", Story of the Prodigal Son" to the "good" son, the father's forgiveness was almost too much to take –but with a different ending, what would have become of the "bad" son? Muslim view to forgiveness and punishment.

Resources in school: Assembly kit 16 (I'm sorry – that's OK) Time together P84 (Making mistakes) Walk in love 5 (stories, songs, prayers) Lower Juniors You are my Friends unit 3, Upper Juniors: promises and penance. First Focus and Focus – Group 4 stories (human frailty)

Songs from "Rejoice!" Seventy times seven", When I am weary, when I've been bad" etc.

ASSEMBLIES – YEAR TWO OF CYCLE

See links to PSED curriculum – Faith focus suggestions staff can add to if relevant

AUTUMN TERM (Year 2 of cycle)

NEW THINGS/NEW BEGINNINGS

- New beginnings at school – a new teacher, new Year 3 pupils, a new exercise book. Making a good start, creating a good impression. What do you want people to think of you? How will you show them what you're like and what you can do? How can we make new people feel welcome? What do they need to know about the building, the rules, who to ask?
- Guilty pasts and fresh starts – story of John Newton, a slave trader who grew to hate what he did, and gave up his wealth to campaign against the trade, John ch 13 "A new commandment I give to you, that you love one another as I have loved you." Jesus said "I come to bring you new life" – what did He mean? Having aims, and a goal. The first Crusade. Faith. Constantine – vision of the cross. St. Paul's conversion. We can all change.

Resources in school: Time together –P14, Rosh Hashanah – Jewish New Year. A Tapestry of Tales – first section "Tales of how things began" Assembly kit 1 (Aboriginal Creation Story) Thomas Hardy "When I set out for Lyonesse". Hymns: "New every morning", "I danced in the morning", "Morning has broken", "One more step along the world I go", "Lord of all hopefulness", "He gave the eyes so I could see", "My faith it is an oaken staff".

THE POWER OF GOD

- Linking with the upper junior theme of "Power", God in Christian art painted by Blake, Michelangelo, baroque church painters. Islam's refusal to allow any images of God or the prophets – a much more sophisticated approach. How do the children imagine God? Does it make sense to imagine you can see "Him"?
- The power of God shown through events described in the Bible: Moses and the Burning Bush, manna in the desert, the New Testament miracles. The power of passivity: Thomas a Beckett and modern leaders such as Gandhi. Jesus taught against the use of physical strength or earthly power: "I am not a ruler in this Earth but in the kingdom of Heaven", "turn the other cheek"., allowing His arrest in the garden of Gethsemane without opposition.

Resources in school: time Together P. 176 (Thomas a Beckett)

CHRISTMAS THEME LIGHT AND DARKNESS

- To link with Lower Junior theme of Light and colour. Diwali – Hindu Festival (celebrated also by Sikhs and some Muslims in our school) of Good Conquering Evil as light conquers darkness. Jesus, light of the World. Sight and blindness. Florence Nightingale and her lamp – probably a myth, but a myth with a meaning for the sick soldiers she tended.
- The fears of night, the comfort of dawn. Odin and the fire of the dwarfs. Creation: light separated from darkness, the symbolism of candles, torches, lanterns. Christmas art: Christ surrounded by bright angels, a halo, the star. We use glittering decorations to reflect lights at Christmas – let our lives shine and reflect the life of Jesus. Wilhelm Rontgen, the discoverer of X-rays, could have made a fortune but chose to live and die in poverty because he felt that all mankind should share his discovery.

Resources in school: Time Together, Diwali, Active Assemblies 60 (light), Assembly Kit 3 (Off and on) Poems, e.g. Ebenezer Elliott: "Light". Hymns and songs: "Brightest and best", "Mine eyes have seen the glory", "Lead, kindly light", "From the darkness came light" etc.

SPRING TERM (Year 2 of cycle)

BIRTH AND DEATH

- The “circle of life”. Music and story from “The Lion King” film, Johnny Appleseed. Three stages of a daffodil (a beautiful flower from an ugly bulb, which dies when seeds are made, so that the leaves can wither away to feed the bulb for next year).
- The Seven Ages of Man, Shakespeare. The birth of Samuel. Hindu four stages of life: student, married life and work, retirement, renunciation of the world. What do people think happens in an after-life? Buddhism – achieving lasting peace or Nirvana after many rebirths. Christian “Heaven” – angels playing harps on clouds, or a state of blissful one-ness with God? Viking Valhalla – a place of feasting and earthly pleasures.
- Local study link (Year 6) – gravestones and inscriptions. Grieving-sorrow is good, but your loved ones still lives in you. Wisdom of age. Confucious.
- Respect for vulnerability – babies, old people, the sick or disabled. A young child’s needs – not just the newest Mothercare cot and a good supply of nappies, but smiles, gentleness. Being talked to. Easter links – birth, death, resurrection
- Islamic festivals – Eid

Resources in school: Time Together: P15 (a baby is born) and 169 (elderly people). Assembly Kit 18 (Me and my body) and 15 (I’ll miss you). Focus and First Focus – Group 5 stories (sympathy and respect).

EASTER THEME: FORGIVENESS

- Ideas of a caring, fatherly God in the New Testament. Story from the Gospels: Mary Magdalane, Matthew the tax collector, Zaccharius, the woman who was to be stoned for adultery – all transformed the power of love and forgiveness. Upper Juniors – how does this compare with the usual tabloid approach to dealing with crime (lock ‘em up for ever, capital punishment’s too good for ‘em etc)? How have children’s own experiences at home and school helped reinforce our school philosophy about behaviour in their minds? Does punishment work? Is it the best answer? Which one of us is without blame? To be human is to fail. To sin is human, to forgive divine. Jesus’ and “70 times 7”, Story of the Prodigal Son” to the “good” son, the father’s forgiveness was almost too much to take –but with a different ending, what would have become of the “bad” son?

Resources in school: Assembly kit 16 (I’m sorry – that’s OK) Time together P84 (Making mistakes) Walk in love 5 (stories, songs, prayers) Lower Juniors You are my friends’ unit 3, Upper Juniors: promises and penance. First Focus and Focus – Group 4 stories (human frailty) Songs from “Rejoice!” Seventy times seven”, When I am weary, when I’ve been bad” etc.

SUMMER TERM (Year 2 of cycle)

RELIGIONS

- Religion is the belief in God and the way that makes you act? Different Christian beliefs – what do they have in common, and what separates them? Local Ministers to talk to Upper Juniors. Meditation and prayer – Buddhism, Islam, Jesus' teaching. Customs in other times and places – prayer beads and bands, the Rosary. Outer demonstrations of faith-processions and pilgrimages, special clothing (the Sikh turban and the Priest's robes of different colours for different times of the year), food rules (Kosher food, fish on Friday.3) and the setting aside of time for worship and reflection ("keep Sunday special" campaign, the Sabbath, the Muslim call to prayer). Buildings (churches, synagogues, mosques)

Resources in school – Time Together P152 (the five pillars of Islam) and P133 (churches and Cathedrals) A Tapestry of Tales (How Umar became a Muslim)

WHITSUN

- What do we mean by "The holy Spirit?". The church continues the work of Jesus.

Resources in school: Lower Junior: You are my friends Unit 6, Upper Juniors: Walk in my Presence Unit 7 and Walk in Love Unit 6

THE UNKNOWN

- Do you prefer the familiar (holidays always in the same place) –why? Positive reasons – knowing it will be safe/good fun? Do you like the adventure of not knowing what to expect? You need courage and good preparation – maps, guide books, learning a little of the language, learning survival skills---Tristan travels to Ireland, Livingstone to Africa, the Vikings to Greenland – what gave them the courage? St Paul's shipwrecks. Feelings of fear and apprehension – how do we cope? Year 6 are preparing to leave us- what can they do feel confident about this new big step in their lives?

Resources in school: Time Together P101 (journeys, pilgrimages), focus and First Focus: Group 3 stories (spiritual growth, awe and wonder)

SPORTS AND RULES

- School sports and games – what works well when a group are playing netball/football/cricket/rounder's and what spoils the game? How did we decide on our school rules and do they work? What rules do drivers follow on the road, people queuing for a bus, people "breaking the law"? Can we just choose the rules we think are sensible, and break the rest? When might it be right to break the law? Upper juniors: Nearly all felt that they could not change the law by refusing to obey it, and did as they were told. How many times do we blame someone else when we do something we know is wrong? Moses and the ten Commandments, Jesus and His one commandment "to love on another as I have loved you". Could all our school rules be included in this one simple rule?

Resources in school: Time Together P145 (school sports) Assembly Kit 12 (all in the game, winning and losing) Active Assemblies 114 (Sport for all) a Tapestry of Tales (Krishna and the butter).

CLASS ASSEMBLIES POLICY

Aims

- To develop children's speaking skills in front of an audience.
- To develop children's listening skills by listening to their peers.
- To develop children's confidence in presenting themselves and their work before an audience.
- To develop children's self-esteem by celebrating their achievements.
- To include each child in displaying his / her talents.

- To develop children's understanding of progression – in terms of skills and knowledge as they look at the work of others and reflect on their own targets.
- To work as a team towards a common goal.
- To lead and participate actively in the act of collective worship.
- To provide an opportunity for parents and friends of the school to join us in assemblies – thus promoting home / school links.

Purpose

- To give children the opportunity to speak in a large venue, to a large group, improving voice projection and diction and developing audience awareness.
- To enable children to show examples of their work to inform and inspire others.
- To enable children to co-operate in planning, rehearsing and delivering the finished piece, thus developing social skills, perseverance and critical analysis.
- To enable children to listen and reflect on the implications of the messages given.
- To come together and celebrate as a whole school community.

Timings

- Class assemblies generally held on Wednesdays from 9.50 onwards. This allows time for rehearsal, preparation and any latecomers to be included.
- Assembly rotas distributed at the beginning of each term. When no class assembly scheduled, e.g. at the beginning of a term, time of assembly reverts to normal 9.05 and there will be a singing practice assembly.
- Duration to be between 15 – 30 minutes.
- On assembly finishing, the children go out to play for 15 minutes.

Focus / Topic – to be chosen by class and their teacher – generally will link to class topic.

Structure

- Needs to be exciting, have humour and an overall "feel good" factor.
- Needs to consider the needs of all learners – visual, auditory and kinaesthetic and to include all children – even those new to class.

- Each assembly should include the following elements: -
- A choral element – i.e. a song or recitation in which the class speak together.
- An expressive arts element – drama / dance or music.
- An art element – presentation of completed work
- A reading aloud element [not necessarily every child] – may be individuals, pairs or groups.
- An introduction
- A prayer
- A hymn or song