



## South Gloucestershire SACRE Guidance on Collective Worship 2018

### *Time to Breathe*

This guidance aims to support schools in South Gloucestershire to develop a collective worship policy to ensure that pupils have effective and reflective experiences in collective worship (assemblies).

It offers an explanation of the legal obligations including the right to withdrawal and explains the rich opportunities that assemblies offer students for spiritual and moral social and cultural development.

### **I. Why have Assemblies?**

'Collective worship' is a requirement of the Education Act 1996. In many community schools the term 'assembly' is used to describe this activity, and this is the term used in this guidance. At their best, assemblies can achieve a great deal. They can be a daily collective activity which can recognise and emphasise common values, aspirations and commitments. Each school needs to think about what is beneficial for the whole school community in the light of the diverse faith and worldview traditions and backgrounds of its children and adults.

Here are some reasons why, even without the legal requirement, it is good to hold assemblies in schools.

#### **School assemblies:**

- give time to breathe, offering space and stillness before, during or at the end of a hectic and pressured day to be oneself, to reflect or just to sit at rest;
- helps to foster a spirit of community in a school, year group or class;
- can enable the joys and sorrows of those present, those local to the school, and the joys and sorrows of national and international news, to be reflected upon and shared in a way which is otherwise not possible in school;
- enables the overall personality and ethos of the school to come across to everyone;
- is an opportunity to share and reinforce the values the school seeks to live by;
- enables individuals and groups of staff and pupils to share their concerns, interests and reflections;
- can help pupils ponder on the many ultimate questions life presents, and know that others of all ages ponder these too;
- can be a time of sharing those things that unite, whilst acknowledging or celebrating the diversity of beliefs and values within and beyond school;

- may provide an opportunity for pupils (and staff) to come close to God and to reflect on the most important directions and values for their lives;
- may provide a time which pupils can make their own;
- is one of the few occasions in a week of schooling that offers, or should offer, space for the spirit.

The content of Collective Worship is almost completely open. There is no National Curriculum for Collective Worship.

## **2. The Legal Requirement for Collective Worship (Assemblies)**

1. All maintained schools and Academies, whether or not they have a religious character, are required to have daily acts of assembly and to teach religious education as part of their curriculum. Schools with a religious character provide denominational Collective Worship in line with their foundation and are not subject to the requirement to provide 'wholly or mainly broadly Christian' acts of Collective Worship.
2. All registered school pupils (5 - 18) are required to take part in an act of assembly on each school day (unless withdrawn – see below). Pupils in special schools should take part in an act of assembly as far as it is practicable.
3. Assemblies may be held at any time during the school day.
4. Separate assemblies may be arranged for different age or school groupings.
5. Assemblies must take place on school premises, but governors of aided and religious foundation schools may, on special occasions, arrange Collective Worship elsewhere.
6. In any one term in a community or a non-religious foundation school or academy, assemblies should be 'wholly or mainly of a broadly Christian character'. That is, most (or all) of the acts of worship must reflect the broad traditions of Christian belief without being distinctive of any one Christian denomination. (See detailed section below)
7. Assemblies must be appropriate having regard to the family backgrounds, ages and aptitudes of the pupils.
8. Where an assembly which is wholly or mainly of a broadly Christian character is inappropriate, the Headteacher and governors may apply to the local SACRE (and in the case of Academies will need to refer to the terms of their funding agreement), for permission to arrange worship for all or some of the pupils which is not wholly or mainly of a broadly Christian character (see Determinations).
9. Parents have the right to withdraw their children from assemblies (see below).
10. Teachers cannot be compelled to lead or participate in an assembly, but it is the responsibility of the Headteacher and Governing Body to ensure that it takes place.

Every school under Local Authority control must have a policy for Collective Worship that is drawn up in accordance with the law, and reflects as far as possible the consensus of views of the various stakeholders i.e. staff, governors and the community.

All Academies, in accordance with their funding agreements, must have an act of daily worship and will be inspected under Ofsted criteria which look to make judgements about SMSC and so Collective Worship may play a part of their decisions.

Within the legal framework the responsibility for arranging Collective Worship rests with:

- the Headteacher after consultation with the Governing Body in community schools;
- the Governing Body in consultation with the Headteacher in VC and VA schools.

DFE Circular 1/94 is not legislation but offers guidance. See 'What is Collective Worship?'

The Diocese of Bristol also produces guidance on planning Collective Worship for Church of England/ Methodist schools. The Diocese of Clifton will provide guidance for Roman Catholic Schools

## **How should schools introduce school assemblies?**

The South Gloucestershire Standing Advisory Council on Religious Education would hope teachers of any religious persuasion, or of none, to feel able to participate in and lead acts of school assembly.

Non-faith schools are a secular space where no one religious or non-religious world view takes precedence over another.

As a secular space, the school is a forum where expressions of religious and non - religious faith together with dialogue and discussions about and between different faiths and worldviews can take place. South Gloucestershire SACRE believes this should be encouraged – that a healthy school community includes open and humane exchanges of and about different faiths and worldviews.

We favour a **broad** approach to school assembly which allows children to reflect upon their shared human experience and feelings of joy and sadness, thankfulness and need, their reflections on shared values and concerns and the exploration of (what some refer to as) the spiritual area of experience.

As with all areas of the curriculum, school assembly should be a valid educational experience. There is also the need for toleration, understanding, compassion, attentiveness and empathy in relation to the different beliefs of teachers, parents and children. Assembly can only be inclusive if it is broadly enough defined to include those who have no belief in divine beings or powers

## **'Wholly or Mainly of a Broadly Christian Character'**

The Act states that the Collective Worship organised by the school is to be '*wholly or mainly of a broadly Christian character*'. We should note that this means that most school assemblies should reflect Christian **beliefs**, not necessarily Christian worship practices.

These beliefs encompass:

- an underlying purpose to creation and human responsibility for it: (*for*

*example an interest in the environment and stewardship of the earth's resources arises from this belief)*

- human beings' responsibility before God and yet the failure to meet those demands fully; *(for example opposition to prejudice, cruelty, violence, arise from this belief)*
- the uniqueness and value of each human being and the possibility of new beginnings: *(for example value of human life, concern for self knowledge, co-operation, respect arise from this belief)*
- The teachings of Jesus, who promoted concern for the needs of others (particularly minorities), gratitude, and forgiveness, and who opposed hypocrisy, exploitation, and the harsh judgement of others

These Christian beliefs are reflected in the life and teaching of Jesus, but also give rise to values which are in harmony with the broad spiritual and moral concerns that are shared by the world's religions and other worldviews.

In selecting *broadly Christian* material or any other material, it is important that schools ensure that acts of worship are 'inclusive'. It must be remembered that it is not the role of the school to nurture religious faith. Assemblies that raise the beliefs suggested provide opportunities for '*broadly Christian*' Collective Worship as well as stimulating all young people to reflect, to feel awe, to learn to be still and to consider the direction and meaning of their lives.

## **Content and Presentation**

South Gloucestershire SACRE's approach should help schools to facilitate a version of school assembly that eases and promotes a polite and vigorous expression of faiths and a dialogue between them. It should emphasise a community ethos that celebrates all that is shared.

The unifying element for each act of school assembly will be a central theme focusing the attention of all taking part on a single idea. School or local events, a topic explored by one class, the lives and experiences of people past and present, current religious festivals, national and international days, and the school's agreed shared values are examples of suitable themes for collective worship.

The methods used to present particular themes may include:

- Spoken word: story, poetry, interviews, discussion, readings from the Bible and from other religious and secular literature and choral speaking,
- Music and singing - hymns popular songs, chants, or singing games
- Visual stimuli: pictures, posters, artefacts, natural objects, religious objects, personal objects, works of art, or film clips.
- Performance: dance, music, mime, drama, role play, or puppets
- Music: either performed or played
- Preparing and sharing food;
- Silence: stilling, reflection, contemplation, meditation and, if appropriate, prayer.

In today's plural society a creative silence may well be considered to be more inclusive than vocalised prayer. It can give an opportunity for prayer, without insisting on it. If

done well, such acts of school assembly could encourage a less frenetic, more peaceful ethos in a school.

## Opting out

We hope that our inclusive policy will be broadly accepted by a wide variety of people. Many parents see the provision of assemblies by a school as part of its expression of care for the well being of its pupils. However, there may be occasions when a parent insists on their right to withdraw their children from school assembly.

In this case the school can offer three alternatives:

- Pupils can simply not attend assembly and spend their time off the school premises with their parents or be under the supervision of a member of staff elsewhere in the school;
- Parents and Headteacher together can agree to make informal parallel provision for those of a different faith, provided that this does not become the school's main act of assembly, and no additional costs fall on the school or the LEA;
- The Headteacher can apply to SACRE for permission to build worship around a faith other than Christianity.

If a school believes that it is not appropriate to hold mainly Christian acts of worship it can seek a **determination** from SACRE which will allow it to plan its acts of worship around a system of belief which is other than Christian.

For further information please contact

### **Chair of SACRE:**

Jane Allison

### **SACRE Adviser**

Adam Robertson

### **Clerk:**

Hannah

## Appendix 1

### Applying for a Determination:

1. The Headteacher consults with the governors to determine the extent to which the requirement for Collective Worship to be 'wholly or mainly of a broadly Christian character' is not appropriate for the school or groups of pupils within the school. It is also advised that the matter is brought to the attention of the school's link inspector/adviser and the adviser responsible for RE and Collective Worship.  
Adam Robertson [adam.robertson@bristoldiocese.org](mailto:adam.robertson@bristoldiocese.org)  
The clerk to South Gloucestershire SACRE will also need to be informed:
2. The Headteacher and the governors consult with parents.
3. A decision to seek a Determination has been reached, the Headteacher must apply to the SACRE in writing, outlining the reasons why a Determination is being sought and giving evidence to support this. In the case of Academies agreement for a determination must be sought from the sponsors.
4. The SACRE will consider the application for a Determination and may request the Headteacher to present the application in person to clarify any issues and answer any questions.
5. In considering the application, the SACRE will take account of the views of:
  - a) the Officer representing the Director of Education;
  - b) the family background of the pupils concerned.
6. The SACRE may accept or reject an application, but cannot modify it. Each constituent group on the SACRE is allowed one vote, with the decision being reached on a majority.
7. The SACRE will notify the Headteacher and the governors of its decision in writing.
8. A determination will last for 5 years from the date of its effect, after which time it must be reviewed.
9. If a Determination is accepted, it will be the Headteacher's responsibility to decide what form the alternative worship will take, and inform SACRE, the governors and parents. In the case of Academies the Principal will need to inform the sponsor what form the alternative worship will take.
10. Where such a Determination is made in respect of all or some of the pupils in the school, daily Collective Worship must still be provided for them. Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative Collective Worship may be provided for those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion. Parents continue to have a right to withdraw their children from the Collective Worship.

## Appendix 2 - Framing Approach

South Gloucestershire SACRE recommends a '*framing approach*'. When children or adults share a text, artwork, piece of music, or saying they should introduce the piece with words which clearly identifies the tradition from which it comes so that a safe boundary is created from which all can freely respond to it.

For example:

'I/we are sharing this reading from the Gospel of Mark in the Bible. While this has special meaning for Christians we can all listen and respond in the way which is right for each of us.'

'I am sharing this reading from the Gospel of Mark in the Bible. While this has special meaning for me as a Christian I hope you will hear something in it which is helpful to you.'

'I/we am/are sharing this hadith which is important for many Muslims so that we can understand what it says and let it effect us in the way that is right for each one of us'

'I am going to tell you this fable from Aesop's fables which have particular meaning for many people, and are also strongly connected to stories from Hinduism and Buddhism. Let us all reflect on what this story says about greed.'

2. After leading the group to a period of calm silence, we recommend saying: '*Now we can use this quiet that we have made to reflect, meditate or pray according to our own beliefs.*'

Bristol SACRE believes that this is the most appropriate way to provide the opportunity for all to worship including those whose tradition focuses on worshipping God, without compromising anyone's integrity.

3. When festivals are celebrated SACRE recommends that children and adults present and share aspects of the festivals of their own traditions. It may be that if a culture of mutual respect is developing some children will still feel unsure about public recognition of their affiliation with a faith tradition. This may be the case particularly if there are very small numbers in the school or if the child has witnessed negative responses to their tradition during their life.

4. SACRE recommends that adults and children make decisions about collective worship and choose the content and format together, using these guidelines.

5. Individuals or groups need to be mindful of sensitivities of members of the whole school community in the choices they make and in the way they present material.

6. The teacher with responsibility for collective worship needs to ensure that there is a balance of material from different traditions through a term.

7. When members of local faith communities are invited to lead collective worship it is important that they comply with points 1 and 2 of these procedures.

### Appendix 3 Model Draft Policy

This is an example policy that sets out what a school policy might look like. It would need to be adapted to your particular school, and would also have different emphases if your school is a faith or community school. Phrases in italics are recommended for faith schools only.

Insert : Name of School

Required Review Frequency	
Next Review Due:	May 2020
Committee Responsible:	
Document Location	

Version	Approved By	Date of Approval	Key Changes

#### Philosophy of collective worship at xxxxxx: (Some quotes you might like to use)

"The fact that I can plant a seed and it becomes a flower, share a bit of knowledge and it becomes another's, smile at someone and receive a smile in return, are to me a continual spiritual journey"- Leo Buscaglia

"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God". William Temple (1881-1894)

"Stillness is the altar of spirit" Paramahansa Yogananda(1893-1952)

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light" *Albus Dumbledore* (J.K. Rowling)

xxxxxx School is a Community school/Church of England Voluntary Controlled School. Collective worship is an important part of the school day as it gives us the opportunity to come together as a school community. It is attended by all students, staff and any visitors in school are very welcome to join in.

#### Collective Worship and the Law

In accordance with legal requirements (School Standards and Framework Act 1998) an act of collective worship, taking into account of the age, aptitude and background of the pupils, is provided daily for all pupils except those withdrawn by parents. The school expects that withdrawal will be only made following discussions with the head teacher, followed by written confirmation of withdrawal. Special arrangements will be made by governors to supervise children withdrawn from acts of worship. In addition, staff have the right to withdraw from the act of collective worship.



“The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.”

*The School Standards and Framework Act 1998*

### **Rationale**

Inclusion is important to our vision and we aim for acts of assembly to be inclusive of all pupils. There is an expectation that all pupils will be present. Careful planning and preparation ensure that there are clear learning intentions for all pupils at different levels of understanding. School assemblies are first and foremost for the educational benefit of all pupils. It is a shared activity that allows for a variety of responses and provides an opportunity for those of any religious faith or none to focus and reflect on stimuli which allow the human spirit to respond with integrity. The school is committed to respect the integrity of the backgrounds from which pupils come.

*The school will also offer the opportunity to explore, reflect upon and respond to the mystery and meaning of the Christian faith.*

At ..... School we aim to achieve the following in our school assemblies:

- Strengthen and support the school community and celebrate each unique individual member ( Church school might add – ‘as made in the image of God’.)
- Give expression to reaffirm and practise the values of the school community
- Allow reflection and response to fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals
- Contribute to the spiritual, moral, social and cultural development of pupils
- Foster and enable a concern for the needs of others – recognition of the vulnerability of self and others
- Lead pupils to a deeper knowledge and understanding of different faiths and world views
- Provide members of the school community with the opportunity to;
  - A Church school might say – ‘Praise and reach out to God’
  - Experience stillness and quiet
  - Experience a variety of forms of music, art, drama, story that lead to personal reflection
  - Provide a foundation for a mature understanding and practice of worship in the future

**At ..... we arrange Acts of Collective Worship/assemblies in the following ways;**

<b>Day</b>	<b>Time</b>	<b>Grouping</b>	<b>Place</b>	<b>Leadership</b>	<b>Theme / pupil’s role</b>
<b>Monday</b>	3:00 – 3:20	Whole school	Hall	Head teacher	<i>Value of the term</i>
<b>Tuesday</b>	9:10 – 9:30	KS1 or KS2	Hall	Key stage assembly led by teacher or children	<i>Open the Book</i>
<b>Wednesday</b>	10:15 – 10:30	Whole school	Hall	Head teacher	<i>Singing assembly</i>

				Music teacher	
<b>Thursday</b>	3:10 – 3:30	Whole school	Classrooms	Class Teacher	<i>Value of the term</i>
<b>Friday</b>	3:00 – 3:30	Whole school	hall	Deputy Head teachers	<i>Celebration Together</i>

### **Leadership, Planning and Evaluation of Collective Worship/Assemblies**

There is a Collective Worship planning group led by the Headteacher as collective worship Coordinator and including representatives of the children, parents, teachers, and governors. This group meets regularly to plan, monitor and evaluate School assemblies/Collective Worship. The calendar for Assemblies/Collective Worship draws on *the Church year* and the school values.

School assemblies/Collective Worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity. Staff are given appropriate training and mentoring to equip them in their roles as worship/assembly leaders.

All pupils attend an Act of Collective Worship/Assembly each day. These are organised on a rota and include whole school, phase-based and class-based worship.

A record is kept of Assemblies/Collective Worship. The Worship Coordinator is responsible for keeping this record.

The School Assembly/Collective Worship Planning Group is responsible for monitoring and evaluating Assemblies/Collective Worship. Children, teachers, and governors are all involved in evaluation of Assemblies/Collective Worship. The group reports to the Headteacher and the Governing Body.

### **Special services**

We join together as a community at special times, e.g. Leavers' service, special times of celebration such as Red Nose Day and Poppy Day of Remembrance.

### **Music and art as part of our act of worship**

Music is played before and after our assemblies to highlight that this is a special time for us to be together. We use music as part of our act of worship where appropriate to the theme as we see music as a medium able to evoke deep, intense feelings that are a part of an individual and theirs alone; memories, emotions of visual images.

The music, instrumental or vocal, may be selected to enhance the atmosphere for worship, stillness and reflection or to inspire thought and talking points in the areas of spiritual, moral, social and cultural development.

This listening time is also used to introduce children to;

1. Music of a variety of styles, cultures and traditions
2. A range of composers and famous works
3. Recognition and appraisal of a range of musical elements

### **Visitors to school**

Visitors leading collective worship must be given clear instructions concerning age and ability of the pupils, purpose of occasion and appropriate delivery (content and material used).

The school will ensure that checks are made about connections with the school e.g. parent, charity representative, clergy from another denomination, adviser, colleague before the day

There will be a sharing of the aims and objectives of the visits and links made to the overall scheme for Collective worship.

The visitor's method will be reviewed before another invitation is extended

A follow up session will be linked where considered appropriate to the developing theme.

Visitors should report to the office to announce their arrival. All visitors must sign the visitor's book and may not be left with the children unless member of the school staff is present. They will be thanked as they leave the building.

## Appendix 4: Websites for Collective Worship

The following websites provide suggestions for schools to supplement their school assembly programme. South Gloucestershire Council is not responsible for the reliability of these links or for the content of these sites.

<a href="http://www.worshipworkshop.org.uk/">http://www.worshipworkshop.org.uk/</a>	The National Society's Worship Workshop website. Intended for CofE schools but others may find useful material here for Collective Worship that is 'wholly or mainly of a broadly Christian character'.
<a href="http://www.hibbert-assembly.org.uk/">http://www.hibbert-assembly.org.uk/</a>	Good starting points for sensitive assemblies from the Hibbert Trust, including advice to those leading assemblies by the Reverend John Harley.
<a href="http://learn.christianaid.org.uk/">http://learn.christianaid.org.uk/</a>	Teaching resources from Christian Aid, with assemblies for primary and secondary.
<a href="http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/teachingandlearning/assemblies/">http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/teachingandlearning/assemblies/</a>	Teachernet resources are now held on the national archives database. This is a bank of over 100 resources written by teachers for teachers. <b>The search engine no longer works but you can access the examples via 'Assemblies A – Z'.</b>
<a href="http://www.assemblies.org.uk">http://www.assemblies.org.uk</a>	Primary and secondary school assemblies with a broadly Christian perspective 'for every season' from SPCK. Contains a section on assemblies to celebrate festivals of a good range of religions and a 'rapid response' feature to help schools address big issues in the news.
<a href="http://www.stapleford-centre.org/resources/assemblies/assembling-citizens">http://www.stapleford-centre.org/resources/assemblies/assembling-citizens</a>	Secondary school assemblies for active citizenship and personal development from The Stapleford Centre, a Christian education organisation. Some free samples but requiring subscription for full access.
<a href="http://www.bbc.co.uk/cbeebies/stories/">http://www.bbc.co.uk/cbeebies/stories/</a>	CBeebies stories for primary school age children that could be used in assemblies – includes 'Seasonal' stories reflecting religious festivals and 'World Stories' reflecting different cultures.
<a href="http://www.bbc.co.uk/schoolradio/">http://www.bbc.co.uk/schoolradio/</a>	Audio programmes from BBC learning for the 5-7 and 7- 11 age ranges. Listen again within 7 days of broadcast or order the CD. Sets of notes for teachers also available for free download.
<a href="http://www.bdeducation.org.uk/schools/teacher/collective-worship/">http://www.bdeducation.org.uk/schools/teacher/collective-worship/</a>	Collective Worship ideas and advice from the Diocese of Blackburn.
<a href="http://www.cafod.org.uk/resources/worship">http://www.cafod.org.uk/resources/worship</a>	Reflections on social justice and poverty for worship activities from the Catholic charity CAFOD. Prayers, liturgies and reflections across Church seasons and a wide range of themes.
<a href="http://www.creativeproverbs.com/">http://www.creativeproverbs.com/</a>	Franklin C. Baer's 'Quotations for creative thinking' searchable website.
<a href="http://www.fischy.com/">http://www.fischy.com/</a>	Music for emotional, social and spiritual health and wellbeing from Fischy Music.
<a href="http://www.hmd.org.uk/">http://www.hmd.org.uk/</a>	National website for ideas on remembering the Holocaust.
<a href="http://www.humanismforschools.org.uk/">http://www.humanismforschools.org.uk/</a>	Assembly ideas and humanist perspectives from the British Humanist Association.
<a href="http://www.ibiblio.org/zen/">http://www.ibiblio.org/zen/</a>	Zen Buddhist site with 'Koan of the Day.'

<a href="http://www.inspirationalarchive.com/inspirationalstoriesblog/">http://www.inspirationalarchive.com/inspirationalstoriesblog/</a>	Archive of mostly Christian inspirational stories – a mixture of material, not all suitable for school assemblies.
<a href="http://www.irinnews.org/">http://www.irinnews.org/</a>	Humanitarian news and analysis service of the UN Office for the Co-ordination of Humanitarian Affairs.
<a href="http://www.oxfam.org.uk/education/resources/">http://www.oxfam.org.uk/education/resources/</a>	Oxfam’s downloadable resources for primary and secondary assemblies featuring issues of social justice. PowerPoint presentations, ideas for workshops, assembly scripts etc.
<a href="http://www.prayingeachday.org/reflect.html">http://www.prayingeachday.org/reflect.html</a>	De La Salle Brothers (‘Christian Education in a Christian Community’) collection of reflections and prayers for every day of the year. Click on a date for stories, questions and prayers for reflection.
<a href="http://www.primaryresources.co.uk/assembly/">http://www.primaryresources.co.uk/assembly/</a>	Scripts for primary school assemblies, contributed by teachers.
<a href="http://www.reonline.org.uk/">http://www.reonline.org.uk/</a>	Religious education website with search engine to find materials for use in assemblies.
<a href="http://www.request.org.uk/">http://www.request.org.uk/</a>	Resources for most of the Christian denominations – not specifically for Collective Worship but can be adapted.
<a href="http://www.retoday.org.uk/">http://www.retoday.org.uk/</a>	Downloadable resources associated with RE Today publications ( <i>password required - available free to RE Today subscribers</i> ).
<a href="http://www.teachingideas.co.uk/subjects/assemblies/">http://www.teachingideas.co.uk/subjects/assemblies/</a>	Mark Warner’s Teaching Ideas site contains a range of interesting downloads for assemblies for primary schools.
<a href="http://www.tere.org/index.php?id=59">http://www.tere.org/index.php?id=59</a>	Catholic Teachers Enterprise for Religious Education assembly ideas for primary schools.
<a href="http://www.theotherpages.org/">http://www.theotherpages.org/</a>	Quotations, poems and images for personal and non-commercial use.
<a href="http://www.lifesavers.co.uk/collectiveworship/">http://www.lifesavers.co.uk/collectiveworship/</a>	(helping children to manage money wisely) 20 individual worship resources 5 on each of the values generosity, wisdom, thankfulness and justice.

## Appendix 5

### Example of a Pupil Questionnaire for the Evaluation of Collective Worship/Assemblies

**Is the length of our assembly:** About right/ Too long/ Too short

**Which things do you like best in assembly?**

Stories/Drama/Dance/Poems/Prayers written by pupils/Prayers written by adults  
Music/Singing/Quiet time/Don't mind

**Why?**

**Which type of worship do you like best?**

Whole school/Key Stage/Year Group/Class assembly/Having a visitor/

**Why?**

**Do you like it best when?**

Adults lead assembly/Children lead assembly/A visitor leads assembly /There is a mixture of leaders (pupils and adults)

**If you were able to make changes to our assemblies - what would you do?**

**What time of day should we have assembly?**

First thing in the morning/Later in the morning/Early in the afternoon/Last thing in the afternoon/Different times on different days

**Is there anything else you would like to say?**





## Appendix 7 – Visitor code of conduct

### Sharing your faith with xxxxxxxxxxxx Primary School

Many thanks for giving your time to share with the children, it is highly valued.

Meeting people of faith is a vital part of learning in RE and essential in improving links between people of all faiths and none. It helps the children build a more concrete understanding of what they are studying and makes it more memorable. They also enjoy hearing from new people instead of the same teacher(s) day after day!

You will not be expected to manage behaviour in the classroom; the teacher will stay in the room and will manage the flow of the lesson. We usually find that having a guest speaker is very enjoyable for the children (and it should also be enjoyable for you!).

Religious Education at xxxxx Primary School is non-confessional. There should never be any form of persuasion to or from a faith position that a child may or may not hold. The syllabus is locally agreed by South Gloucestershire Standing Advisory Council on Religious Education (SACRE). These pointers for your consideration are to help maintain that consistency as well as to reassure you.

Tips for visitors who may be new to talking to children:

- You are not expected to be an expert or authority figure for your religion; you will be presenting your *own* faith and the children need to understand that there is much diversity within religious traditions as well as across them
- The teacher should liaise with you about what topic the children are covering and how much work they have already covered
- Try to talk in an age-appropriate way
- Try not to talk for too long; children generally have a short attention span. Take questions during your talk; make it interactive if you can; sharing is not lecturing
- Remember to use expressions like 'I believe that...' rather than talking in absolutes
- Don't assume that the children have a faith; some may have, but only a minority of the children attend a place of worship or practice any faith outside of school
- Please have an informal chat with the teacher after your visit; you might have some more ideas that we were not able to cover in the time
- Visiting us again in following years can help the class teacher work with you as a partner to develop the effectiveness of your visit; don't be a stranger!

I have read, understand and will try to adhere to this guidance:

Class visited: .....

Visitor's name: .....

Date: .....