

# WIGAN SACRE GUIDANCE

## COLLECTIVE WORSHIP

Written for SACRE by Lat Blaylock, RE Adviser, 2019  
Supported by many examples of good assemblies from  
Wigan teachers.



7 year old Hafsa created this mug of peace.  
"Keep peace everyone. Work together. If we do, we'll keep peace."



Emelia, 10, writes: "I have drawn the world because we all live on it, and I have picked these words because they are true."

## INTRODUCTION

There is a wealth of excellent practice in schools' collective worship in Wigan. However, many schools requested further advice and help in this area, and it is in response to these that SACRE is pleased to commend this new guidance.

The current law on collective worship in schools is governed by the 1988 Education Reform Act, with the corresponding guidance offered in Circular 1/94. SACRE recognises the contentious nature of the legislation, especially for many secondary schools. The debate has continued over recent years, notably with various proposals for new ways forward from the RE Council for England and Wales, the National Association of SACREs and the UK InterFaith Network, requesting regular rather than daily acts of collective worship. At present, however (in 2019), there seems no prospect of change to the law from the DfE.

Whilst SACRE acknowledges that some schools find the legal requirements constraining, we firmly believe in the great value of collective worship. Done well, as it is in so many schools, it offers a worthwhile and distinctive contribution to the ethos and values of the school, as well as giving opportunities for enriching the experiences of pupils. If there were no such thing as a school assembly, many school communities would invent it! SACRE has produced the following guidance in order to encourage and facilitate the further development of high quality collective worship in your school, as part of your provision of school assemblies.

Wigan SACRE would welcome case studies of good practice in school worship, which we will share on the Local Authority website. If you would like to write a case study, then please contact SACRE

Salaiman, 7, designed his peace shirt to show that 'together we can have peace.'



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## WHAT IS THE POINT OF SCHOOL ASSEMBLY OR SCHOOL WORSHIP?



**Staff developmental activity: in threes, discuss ~ which of these do you think are most useful, most controversial, most relevant to your pupils, firmly in place, innovative, useful?**

# **1: THE VALUE AND PURPOSE OF COLLECTIVE WORSHIP IN THE LIFE OF THE SCHOOL**

## **The nature and purpose of collective worship**

### **Why do we have collective worship in schools?**

It is, of course, a legal requirement (see over) but we at SACRE believe that its value extends so much further.

Collective worship can both reinforce and contribute to the ethos of the school, in addition to offering a unique occasion in the school day to pause and explore life beyond the prescribed curriculum.

It encourages members of the whole school community, teachers and learners together, to challenge assumptions and reflect upon issues which transcend normal day to day experiences, thus broadening understanding and contributing to our search for meaning in life. By enabling pupils to acknowledge the value of diversity in terms of race, gender, culture and differing abilities, it fosters inclusion and breeds tolerance.

Furthermore, whilst allowing those with religious commitment to enter into worship, those who have no such commitment are offered an opportunity to sense what worship can mean.

### **Government guidance circular 1/94 (still officially in force in 2019, and unamended) states:**

Collective worship in schools should aim:

- to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs;
- to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered;
- to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

## **Legal requirements**

### **Daily**

All community, foundation or voluntary schools, other than Pupil Referral Units, are required by law to provide a daily act of collective worship. Special schools should secure daily collective worship as far as is practicable.

### **Wholly or mainly of a broadly Christian character**

All pupils should take part in an act of worship which is 'wholly, or mainly of a broadly Christian character' in some appropriate grouping at some point in the day – unless they have been withdrawn by their parents. The School Standards and Framework Act 1998 defines 'broadly Christian' to mean that it should 'not be distinctive of any particular Christian denomination'. This does not apply, however, in Church schools in which collective worship is defined by the Trust Deed. Not every act of collective worship is required to be Christian, provided that 'taking any school term as a whole' most are.

### **Whose responsibility is it?**

In community or foundation schools without a religious character, the arrangements for collective worship are the responsibility of the Headteacher after consultation with the governing body. In foundation schools with a religious character or voluntary schools, the arrangements for collective worship are to be made by the governing body after consulting the head, and must be in line with the schools' Trust Deed or Diocesan guidelines in the case of church schools. SACRE's responsibilities include the monitoring and support of collective worship in county schools.

### **Withdrawals**

In accordance with legal requirements, parents have the right to withdraw their children from acts of collective worship on religious grounds. Parents should make their wishes known to the Headteacher who will ensure that any pupils who are withdrawn are appropriately supervised while the act of collective worship takes place. Pupils can be withdrawn wholly or partly from acts of collective worship only by parents. Schools should not use this time to withdraw pupils for other activities.

### **Determinations**

Collective worship should be appropriate to the family backgrounds, ages and aptitudes of pupils within the school. The legal requirement for collective worship to be 'wholly, or mainly of a broadly Christian character' is appropriate for most pupils across the country and the county.

If, in the opinion of the Headteacher, the requirements for 'broadly Christian' worship is inappropriate for the whole school, or a group within the school, an application may be made to the SACRE for a 'determination'. This will allow for acts of collective worship according to a religion other than Christianity where this is more appropriate.

Where a determination is granted by the SACRE, the requirement for the school to provide daily collective worship remains; it is only the 'broadly Christian' nature of this worship which is 'lifted' or 'modified'. (For further guidance see Circular 1/94)

### **When is it assembly and when is it collective worship?**

Assemblies can incorporate collective worship, but there is a distinction between the two. A report on sporting achievements may come under 'assembly' but using the pupils' sporting achievements to explore and reflect on human potential, determination, loyalty, courage could be the stimulus for a 'worshipful response' and therefore could constitute collective worship.

It is helpful to establish some ritual for marking out collective worship from assembly – perhaps by involving pupils in lighting a candle or playing music.

School notices should be separate from an act of collective worship and these are better dealt with at the beginning rather than at the end. This enables pupils to continue to reflect on the essence of the act of worship as they leave the hall to continue with other school activities.

### **What makes a good act of collective worship?**

#### **What some secondary school pupils had to say...**

A group of 14 year old pupils from a school with a well-established daily act of worship were asked what they thought made a good act of collective worship. These were some of their comments:

- "When it involves the pupils"
- "When you feel part of worship"
- "When there is strong eye contact between the person leading the worship and the audience"

- “A talk about a topic that is interesting or in the media at the moment”
- “Something that is funny and useful.”

*Delivering collective worship – Chris Wright*

### **From a Secondary school audit:**

#### **Secondary pupils said:**

- better collective worship involved pupil participation of some sort, mostly because these were livelier and more fun than being talked to for a long time;
- they could remember collective worship with lively input and participation without any recollection of the intended message;
- they sometimes recognised the morals being put across - ideas such as truth, friendship, trust, judging, forgiveness, respect, fairness etc.
- they recall many with themes on bullying but were sceptical as to their effect on bullies;
- there was little enthusiasm for singing of any sort - too embarrassing! The only suggested way of introducing singing was with a decent group of musicians making up a band, and singing up-to-date songs or hymns.

***Clearly to deepen the impact of collective worship, there are things to do!***

#### **What OFSTED has to say . . .**

“Characteristics of the best acts of worship included:

- a good variety of stimuli including drama, music, literature, artefacts and pictures, which captured and sustained the attention of pupils of all ages;
- relevant content which promoted the spiritual growth and development of the pupils;
- questioning which elicited thoughtful and extended responses;
- opportunities for quiet reflection as well as prayer;
- and the involvement of the pupils in the planning and presentation of worship.”

#### **What one respected writer on collective worship suggests makes a good act of collective worship . . .**

##### **1 It has to be worship.**

Each act of worship should have:

- i) A space in the school building which is conducive to a worshipful atmosphere,
- ii) A clear focus on important issues or concepts such as love, forgiveness, peace, meaning and values,
- iii) Materials and approaches which connect with the pupils (heart and mind),
- iv) Space for reflection – giving time to think about the issues raised and enabling those who so wish to pray,
- v) A feeling that this time is somehow special, out of the ordinary, has a sense of occasion.

- 2 **Plenty of participation**... both active and passive, by pupils and adults. This is a time for building up the sense of community and promoting the ethos of a school. It is clearly important therefore, that staff as well as pupils are in attendance.

- 3 **Wide variety of approaches**... dramatic, readings, stories, music, dance, silence, reflections, songs, hymns, prayers, mime, visual images and artefacts that could be used as a focus for worship.
- 4 **Variety of leaders**... including visitors from outside the school – local people from faith and community groups, representatives of charitable activities, school governors, parents... as well as different members of school staff.
- 5 **Broadly Christian**... this does not necessarily mean Christian prayers, hymns or Bible stories have to be used on every occasion – but it will be important to include over the course of each term Christian stories, teachings and perspectives and to mark special days and seasons in the Christian calendar.

*Worship: Making Primary School Worship come alive'* by John Bailey,  
Diocesan Director of Education for Lincolnshire. Published by The National Society 1999



## **2: POLICY AND PLANNING**

### **Wigan Standing Advisory Council on Religious Education Policy statement on Collective Worship**

The Wigan Standing Advisory Council on Religious Education (SACRE) believes that collective worship time, which is distinct from the curriculum, should provide all pupils, irrespective of background or religious faith or none, with:

- relevant, meaningful experiences which enrich the education offered through the curriculum,
- opportunities for spiritual, moral, social and cultural development,
- opportunities for responding to the best in humanity's journeys of faith and belief, including voluntary opportunities for worshipping God.

SACRE believes that collective worship can make a significant contribution to the ethos of the school by reinforcing and reflecting the beliefs and values which bind the school community together. It can inspire, uplift, celebrate and give a sense of purpose and direction.

SACRE believes that collective worship should model the ideals of inclusion, respecting the integrity of all involved.

The Standing Advisory Council for Religious Education for Wigan, endorses the requirement for schools to:

- comply with the legal requirements,
- produce a school policy for collective worship which takes account of the legal requirements and the guidance offered by Wigan LEA through its SACRE,
- ensure that a school policy is fully implemented.

The Standing Advisory Council for Religious Education for Wigan will, from time to time, in accordance with its duty, monitor the provision and practice of collective worship in its schools.

### **School Policy for Collective Worship**

A policy statement should describe what actually happens in the school. The process of developing the statement is as important as the written policy itself. The development of an agreed statement provides important opportunities for involving all members of the school community in an exploration of the value, purpose and practical arrangements for collective worship.

## Developing your school policy statement

One way of developing a school policy is to address two key questions:

**Why** is collective worship important in the life of the school?

**How** is collective worship managed, organised and delivered within the school?

### 1 **Why is collective worship important in the life of the school?**

This might include:

- a statement concerning the status of the school (including acknowledgement of legal requirements / trust deeds and guidance documents from LA or Diocese),
- agreed definitions / descriptions of collective worship,
- the aims of collective worship,
- the contribution of other areas of the curriculum to collective worship,
- the contribution of collective worship to other aspects of the curriculum (including cross curricular themes and Spiritual, Moral, Social and Cultural Development, British values).

### 2 **How is collective worship managed, organised and delivered?**

This might include short statements on:

- management: who is responsible and areas of responsibility,
- organisation : including details of pupil groupings, leaders and visitors,
- planning : including the Scheme/Cycle of Themes,
- recording, monitoring and evaluation of collective worship,
- delivery of collective worship,
- legal rights of withdrawal.

As a policy needs to go before the Governing Body *every time* it is altered/amended it may be that some of the above e.g. the Scheme or the details regarding Leaders/Visitors can be placed in appendices and therefore altered more conveniently as they develop. You may also wish to include in appendices: guidelines for visitors, the role of the co-ordinator/team and resource lists or inventory.



Artwork by  
Shriya, 10.

## Principles for planning for collective worship

**Good collective worship enriches the life of the school and promotes the development of shared values and purpose. It is worth an investment of time and resources, even - and perhaps especially - in the context of a busy school and a demanding workload.**

### Time

- Time should be set aside for collective worship in every school, on every day in term time, and this should be separate from general school administration or curriculum time. It is not counted as part of the provision for RE, which is a separate curriculum subject.
- The length of time for an act of worship varies. In most schools pupils will be engaged in collective worship for 10 to 20 minutes a day, approximately an hour or more (and in others probably about two hours) a week. That is a great deal of time, more time than is allocated to some subjects in the curriculum.

### Planning is essential

- Every school should appoint a person to co-ordinate the organisation and delivery of collective worship.
- To ensure quality in the curriculum, much thought is given to planning, the learning outcomes, teaching and learning strategies, and to evaluating success. The same rigour should apply to collective worship.
- In a busy school week we cannot justify 'filling in time' for up to two hours. Although it will always be right to 'catch the moment' and deal with something current, newsworthy and of immediate importance to the school community, effective planning is needed to ensure that pupils are offered quality experiences.

### Long term planning

- Long term planning does not have to be a burden. Over time, you can build up a cycle of themes which can actually save time and effort.
- Some schools opt for a two-year cycle but will bear in mind continuity and progression within themes. It is possible to build a cycle of five years using the suggested themes on pages 11 and 12 alone.

### Weekly planning

- As many schools now organise their collective worship or assemblies around a weekly theme it is useful to use a Planning Grid, see appendix A.

### Aims and content

#### *Aims and Objectives*

- What kind of experiences, skills and concepts are to be developed long term?
- How does worship / the worship theme link into the curriculum, outside events, school life, short term?

**Content:** Does the content reflect:

- The school calendar?
- Local, national and international events?
- Religious and secular festivals and celebrations?

- Does the balance reflect the requirements of the law?

**Suitability:** Is the content suitable for:

- Whole school gatherings?
- Age related (e.g. year) groups?
- Small groups (e.g. classes)?

### Themes and events

Identify each area of focus (suggested below) using a different coloured pen on your grid. This will enable you to see at a glance if your scheme is balanced and if it addresses pupil development.

Areas for focus are:

- Festivals that the school normally celebrates. Are there any other festivals which you should include? This may depend on the faith backgrounds of the children in the school.
- Events which are significant to the school and the children. These might include: new beginnings, leavers' ceremony, founder's day, a famous local person, local community or charity events.
- National events which you want the children to be aware of and reflect on, such as One World Week, Remembrance Day.
- Brainstorm the question: 'If you could give one child a gift or quality when they leave school what would it be?' Integrate the results into the grid. Answers might include insight / courage / self-esteem / strong sense of identity / resilience / willingness to face challenges and many more.
- Select appropriate themes from the list which will enable you to address areas that have not been fully explored, or where opportunities have not been fully exploited. Such themes may, for example, address moral or social development, or national, international or local culture, or citizenship or PSHE

Opportunities for spiritual development should be an important aspect of every act of worship.

Attention should be given to planning to ensure that pupils are able to consciously or unconsciously make a response – there needs to be a 'space for reflection'.

### Staff participation

- It is a good idea to plan for collective worship as a staff team, particularly if all members of staff are given the opportunity to lead acts of worship, therefore encouraging professional development.
- There is often anxiety over 'performing' in front of peers but this should be developmental. Consider addressing a class, a year group, a key stage, before addressing the whole school. This also gives staff the opportunity of being more than a subject or class teacher.
- The law safeguards teachers (and pupils) who object to being present on religious grounds but schools should consider carefully what kind of messages they are sending out if staff do not



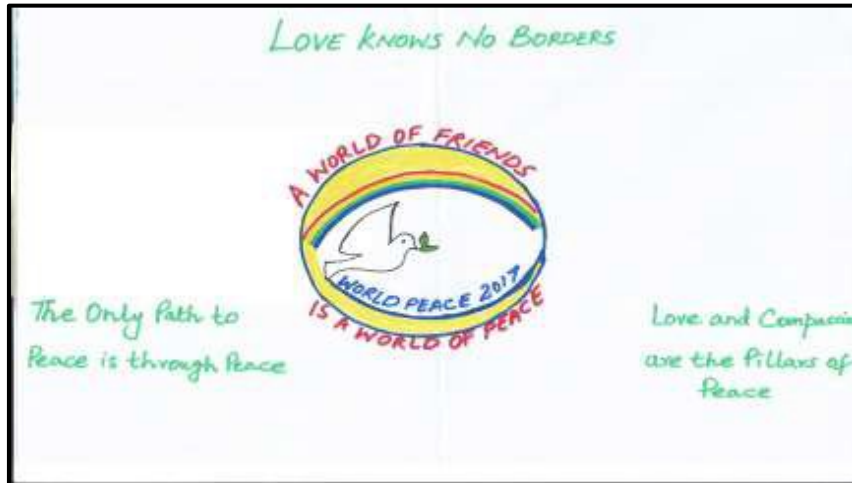
attend collective worship.

### 3: THEMES, STRATEGIES AND APPROACHES

Some appropriate themes suitable for development over a week or longer:

Ability and disability	Creativity	Freedom and slavery	Imagination
Achievement	Critical thinking	Friends + Friendship	Individual liberty
Adventure	Day and night	Gender	Influences and indoctrination
Aggression and hate	Democracy and Government	Gifts	Invitations
Aims and ambitions	Desert Island	Giving up and going on	Jesus
All Saints?	Discs	Global issues	Journeys
Ambitions	Differences	God and gods	Joy and happiness
Angels	Disability	Goddesses	Joy and sorrow
A time for everyone	Discipleship	God's world	Justice + fair play
Autumn	Discovery	Good and evil	Just thinking about it
Barriers	Dreams	Good news	Key people
Beauty	Easter	Green issues	Language
Beginnings	Earth in Future	Growing	Laws and rules
Big and small	Education and learning	Guiding light	Leaders and leadership
Blindness & sight	Education and life	Guilt and suffering	Learning
Books	Enjoyment	Handicaps	Leisure
Bravery	Environment	Happiness is...	Lent
Bridges	Epiphany	Hardship	Liberty
Building relationships	Experience	Harvest	Life and death
Care and caring	Exploring the future	Haves and Have-nots	Life's challenge
Challenge	Exploring the past	Health	Life's ups and downs
Change	Faith	Helping Hands	Light
Charity	Fake news and real news	Heroes and heroines	Listen
Children	Fame	Hobbies	Living and loving
Choice/Choices	Fantasy	Holidays and travel	Living with tomorrow
Christmas	Film to inspire	Homes and families	Loss and Grief.
Citizenship	Finding your way		Love and Hate
Communication	Food for thought		Memories & Reflections.
Communion	Forgiveness		Messages and messenger.
Compassion	Freedom and responsibility		Method & madness.
Conservation			
Courage			
Creation			

Miracles	Poetry	Signs and symbols	The outsider
Mothering	Power and spirit	Sound of silence	The still, small voice
Sunday.	Praise	Special books	The unexpected
My favourite music	Prayer and meditation	Special interests	The world about us
My favourite poem	Prejudice	Special people	Things to avoid
Myself	Preparations	Special places	Treasures
and others	Pride	Speech and speaking	Turning points
Neighbour	Proverbs and sayings	Stepping stones and stumbling blocks	Us and them
New life	Rebirth	Stories from the Lives of great leaders	Victory and defeat
News	Red letter days	Stories from the New Testament.	Views of education
New school year	Relationships and sexuality	Stories from the Jewish Bible	Visits and visitors
New year resolutions	Respect	Stories from scriptures worldwide	Voices
Obedience	Responsibilities	Strain and stress	Voices from the past
Obstacles	Reward and punishment	Strength and weakness	War and peace
Old age	Rhyme and reason	Success and failure	Wealth and poverty
Old and new	Riches	Taking risks	Wealth, money and riches
One world	Rights and responsibilities	Talk, talk, talk	What God doesn't tolerate
Opportunity	Roots	Tolerance	What's it worth?
Optimism and hope.	Rule of Law	Thanks	Why are we here?
Parables	Sacrifice	Thanksgiving	Windows
Parents and children.	Saving life	The apostles	Wisdom
Passover	School and community	The Arts	Wise and foolish
Past and future	School and opportunity	The future	Witness
Peace (and tranquillity)	School and tradition	The good things in life	Wonder and awe
Personal qualities	Science	The Lord's Prayer	Words, words, words
People I have met.	Seeing the light	The message	Work and play
Pilgrimage	Serving and service	The natural world	Worship
Places of worship			Youth
Planet earth			Years passing by.



Artwork by Zainab, 10

### Breaking down a Theme

One theme can deliver a variety of foci for collective worship. It is important not to exhaust a theme, but equally important not to overlook the opportunities it may offer. The easiest way to 'break down' a theme is to brainstorm it with colleagues, selecting those aspects most suitable for promoting school issues and concerns, whilst taking account of the ages, ability and aptitudes of the pupils.

For example a brainstorm on the theme of 'Love' might include:

- sacrificial love
- love of neighbour
- agape
- erotic love
- love of possessions
- hedonism
- love of God
- unconditional love
- love of self
- love for the Earth

Some aspects on this list may not be considered appropriate for a week's assemblies but others may form the basis of a week's collective worship. Future planning may therefore use the same theme again but explore a different aspect. Materials from religious and non-religious sources may be used to support the theme: we hope the list can make any teacher's imagination kick into action!

## **Planning, Recording and Evaluating individual acts of collective worship**

The intention of the planning sheets in the appendix is to provide examples of administratively lightweight frameworks, which can provide a valuable tool to ensure that monitoring is effective. At a glance you will be able to see that all legal requirements are met and that appropriate balance is being provided. Using similar sheets, will enable leaders to plan and prepare effectively, bearing in mind continuity and progression, for they will be able to see which resources have been used and to what effect.

You may need to customise the sheets to meet your own school needs. A space for the overall aim of the theme is useful. The content should be identified in brief but specific resources should be named so that they are not used repeatedly. One word answers or code letters or symbols will be sufficient to identify that opportunities for spiritual, moral, social or cultural development will be provided, or that a particular faith or cross curricular theme or dimension will be addressed. These aspects form the 'planning' of the acts of collective worship.

An 'evaluation' column gives the opportunity to record what actually happened - 'according to plan'; 'story too complex'; 'children responded well'; 'opportunity to address citizenship arose', etc. The evaluation need not be lengthy but completing this means that the planning sheet has also become a recording sheet which may be used to monitor worship at a future date.

## **Strategies for collective worship**

Any strategies used in a classroom situation can be applied in an assembly/acts of worship. It is very important to vary the strategies that we use so that our pupils do not become bored with the same diet and disengage. Using a variety of strategies enriches the stimulus material and so makes the opportunity for response (perhaps worshipful) more likely.

The following is not an exhaustive list of possible strategies, but it may encourage leaders to try something new. As in a lesson, a particular strategy should only be used if it actually enables pupils to reach the intended outcome.

### **Artefacts**

There are rules of respect and sensitivity to observe when using artefacts, but they are excellent windows into a faith. Use them as you would in the classroom – to stimulate interest, to provoke questions, to illustrate an aspect of faith, to provide a sensory experience. An artefact may provide a focus for worship but they should not be used only as a 'display item' without pupils understanding what it is and its significance.

### **Bible / Sacred Text**

Looking at the Bible or other sacred text, exploring its significance to believers, may be the focus for acts of worship or assembly. At times it will be useful to read directly from the text, at others it may be appropriate to retell a story in your own words. It is useful to explore concepts and issues found in the Bible and other sacred text which have some relevance, relationship or impact on pupils' lives today.

### **Buzz Groups / Pairs**

Allowing pupils to talk to each other in assembly / collective worship gives every pupil the opportunity to participate. This may require patience if you have never tried it before, but once the skills and the process have been learned and practised, it is a very effective strategy. Give pupils only



2–3 minutes to talk about a given subject (favourite things, why they like their best friend, who they turn to in times of trouble etc.) Feedback will include obvious answers which you can supplement. Their experiences provide the bridge to their understanding of the concept you are exploring.

### **Current News**

As you read the newspapers cut out and preserve ‘gems’ for the future. If you are addressing a current issue use a video clip (BBC’s Newsround) or newspaper cutting. Remember:

- you should select a piece that can be easily read, understood, talked about,
- you will need time to think it through,
- ask yourself: ‘Why do I want to share this with my pupils?’ - your aim,
- be aware that your selection may or may not directly affect your pupils,
- introduce the article with a general chat about what is happening,
- focus on the article read / show / talk about...,
- encourage reflection by asking for their impressions. For example: What would be their response in a similar situation? What do they think will / should happen next? Who else should be involved? Use question and answer technique or as you speak, write up questions on OHT, for the pupils to discuss in pairs,
- if you have given yourself enough time, you may be able to add another dimension by using a reading / quote / religious teaching to further explore or reflect on the issue.

### **Discussion Groups / Pairs**

This works best with upper KS2 and above, in year or class group assemblies. Give pupils 3–5 minutes and visit each group. They can discuss issues such as the world we live in, what matters to me, forgiveness means... etc. The discussion itself and/or the points raised may constitute a worship / ‘reflection time’.

### **Everyday Objects**

Using ordinary everyday objects as visual aids can be particularly effective and it is surprising just how many opportunities there are using this particular strategy. The next time you have an assembly planning meeting with other members of staff, bring along 10 items you’ve picked up around the home or classroom. Consider how you would use each item separately in different acts of worship and see what you come up with. Here are three examples and a few objects for you to think about:

- a bruised apple doesn’t mean it is all bad (good and bad in everyone),
- a tube of Smarties contains lots of different coloured shells, same chocolate (one world, lots of different people essentially the same),
- lots of different sizes and shaped candles, light them and the flame is the same (we may look different but our spirit is the same),
  - safety pin
  - can of drink
  - infant’s dummy (soother).
  - soap
  - balloon
  - orange
  - party poppers

## **Gifts and Talents**

A visitor, a member of staff or a pupil talks or is interviewed about his / her outstanding talent.

This is not an occasion to explore how we use talents, but an opportunity to recognise positive aspects of life and humanity. Qualities such as courage, determination, perseverance, or things that are good, honourable, true, noble, loving, right, pure, just, or things which bring joy, happiness, contentment and hope – all deserve acknowledgement and praise.

## **Guided Imagery**

‘Stilling’ and ‘Relaxation’ are the skills which need building to have success with this strategy. It is extremely effective and powerful, but there are ground rules and if you have never used this strategy with a class/group before you need to be careful and do not expect too much. It can be done in whole school assembly but pupils need to have developed the necessary skills for this is a classroom situation first.

## **Improvisation**

Most pupils will be happy to volunteer at primary level, but this tends to lose its appeal with some pupils once they enter secondary school. A stock of costumes, hats, masks etc. for them to wear whilst the ‘story’ is told does enhance the activity. Pupils will take their ‘cue’ from your structured narrative.

## **Music**

This is not only useful for creating atmosphere when pupils are entering or leaving the assembly hall or room. It can be used to great effect to explore concepts and themes. As music is very important to youth culture there is a danger that your audience may not consider your choice of music as contemporary. It is a good idea to involve the pupils in music choices and presentation.

## **Posters**

Use as you would in a classroom, on a whiteboard or screen – including: What does the image say to you? What did the artist intend? What is being said? Why is this image important and to whom? Encourage pupils to consider, reflect on and think about the issues raised through the poster.

## **Poetry and Prayer**

Use either children’s own prayers or poems or some of the good examples available. Many poems are not only humorous but address issues of concern for today.

## **Power Point / Prezi / Presentation tools for the big screen**

You don’t have to have a PowerPoint for an assembly! But a good one is valuable. PowerPoint presentations can offer a less threatening ‘introduction’ to leading assemblies as you need to rely less on a ‘live’ presentation. Sequences of slides, together with reflective music, with an occasional word screened to encourage reflective thought can be enriching. Presentation software might tell a story, bring in a song, use a news item, clip from a film or be useful in one hundred other ways.

## **Pupils as leaders**

Work with pupils as part of a presentation team, or as their director, or simply as their facilitator. Given ownership of what they are going to talk about / present, pupils will often respond very positively. They may feel more confident in front of their class or own year group rather than the whole school.

## **Puppets**

Can be as elaborate or as simple as you choose to make them, including using people, paper bags and shadow puppets.

## **Reflection Diary**

Useful for older primary and secondary pupils in group assemblies / collective worship. Each pupil keeps a diary and writes their thoughts in it, based on a focus for reflection. This is private, only to be shared with the teacher, and therefore great care needs to be taken with confidentiality and security. (Acknowledgements to Michael Beasley '*Space for the Spirit*')

## **Story**

Use a good story to symbolise or illustrate an issue or a point, (a modern parable) for example, to explore the nature of God. Stories can be told in so many ways and it is worth trying out a few methods – using role play, puppets, masks, straight reading from a book, or dramatic retelling using your own words. If you think some key words might not be understood – explain them before you begin the story.

## **Stunt**

These should not be overdone or the element of surprise will be lost. Set something up that comes as a complete surprise. You may consider following this up with a simple reflection rather than an elongated elucidation. For example: cutting off the headteacher's tie to illustrate 'Is seeing believing?' or a member of staff "heckles" over something – dealing with conflict.

## **Tableau**

Position pupils in a 'frozen' position to illustrate a scene from a story or a particular situation. If you wish characters can 'unfreeze' to tell you who they are, what it happening to them, where they are and how they are feeling.

## **Toys**

Use children's toys to help illustrate a story or to explore a particular concept. These are particularly useful for younger children but baby toys may be equally appropriate props in the secondary school, given the right circumstances. Pupils easily relate to toys and they are good aids for understanding. For example, a jig-saw with a piece missing – life is not complete for some people without their religious life; teddy bears – special friends you can tell anything to, like prayer to God.

## **Values**

It is a central focus of good collective worship that story, wisdom sayings and personal experience are used by assembly leaders to highlight the kinds of values which the school promotes, including for example the British values of tolerance, respect, individual liberty, democracy and the rule of law. As pupils grow up, the situations where values conflict with each other are a fruitful area for investigation and thinking. Exploring values presents pupils with opportunities for personal reflection on their own commitments, attitudes and behaviour.

## **Visitors**

As with any visitor, clear guidance should be given as to what is expected of them. They need to know what support they can expect from the school too, and what the constraints are. If you ask a visitor to lead one assembly in a series of five on the same theme, ensure that they know what else is being done so that they do not duplicate. Do not overdo the charity requests for fund-raising.

## Video

Depending on your theme, select any video which will illustrate your point. Use 'sensory deprivation' (listen to the dialogue with covered screen or watch the scene without the sound) to focus on a particular aspect. Or select a clip which you can talk about / discuss. For example, there are numerous scenes in 'Toy Story' which cover many dimensions for SMSC development.

## Creating the right atmosphere and attitude

The purpose of this guidance is to support Wigan schools in developing quality acts of collective worship. Planning obviously plays an essential role in this but to ensure quality we must create the 'right atmosphere' and the 'right attitude'. The right atmosphere will aid pupils' 'feel good' factor and with a positive attitude towards assembly and collective worship pupils are more likely to respond in a positive way – a way which could be considered by any one faith group or many as being 'worshipful'.

## Creating the right atmosphere

### Space

- Is there adequate space so that the pupils do not feel claustrophobic or feel that their 'personal space' is being invaded?
- How do you make a large space feel inviting, secure and welcoming?
- If the room or hall is multi-functional ensure that it 'changes' to make the space more special for worship.

### Seated or standing? Chairs or floor?

- Are pupils expected to stand, sit on chairs or sit on the floor? Standing for the duration will affect the pupils' ability to see what is going on at the front and they are more likely to become restless. Sitting on the floor may be acceptable to younger pupils, but older pupils often feel it is undignified and resent having their clothes dirtied. Can all pupils have a seat, or a place on a bench? Probably best.

### Acoustics

- The quality of 'sound' can be affected by a number of factors, including the size of the room, and its furnishings. Meeting in a gym hall, or having a kitchen adjacent to where you meet also affect the quality of sound and pupils' ability to hear clearly.

### Vision

- Can all pupils see the leader and worship activities clearly? Sometimes the arrangement of seating makes this particularly difficult.
- Consider changing the way seating is arranged if you have a particularly long hall – pupils at the back are more likely to feel excluded from the activities because they cannot see (or hear) clearly.

### Punctuality

- Pupils become restless when they are waiting for long empty minutes until all of the school are assembled.
- If you have a large school population, which is spaced out, consider staggering the time pupils are expected to leave their classrooms to meet in the hall, and open up more than one entry into the hall.
- Ensure that all staff are aware of the importance of this and that they release pupils for assembly on time.

### **Focus for worship**

- Provide a focus for the worship activities. This may change daily or weekly or take the form of a permanent piece of artwork on the wall.
- Use display space available for prayers, prose, quotations and artwork of a spiritual, reflective nature.

## **Creating the Right Attitude**

### **A worthwhile experience**

- As professionals we have to ensure that we are providing valuable experiences for our pupils and making the most of time we have available to us.
- Are we providing valuable experiences?
- Are we taking into account the various backgrounds of pupils in the worship activities we provide?
- Are we ensuring that the act of 'collective' worship is 'inclusive'?
- Addressing issues which are meaningful and relevant to our pupils will encourage them in feeling that we are offering worthwhile experiences in collective worship.

### **Pupil comfort**

- If pupils are comfortable, sitting not standing; not having to worry about their bags and coats; not having their personal space invaded, they are more likely to become engaged in the worship activities taking place. Those present who do not wish to become engaged with the activities are less likely to become restless and spoil the occasion for others.

### **Pupil ownership**

- Involving pupils in the planning and delivery of acts of worship is very important. It increases motivation, promotes self-esteem, enhances their understanding and opportunities for spiritual development.

### **Positive experience**

- Ensure that you are offering 'positive experiences' even though some elements may be challenging.
- Delivering and address on the environment and using it as a stick to beat the pupils with over the state of litter in the school yard is not a positive experience!
- Any matters of discipline should be dealt with at another time, allowing clear reflection on the focus of the assembly/act of collective worship.

### **Staff presence**

- The law safeguards teachers (and pupils) who object to being present on religious grounds but schools should consider carefully what kind of messages they are sending out if staff do not attend collective worship.

## **Classroom worship**

As long as there is a 'daily' act of collective worship, schools may organise this however they wish. Whole school assembly is not always possible because some schools have problems accommodating large numbers of pupils. But neither is whole school worship always desirable – there are merits in holding year group and key stage assemblies/collective worship. Here, particular issues, relevant to the age group or curriculum can be explored.

## Classroom acts of worship too have their value

They should:

- be planned for, and the same ground rules apply to it as with other acts of worship,
- teachers should try to create the right atmosphere and the right attitude. Consider ways in which you can 'mark' this time as 'special' in the classroom. Do you play some music, perform a relaxation or stilling exercise, light a candle, develop a routine or liturgy?

They should not be:

- seen as an odd five minutes to be slotted into the day at a convenient time

Classroom worship can:

- provide opportunities to extend the way pupils respond to the stimulus provided.
- enable pupils to be involved creatively in making music, dance, movement, art work, writing of prose and poetry.

## Thought for the day approaches to collective worship

This format, so familiar to those who listen to radio is a useful tool that is used in many schools. A committed religious or non-religious person talks briefly on a subject about which he/she has an opinion – a worked out reflection on an aspect of life. It may be humorous, may include the ups or the downs of life, happy or sad times - but it is almost exclusively centred around one main point. It does not leave the listener feeling depressed, anxious or guilty. It should be wide reaching and should always aim to be a spiritual reflection and not just a current affairs slot.

## Visitors

As with any visitor, clear guidance should be given as to what is expected of them. They need to know what support they can expect from the school and what constraints there are. The following pages contain examples of guidance given to visitors invited to lead collective worship in a community secondary school and in a Church of England Primary school. These could be adapted to meet the needs of your own school.



Clo-Dean: "My cup of peace has a splash of harmony, a spoonful of respect and a lot of kindness in it."

## 4: School Collective Worship Policy: Visitors

### Expectations

Visitors invited to lead collective worship should be made aware that:

- collective worship is non-denominational in county schools; must be 'wholly or mainly of a broadly Christian character'; and reflect the religious traditions of the United Kingdom.
- School assembly is not an opportunity for any kind of coercion. An evangelistic or proselytising presentation by groups of whatever faith or life-stance perspective will not be suitable or acceptable. Schools do well to make sure this does not happen.
- speakers can encourage pupils to reflect and consider ideas presented to them, but these must be contextualised (i.e. 'Christians believe...' 'Atheists think...' rather than 'This is the case...').
- space should be allowed for the process of reflection, but pupils should not be put under pressure to accept or reject faith viewpoints. Calls for commitment to a religious viewpoint are not appropriate.

### Visitors should:

- present their acts of collective worship with care and sensitivity, but also in a dynamic and compelling way; they should not be dull!
- bear in mind the age, interests and aptitude of the pupils they are addressing, avoiding inappropriate language or references to materials such as films and TV programmes that are not suitable to that age group.

### Practicalities: Some questions to consider

Before the day:

- What is the theme of the assembly?
- Is this part of a wider theme or a one-off?
- If it is linked to previous assemblies what has been covered so far?
- What age group is to be addressed?
- Does anyone need an outline in advance?
- What equipment will be needed? Who should the visitor contact in advance about this?

On the day of the assembly:

- Who will be the contact point for visitors? How will they be able to get in touch at the last minute in case of emergency?
- Where should the visitor park? Where should they sign in? Who will meet them?
- Where will the assembly take place? What are the acoustics? Will they need a microphone?
- Is the required equipment available? Who has responsibility for this? (Computer, projector, sound system, microphone, music, interactive white board; stage for drama; lighting etc)
- How do pupils enter for assembly? Will the speaker be present already or enter later? Who will introduce the speaker? Who will thank the visitor and conclude the collective worship?

### After the assembly

- Who will write to thank the visitor and offer feedback to them? What about offering an expenses claim form? Schools may feel they are poor or strapped for resources: religious visitors may be more so!

## Example of Guidance for Visitors

### Collective Worship at our school

#### Guidance for Visiting Speakers

Thank you for agreeing to speak to our students in an act of collective worship.

You agreed to come in on ..... to address Year ..... students.

The theme for the collective worship is ..... The acts of collective worship leading up to your visit will be covering the following themes .....

#### Equipment:

If you need any particular equipment for your talk, please let ..... know by.....

#### Arriving in school

When you arrive at school please follow signs for reception and visitor parking. Please sign in at Reception by ..... You will be met there by two students who will show you to the hall you will be using so that you can set up as necessary, and then take you to meet the member of staff responsible for the day's assembly: .....

#### Times of assemblies

Assembly begins at ..... and finishes at ..... Students will enter in silence, with music playing as they do so and sit in rows in their tutor groups. Tutors accompany their groups. If you would like particular music to be played, please let ..... know by..... and bring it with you. Notices will be given at the beginning of the assembly, but there is a clear demarcation between such school business and the collective worship you will be leading. You will have a full fifteen minutes.

#### Student participation

Students are accustomed to ending collective worship with a moment of reflection, with a prayer, perhaps, to which they may respond as individuals. They are not accustomed to singing hymns. You may like to challenge this tradition, but if you do you are a braver person than most!

#### Legal requirements

The legal requirements for collective worship in county schools are that over any school term the majority of acts of collective worship should be 'wholly or mainly of a broadly Christian character'. This clearly is not the requirement for every single act of collective worship. However, they:

- should reflect the broad traditions of Christian beliefs;
- should not be distinctive of any Christian denomination;
- need not contain only Christian material.

Legal guidance makes it clear that the aim should be to provide worship which is capable of uniting the school community around a core of shared values, though these values are to have a religious – and in the main a Christian - point of reference, not only a moral or social focus.

#### Worship?

Collective worship, as defined by successive Education Acts and DES Circular 1/94, is really a *celebration of worth*. This is *different to corporate worship*, which involves willing submission to a divine being together with others sharing the same belief, as part of a way of life. School worship is a way of reflecting and celebrating the human spirit, making use of the insights of the religious traditions in this endeavour. In this country the insights of Christianity are deemed to be of major importance, but those of other major world religions (and non-religious life stances) are also seen to be valuable.



The 1994 guidance includes a clause which says that collective worship should 'be concerned with reverence or veneration paid to a divine being or power'. This means that those who believe in God may have the opportunity to respond personally. It also means that as pupils reflect on issues of life and death the possibility of a 'divine being or power' might be the focus for reflection. Suggestions of this kind should be contextualised, i.e. 'some people believe....' etc.

In view of these legal requirements it is important to recognise that school worship is not the same as that in a church, mosque or temple service, or an evangelistic campaign. Whilst pupils may be challenged to reflect on spiritual and moral issues, there cannot be any compulsion for them to accept a particular faith stance, or indeed any non-faith stance or ideology. There should be no 'calls to commitment'!

### Student Participation

Pupils respond well to collective worship when they are able to participate – they should not simply be passive recipients. They prefer lively, interesting, clearly audible and well-constructed presentations. Contemporary references are often helpful but must be age appropriate.

### We look forward to seeing you

Your contact for this assembly is..... Last minute or urgent contacts please speak to the office staff (tel:..... email:.....)



This picture shows the world and all the religions it also said peace and I think the world should have more peace.  
By Megan



The design shows Peace a love to each other. We all need to love each other more and the world needs more peace.

## 5. MANAGEMENT ISSUES

### Roles:

#### The role of the head teacher

In community or foundation schools without a religious character, it is the overall responsibility of the Headteacher in consultation with the Governors to ensure that legal requirements are met and that quality collective worship is taking place in the school.

#### The role of the governing body

- Governors should be aware of their legal responsibilities in regard to collective worship taking account of the requirements of the Education Reform Act 1988/Education Act 1996 and the School Standards & Framework Act 1998. In foundation schools with a religious character or voluntary schools, the arrangements for collective worship are to be made by the governing body after consulting the head and must be in line with the schools' Trust Deed or Diocesan guidelines in the case of church schools.
- Governors must be familiar with all documentation regarding collective worship issued on their behalf and may be actively involved in the process of collective worship Development in the school.
- Governors should ensure that collective worship is appropriately reviewed as part of the Whole School Development Plan.
- In Voluntary Aided or Controlled Schools, Governors are responsible for appointing a Section 23 Inspector for the inspection of collective worship and are advised to consult the Diocese on this matter.

#### The role of the collective worship co-ordinator or team

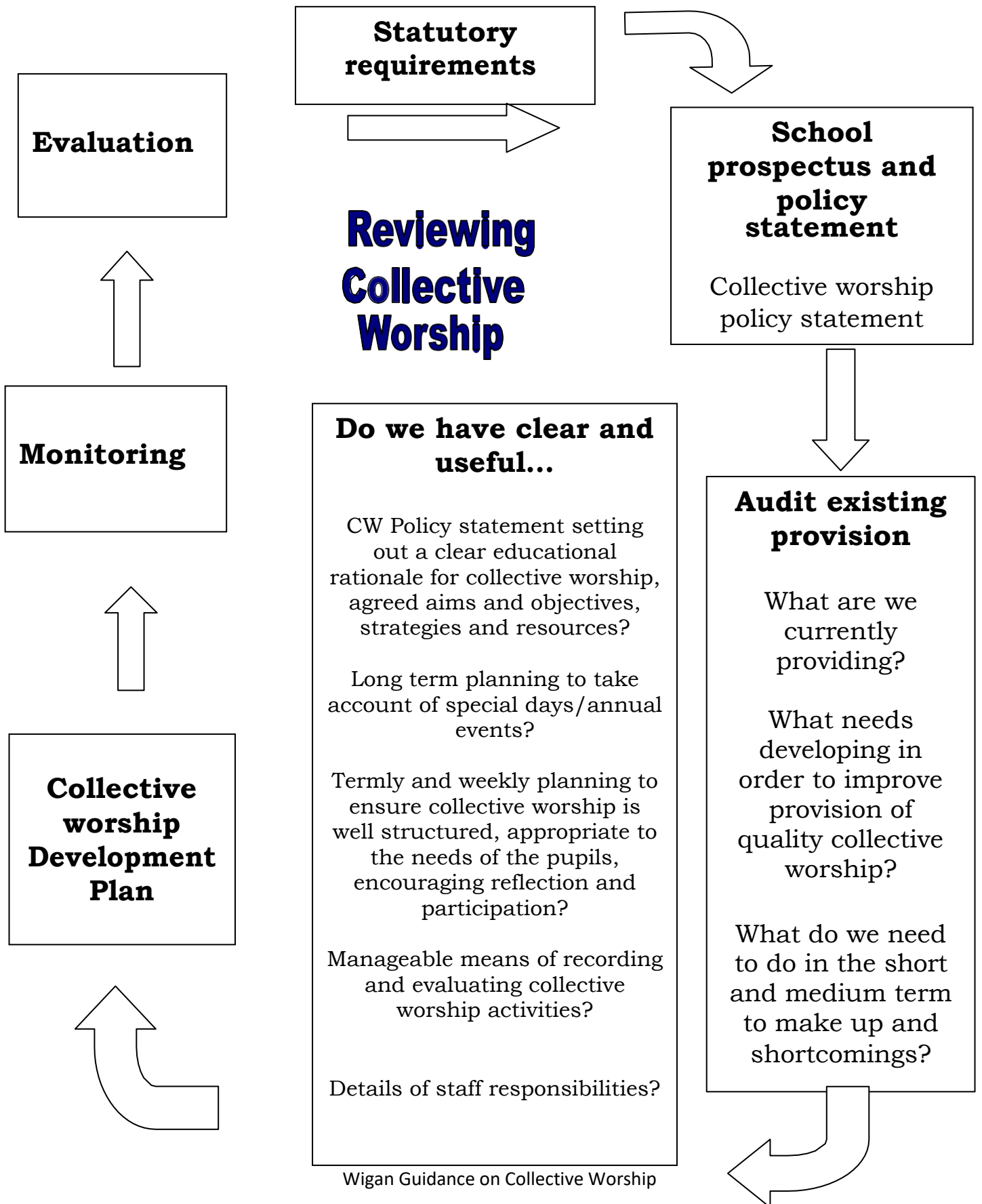
The role of the collective worship co-ordinator/team will vary depending upon the individual needs of the school. In some cases they will be solely responsible but may at times involve other members of staff or professionals.

#### Duties may include the following:

- assisting the Governors and Headteacher to carry out their legal responsibilities with regard to collective worship.
- reporting to the Governors and Headteacher on matters of concern and development,
- communicating with members of the school community regarding the significance and content of acts of collective worship.
- ensuring that there is a development plan for collective worship which may at times form part of the Whole School Development Plan.
- developing and maintaining documentation for the effective planning, recording, monitoring and evaluating of acts of collective worship.
- developing and maintaining effective procedures for planning, recording, monitoring and evaluating acts of collective worship.
- being responsive to the needs and views of other members of the school community.
- developing the resources available for collective worship including new and relevant books, posters, visual aids, artefacts, music, visitors, leaders.

**MANAGING COLLECTIVE WORSHIP – KEY ACTIVITIES**

**i) Reviewing**



## ii) Auditing Collective Worship

### Collective Worship Co-ordinator's Audit: Twenty Questions

- 1 Does your job description describe your duties and opportunities fully?
- 2 How would you outline your main responsibilities?
- 3 To what extent are colleagues involved in the development of collective worship?
- 4 Do you have any non-contact time to fulfil your responsibility?
- 5 Is there an opportunity to support colleagues, and co-ordinate teachers' planning?
- 6 What are your current priorities for the development of CW
  - In terms of resourcing?
  - In terms of content?
- 7 Is collective worship a current priority within the school development plan?
- 8 How do you monitor the quality of provision and delivery?
- 9 What systems of planning, recording and evaluation are in place?
- 10 Do you have a separate allocation of funds for resources?
- 11 What have you been able to spend over the past two years?
- 12 Is the accommodation for CW appropriate and have efforts to create the right atmosphere been successful?
- 13 How much time is allocated each day for CW and is the timing within the school day effective?
- 14 Have there been opportunities for in-service training over the past two years?
- 15 Do visitors contribute in any way?
- 16 How do you keep yourself and colleagues abreast of new developments and evaluate new approaches?
- 17 How do you liaise with other agencies?
- 18 How do you promote parental interest and understanding?
- 19 Are there any tasks relating to CW which you would like to take up but are unable to do at the moment?
- 20 Do you ask pupils what they think about collective worship and reflect on the impact it has on participants?

## **How are we doing? – checking up and making it better**

In a maintained school, it is the overall responsibility of the Headteacher in consultation with the Governors to ensure that legal requirements are met and that quality collective worship is taking place in the school.

In Voluntary Aided and Voluntary Controlled Schools it is the overall responsibility of the Governors in consultation with the Headteacher to ensure that legal requirements are met and that quality collective worship is taking place in the school. This may be delegated to the Headteacher, Collective Worship Co-ordinator or Worship Team. Those responsible will ensure that acts of worship are in accordance with the Schools Trust Deed and should be consistent with the faith and practice of the Church of England.

In order to ensure that adequate monitoring of collective worship takes place the following questions need to be addressed.

- 1 Is the monitoring of collective worship part of the School Development Plan?
- 2 Is the monitoring/improvement of collective worship of importance to the Governing body and therefore an item on their agenda?
- 3 Is the Headteacher/Worship Co-ordinator /Worship team the most appropriate person /people to do the monitoring?
- 4 How will the monitoring process be used to further develop collective worship?

## **What is to be monitored?**

The School may have a document on Curriculum monitoring which could be appropriately adapted for collective worship. In the absence of such a document the following may be considered:

- Is the documentation for collective worship in place and effective? This will include a collective worship Policy Statement, evidence of planning of acts of collective worship, records of each act of daily worship, evidence that the quality of acts of worship have been evaluated.
- Is sufficient time set aside to ensure that monitoring can take place? This may include observations of acts of collective worship. Discussions with those who lead worship i.e. Staff and visitors. Discussions with those who experience worship i.e. pupils, staff, parents, governors and other members of the school community.
- Is the documentation for collective worship consistent with observed practice?
- Is collective worship adequately resourced in terms of leaders, materials, visual aids etc.?
- Is there a record of, requirement for, Staff development or In-service training?
- Are the various groupings and environments for collective worship maximising opportunities for worship?

## **Evaluation**

Monitoring will lead onto evaluation – how well are we doing? What do the pupils think? What is working well? What do we need to do to improve? Where shall we start?

## 6: ASSEMBLY AND SCHOOL WORSHIP RESOURCES

### i.) Websites

A number of websites for resources are listed. General sites like Twinkl, TES and Pinterest are worth checking (but sometimes owe too much to speed and convenience to offer real quality). We are not able to vouch for everything on these sites: we ask schools to take responsibility for what you use in your own school. But you might like to look at:

- **The BBC offer extensive high quality resources and ideas at:**  
<http://www.bbc.co.uk/schoolradio/subjects/collectiveworship>
- **The Christian publisher SPCK offers here a wide range of resources, updated frequently and free to use:** [www.assemblies.org.uk/](http://www.assemblies.org.uk/)
- **This free-to-download book has many clear and practical ideas for values assemblies** <https://www.lifesavers.co.uk/docs/ValuesForLifeSavers-Justice.pdf>
- **This is a sharing site for primary assemblies with lots of free ideas. Quality varies.** <http://www.primaryresources.co.uk/assembly/assembly>
- **This is a subscription site, popular with teachers and with a wide range of resources:** <http://myschoolassembly.co.uk/>
- **This is a site where free resources are shared for assembly:**  
<http://www.teachingideas.co.uk/subjects/assemblies>
- **Many development charities provide interesting and exciting materials for global awareness and exploring values of justice. Excellent examples include**  
[www.christian-aid.org.uk/](http://www.christian-aid.org.uk/) and  
<https://cafod.org.uk/Education/Primary-teaching-resources/Primary-school-assemblies> and <https://www.islamic-relief.org.uk/resources/education/>
- **Video clips and free ideas for values assemblies are shared at:**  
<https://assemblytube.com/primary-school-assembly-ideas/>
- **This site has free initial resources and then moves to paid subscription:**  
<https://bigstartassemblies.org/>
- **This is an insightful Catholic site about prayer from the De La Salle Community.**  
[www.prayingeachday.org/](http://www.prayingeachday.org/)
- **A paid site with a four year programme written by Phil Lord:**  
<https://simplycollectiveworship.co.uk/about-us/>
- **This Christian charity provides thoughtful and original ideas:**  
[www.barnabasinschools.org.uk/assembly](http://www.barnabasinschools.org.uk/assembly)
- **This site has both primary and secondary ideas for free use.**  
<http://www.assemblies.org.uk/sec/>
- **This is the Church of England's entry point for thinking about assembly and school worship:** <https://www.churchofengland.org/education/church-schools-academies/collective-worship.asp>

## **ii.) Wigan Collective Worship Examples**

On the following pages are ideas for Collective Worship which teachers and SACRE members have contributed to this booklet.

## One great school assembly ...

**Your name:** Alison Staniforth

**Your school:** Orrell Newfold C.P. School

## Creation and care for the world

**Here is an assembly we did at my school which we think went rather well: Age group:** R, Y1, Y2.

### **What we did:**

**Theme:** Creation beliefs and looking after the world we live in.

The children came into the assembly to “missing” by Vangelis. We talked about how the music “builds up” from something small to something big. I told the children that different faiths believe the world was created in different ways and that some scientists believe the world started in different ways. We shared the Christian version through a communication for all PowerPoint and talked about how Christians believe the world should be looked after because God took such care to create it, especially for people. We share a story called “oi get off our train” and invited different children to be animals and act out actions e.g. to mess about with umbrellas. What was happening to the animals because people weren’t looking after them? We finished with “The Keeper” (Houghton Weavers: <https://www.youtube.com/watch?v=UHX86BVFBCo>).

Help us to think about the world and how we can care for it.

Can children join in? The choir sang for us and the words were projected on to screen. Prayer at the end: ‘Teach us all to be full of love and care for our beautiful planet so that the Earth is in good shape for our children and grandchildren.’

### **What did the children / young people like:**

- Animal connections.
- I had some masks and they loved acting out.
- The song reinforcing the environment issues.

**This example shows good practice because...** It includes interactive listening, drama, music. Children were all involved.

There was a thoughtful link between Christianity / other religions and world issues.

**We hope this kind of assembly has an impact on pupil by ...**

Being involved – identifying with the message of looking after the environment, talking in class as a follow up.

**Thinking about spiritual and moral development, this assembly might enable ...** Their own spiritual response through listening, singing, drama and reflection on the environment. Morally doing the right thing.

**Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...**

“Joining the train by animal symbolises all are welcome”.  
Respect for each other.  
Caring for the world.

**If we did this again, one thing I’d change:** Talk about Jewish/ Hindu creation stories too.

**Give us an inspiring quote about the value or purpose of school assembly:** “We’re better together, whatever problems and successes we face.”



One great school assembly ...	Your name: Alison Taberner
<b>TRUST</b>	Your school: Bickershaw CE Primary School
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> Whole Primary School  <b>What we did:</b>  <b>'Trust'</b></p> <ul style="list-style-type: none"> <li>• Children walked into the hall to the hymn 'Trust and Obey'. I said to the children that Christians value trust, and this was the value we would explore in this assembly. I held up a blank piece of paper, showing both sides and said to the children I had written on it. Could they put their hands up if they trust me that something was written on the paper? None put their hands up. But I had written on the paper before in a magic pen 'Trust in God' (you could use white wax, or various kinds of invisible ink)</li> <li>• I then said there are times in the Bible when there was 'Trust'. I read a big book of 'Jesus calms the storm' that I had made with a class previously. One message in the story is about relying on God in the middle of 'life's storms'.</li> <li>• I asked the children: when did the disciples have to trust Jesus? I collected answers.</li> <li>• I then got the blank piece of paper and scribbled on the paper with it. Revealed was 'Trust in God!' The children were surprised.</li> <li>• We then sang the song 'Put your trust in me'.</li> <li>• I did a reflection with the children and then a prayer and left the hall again to 'Trust and obey'.</li> </ul> <p><b>What did the children / young people like:</b>  The children loved it when the message on the piece of paper was revealed.</p>	
<p><b>This example shows good practice because...</b>  All of the children were amazed and understood the Christian value 'Trust'.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  Enabling them to think about being both trusting and trustworthy and considering the idea of trusting in God for themselves.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Children to look at themselves and others looking inwards and outwards.  Children to consider the value Christians see in trusting God for themselves.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  It covered the Christian value of 'Trust'.</p>

<p>One great school assembly ...</p>	<p>Your name: Angela Green</p>
<p><b>Buckets of Happiness</b></p>	<p>Your school: St John's Mosley Common</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> Whole School.</p> <p><b>What we did:</b>  Read the story "Have you filled a bucket today?" <a href="http://www.bucketfillers101.com/have-you-filled-a-bucket-today.php">http://www.bucketfillers101.com/have-you-filled-a-bucket-today.php</a>  Children talked with partner: how they had / would / could fill the bucket.  Staff also got involved, sharing their experiences  We displayed pictures from the book around school in discrete places, to remind children of the story theme as the week went on.</p> <p><b>What did the children / young people like:</b>  Drawing pictures, writing on post-it notes, ways in which they filled the bucket! We shared the contributions in the next assembly (the theme of happiness lasted all week).</p>	
<p><b>This example shows good practice because...</b>  All children interacted were interested / engaged.  The feedback was used for further assemblies.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  Reinforcing our values and morals.  Giving pupils ways to consider enhancing their own happiness – and the happiness of others.  Contributing to the school's work on wellbeing.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Kind gestures, kindness, reminding children about "doing the right thing" or a "good deed".  Connecting the idea of generous behaviour to the fact that this kind of behaviour makes us happier.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  Show the school community what we do to enact our 'golden rules' daily part of our lives .  Make a good contribution to our school ethos.</p>
<p><b>If we did this again, one thing I'd change or add ...</b>  Link to art work a more 'creative' display  Sing the 'bucket filler' song - from the website.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  'Everyone is a bucket filler':  Try to be a bucket filler and see what happens when you splash some happiness around.</p>

<b>One great school assembly ...</b>	<b>Your name:</b> Carla Newton
<b>Bruised apples, bruising words</b>	<b>Your school:</b> Platt Bridge Community
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> Y3 – 7-8 years.</p> <p><b>What we did:</b>  Preparation: Bruised an apple by dropping. The skin looked fine, but it was rotting underneath. We asked them if it looked nice and they agreed it did.  Discussion: who has ever been hurt by words? How did it make you feel?  I told the children a story about persistent bullying. Every time something mean was said in the story, one volunteer child on the table squeezed some toothpaste onto a plate. At the end of the story, the pupils said ‘sorry for all the mean words’  I asked who would now be able to put the toothpaste back into the tube? Impossible, obviously.  Then I cut open the apple, and showed the harm inside it – even though the outside looked fine. I taught the children that mean words are like the toothpaste: once out, we cannot take them back. And humans are like the apple: we may look fine, but being bruised does not always show. Mean words can bruise us.</p> <p><b>What did the children / young people like:</b>  They enjoyed the participation with toothpaste, and the relevance of the examples – we all hear mean words rather too often.</p>	
<p><b>This example shows good practice because...</b>  Children participate and there is a memorable and physical representation for behaviours.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  Thinking before their actions or words, and understanding that the word “sorry” is important, but it doesn’t solve everything.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Increasing understanding and commitment to good and rejecting evil and increasing positive relationships.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b></p> <ul style="list-style-type: none"> <li>• Respecting others.</li> <li>• Being willing to apologise</li> <li>• Thinking about the impact of our words and actions</li> </ul>
<p><b>If we did this again, one thing I’d change or add ...</b>  The apple being dropped through the story.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  You can choose your words but you cannot choose the effect they have on people.</p>

<b>One great school assembly ...</b>	<b>Your name:</b> Davina Perry
<b>Fruity friends: rotten inside?</b>	<b>Your school:</b> Lamberhead Green
<p><b>Here is an assembly we did at my school which went rather well:</b>  <b>Age group:</b> Reception and EYFS.</p> <p><b>What we did:</b>  An artist friend drew 4 pieces of fruit, banana, pear, orange and apple, with faces. I introduced them as my friends and talked about how they look like lovely people – all are beautiful. But then I asked the children: ‘but are they good friends?’  The artist had drawn a picture of the fruit cut in half on the back of each picture. 3 were shown to be all rotten inside, but the apple was white and pure.  I got 4 different children hold the pictures up banana, pear, orange and apple.  I asked the children to talk to a partner about what the apple is like as a friend to be ‘pure white’.</p> <p><b>What did the children / young people like:</b>  The idea of fruit having a face and personality, the fun of the pictures.</p>	
<p><b>This example shows good practice because...</b>  All children were involved, and it led into a circle time on ‘Good Friend’.  Links to the ELGs for personal development.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  We talked about how they can be like the apple.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Children to reflect on their own behaviour and how they should behave.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  Not judge people by how they look but by what’s on the inside.</p>
<p><b>If we did this again, one thing I’d change or add ...</b>  Follow it up at next time – a real apple that I’ve bruised etc. So when it is opened or sliced then they can actually visually see it and hold it.</p> <p>‘Do to others what you would like them to do to you.’</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  The ‘Friends’ theme song ‘I’ll be there for you!’ played as they leave.</p>

<p>One great school assembly ...</p>	<p>Your name: Hannah Dennis</p>	
<p>Once the words are out...</p>		
<p><b>Here is an assembly we did at my school which went rather well:</b>  <b>Age group:</b> 5-11</p> <p><b>What we did:</b>          We got 6 volunteers to come up to the front.          On some tables were eggs, toothpaste, shaving foam etc.          We asked the children to empty, squeeze, break these things out for thirty seconds.          Then we asked them to put everything back again in 30 seconds.          Of course, they could not.          We asked the children to pair and talk: what is this like? Something you can't take back?</p> <p><b>What did the children / young people like:</b>          Interactive, funny, messy!</p>		
<p><b>This example shows good practice because...</b>          Involves children Q+A thinking.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Making them think about their morals and things they say.</p>	
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>          Moral development.          Development of the self and relationships.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>          Respect.</p>	
<p><b>If we did this again, one thing I'd change or add ...</b>          More on respecting one another.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>          "A chance for children to be part of something bigger".</p>	

<p>One great school assembly ...</p>	<p>Your name: Hannah Tomlinson</p>
<p><b>A Visit From ‘The Message’ Charity Team</b></p>	<p>Your school: Hindley High</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> R 3 &amp; 4</p> <p><b>What we did:</b>          Message Trust  <a href="https://www.message.org.uk/">https://www.message.org.uk/</a>          “Come Alive”</p> <p>This Manchester charity have 20 years experience working in schools: they have a purpose and engaging message, challenging our students about their own sense of purpose and the possibilities of Christian commitment</p> <p>They have a local evangelical team who have sent bands into our school for a number of years sharing testimony of faith and examples of the challenges they’ve overcome, linked to scripture. They have used music to explain and explore big questions about trust, meaning and purpose.</p> <p><b>What did the children / young people like:</b>          Engaging testimony relevant role models. Captivating music alternative new ‘cool worship’.          Relevant and moving experiences from within a faith community.</p>	
<p><b>This example shows good practice because...</b>          All pupils experienced or observed a worship style which was authentic and contemporary.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Remembering / developing self –value.          80 plus of our pupils then visited the Manchester project of the Message Trust.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>          Pupils to learn / experience / observe modern collective worship.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>          Provide opportunities for respecting varied nationalities, a different faith and different types of worship.</p>
<p><b>If we did this again, one thing I’d change or add</b>          Follow up in school (since added): we now host open learning prayer spaces experiences and we are exploring setting up a faith club.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>          Pupils’ response: ‘It gave me chance to pray in an open, comfortable way.’</p>

<p>One great school assembly ...</p>	<p>Your name: Hazel Fairhurst</p>
<p><b>Dare to open the tin</b></p>	<p>Your school: Willow Grove</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> Primary</p> <p><b>What we did:</b>          We presented a tin labelled with something horrible e.g worms, and asked the pupils: who has the courage to open the lid and put their hand inside??          When a child volunteered and put their hand in the tin with closed eyes, it turned out that the tin was full of sweets instead.          The sweets were shared.          We talked about the fact that things are not always what they seem.          Sometimes what scares or alarms you may turn out to be good after all.          Sometimes we can only see that a thing was good for us when we have gone through the alarming bit.</p> <p><b>What did the children / young people like:</b>          The sense of being involved in an active way          The anticipation.</p>	
<p><b>This example shows good practice because...</b></p> <ul style="list-style-type: none"> <li>• It's very visual and memorable.</li> <li>• Feelings of anxiety are brought up and considered in a safe way</li> <li>• Children related to it.</li> <li>• There was a sense of involvement.</li> </ul>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Remembering the point and considering their own responses to things that might make them anxious – adopting a positive approach to life's experiences.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>          Children see that things are not always what they seem.</p> <p>An extension might use a clip from 'The Iron Man' movie, based upon Ted Hughes' poem, where a small boy makes friends with a scary Iron Man who later rescues the whole community from huge danger.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>          Don't believe what you see / perceive.</p>

<p>One great school assembly ...</p>	<p><b>Your name:</b> Jane Dawes</p>
<p><b>Burn your grudge!</b></p>	<p><b>Your school:</b> Nutgrove Methodist Aided Primary School St Helens</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> Whole School</p> <p><b>What we did:</b>          How many times should be forgive? Matthew Bible 18: 21-22. Jesus says ‘don’t just forgive seven times: forgive seventy times seven.’          All children met on the playground around a BBQ (with a safety area around it). The HT talked about forgiveness. He asked children to reflect on any grudges they held against others. All children were given a ‘post it’ to write on who they wanted to forgive and why? Children were then invited to put their post it in the fire and let go of hate to forgive. Then a song and prayer led by children.</p> <p><b>What did the children / young people like:</b>          Being outside a chance to forgive someone singing outside novel use of a fire.</p>	
<p><b>This example shows good practice because...</b>          Includes all children based on values and Christian belief interactive.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Linking scripture to everyday life and values reminding everyone adults as well that forgiveness brings peace and happiness.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>          Belonging as a group means forgiving each other. We all need forgiveness because none of us are perfect. Forgiveness is difficult, and often needs to be repeated.</p> <p><b>Additional idea:</b>          A boy was asked what Jesus meant by saying ‘forgive seventy times seven’. He spent a moment doing mental calculation, and said ‘if someone wrongs you 491 times, then you can really batter them.’</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>          Value of tolerance forgiveness. Communities are all dependent on forgiveness – ‘If you never forgive you will end up alone’</p>
<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>          Collective worship shapes the day ahead. It engenders a feeling of belonging, allows a time to wonder, ask questions and to grow spiritually, valuing oneself, the world and people around.</p>	



<p>One great school assembly ...</p> <h1 style="color: blue;">Solid Rock</h1>	<p><b>Your name:</b> Jane Dawes</p> <p><b>Your school:</b> Nutgrove Methodist aided primary school St Helens</p>
<p><b>Here is an assembly we did at my school which went rather well:</b>  <b>Age group:</b> Whole school.</p> <p><b>What we did:</b>  Matthews 7:24 – 27 is Jesus’ parable of the two house builders: build your house on solid foundations.  This assembly was planned and led by the school caretaker / premises manager. He brought in resources to build a house on different foundations, straw, wood bricks. He then used a massive ‘leaf blower’ to show foundations matter: solid foundations survive the storm, but straw and hay blow away. The caretaker, then linked his ‘stunt’ to scripture about the wise man, and faith and following the Bible teachings to make firm foundations to living life.</p> <p><b>What did the children / young people like:</b>  The ‘stunt’ everyone was amazed when straw and wood were flying around the hall.</p>	
<p><b>This example shows good practice because...</b>  The caretaker delivered the assembly showing all in school are valued and part of the family. Very memorable.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  Children remember that solid foundations are needed in lots of things in life. Wise choices or things may go wrong.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b></p> <ul style="list-style-type: none"> <li>• Remain steady in your moral beliefs – build life on firm foundations.</li> <li>• Use time wisely</li> <li>• Use resources wisely - think of the world.</li> </ul>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  Values – faith.  Stay firm to your values choose the correct way. Jesus said that the firm foundations were his words, his teaching.</p>
<p><b>If we did this again, one thing I’d change or add.</b>  Add a follow up activity to embed the learning. In Design / Technology pupils could use simple materials to construct the strongest house possible, in the outdoors. Foundations below ground make it stable and strong.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  This story from the Sermon on the Mount is very similar to the ‘Three Little Pigs’ story loved by 4-7s. Another assembly could draw out the parallels. Parents teach their small children through story – and Jesus did the same.</p>

One great school assembly ...	<b>Your name:</b> Jane Dawes
<b>Eagles stirring the nest</b>	<b>Your school:</b> Nutgrove Methodist Aided Primary School St Helens
<b>Here is an assembly we did at my school which we think went rather well:</b>	
<b>Age group:</b> Whole school.	
<b>What we did:</b>	
<p>The HT led the assembly. He showed a picture of eagles in a nest. He then discussed how an adult eagle encourages the eaglets to leave the nest by 'stirring the nest'. Removing the comfort to expose thorns etc. Children discussed with each other any times of change they had found difficult. A verse of scripture was then displayed – Deuteronomy 32:11. God is 'Like an eagle that stirs up its nest, that flutters over its young, spreading out its wings, catching them, bearing them on its pinions.' The HT then linked this with Y6 moving on to High School and other classes moving to new classes. In class children wrote a prayer or poetry as a follow up.</p>	
<b>What did the children / young people like:</b>	
<p>The images of the eagle - learning about the eagle, children's discussions, validation that all have to move on at some time. Writing the prayer or poetry in class one Y5 child wrote the best piece of writing he had done all year.</p>	
<b>This example shows good practice because...</b>	<b>We hope this kind of assembly has an impact on pupil by ...</b>
<p>The eagle was something all knew. Linking - everyday to scripture. Time for reflection in prayer or poetry. Impact on addressing worries.</p>	<p>Understanding the need to grow and move on in life that teaches 'prod' with thorns to get the best out of children life is not always comfortable.</p>
<b>Thinking about spiritual and moral development, this assembly might enable ...</b>	<b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>
<ul style="list-style-type: none"> <li>• Spiritual – hope and courage to take the next step.</li> <li>• Moral – to do the right thing.</li> <li>• Social – friendship is especially important at times of change.</li> <li>• Cultural – sense of belonging.</li> </ul>	<p>School values of love and respect for all even when times of change are difficult. Perseverance to keep going with change. Trust – to trust teachers that they make life 'uncomfortable' i.e. challenge in learning to move pupils on in life / prepare for life. The next assembly was focused on the song 'Bring it all to me' (Fischy Music) Y5 learned the song and actions and taught the whole school.</p>
<b>If we did this again, one thing I'd change or add</b>	
<p>More visuals make a nest? Could have been taken to classes?</p>	

<p>One great school assembly ...</p> <h2>Running scared?</h2>	<p><b>Your name:</b> Jen Hunter</p> <p><b>Your school:</b> Hindley Green St John's</p>
<p><b>Here is an assembly we did at my school which went rather well:</b></p> <p><b>Age group:</b> Primary</p> <p><b>What we did:</b>          Talked about times we felt scared.          What did we do when we felt like this?          Have you ever run in the opposite direction?          Introduce story of Jonah. He faced a big challenge. God gave him a job to do but he was scared so he ran in the opposite direction. We told story interactively, children were involved in being characters, the whole school being the waves etc. Talked about the idea that God is with us even when we are scared and we can call on him. Jonah admits he is running away, and things seem to get worse, but his prayer 'from the belly of the fish' is his turning point, and he joins in with God's plan to save a city from itself.</p> <p><b>What did the children / young people like:</b>          Giving their own examples of fear, running scared and similar experiences.          Time for reflection, to apply to life.</p>	
<p><b>This example shows good practice because...</b>          Allow time for reflection.          Applies Biblical story to their own life.          Engaging with a very common children's experience: fear.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Applying Biblical story to their own lives.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>          Children to think about doing 'what's right' even when it's scary.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might:</b>          Connect to children's sense of respect for themselves (sometimes we talk a lot about respect for others, but self-respect and self-worth are of first importance).</p>
<p><b>If we did this again, one thing I'd change or add</b>          Split it into two assemblies.</p> <ol style="list-style-type: none"> <li>1. Tell story of Jonah.</li> <li>2. Thinking about situations we may read coverage to what we can do.</li> </ol> <p>Additional idea:          The second part of the story when Jonah goes to preach in Ninevah, is an anti-racist story. Jonah has to learn that God is not just for the Jews, but for every people. He finds it a hard lesson. Make two more assemblies out of this as well.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>          'Courage is not the absence of fear, but rather the judgement that something else is more important than fear.' Ambrose Redman.</p> <p>Consider the motto:          'Feel the fear – and do it anyway'</p>

One great school assembly ...	<b>Your name:</b> Jo Venn
<b>Using your hands</b>	<b>Your school:</b> Former Head of Balshaws C.E. High School
<b>Here is an assembly we did at my school which we think went rather well:</b>	
<b>Age group:</b> 11-16	
<p><b>What we did:</b>          Everyone look at their hands and their neighbour's hands. Feel the veins in your hand. Look at your fingerprints. See how your nails look today. Touch your fingertips with your thumb. Make a peace sign, a wave, a thumb-the-nose, a fist, some jazz hands.          Then reflect on how you have used your hands today.          Think of the hands of parents/carers: how have they helped you already today.          Hands that can do good – loving, applauding, caring, helping          Hands that can do evil: abuse, stealing, gestures, fighting, showing unkindness or hate          How Jesus used his hands: healing, miracles, sharing food, fishing. Being crucified. Showing his wounds to prove he was alive again.          Story of Aibrecht Durer's famous painting of 'Praying Hands': it is likely that he used his own hands as the reference for the drawing. Although the image of Dürer's 'Praying Hands' is over 500 years old it still appears in today's modern culture in a variety of different forms. The image of the 'Praying Hands' is one where a search of the Internet will generate a significant number of results. When it comes to German Renaissance artists, Dürer is one of the leading figures of the time.          You could add some Biblical references to the hand of God.</p>	
<b>What did the children / young people like:</b>	
Reflection on hands. Compare their hands with grandparents (a task they were sent away to do)	
<b>This example shows good practice because...</b> Reflective. All can be included. Staff can gain from it.	<b>We hope this kind of assembly has an impact on pupil by ...</b> Thinking when they use their hands for good or for evil.
<b>Thinking about spiritual and moral development, this assembly might enable ...</b> <ul style="list-style-type: none"> <li>• Charity work.</li> <li>• Voluntary work around school.</li> <li>• Helping hands - no bullying.</li> </ul>	<b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might:</b> Connect to the virtues of kindness, caring, gentleness and so on which make it possible to put our values into practice.
<b>If we did this again, one thing I'd change or add:</b> Bring pupils out to the front to ensure visually lots of hands of different colours etc. can be seen.	<b>Give us an inspiring quote about the value or purpose of school assembly:</b> The secret is to meet people where they are and then let them lead each other or with help of the community now forward on their journey.

<p>One great school assembly ...</p>	<p><b>Your name:</b> Lindsey Hawthornthwaite</p>
<p><b>Random Acts of Kindness</b></p>	<p><b>Your school:</b> Shevington High</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> 11-16</p> <p><b>What we did:</b>  Week before, around school, a mixture of religious teachings about 'loving your neighbour' were put up with a heart and #RAK week@shs  Secret RAK visitors were recruited who carried out random acts of kindness in the lead up to the assembly. Assembly brought the teachings together with RAK week and activities and religious teachings. Follow on activities linking to love, charity etc. in lessons and form time - PE sponsored lots of activities throughout school linked with fundraising for BHF and healthy hearts.</p> <p><b>What did the children / young people like:</b>  Activities across school. We had:</p> <ul style="list-style-type: none"> <li>• Pop – up RAK shop buy Valentine’s day cards and gifts to be sent in secret.</li> <li>• Send compliment slips.</li> <li>• All lessons had a link to kindness, charity, love etc.</li> <li>• All farm activities linked in to RAK.</li> <li>• News stories.</li> <li>• Writing a letter to thank somebody.</li> <li>• Guardian angels.</li> <li>• Students made and served breakfast.</li> <li>• Love tree at the entrance to school to write a love notes on to somebody.</li> <li>• Emphasis on Christian / spiritual love rather than sexual.</li> <li>• All proceeds donated to BHF.</li> <li>• Forms had a competition to fill the most charity bags for BHF who came and collected them at the end of week.</li> </ul>	
<p><b>This example shows good practice because...</b></p> <ul style="list-style-type: none"> <li>• Encouraged active participate and response.</li> <li>• Variety of activities afterwards.</li> <li>• All participated including staff.</li> </ul>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b></p> <ul style="list-style-type: none"> <li>• They will consider the impact their actions have on others.</li> <li>• Caring for others.</li> </ul>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Students to think about others: all RAKS were encouraged to be in secret so there was no emphasis on showing off etc.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  Encourage respect of others.  Identified similarities between religious and non – religious teachings.</p>
<p><b>If we did this again, one thing I’d change or add:</b></p> <ul style="list-style-type: none"> <li>• A greater follow up it was two weeks before half term so almost ended at the holiday.</li> </ul>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  An assembly should bring people together and leave them inspired to do good or make a change in the world.</p>

<p>One great school assembly ...</p>	<p><b>Your name:</b> Nick Parr</p>
<p><b>Global Warming and Responsibility</b></p>	<p><b>Your school:</b> Garrett Hall</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b> <b>Age group: 11-16</b></p> <p><b>What we did:</b> We wanted to focus on responsibility, thinking about global warming in 'Walk to School' week. Walk to school week: we looked at reasons why this is a good thing to do and a symbol of green activism. We raised questions about our shared responsibility for our Earth, respect for our planet. We saw clips from 'An Inconvenient Truth' – Al Gore. We acted out the Matt Groening / Simpsons scene. Children acted as the earth, sun rays, smog the sun etc.</p> <p><b>What did the children / young people like:</b> Acting out sun rays being beaten up by smog.</p>	
<p><b>This example shows good practice because...</b> Children heavily involved.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b> Awareness of global warming.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b> Responsibility. Respect for the earth.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b> Respect.</p>
<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b> Learn to love and respect the earth. There is no 'Planet B'</p>	

<p><b>One great school assembly</b></p>	<p><b>Your name:</b> Paul Sparks</p>
<p><b>Bible time line in action</b></p>	<p><b>Your school:</b> Golborne St Thomas CE</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> 7-11 (KS2 assembly).</p> <p><b>What we did:</b>  I made a washing line by tying string to two chairs spread across the width of the hall. The washing line represented a time line beginning to end.  I held up cards with Bible characters names on; children come out to put them on the line in chronological order e.g. Adam, Eve, Noah, Moses, Miriam, Ruth, David, Mary, Paul (handed out in non-chronological order). There were 3 cards for Jesus: one for when he was born, one for the beginning of time, and one for the end of time.  We looked at the impact each character had, there was also a word with "me" written on and placed on the line, in the hope that we might have a similar impact on the world.</p> <p><b>What did the children / young people like:</b>  Guessing when to put the names on the line.  Realising that Christians believe Jesus was in the beginning, active in creation (John chapter 1).</p>	
<p><b>This example shows good practice because...</b>  It was interactive.  Gave them a lot of Bible knowledge.  Helped them understand the big picture.  Affirmed pupils with good Biblical knowledge</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  Inspiring them to be leaders for change for the better.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Children to realise they can make a difference.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  Mutual respect and individual liberty to make choices.</p>
<p><b>If we did this again, one thing I'd change or add</b>  I would like this to be a longer assembly rather than have it being carried over into two.   A series of follow up assemblies could tell stories of these key Bible characters.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  It brings the whole school together as one, in unity, where, with longer numbers, we can achieve more.</p>

<p>One great school assembly ...</p>	<p><b>Your name:</b> Rachael Smith</p>
<p><b>Responsible words + actions</b></p>	<p><b>Your school:</b> Castle Hill St Philips</p>
<p><b>Here is an assembly we did at my school which we think went rather well:</b>  <b>Age group:</b> Whole school Reception – Year 6.</p> <p><b>What we did:</b>          Responsibility of words and actions. Can you control your tongue?          2 children racing against each other to spray squirty cream along a bench. Next challenge was to put the cream back into the bottle. Realisation that this was a lot harder. Words are like this: once out of the can, once spoken, we cannot take them back!</p> <p><b>Bible reference: James chapter 3</b>          “Take ships as an example. Although they are so large and are driven by strong winds, they are steered by a very small rudder wherever the pilot wants to go. Likewise, the tongue is a small part of the body, but it makes great boasts. Consider what a great forest is set on fire by a small spark. The tongue also is a fire, a world of evil among the parts of the body. It corrupts the whole body, sets the whole course of one’s life on fire, and is itself set on fire by hell. All kinds of animals, birds, reptiles and sea creatures are being tamed and have been tamed by mankind, but no human being can tame the tongue. It is a restless evil, full of deadly poison. With the tongue we praise our Lord and Father, and with it we curse human beings, who have been made in God’s likeness. Out of the same mouth come praise and cursing. My brothers and sisters, this should not be.”</p> <p><b>What did the children / young people like:</b>          Interactive and engaging competition.          Allowed to be noisy!          Very memorable          Anyone can take action on the issue of speaking kindly and thoughtfully</p>	
<p><b>This example shows good practice because...</b>          Involves children’s real life and linked with Bible.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Promoting them to think before they speak/act.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>          Responding of words and actions.          Say to others what we would like said to us.          Reflection.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>          Encourage respect and empathy towards others.</p>
<p><b>If we did this again, one thing I’d change or add:</b></p> <p>There are scriptures from many other religions about being self-controlled in speech. Another assembly might focus on these.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b></p> <p>Schools are not just about learning to count and to write, but equally about learning to relate and to be kind. Assembly is often where this is in sharpest focus.</p>



<h2>One great school assembly</h2>	<p><b>Your name:</b> Rachael Smith</p>
<h2>Forgiving: why it matters</h2>	<p><b>Your school:</b> Castle Hill St Philips</p>
<p><b>Here is an assembly we did at my school which went rather well: Age group:</b> Whole school YR – 7b.</p> <p><b>What we did:</b>  <b>Forgiveness: like an ink stain, doing bad things can spoil lives. But it is possible to clean up.</b> Use washable ink (the children can think its real ink). Make a splash on cloth when discussing each of the different scenarios that might need forgiveness – unkind words or actions, dishonesty, bullying, carelessness – others suggested by the pupils.          Discuss how we feel clouded and the actions can stain us.          We can't let go and our hearts are clouded if we have been wronged.          To feel fine we need to let go and wash our hearts. Forgiveness is a 2 way process. Wash the cloth and show how the ink disappears.          Don't give the idea that forgiveness is always cheap or easy – it isn't.  <b>What did the children / young people like:</b>          Visual.          Idea was to look at how we can feel trapped when we don't forgive others.          We need to forgive to feel free again.          Forgiveness is for the person who has done wrong, but also for the person who has been wronged.</p>	
<p><b>This example shows good practice because...</b>          Everybody needs forgiveness pretty much every day and without it schools would not function.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>          Thinking about forgiveness together, carefully.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable:</b></p> <ul style="list-style-type: none"> <li>• Spiritual development by considering reasons to forgive, reasons to be generous.</li> <li>• Moral development by encouraging children to realise what a challenge forgiveness is, but also how helpful it is.</li> </ul>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might:</b></p> <ul style="list-style-type: none"> <li>• Promote respect for people who can forgive others.</li> <li>• Increase tolerance because we all need forgiveness.</li> </ul>
<p><b>If we did this again, one thing I'd change or add:</b></p> <ul style="list-style-type: none"> <li>• Consider Jesus' teaching about forgiveness; that you should forgive not 7 times, but 70 times seven!</li> <li>• Consider Jesus' dying words, a prayer for forgiveness for those who crucified him.</li> <li>• Refer to inspirational stories from the Forgiveness Project (easy to find online)</li> </ul>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>          In assembly, pupils can choose to reinforce their own sense of the kind of good person they want to be.</p>

<p>One great school assembly ...</p>	<p><b>Your name:</b> Rebecca Ledsham</p>
<h1>Fair Food?</h1>	<p><b>Your school:</b> Bickershaw C.E Primary</p>
<p><b>Here is an assembly we did at my school which we thought went rather well:</b> <b>Age group:</b> Whole primary school (4-11).</p> <p><b>What we did:</b> Began with all the different things children ate for breakfast. Where do these foods come from? Fridge/cupboard – shop – the world. Where is.....grown/made. Think about who makes it. Introduced ideas of production using example of a banana. Farmer, packer, plantation owner, shipper, importer supermarket buyer – introduce the work each one does. Who deserves the biggest cut of the price, e.g . 15p per banana. Children volunteer to be each role and ask the others for an order to stand in based on cut they should get. Reveal the correct order, after children have argued their case to move position. (Children to use props for each role; clipboard, hi-vis vest etc). Is the real order fair? Introduce Fairtrade and how they are an organisation promoting fairer pay. Show some FT products and how they can spot products. Explain that although it doesn't seem like much we can make a difference reflect FT products can be slightly more expensive is it worth it?</p> <p><b>What did the children / young people like:</b> Being involved playing the roles and dressing up having their say and moving the order of the children.</p>	
<p><b>This example shows good practice because...</b> Children were engaged and interested. The assembly made an impact.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b> Appreciate and understand the sources of food – understand they can affect others around the globe. Consider questions about interdependence and responsibility.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable:</b></p> <ul style="list-style-type: none"> <li>• Children to engage in global awareness.</li> <li>• Thinking about fairness from small scale to global scale</li> <li>• Children to form intentions to be fair when they spend their money</li> </ul>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b></p> <ul style="list-style-type: none"> <li>• Make children realise they make up a global community.</li> <li>• Encourage thankfulness</li> </ul>
<p><b>If we did this again, one thing I'd change or add</b></p> <ul style="list-style-type: none"> <li>• Reference to Jesus' parable of the Rich Fool (brilliantly painted by Rembrandt) might add to the thinking by looking for the messages of the story: people with good harvests or many resources (us?) ought to think of helping others!</li> </ul>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b> We can all make a difference no matter how small!</p>

## One great school assembly ...

# Black Madonna

**Your name:** Carol Close

**Your school:** I work through several schools.

**Here is an assembly I have done which went rather well: Age group:** Y4

**What we did:**

Area with all white pupils.

I showed an Icon – the Black Madonna and child.

Quiet background, music, reflective & questions (with no answers spoken) e.g. I wonder questions what is the Madonna saying to you? Is the baby 'saying anything'? What do you want to say? Say it in your mind? Listen for an answer. Why do you think the statue shows Mary and Jesus as if they come from Africa?

**What did the children / young people like:**

Pupils felt "in touch": "what was that hot feeling"? "I cried because I felt everything".



**This example shows good practice because...**

Handed so much to pupils.

**We hope this kind of assembly has an impact on pupil by ...**

Allowing them to explore their feelings re black Madonna, their sorrows and joys.

**Thinking about spiritual and moral development, this assembly might enable ...**

Pupils to experience the other.

Recognise that our images of God or Christ are often from our own culture, but Christians come from all over the world.

**Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...**

Address tolerance and respect.

**If we did this again, one thing I'd change or add:**

More time to openly reflect afterwards.

**Give us an inspiring quote about the value or purpose of school assembly:**

In assembly, pupils can come face to face with the 'other' and be encouraged to take time to consider things from a fresh point of view.

<p>One great school assembly ...</p>	<p><b>Your name:</b> Carol Close</p>
<p><b>Worship led by a Muslim pupil</b></p>	<p><b>Your school:</b> I work in a number of schools.</p>
<p><b>Here is an assembly I did which went rather well:</b>  <b>Age group:</b> Y5</p> <p><b>What we did:</b>  The class worship was totally led by an Islamic boy using the mirror, window, door approach.  <u>Mirror</u>  He looked at his own religion with help from home. He shared some Islamic practice and belief with the class.  <u>Window</u>  He led the worship enabling other pupils to look at his beliefs, demonstrating his prayers.  <u>Door</u>  He opened the door for others to discover more. He was willing to try and answer questions.</p> <p><b>What did the children / young people like:</b>  Led by peer, helped understanding.</p>	
<p><b>This example shows good practice because...</b>  School values met!  <u>Courage</u> from the young boy.  <u>Respect</u> from the pupils for the boy, listening.  <u>Compassion</u> for his difficulties in following his faith.  <u>Friendship</u> – friends sharing together.  <u>Generosity</u> – Giving of his time.  Forgiveness – of all we have done towards each other.</p>	<p><b>We hope this kind of assembly has an impact on pupil by ...</b>  Meaningful and relevant.  Pupils impressed by the religious commitment and articulate presentation by one of their peers.</p>
<p><b>Thinking about spiritual and moral development, this assembly might enable ...</b>  Reaching all values.</p>	<p><b>Thinking about school values and the British values of tolerance, respect, liberty, this assembly might ...</b>  Reaching all values.</p>
<p><b>If we did this again, one thing I'd change or add:</b>  More time for questions.</p>	<p><b>Give us an inspiring quote about the value or purpose of school assembly:</b>  Assembly is sometimes the place where pupils can show their own lives from beyond school to others, with pride. We need more of that.</p>

## iii.) A Secondary Example from RE Today

### A Secondary Assembly: The F-Word

#### Assembly material from Lat Blaylock (REToday)

This is a hard-hitting assembly on how students use swear words and what Christian and Buddhist scripture (the Bible and the Dhammapada) has to say about our language. The aim is to get them thinking about the impact of their words on themselves and others.

#### Preparation

Before the assembly takes place you could conduct a brief survey among pupils and use the results throughout your assembly. For example, you could ask:

- how often do you swear a day?
- would you like to swear less? Why? Is this a kind of habit? A bad habit? One that can change?
- what made you start swearing?

#### Introduction

To start: "There is usually at least one word which can get a pupil suspended or excluded from school". Tell the pupils that this assembly is about the F-word, but you won't say it.

Point out that in the room there will be four groups of people, including the teachers. You may want to have the four groups displayed on a slide to help students remember them.

In one group, there are all the people who never ever use the F-word. They just don't say it.

In the second group there are people who very occasionally, perhaps by accident, or when they're really furious, or when they've suffered something awful, say the F-word.

In the third group there are people who use the F-word when they decide that they will, as part of the way they talk, for emphasis or insult.

In the fourth group are people who don't realise when they say F---. It slips out all the time, peppering their conversation without them noticing.

The groups may not be clear at the borders, but almost everyone will fit themselves roughly into one of them.

And it's interesting that religions such as Christianity and Buddhism include in their holy writings sayings about the ways in which we speak.

**(Buddhist): 'Good is restraint in speech... He who is controlled in tongue, who speaks wisely, sweet indeed is his speech.' Dhammapada 363**

**(Christian): 'Rid yourselves of all such things as these: anger, rage, malice, slander and filthy language from your lips.' Bible, Colossians 3:8.**

(It may be appropriate in some settings to refer to a different faith as well as Buddhism and Christianity – many religions teach their followers to speak wisely and without insult!)

Christians and Buddhists want to follow the guidance and teaching of their holy books, and so they might take note of these words in the way they speak.

You might illustrate the assembly with an anecdote of your own about a time when bad language got you into deep waters.

**Discussion:** You will need to judge how best this will work in your school. A minute of silence to reflect individually on the question may be more appropriate, but if they can discuss

sensibly this will be a good element to include.

Ask the pupils one or two questions, and give them two minutes to talk in pairs about them. This activity in assembly remains unusual - we usually tell them to stop talking - but it is a simple way of getting everyone to participate, and it's surprising how much effect it has. The questions in this instance might be one or two from this list:

- Which of the four groups are you in?
- How do people feel when they are sworn at? (pairs to choose three words that describe the feeling)
- Is it possible to go through your whole life without swearing?
- Does not swearing make you a better person, a worse person or no different?

### Reflection

Ideally for this section, you'll need an electric buzzer game: where you have to pass a loop of metal along a wire without it touching and setting off a buzzer. Have a volunteer out to try and complete it.

One of the problems we face as humans is finding the will power to be different. Some people would like to swear less but, even if they try, they still do it. It's impossible for them to get through the day without swearing, just like trying to get the loop along this wire without setting it off. So how do we change if we want to?

- some people manage it by sheer will power and practice
- others, especially those from a faith background, would say that you need a greater force at work in you to overcome such ingrained habits.

You might finish the assembly by talking briefly about moments when you've

found your faith or beliefs gives you strength to deal with things you want to change.

### Final Challenge

Finish by asking students to think about whether they feel they are in control of their swearing or bad language and whether they'd like to change their habits.

#### Prayer or Reflection:

I sometimes use this kind of prayer, inviting pupils to listen to it, or to join in with the 'Amen' if they wish to. I would use this prayer with this assembly:

*"God of words, we pray to you.*

*Can you help us to speak the truth, and do it kindly.*

*Where our words run out of control, or get us into trouble, give us your forgiveness*

*Teach us to be good speakers.*

*Teach us to spread goodness by what we say.*

*Amen.*

## Planning Grid Examples

### Primary School's weekly planning sheet

C Collective Worship Planner

Week beginning.....

	Grouping	Leadership	Theme/ Content	Learning Intention	Resources (Music/Visual Aids)	Children's Involvement
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

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By Amber, aged 10

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