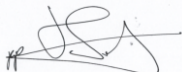




Collective Worship / Assembly Policy

Policy Originator	Campsbourne School
Governing Body Committee	Curriculum and Standards
Status	Approved
Last reviewed	Summer 2024
Ratified on	08.05.2024
Review period	Annually
Signed by Chair of Curriculum and Standards	

“Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear. Collective worship can, nevertheless, be related to the day to day life, aspirations and concerns of the school.”

We provide assemblies on a daily basis, as a whole school or within phases. The aim is that the subject matter of the assembly is thought provoking and encourages children to be reflective.

Assemblies - Our aims are to provide:

- A time to gather, to be still and to reflect in an atmosphere of peace and tranquillity
- A time to consider ourselves within our school, local and global community
- A time to celebrate our achievements

Aims for the children:

In our assemblies we aim for the children to:

- Develop feelings such as awe, wonder, reverence, respect and gratitude.
- Develop a sense of community and belonging within the school.
- Develop an understanding of the school as part of a wider community.
- Celebrate their successes and achievements.
- To learn to reflect on the choices that life presents between right and wrong.
- Feel supported at times of sadness and loss.
- Develop an awareness and respect for the world around us
- To learn about our rights and also our responsibilities
- To learn how to draw upon their own knowledge and experiences.
- Have opportunities for reflection, contemplation, meditation and, if appropriate, prayer.
- To learn about tolerance, respect and consideration
- To learn about inspirational leaders and world faiths
- Learn about citizenship

Withdrawal from Assemblies

At Campsbourne School we value assemblies as a time for the whole school to meet together and as a time for reflection on topics that apply to us all in the school community. We plan sensitively and aim to make them as inclusive as possible within the legal framework. If, however, parents wish to withdraw their children they should follow the school procedure:

1. Withdrawal can only be considered if a parent/guardian submits a written request
2. A letter should be sent outlining the core aims and principles of assemblies. The letter should have a return slip stating whether the parent still wishes the child to be withdrawn
3. Any subsequent withdrawal should be acknowledged by the head teacher with a signed letter. The parent/guardian has the right to ask for the child to be included at any point in the future

Prayer Room

A room for prayer is made available for all children and staff to use during their break-times upon request. The rooms may equally be used as a quiet space to sit and contemplate, to pray, to take a few moments to de-stress from a busy day, or to help recover from a traumatic life event, such as bereavement. The room provided is small, only capable of being used by a few people at a time. The

Prayer Room will remain neutral and therefore it is not permitted to permanently display imagery, statues, or written materials in the rooms, or just outside the room. All users must be sensitive to others who may also wish to use the room after them.

Assembly Program

Assemblies are taken by the head teacher or senior member of the teaching staff and consist of:

- Topics linked to the PSHE Curriculum and major religious festivals that are celebrated by members of our school and local community; key events and figures from our Equalities programme including Black British History / UK Civil Rights Movement and Gender Equality and LGBTQ+ and significant national days of remembrance including Remembrance Sunday and Holocaust Memorial Day and charity Events.
- Keeping Safe assemblies which focus on online safety, safeguarding and keeping safe both inside and outside school
- Values Assemblies which are linked to learning behaviours and our Behaviour Policy.

(See Appendix A for a Draft Assembly Program)

Wherever possible stories are used to illustrate the key themes with children given the opportunity for reflection generally related to a thought or question for the week.

	Head Teacher (School Values)	Deputy Head Teacher (Online Safety / Anchor)	Lead Practitioner (PSHE)
Monday	Whole School Singing Assembly (Music Teacher)		
Tuesday	Reception and Year 1	Years 2 and 3	Years 4, 5 and 6
Wednesday	Years 2 and 3	Years 4, 5 and 6	Reception and Year 1
Thursday	Years 4, 5 and 6	Reception and Year 1	Years 2 and 3
Friday	Whole School Celebration Assembly		

Visitors

In order to build stronger links with our local community we also invite visitors into school where appropriate e.g. local religious groups, the police, fire brigade etc.

All visitors are required to read the following statement (see appendix B) and demonstrate their agreement by electronically signing it using the Inventory System.

Campsbourne School Assembly Timetable and Themes

	Assembly	Location	Member of Staff
Monday	Values Assembly	Phases	SLT Members
Tuesday	PSHE Assembly	Phases	SLT Members
Wednesday	Whole School Singing Assembly	Junior Hall	Music Teacher
Thursday	Keeping Safe Assembly	Phases	SLT Members
Friday	Whole School Celebration Assembly	Junior Hall	SLT Members

PSHE Assemblies

Autumn 1	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Welcome Back / School Rules and Respect for All Statement		
Week 2	Anti-Bullying		
Week 3	What are our Responsibilities: School Council, Playground Buddies, Anti Bullying Ambassadors, Playground Monitors etc		
Week 4	Yom Kippur		
Week 5	Black History Month (Introduction)		
Week 6	Famous Black Britons		
Week 7	Harvest Festival		

Autumn 2	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	How do my feelings and actions affect others? Linked to Anti-Bullying Week		
Week 2	Remembrance Day		
Week 3	Diwali 10.11.2023 - 15.11.2023		
Week 4	Anti-Bullying Week		
Week 5	Road Safety Week		
Week 6	Hanukkah 07.12.2023 to 15.12.2023		
Week 7	No Assembly – Christmas Shows		

Spring 1	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	No Assembly		
Week 2	Chinese New Year - Dragon (10.02.2023)		
Week 3	Martin Luther King Day (American Civil Rights Campaigner)		
Week 4	Darcus Howe (UK Civil Rights Campaigner)		
Week 5	LGBT+ History Month		
Week 6	Children's Mental Health Week (including Safer Internet Day 6 th Feb)		

Spring 2	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Shrove Tuesday (13.02.2024)		
Week 2	WBD (07.03.2024)		
Week 3	International Women's Day - 08.03.2024		
Week 4	Ramadan 10.03.2024 –10.04.2024		
Week 5	Passover 22.04.2024 – 30.04.2024		
Week 6	Easter		

Summer 1	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Stephen Lawrence Day (22.04.2024)		
Week 2	Anti-Bullying		
Week 3	Paul Stephenson: Bristol Bus Protest		
Week 4	No Assemblies due to SATs		
Week 5	International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) (17.05.2024)		
Week 6	Buddha Day (23.05.2024)		

Summer 2	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	How to prepare for change		
Week 2	Sports Day		
Week 3	Humanist Day 21.06.2024		
Week 4	Anti-Bullying		
Week 5	Refugee Week (June 2023)		
Week 6	Meeting New Class Teachers		
Week 7	End of Year		

Keeping Safe Assemblies (Online Safety assemblies use Project Evolve Resources)

Autumn 1	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Self-Image and Identity	Self-Image and Identity	Self-Image and Identity
Week 2	Self-Image and Identity	Self-Image and Identity	Self-Image and Identity
Week 3	Self-Image and Identity	Self-Image and Identity	Self-Image and Identity
Week 4	Self-Image and Identity	Self-Image and Identity	Self-Image and Identity
Week 5	Self-Image and Identity	Self-Image and Identity	Self-Image and Identity
Week 6	Anchor Approach: Growing Resilience	Anchor Approach: Growing Resilience	Anchor Approach: Growing Resilience
Week 7	Anchor Approach: Feeling Safe	Anchor Approach: Feeling Safe	Anchor Approach: Feeling Safe

Autumn 2	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Online Relationships	Online Relationships	Online Relationships
Week 2	Online Relationships	Online Relationships	Online Relationships
Week 3	Online Relationships	Online Relationships	Online Relationships
Week 4	Online Relationships	Online Relationships	Online Relationships
Week 5	Online Relationships	Online Relationships	Online Relationships
Week 6	Anchor Approach: I Belong	Anchor Approach: I Belong	Anchor Approach: I Belong
Week 7	Anchor Approach: The Sky is the Limit	Anchor Approach: The Sky is the Limit	Anchor Approach: The Sky is the Limit

Spring 1	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Online Reputation	Online Reputation	Online Reputation
Week 2	Online Reputation	Online Reputation	Online Reputation
Week 3	Online Reputation	Online Reputation	Online Reputation
Week 4	Anchor Approach: I Can Change Things	Anchor Approach: I Can Change Things	Anchor Approach: I Can Change Things
Week 5	Anchor Approach: My Strong Mind	Anchor Approach: My Strong Mind	Anchor Approach: My Strong Mind
Week 6	Safer Internet Day	Safer Internet Day	Safer Internet Day

Spring 2	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Managing Online Information	Managing Online Information	Managing Online Information
Week 2	Managing Online Information	Managing Online Information	Managing Online Information
Week 3	Managing Online Information	Managing Online Information	Managing Online Information
Week 4	Managing Online Information	Managing Online Information	Managing Online Information
Week 5	Anchor Approach: Working Together	Anchor Approach: Working Together	Anchor Approach: Working Together
Week 6	Anchor Approach: I Am Me and I Matter	Anchor Approach: I Am Me and I Matter	Anchor Approach: I Am Me and I Matter

Summer 1	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle
Week 2	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle
Week 3	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle
Week 4	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle	Health, Well-being and Lifestyle
Week 5	Anchor Approach: I Am Strong	Anchor Approach: I Am Strong	Anchor Approach: I Am Strong
Week 6	Anchor Approach: Making a Difference	Anchor Approach: Making a Difference	Anchor Approach: Making a Difference

Summer 2	Rec and Y1	Years 2 and 3	Years 4, 5 and 6
Date	Topic	Topic	Topic
Week 1	Privacy and Security	Privacy and Security	Privacy and Security
Week 2	Privacy and Security	Privacy and Security	Privacy and Security
Week 3	Privacy and Security	Privacy and Security	Privacy and Security
Week 4	Privacy and Security	Privacy and Security	Privacy and Security
Week 5	Anchor Approach: Be Kind	Anchor Approach: Be Kind	Anchor Approach: Be Kind
Week 6	Anchor Approach: Let's Try Something New	Anchor Approach: Let's Try Something New	Anchor Approach: Let's Try Something New
Week 7	End of Year		

Values Assemblies linked to Learning Behaviours

These assemblies are repeated on a half termly basis.

Each week we reflect on a different aspect of the Wheel of Resilience

Autumn 1 - Expectations

Autumn 2 - Learning Behaviours

Spring and Summer Term - Stories with Values linked to Expectations or Learning Behaviours

● Learning behaviours built from SAFETY in learning

● Learning behaviours developed by ADVENTURE in learning

Area on wheel	Expectation	Learning Behaviours	Values	Stories to Support Assemblies
Safety	<p>1. WE WILL KEEP EACH OTHER SAFE</p> <p>Children will:</p> <p>Move around the building safely, calmly and quietly</p> <p>Not bring anything to school that could cause harm to others</p> <p>Make sure physical contact is appropriate</p> <p>Only leave classroom with permission</p> <p>Walk around the school building - do not run</p> <p>Stay on school premises</p> <p>Sit on their seat properly</p>		<p>Friendship</p> <p>Calmness</p> <p>Kindness</p>	<p>Friendship (Cyril and Pat by Emily Gravett)</p> <p>Peace</p> <p>Kindness (Hospital Dog)</p> <p>The Hare and the Tortoise (Moving Around the School)</p>
Belonging	<p>2. WE TREAT EACH OTHER AND OUR SCHOOL ENVIRONMENT WITH RESPECT</p> <p>Children will:</p> <p>Wear the correct uniform</p> <p>Be on time to school and lessons</p> <p>Be in the right place at the right time</p> <p>Speak and listen to each other with respect</p> <p>Talk to members of staff about any problems or concerns</p> <p>Be careful with our belongings and the belongings of others</p>	<p>☑ I can work well in a team</p> <p>☑ I can ask for help when needed</p> <p>☑ I enjoy learning from others</p> <p>☑ I enjoy collaborating with others and sharing ideas</p> <p>☑ I can explain my learning to others</p>	<p>Teamwork</p> <p>Responsibility</p>	<p>Teamwork (Pumpkin Soup by Helen Cooper) and (Superworm by Julia Donaldson) and Elmer and the Hippos by David McKee)</p> <p>Responsibility (Tidy by Emily Gravett)</p>

	<p>Value and respect the cultural and religious beliefs of others</p> <p>Allow other students to work without interruption</p> <p>Invite lone students to join your group</p> <p>Students make a positive contribution to school community</p>			
Achieving	<p>3. WE TRY OUR BEST IN EVERYTHING WE DO</p> <p>Children will:</p> <p>Follow instructions quickly</p> <p>Avoid distracting and disturbing other Children from learning</p> <p>Complete set work on time</p> <p>Work hard to the best of our ability</p> <p>Work with others sensibly, sensitively and seriously</p> <p>Positively engage with learning and extra-curricular experiences</p> <p>Be curious and creative when approaching learning</p> <p>Learn from mistakes</p> <p>Listen to others, especially adults</p> <p>Arrive on time and be prepared with all books, equipment and planner</p>	<p><input type="checkbox"/> I can contribute to class discussions and provide answers even when I am not sure</p> <p><input type="checkbox"/> I can settle into learning quickly</p> <p><input type="checkbox"/> I can focus in class and concentrate</p> <p><input type="checkbox"/> I can recognise when I've made progress</p> <p><input type="checkbox"/> I like to learn new things</p> <p><input type="checkbox"/> I follow classroom routines</p> <p><input type="checkbox"/> I keep going when things are hard (stuck) or I have a setback</p> <p><input type="checkbox"/> I can make connections and make links to things I already know</p> <p><input type="checkbox"/> I try new things and enjoy being creative</p> <p><input type="checkbox"/> I can problem solve</p>	<p>Determination</p> <p>Resilience</p>	<p>Determination (The Sea Swallow and the Humpback Whale by Catherine Barr)</p> <p>Resilience (Tilda Tries Again by Tom Percival)</p>
Empowerment	<p>4. WE TAKE RESPONSIBILITY FOR OURSELVES AND ARE PROUD OF OUR SCHOOL</p> <p>Children will:</p> <p>Play fairly, share and take turns on equipment</p>	<p><input type="checkbox"/> I can challenge myself</p> <p><input type="checkbox"/> I know what helps me to learn</p> <p><input type="checkbox"/> I can act on advice and feedback</p>	<p>Appreciation</p> <p>Kindness</p> <p>Independence</p>	<p>Appreciation - (Malala's Magic Pencil by Malala Yousafzai) and A Squash and a Squeeze by Julia Donaldson</p> <p>Unity - (On Sudden Hill by Linda Sarah)</p>

	<p>Only take their own belongings</p> <p>Use own equipment unless they have asked permission</p> <p>Strive to give of their best and celebrate creativity Acknowledge the achievements of others Make the most of all opportunities to keep healthy in mind and body Make use of all the support available in and out of school Take pride in their school and themselves by trying their best, keeping the school clean and tidy, and ensuring it is a happy place to be</p> <p>Positively engage with others, offering and accepting help</p> <p>Try to think before they act and if it's difficult, work towards this goal Take responsibility for their actions and understand there are consequences</p>	<p>☑ I understand that sometimes I need to practise and be patient</p> <p>☑ I can refocus myself if I get distracted with learning</p> <p>☑ I can listen well</p> <p>☑ I am aware of my own strengths and weaknesses</p> <p>☑ I understand that I can learn from my failures</p> <p>☑ I try different strategies before asking for help</p> <p>☑ I keep going even if I don't like what I am doing</p> <p>☑ I can reflect on my learning and identify my next steps (use of success criteria)</p> <p>☑ I can communicate what I need to others</p> <p>☑ I know I can influence outcomes through my own actions</p>		<p>Community</p> <p>Kindness - (Sharing a Shell)</p> <p>Independence - / Asking for Help (The Way Home for Wolf by Rachel Bright)</p>
<p>Purpose</p>	<p>5. WE ARE KIND AND CARING TO EACH OTHER</p> <p>Children will:</p> <p>Listen and respect others, be silent when asked</p> <p>Be honest and tell the truth</p> <p>Be considerate, trusting, thoughtful and empathetic to others Be ready to help whenever possible Respect others by being polite, kind and helpful to all</p>	<p>☑ I can work well with others</p> <p>☑ I can explain my learning to others and share ideas</p> <p>☑ I can give positive feedback to others</p> <p>☑ I am thankful for experiences and the ability to learn</p>	<p>Teamwork</p> <p>Caring</p> <p>Listening</p>	<p>Teamwork (The Squirrels who Squabbled)</p> <p>Caring (Be Kind by Pat Zietlow Miller)</p> <p>Listening (My Monster and Me by Nadiya Hussain)</p>

	<p>Make a contribution to the school community by volunteering, joining school clubs and activities and helping with events</p> <p>Notice and appreciate other people's kindness and when things are going well for them</p>	<p>☑ Is thankful for the help of others</p> <p>☑ I can help others with their learning</p> <p>☑ I am curious about my learning and I can ask questions</p> <p>☑ I can consider the views and ideas from others</p>		
Adventure	<p>6. WE ARE READY TO TRY NEW THINGS</p> <p>Children will:</p> <p>Try their best even when it gets hard</p> <p>Avoid inappropriate risks that could put themselves and/or others in danger</p> <p>Be willing to try and learn from mistakes or failure</p> <p>Be willing to try new activities and tasks, even if they may seem hard</p> <p>Show courage and creativity when approaching tasks, new experiences and topics</p>		<p>Aspiration</p> <p>Freedom</p> <p>Courage</p>	<p>Aspiration (Dog's Don't Do Ballet by Anna Kemp)</p> <p>Freedom (William's Doll by Charlotte Zolotov and Julian is a Mermaid by Jessica Love)</p> <p>Courage (The Gruffalo's Child by Julia Donaldson)</p> <p>(A Little bit Brave by Nicola Kinnear)</p>

Our Values and Safeguarding and Protecting Children: All Visitors Briefing Document – September 2024

Welcome to Campsbourne School

Safeguarding and Child Protection is extremely important to all the schools' staff and pupils. We would appreciate it if all visitors could make themselves aware of the procedures outlined in this document.

As a Visitor to the School please ensure that you follow the following procedures:

- Sign in at the main reception and sign out when you are leaving
- Ensure your visitors badge is clearly displayed on your clothing at all times whilst you are in the School
- You are accompanied by a member of staff (unless otherwise advised)
- All visitors that are working on the site must report to main reception and arrange for their identity to be checked before they start work or accompanied by a member of staff at all times

What to do if you have a safeguarding or child protection concern:

In the event that you are concerned about the protection or safeguarding of a child please contact a member of staff in the school office with any issues or queries. The issue will be addressed and communicated immediately to our Child Protection Officers: Jonathan Smith - Head Teacher and Designated Safeguarding Officer or Wendy Fitt – Pastoral Manager and Deputy Designated Safeguarding Officer.

	
Jonathan Smith Head Teacher Designated Safeguarding Lead	Morgan Currie Deputy Head Teacher Deputy Designated Safeguarding Lead
	
Wendy Fitt Pastoral Manager Deputy Designated Safeguarding Lead	Emily Arkel Governor Responsible for Safeguarding

Supporting British Values

We also actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, as defined by the Department for Education. Visitors to our school are reminded of their responsibility to actively promote all these values whilst they are on school property or working for the school.

Health and Safety

Your safety and well-being during your visit are important to us. As a visitor you have a legal duty to care for the Health and Safety of yourself and others. If you have any health and safety concerns please let the school office know.

Emergency Procedures - What should you do if you discover a fire?

Visitors should exit the building by the nearest exit (Building plans with the nearest exits highlights are visible in all rooms near the door.) Informing the nearest member of staff on the way out of the location of a fire.

Classrooms

Please do not enter classrooms unless escorted by a member of staff or by prior arrangement.

Accidents

Please make sure that any illness, accidents or injuries are reported to the school office.

Smoking / Vaping

It is against the law to smoke or vape on school premises.

Property or Vehicles

The school accepts no responsibility for any loss or damage to visitor's property or vehicles.