

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR COLLECTIVE WORSHIP



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Reviewing the Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher

Date

Chair of Governors

Date

Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

COLLECTIVE WORSHIP - A STATEMENT OF POLICY

The Education Reform Act of 1988 requires all schools in Wales to devise their own collective worship policy in line with national and county guidelines and to outline the way in which the school intends to present collective worship to its pupils. It is a statutory requirement of the Act and one which demands a policy statement in the way all subjects of the National Curriculum do and in fact should be viewed as an integral part of our broadly based curriculum. The following is a brief outline of the main legislative requirements that apply to our school and it is with these in mind that our policy statement is devised.

1. The word *assembly* is never used in the Act; instead *collective* worship which, together with R.E., is seen as part of the school curriculum.
2. The main *organisational* requirements are that:
 - a) collective worship must be **daily for all registered pupils**;
 - b) it can be at any **time of the school day**;
 - c) it can be in **whatever grouping the school wishes**;
 - d) as a rule it must **take place on the school premises**. Any acts of collective worship off the school premises must be in *addition* to the statutory daily act of collective worship.

3. The clauses relating to style and content state that:
 - a) the *majority* of acts of collective worship each term should be “**wholly or mainly of a broadly Christian character**” -that is reflecting the “**broad traditions of Christian belief**” - but they should be non-denominational;
 - b) regard must be taken of the pupils **ages, aptitudes and family backgrounds**;
 - c) if a school believes that “wholly or mainly of a broadly Christian character” is inappropriate, it **can apply to its local SACRE (Standing Advisory Council for Religious Education) to have that clause lifted or modified for the whole school or for a class or description of pupils within the school**. In making such a request to the SACRE, the headteacher must consult with the governors who might also choose to seek the views of parents.
4. Parents retain the right to **withdraw** their children. Teachers’ rights are also safeguarded.
5. It is the duty of the headteacher -after consulting with the governing body - to see that these arrangements are carried out.

These requirements, in every aspect are prescriptive and strengthened by their position in terms of the law and so must be adhered to strictly. Our school also has a moral responsibility to its pupils to engage children daily in a thoughtful act of collective worship whilst respecting the integrity of all those who participate. It is with this in mind that our policy must be clear, reflecting the aims and objectives of collective worship, the character of our school and the ways in which these can best be put into practice.

In response to this, the Local Education Authority suggests three guiding principles upon which any policy on collective worship should be founded. These have implications for both the content and the style of delivery to the children. These are:

1. that collective worship should be **INCLUSIVE**;
2. that collective worship should be **SPIRITUAL**;
3. that collective worship should be **EDUCATIONAL**.

Aims and Objectives

The following aims and objectives are set within the context of the individuality of our pupils and their learning difficulties.

1. Collective worship should aim to promote the spiritual development of each pupil in a sensitive and careful manner.
2. To enrich pupils’ experiences and to enable them to be tolerant of other people’s viewpoints, beliefs and customs.
3. An opportunity to experience worship or to be brought to the threshold of worship.
4. To consider that worship is relevant and meaningful.
5. To create an atmosphere appropriate for silent contemplation and to respond personally and positively.
6. To appreciate the use of symbols and language in worship.
7. To give pupils an opportunity to investigate their own religious viewpoints in relation to others by offering them new experiences.

8. To attempt to elicit a personal response to ultimate questions and therefore to raise their spiritual consciousness.
9. To promote a personal search for the Truth and the meaning of life.
10. To develop a sense of values within the school, and the local community and the world at large.

Organisation of Collective Worship

All the pupils are involved in collective worship daily. To best meet the requirements of the Education Reform Act and to fulfil the aims and objectives for collective worship, the children participate as members of different organisational groups.

Upper / Lower School / Satellites -

The children participating in collective worship, being part of a school community is fundamental to the child's understanding of worship and the development of a sense of values within the school, and children's understanding of their rights inline with the UNCRC. These are important occasions and ones when parents and members of the local community may be involved. Collective Worship takes place in large and small groups. When pupils participate in *Collective Worship in the Classroom* - the children participate in collective worship with other members of their class. The style of presentation can be pupil centred allowing each child to participate as fully as they wish in a way which is more personal to them.

Planning and Content

The content of the collective worship is based on the development of a theme throughout the week. These themes are based on the suggestions provided by the Local Education Authority (see Appendix A) and encompass both Christianity and the other major religions represented in Wales. Themes may also reflect the celebration of those festivals throughout the year which are important to individual children and to the development of a community ethos within the school.

The planning is carried out as upper/lower school, and individual class. The development of the theme is outlined, as well as a bank of suggestions for the collective worship within the classroom (Appendix B).

Children attending Y Porth Satellite and Tasker Milward Satellite will also have the opportunity if appropriate to attend collective worship with mainstream peers.

It is intended that the content will follow a two-year cycle of themes.

At times throughout the school year the collective worship will be presented by the children themselves reflecting a theme of their choice, usually connected with the work they are undertaking in the classroom. It may also be connected with a special time of the year - Harvest Festival, Christmas and St. David's day - these services often supported by a representative from one of our local churches.

A local minister takes collective worship in our school once a month, other local ministers may speak at special assemblies throughout the year.

Organisation of Collective Worship

The daily format of collective worship can vary but might be based on the following structure:-

- Music
- Song
- Main content (story, reading, talk, role play)
- Prayers

Announcements and Birthdays may follow as part of the assembly but not as collective worship.

Planning, Recording, Evaluating

It is important that acts of collective worship are carefully planned in line with all other aspects and subjects of the curriculum to ensure:

- A balance in content and approach
- Relevance to the pupils' interests and needs
- An appropriateness to their aptitudes and abilities

The school's plans for daily collective worship follow a two year cycle and can be found in Appendix C.

Role of Governing Body

Governing Bodies are accountable in terms of ensuring that local needs are met in relation to the provision of collective worship.

Visiting Providers for Collective Worship

Once a month a visiting provider leads collective worship.

APPENDIX A

COLLECTIVE WORSHIP

THREE GUIDING PRINCIPLES

- i) Collective worship should be **INCLUSIVE**.
- ii) Collective worship should be **SPIRITUAL**.
- iii) Collective worship should be **EDUCATIONAL**.

COLLECTIVE WORSHIP SHOULD BE INCLUSIVE

Implications (positively expressed):

- * Collective worship should be pupil-centred and related to pupils' own experiences.
- * Collective worship should acknowledge diversity and affirm each pupil's (and teacher's) own life-stance, whether it be religious or not.
- * Collective worship should involve pupils as active participants where possible.
- * Collective worship should be shaped to the particular needs of pupils in individual schools. Commitment to this principle should encourage diversity of practice.
- * Collective worship should foster a sense of community within each school: a sense of shared values, identity, perception, outlook and purpose.

Implications (negatively expressed):

- * Collective worship should not simply be watered-down versions of worship in adult faith communities. (This is not to say that schools should not draw upon the wide variety of worship practices within faith communities to enrich their own collective worship.)
- * Pupils (and teachers) should not simply mouth faith statements which they do not understand or to which they do not themselves adhere.
- * Pupils (and teachers) should not be placed in positions where they are made to feel uneasy, or less than honest, or where their personal integrity is not respected.
- * If collective worship is inclusive there should be no need for the right of withdrawal to be exercised.

COLLECTIVE WORSHIP SHOULD BE SPIRITUAL

Implications (positively expressed):

- * Collective worship should provide a breathing space in the busy whirl of school activity: a time to gather, to be still and to reflect in an atmosphere of peace and tranquillity: a time to refresh the spirit.
- * Collective worship should be a 'special' time with a distinctively spiritual atmosphere, one that is conducive to worship. The use of appropriate background music will help to create such an ambience, and the setting for collective worship should be made as attractive as possible. Often it will help if there is a visual focus for those present.
- * The pupils attending collective worship should feel calm and relaxed. Above all, they should be comfortable. Consideration should also be given to the manner in which pupils enter and leave.
- * Collective worship should 'develop the spirit' through a variety of words, music and images, and should sensitise children to the spiritual dimension of life. Collective worship should allow pupils to reflect upon spiritual writings, music and works of art. The world's great religions are obvious repositories of profound spiritual insights, and material derived from the Christian traditions will help to ensure the Christian character of most of the worship.
- * Collective worship should provide opportunities for pupils to participate in a variety of spiritual activities, such as worship, singing, dancing and drama. Sharing food and drink, prayer, quiet contemplation and meditation. These activities should always be undertaken with care and sensitivity, and it is a legal requirement that they should be appropriate to the pupils' ages, aptitudes and family background. It is also mandatory that such activities, when constituting worship that is wholly or mainly of a broadly Christian character, should not be distinctive of any particular Christian denomination.
- * Collective worship should provide opportunities and space for individual reflection and a variety of individual responses, including worship. Often this will be facilitated by the use of a purposeful silence.
- * Collective worship must always provide an opportunity for pupils to participate.
- * Collective worship should be separated from day to day school announcements.

Implications (negatively expressed):

- * Anything that may disturb the spiritual atmosphere engendered in collective worship, such as announcements, reprimands or the clatter from kitchens, would be unacceptable.
- * Collective worship should not simply consist of stories with a moral!

COLLECTIVE WORSHIP SHOULD BE EDUCATIONAL

Implications (positively expressed):

- * Collective worship should be governed by the same educational criteria that apply to any other educational activity. Collective worship should be learning experiences of real quality, related to the pupils' own experiences. They should be properly prepared, executed and evaluated. Time should be found to enable proper planning to take place and collective worship should be appropriately resourced.
- * Collective worship should be explicitly related to other curricular activity. Collective worship will naturally complement some of the work done in R.E. , providing insight into the nature and practice of worship.
- * Collective worship should provide schools with opportunities to reflect on their own educational purpose and to celebrate a range of educational achievements (not simply academic and sporting success!).
- * The aims of collective worship should be educational and consistent with the educational aims and objectives of the school. Indeed, acts of worship provide a useful means of realising many of the educational aims of the school.

Implications (negatively expressed):

- * There is no place in collective worship for evangelism and indoctrination, both of which seek to bring pupils to a particular conviction and to discourage questioning. These are anti-educational.

THEMES FOR COLLECTIVE WORSHIP

Achievement and Talent	Giving of our Best	Saying "Thank You"
Ambition	Greed	Seasons
Beauty	Growth	Self Discipline
Beginnings and Endings	Happiness is ...	Senses
Being Upset	Happy Days	Sharing
Belonging	Harvest	Sharing a Secret
Birth	Health and Ill-health	Silence and Stillness
Books	Helping Hands	Sounds I have Heard
Special Books	Helping Others	Success and Failure
Bridges	Hobbies	
The Bully	Homes	Talents
Care	Honesty	Thanksgiving
Choosing Friends	Human Rights	Time
Circles	Jealousy	Toys
Clothes	Journeys	Values
Colours	Leisure	War and Peace
Communication	Light and Dark	Water
Community	Loneliness	What a Mess!
Conflict	Loss	What about you?
Conservation	Love	Winning and Losing
Coping with Crisis	Money and Wealth	World around us
Courage	Myself	Wonder and Awe
Courtesy	My Favourite Music	Working Together
Creation		
Death	Names	
Fairplay	Neighbours	
Faith	One World	
Family Life	Ourselves	
Famine	Patience	
Favourite Things	People Who Help us	
Fear	Perseverance	
Festivals	Pollution	
Fire	Possessions	
Food	Prayer	
Forgiveness	Precious Things	
Freedom	Promises	
Friendship	Rules	
Fun		
Gifts		
Giving		

Guidance for Visiting Providers

The two following organisations give guidance on the involvement of visiting providers in school. Schools may wish to use this guidance to discuss the providers' involvement in collective worship

Professional Council for Religious Education

The Professional Council for Religious Education is the subject teacher association for teachers of R.E. The following code of conduct is taken from their booklet "Religious Believers Visiting Schools: Guidance and a Code of Conduct".

The code of Conduct

Religious visitors taking part in the life of a school should:

- Be willing to share their own experiences, beliefs and insights, but avoid (1) criticising the experience and insights of others and (2) imposing their views upon pupils in any way;
- Be familiar with the school's aims, ethos and policies. And plan their involvement in the light of the aims and curriculum at the school;
- Seek to use engaging teaching and learning methods which involve the pupils actively, and to communicate at appropriate levels for the age group(s) concerned;
- Be willing to respect and value the faith of children and young people when it is different to their own;
- Develop ways of speaking to children which communicate their open approach, avoiding any hidden agenda to convert young people.

This question will help visitors to reflect on their approach

If a member of another religion visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?

Correspondence is welcomed at: **PcfRE, Royal Buildings, Victoria Street, Derby, DE1 1GW.**

Tel: 01332 296655; Fax: 01332 343253; Email: cem@cem.org.uk

The Schools Ministry Network

The Schools Ministry Network has devised the following principles and practice. The schools Ministry Network is a voluntary association of Christian organisation and individuals working with schools.

In joining the network members commit themselves to its objectives, principles and practice. Membership does not imply that any individual has undergone any particular training or is accredited in any other way. Providers join the Schools Ministry Network on the recommendation of someone already working with the Network.

These principles also provide sound exemplars for providers working outside the Network

Principles and Practice

- (i) We recognise schools to be places of Education and seek to work with them in appropriate ways.
- (ii) We believe that Christians have a responsibility to make a positive contribution to the whole school community
- (iii) We seek to assist pupils to evaluate Christianity as a way of life, by, for example:
 - a) Helping them to understand basic Christian beliefs;
 - b) Sharing the relevance of Christianity to different areas of life
 - c) Assisting pupils in forming and/or clarifying personal values
 - d) Supporting ongoing work in Schools;
 - e) Giving pupils a positive experience of meeting Christians in school;
 - f) Bringing personal and professional support for Christian teachers
- (iv) We recognise the important of strategic, long term approach to ministry in the school community
- (v) We recognise the important of the local Church in outreach and discipleship
- (vi) We seek to work in conjunction with, and mindful of, the school staff not in isolation
- (vii) We seek to co-operate with other Christians in the school community
- (viii) We seek to identify and make contact with Christians already working in school before beginning something new
- (ix) We will show respect for school administration, staff and parents, and never knowingly undermine them
- (x) We will seek to teach Christian principles, while not promoting denominations.

Schools Ministry Network, c/o 207-209 Queensway, Bletchley, Milton Keynes MK2 2EB. Tel: 01908 856168

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Autumn Term Week 1	Friendship New term , New Start Steps through life	To welcome new pupils All about me - ask a pupil to look at another and talk about what they see - eye colour, hair - long/short etc. Are they smiling etc? Bring in a bag of items that tell pupils about me - eg. book, chocolate, golfball, photos etc. Talk about how we can get to know new friends.	To welcome new pupils. Talk about how we can show new pupils the routines of the school day. Talk about the school rules - being kind and helpful	Discuss what pupils did in the holidays and how quickly we move through life and through school Discuss the importance of doing things well and giving the best we can	Discuss the holidays and bring in items of activities participated in. Ask pupils to talk about one thing they did. Discuss what it feels like when we go somewhere new like on holiday. Welcome new pupils and introduce. Remind all pupils about how we behave in Portfield school with good manners
Week 2	Friendship/ Humility Ambitions	Discuss how important it is that we do things well. Discuss the new term as a new beginning and the importance of these in our lives. Web site - widget - the creation story	Discuss making the right preparations for what we are going to do. Talk about organising the tools we need to do different things in school - for work, for lunch, for leisure. Discuss the targets that have been set for pupils and how important it is to try and achieve them	Discuss the class routines and daily reinforce the importance of doing things well. Discuss the targets set for pupils	Talk about how important it is to make a good start. Tell the story of creation.
Week 3 Resource Primary file 26	Friendship/ Humility Everyone in the world counts	Talk about people and what they do - caretaker, secretary, cook. Act out jobs and pupils guess. Talk about different jobs.	Talk about different jobs that people do in school and how important they all are	Talk about the different jobs that need to be done in the classroom and how it helps us all to get along. E.g. taking the register, giving out drinks.	Harmony - Stomp together - a group of children to play instruments; everyone has to play a part.

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
<p>Week 4 Resource Primary file 20</p>	<p>Friendship/ Humility Rules</p>	<p>Rules - play act a situation where 2 children are playing ball and have another child come and take the ball. Talk about being fair and giving the ball back etc. See notes</p>	<p>Rules - read the poem and discuss the 10 commandments. Read through school rules</p>	<p>Discuss the rules of the classroom and what we do to keep safe and for us to play fairly. Ideas for assembly P63</p>	<p>Read 10 commandments - and discuss how God gave them to Moses. Help us to realise how rules are there to keep us safe and make things fair. Rules of road - red light for stop, swimming pool rules.</p>
<p>Week 5</p>	<p>Friendship/ Humility Harvest Favourite foods</p>	<p>Show a mixture of animal foodstuffs and a banana. Talk about various creatures and that they have favourite foods Feely bag to guess what the food stuffs are eg.banana, dog bone biscuit</p>	<p>Show a mixture of fruit and veg - look at the map of the world and identify where fruits are grown. Harvest from around the world - introduce idea of different religions</p>	<p>Look at the fruit and vegetables and feel/taste/smell etc.</p>	<p>Talk about why we have a long summer holiday - everyone helped with the harvest and then it was a time of celebration. Think about all the food stuffs and that we all have favourite foods. Talk about healthy foods that we like to eat. Psalm 104</p>
<p>Week 6</p>	<p>Friendship/ Humility Harvest festival</p>	<p>Discuss the harvest and how we plant seeds - Sewing the seeds story 270 Children's bible. Plant some cress with the children</p>	<p>What happens when harvests fail? Who is there to help - Christian aid, Oxfam?</p>	<p>Discuss the term harvest. What types of food are harvested at this time of year</p>	<p>Harvest festival - pupils perform and rev gives message</p>

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Week 7	Friendship/ Humility Sukkot - Jewish Harvest festival	Sukkot is the Jewish harvest festival, where a shelter of branches is constructed to remind Jews that their ancestors lived in tents.	Describe a week of a Jewish family during Sukkot. Compare it to our harvest festival	Discuss harvest in a Jewish family and look at artefacts. Build a model "succah" in class	Discuss the existence of other religions. What would it mean to be a Jewish child? Importance of home and synagogue, the Shabbat or special day, Torah or scroll. 271 Children's bible - making bread
Week 8	Having fun Bonfire night. Firework code Natural world -	Brief history of Bonfire night. Help us to do what's right. Smell/ see sparklers. How to be safe on bonfire night. Jesus brings light.	History of Bonfire night - what happened. Sensory experience - smell - party poppers, and look at fireworks - internet. How we should behave - what Jesus said 10 commandments	Discuss the firework code and how to keep safe. Think of the light - experience different light sensations - sparklers, torches etc. How it makes us feel.	Talk about Bonfire night. Light up the sky - firework code - keeping safe. Jesus brings light
Week 9	Having fun Winter weather	Discuss the seasons and what we do in the winter, what the weather is like affects what we do, what we wear. Make a winter picture - snow, make a winter music al composition, poem	Thank God for change - discuss the winter as a season and the changes from autumn. Thank God for change	Look at the weather each day and discuss the different things we do and how we feel on different days. Thank God for change	Thank God for seasons and change. Look at wellies, umbrella, scarf, hat, gloves, - all needed for the cold, rain and windy weather. What we do if it is windy - kites/ cold and snowy - snowmen, sledge etc.

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Week 10	Courage Remembrance Sunday	Over the centuries there have been lots of brave people. Talk about Columbus who discovered America - very brave - treacherous seas.	Story of David and Goliath No 48 Usbourne Childrens Bible. Act out parts of story Remind the children of Remembrance Sunday and how people showed great courage.	Talk about who they think is brave. Tell of brave things we have done. Talk about the firemen and lifeboats.	See powerpoint
Week 11	Having fun Jewish festival of Hanukah	Discuss the Jewish festival Hannukah. How the lights are used as a symbol of good overcoming bad. Look at the candle holder, the games they played and the food they ate	Discuss the background to the festival. Talk about the story and talk about the lighting of the candles	Look at the foods eaten, the presents given and the games played at this time of celebration.	Ask the children how they would feel if something special to them was broken. Tell the story - how the Jews felt something special was taken and spoilt.
Week 12	Having fun Operation Christmas Child Gifts for giving	Talk about poor countries of the world - not enough food and clean water - use world map. Prepare 2 primary boxes -girl and boy - feel items, name, use, and pack.	Discuss in more detail the poor countries compared to Britain. Show leaflet and what sort of gifts we can give these young people. Prepare 2 Secondary boxes.	Talk about different items daily that will help the children. Talk about the poor countries of the world.	Look at the world map and identify where our boxes will go. Talk about caring and sharing with others. Sensory - identify some useful items and why the children need them e.g. toothbrush.

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Week 13	Having fun Advent	Advent is the beginning of getting ready for Christmas. What do we do to get ready for the festival? In church this is symbolised by advent candles, the last candle being lit on Christmas day	What preparations do the older pupils make for Christmas - how do we do it in school	Take one aspect of preparation daily and talk about/feel etc - Food Decoration Presents Classroom	Discuss preparation in church for Christmas - the birth of Christ. Advent calendars Preparation at home - tinsel, food, presents,
Week 14 Resource Primary 19 file 4	Having fun Christmas story	Tell the Christmas Story - Usbourne Bible - Mary and the Angel, The Birth of Jesus. Use pass the parcel with a different layer of paper to represent the parts of the story	Tell story from Children's Bible Page 279 on. No.243. Talk about the 12 days of Christmas and how the festival lasts for 12 days. Christmas means celebration of Christ. Last day Jan 6 th (Epiphany) This was the day the wise men visited Jesus.	Retell the Christmas story briefly - a small part each day. Sing a carol Make Christmas cards	Retell the first part of the Christmas story with children acting.- The Angel Gabriel The journey to Bethlehem and the birth of Jesus.
Week 15	Having fun Christmas Posada	Enact a posada procession - see primary current assembly notes	Talk about Christmas in different parts of the world - Pasada procession in Latin America - look for the place on the map.	. Continue to recount parts of the Christmas story. Talk about the Christmas holidays and sharing the presents they get.	Posada procession- act out Talk about the celebrations, Christmas food, games and music.

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Spring Term Week 1	Listen/ Appreciate Thank You The good Samaritan	Talk about the new toys the children had at Christmas. Remember to say thank you for gifts and when people help us. Role play situations. Giving and Receiving P21 ideas for Assembly	Lets celebrate - P10 Ideas for Assembly - making a new start and doing the right things - recycling - helping to look after the environment. Share new experiences	Talk about new year and new month. Say thank you when people help us in school	Read the good Samaritan story from the Children's bible. Talk about helping others and saying thank you.
Week 2	Listen/ Appreciate Everyone has something to offer	Talk about how school is made up of lots of different people and things they are good at e.g. Joan's good at cooking .Talk about the things that someone is good at. Ask each class to talk about 2 children and what they are good at. Gift tags assembly notes	Talk about the jobs people do in school and how we are all good at something. Talk about children in each class and identify what are their strengths. Talk about each child's particular gift e.g. music, and make a gift tag tree.	Importance of recognising things we are good at and developing these. Talk about pupils individual targets and goals.	Collect from classes the "gifts" that pupil s have and discuss that everyone has something to offer. Talk about it helping in the Rhythm of life - see assembly notes Rhythms of life.
Week 3	Listen/ Appreciate Chinese new year	Explore how Chinese people around the world celebrate new year e.g. cleaning the house in the last of the month, paying off money that is owed, buying gifts, putting up decorations New year's resolutions.	Talk about the Chinese new year and the background to the festival. See Chinese new year - Festivals of the world assembly notes	Discuss the importance of the new year - resolutions - targets Talk about the celebration - decorations, foods, etc.	Discuss the celebration of the New Year all over the world - very important to the Chinese. Each year is part of the 12 year cycle, named after an animal. Tell the story of how the years got their names. Look at characteristics of each animal.

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Spring Term Week 4	Listen/ Appreciate Candlemas Famous people	Story of the Presentation of Christ in the Temple - Children's Bible. Talk about famous people that the pupils may recognise - guess from pictures. who is important to the children - we are all important	Story of the Presentation of Christ in the Temple - Children's Bible. Talk about famous people that the pupils may recognise - e.g. prime Minister, guess from pictures. who is important to the children - we are all important	Talk about people who are important to us in school - our friends - make a friendship prayer or thank God each day for friends to play with, friends to share things with, friends to visit etc.	Look at the life of one or two famous people e.g. Beckham and Tony Blair and discuss what they have done to make them important.
Week 5	Love Valentines day Communicating to those close to us and saying thank you	Play a game of charades - act out characters or verbs and get the children to guess. Talk to children about how important it is to try and communicate so that people can understand us and we can share information. It is important to tell people how we feel - sad, happy etc.	Talk about the origin of Valentines day and how important it is to tell people how we feel. it is important to say thank you and to tell parents that we love them	Talk about people who care for the children and how it is important to talk to them or sign about how we feel	Build up one another - what we say to people can affect how they feel about themselves. See notes Build up on another
Week 6	Listen/ Appreciate Hindu festival of Holi Spring	Talk about the signs of spring - buds, flowers, animals, - new life and growth and nights draw out. Look at the map and find India and talk about the Holi festival	Tell the story - Holika and Prince Prahlada. Why do people think Spring is a hopeful time?	Look at different signs of spring; look at seeds, plant cress to see growth. Thank God for all things bright and beautiful	Talk about signs of spring and new growth and life

Portfield School Collective Worship

Date	Theme	Primary Collective worship	Secondary Collective worship	Class Collective worship	Whole School Collective Worship
Spring Term Week 7	Fairtrade	Play the shopping game and being fair - see notes What is fair-trade.	Talk about fair-trade and the products that we can buy in our supermarkets. Talk about the reasons for buying these products in relation to sustainability	Talk about healthy eating and snacks and where foods come from. Talk about those who have very little food to eat.	Look at some foods with the fair trade logo. Talk about where they come from; look at the map and why they are fair trade products. Talk about helping to make the world a fairer place for all.
Week 8	Peace/Quiet St David's Day	Celebrate being welsh Retell the story of Dewi Sant and how he served God in Wales. Talk about welsh costume, and the foods of Wales - taste.	Discuss the issue of nationality. Identify what makes us feel proud of being welsh - sport, language, culture and traditions. Discuss symbols of Wales. Talk about the spread of Christianity through the setting up of religious settlements throughout Wales.	Talk about Eisteddfod and competitions. What is special about Wales? What has Wales got to offer visitors, and what might they remember when they go home.	Look at the map and identify Wales. Look at dragon flag and emblems - leek and daffodil. Talk about welsh food and taste welsh cakes, bara brith.
Week 9 Resource Primary 6 file 4	Peace/Quiet Getting ready lent	Shrove Tuesday and Ash Wednesday - discuss significance and make pancakes. Talk about how Christians give up certain foods for lent to show our commitment to strength	Read the story of the Temptation of Christ and his time in the wilderness. Emphasise how the will of Jesus remained strong even when he was growing weak.	Make pancakes. Talk about Shrove Tuesday and Ash Wednesday.	Talk about ways we might be tempted to do naughty things/ something wrong. How we deal with this - punishment. Role play the good Samaritan story - Usbourne Bible P110 - how we should behave.

Portfield School Collective Worship

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Spring Term Week 10	Happiness Saint Patricks day March 17th	Listen to some Irish folk music Tell the story of St. Patrick Taste some Irish soda bread Talk about Ireland - look at map. Read St Patricks prayer	Talk of the importance of religion in Ireland. Talk about Irish culture and traditions	Talk about Irish food and culture - dance and music.	Listen to Irish music and group of children to perform a dance. Talk about flag, map, food and importance of St. Patrick
Week 11 Resource Primary file 29	Love Mothering Sunday Mums	Talk about our mums and all they do for us. Act out a scene of making breakfast for Mum and how we can all do something on Mothers day for our Mums. Give a little present or help to get her slippers.	Talk about mothering Sunday. Refer to the special mother Mary - Jesus mother. Talk about what our mums do for us - make a list - Supermum. What do we do for our mums? Make something special for them.	Talk about our special mums - how they help us and how we can help them	Tell the children the origins of mothering Sunday. Act out helping our mums on mother's day - the tea tray ready. Show the children the Simnel cake and remind of the importance of the mother church
Week 12	Happiness Palm Sunday	Read or tell the story of Jesus riding into Jerusalem - Usbourn Bible	Read the story The Big Procession from Children's Bible Page 361 No 318.	Remind the children that Easter is an important time for Christians. Retell parts of the story during the week.	Act out Jesus arriving in Jerusalem - palms waving. Talk about this as the beginning of holy week

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Spring Term Week 13	Happiness Easter	Tell or read the story of the Last Supper (Usbourn Bible P122) - going away party - Jesus called all his disciples, and washed their feet etc, bread and wine - significance. Talk about the communion table - altar.	Tell the story of the Last Supper - Children's Bible P367, No 323. Discuss loyalty to friends	Talk about Easter and what we do at Easter - eggs, chicks. Read an Easter prayer. Make Easter cards.	Retell briefly the last supper a going away party, washing their dusty feet and having bread and wine - different to our party food. Jesus told his friends that he wanted them to remember him when he ate and drank the bread and wine. We do this in church today called communion.
Week 14	Happiness Hot cross buns and Easter eggs	Talk about why we have hot cross buns and Easter eggs - see notes "Hot cross buns and Easter eggs" - adapt for the younger children	Talk about why we have hot cross buns and Easter eggs - see notes "Hot cross buns and Easter eggs"	As above	Talk about the Easter holidays and Easter eggs. Remind children important time for Christians.

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Summer Term Week 1	The natural world - thanks for difference.	Allsorts - bag of liquorish allsorts - select favourite and describe. What would it be like if only had one sort? See RE ideas notes Autumn 05 - allsorts and food.	Look at what's around us - signs of summer - warmth, flowers etc. Talk about how the different parts of Pembrokeshire are useful - hills for sheep, tourist areas, etc.	Look at natural materials form around school and thank God for making the world so beautiful. Help us to keep it that way - Nothing is rubbish notes. How can we improve school environment	Discuss the story of the coming of the rains in Madagascar. The value of water and how it is needed to sustain all life. Thank God for rain. Ideas for Assembly P8
Week 2	Bullying	Cinderella - talk about Cinderella in the story. How we should all be kind to each other and that the Ugly Sisters were unkind to Cinderella.	Fairy Godmother - P48 Active Assemblies for Every Week (Jenny Mosley).	Talk about calling people names - Cinders or Cinderella, which is nicer.	Ways to be a Fairy Godmother and help others. Ways we can stop bullying in school.
Week 3	Honesty	Talk about importance of telling the truth - Pinocchio story and how his nose grew longer and longer.	Read the story of the boy who cried wolf. Bible story Matthew 21.28 - The son who lied. Honesty in sports - no cheating	Talk about telling the truth in all situations. Discuss when someone may not have told the truth and what happens.	Talk about if we tell lies and then we need someone to listen to us - act out with 2 children - on pretends to feel sick. When he is sick no one listens Honesty is the best policy saying.

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Summer Term Week 4	Friendship Special words	What we say is important. Talk to each other saying nice things. Say on horrid thing about your neighbour. How does it feel? Toothpaste activity - easy to say hard to take back. RE ideas Autumn 05	Jesus special prayer - P95 "A little life of Jesus" Talk about the special words in the Lords prayer	Talk about manners - saying please and thank you, asking nicely. I am special - Ideas for assembly P38	Lost and Found - P31 Ideas for Assemblies - important to listen
Week 5	Friendship	Learn that we all have responsibility to our friends P17 ideas for Assemblies - make a friendship cake	Thank you for my friends - think of all the things you do with your friends and how we speak to them etc. P19 Ideas for assemblies. Talk about playtimes- can be fun or spoilt by some	Talk about and make up a friendship poem, add to it each day.	Read out class friendship poems and talk about what makes a good friend. Giving and receiving - P21 ideas for assemblies - big is not necessarily better!
Week 6	Determination Persistence	Tell the story of the Crow - Determination assembly notes. Great sports people who are determined to get better at running etc. Discuss the Olympics due to come in 2012. Paralympic Values	Discuss important people who were determined to look for answers to problems - e.g. Great leaders, Marie Curie - scanners to help people get better, Flemming - penicillin. Importance do not give up	Talk about things the children need to keep trying at to get better and the things they are good at	Where there's a will there's a way. Talk about trying to juggle - I find it difficult but need to keep trying - demonstrate. Sometime it can be hard but if you are determined then you will achieve the best you can.

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Summer Term Week 7	Dealing with Disappointment - sports day	Discuss the importance of success and failure. Talk about how we all need success but that we must also look at our failures and learn from them. Look at how we do in boccia, set our own goals. Read Hare and Tortoise story	Dealing with Disappointment - assembly notes - relate to current football scores or golf etc. Dealing with a disappointing present	Talk about the targets set for pupils and how we can all achieve success	Talk about what children feel they are good at, how does it feel to do something well - fail at it. How can we be sensitive to the team that loses? Discuss the importance of taking part in sports and importance of being healthy.
Week 8	Trust	Who can we trust - see P22 Ideas for Assembly Say no to strangers. - Look at pictures and talk about people in community you can trust.	Learning to work together - P50 Ideas for Assembly - Talk about the importance of work experience - it is important to do a job well and trust in the friends or work mates we are with	Shoes - see RE ideas Autumn 05 - all people are important and all are needed to do their special jobs.	Talk about the story Jesus feeding the 5,000. The disciples had to trust Jesus that he could provide. We have to trust in the doctor that he will make us better, the dentist, teacher etc.
Week 9	Summer / Smile	Here comes the Sun - assembly notes. Think of what we do in the Summer when the sun shines - read the poem, I love the Sun song, sensory smells and sights and sounds of summer. Thank God for ---	Talk about visiting different places in the Summer - say hello in different languages - Smile assembly notes. Talk about how we meet and greet new people on holiday.	What makes us smile - talk about different things that make us smile - Thank God for the different seasons and the activities that we like to do in the Summer	Jesus important message P67A Little Life of Jesus One child smiling and one child looking sad. Talk about which we prefer to see - smile makes us smile. Ask for things that make them smile, make them happy and sad. Help us to be happy.

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Summer Term Week 10	Courage Bravery	True Bravery - assembly notes - toy animal in box. Sometimes we are afraid because we imagine something to be worse than it is.	True bravery - assembly notes - Native American boy story.	Talk about times when we are brave - in hospital, at the dentist, going to a new class, but it is all right to feel scared.	Talk about the fact that we can all feel scared and frightened. Read an extract from "The owl who was afraid of the dark". Discuss how sometimes we overcome being afraid and are brave.
Week 11	Responsibility Colour	Invite a vicar in wearing the appropriate attire - Why do vicars dress like that - assembly notes - look at the colours white/gold; purple; red; green - use lots of sensory material. It is like a uniform like we wear to show everyone what he does	Invite a vicar - Why do vicars dress like that -assembly notes - talk about the names of the garments talk about Monks - Cauldy island. Look at the colours and their significance	Talk about colours and how they make us feel - bright colours, black etc.	Think of all the people who work in the community and the uniforms they wear. Talk about the colours and look at the colour Green which they would see the vicar wear in Church at the moment.
Week 12	Responsibility One more step	Talk about the next steps that some of the pupils will be taking - going to new classes. Move like a train to sit the children in their new class groups. Introduce each other and talk about one thing they like doing or use sensory objects to share.	One more step - assembly notes. Discuss with pupils the next step that some of the leavers will be taking	Talk about the holidays and what the children might do	Leavers Assembly - celebrate their achievements and wish them well for the future.

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Summer Term Extra	Responsibility Working together	Story of the Little red hen Ideas for Assembly P52 Teach me to help others when they ask for help	Talk about the problems we have that we need other people to help us solve e.g. dentist, doctor, tv repair man, keith the caretaker to take seats out of the bus etc.	Talk about delivering a letter and all the people needed to help it get to where it should go. Talk about who helps us in school and how we should ask for help when we need it.	Tasks that require two children e.g. holding up a large poster, playing football. There are lots of times that we need someone to help us. P48 Ideas for Assembly
Summer Term Extra	Responsibility Our School	Talk about the things we like doing in school and the music we hear each day. Make a cake with children - talk about what we put in to the cake ensures it turns out good. Talk to the children about making sure they work hard in school so that they can learn and do well in school.	Make up an Acrostic poem "At School I am "with the students .Reflect on all the words they have used. Our School - assembly notes	Talk about the timetable and what they do each day at school	Insider and Outsider - assembly notes. Helping all to feel involved in school. Help us to make school a welcoming place.

Depending on the length of the Summer term place the extra assemblies in prior to One more step Week 12.