

Parkstone Grammar School



**COLLECTIVE WORSHIP AND
ASSEMBLIES
POLICY**

Date approved:	04/07/2017
Approved by:	Curriculum and Student Matters Committee
Date of next review:	2019-20
Type of policy	Non-Statutory



COLLECTIVE WORSHIP AND ASSEMBLIES

WHAT AREAS ARE COVERED IN THIS POLICY?

This policy outlines the aims and objectives of collective worship and assemblies in the school.

LINKED POLICIES

Teaching and Learning Policy
Anti-Bullying Policy
Citizenship Policy

AIMS OF COLLECTIVE WORSHIP & ASSEMBLIES

At Parkstone Grammar School we believe that the time spent in assemblies/collective worship supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value we place on the development of the whole person - spiritually, morally, socially, culturally and intellectually - are reflected in this time we spend together. We value this special time in the school day for the space it gives our students to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner. The faith background of both staff and students' families is respected at all times.

The aims of assemblies are to:

- Provide the opportunity for students to consider spiritual and moral issues and to explore their own beliefs.
- Collective worship within assemblies plays a central role within the life of the school and offers students the opportunity to reflect upon those aspects of human life and the natural world, which raise questions of ultimate meaning.
- To promote key elements of the Citizenship Curriculum and British Values.
- Provide community cohesion, promote a common ethos and shared values and reinforce positive attitudes, e.g. by celebrating success of a student, year group or House.
- Help students become increasingly aware of themselves as individuals and groups within the school and wider community.
- Provide time for personal thought and reflection and provide an orderly start to the school day.
- Help students develop respect and sensitivity to the beliefs and values of others.
- Acknowledge and celebrate diversity within the school and the wider community.
- Deepen the students' sense of wonder about the world around them.
- Provide opportunities that will enable students to develop their confidence when making a presentation to the year group or whole school.



- Support the broader curriculum through the use of art, music, drama, dance and other visual and oral means of communication.
- Communicate important information to students regarding events and activities taking place.
- Celebrate the Christian values and worth of the school community and all who belong to it.
- Grow in confidence when making a presentation to the group or Key Stage.

SAFEGUARDING

Assemblies can cover many sensitive and controversial issues. The requirement of all student assemblies to be reviewed by staff ensures that content is addressed appropriately. Assemblies can also be used to raise issues connected to safeguarding information and communicating up to date risks to ensure students are kept safe.

EQUAL OPPORTUNITIES

Assemblies allow for the promotion of the importance of equal opportunities both within school and nationally. The content also gives equal representation to a range of opinions for students to consider, and involves a range of students throughout the school.

Staff leading the assemblies will endeavour to make assembly and collective worship times accessible to all. Students should be equally valued and their beliefs equally respected in line with our Equal Opportunities Policy.

DELIVERY

Students attend one main school assembly and one Year Group assembly each week. Students also attend one House assembly each half term. Whilst the overwhelming majority of students do participate in the religious part of assemblies, those who do not wish to take part are accommodated during this time. As well as assemblies there is a "Thought for the Week" publicised on the plasma screen and in the bulletin and each tutor has a booklet with all the "thoughts" for the year.

GUIDELINES FOR PREPARING MAIN SCHOOL ASSEMBLIES

- The theme of each assembly should be based on the Thought for the Week unless there is a pre-agreed alternate focus.
- A rota exists to indicate who is taking assembly. This could be a member of staff, prefects, tutor groups or an interested group (e.g. Amnesty International, Christian Union).
- When students take assembly, the content of the assembly must be checked by the form tutor and/or Head of Year to ensure suitability.
- All students and staff who speak during assembly use microphones. ICT equipment is available for use.



- Each sixth form tutor group is allocated a main school assembly slot and the form tutor takes responsibility for ensuring that tutor groups are prepared and have practised the assembly in advance.
- For House assemblies House Captains and the Heads of House will be asked to work together, in rotation, to produce an assembly for the rest of their House.

CONDUCT OF STUDENTS DURING MAIN SCHOOL ASSEMBLIES

Main school students enter the assembly hall in silence accompanied by their form tutor. The form tutor sits with their tutor group during the assembly.

Students should maintain silence throughout the assembly.

Heads of Year supervise their own year group during assembly to ensure that they sit silently. During a House assembly tutors will be responsible for ensuring all students are sat silently.

Students leave assembly in silence, when dismissed by their Head of Year. There is a rota for tutor groups to put the chairs away.

All tutors are expected to attend the assemblies for the year group and House they are attached to.

RIGHTS OF WITHDRAWAL

At Parkstone we seek to be an inclusive community; however we do respect the right of parents to withdraw their daughters from assemblies/collective worship on religious ground. This school expects that withdrawal will only be made following parental discussion with the Headteacher followed by written confirmation of withdrawal.

WHAT KEY ACTIONS IS THE SCHOOL TAKING TO ENFORCE THIS POLICY?

The Assistant Headteacher responsible for assemblies constantly monitors and appraises the content and delivery of assemblies to ensure that it deals with current issues and is relevant to students.

WHAT MUST EVERYONE DO TO UPHOLD AND ENFORCE THE POLICY?

GOVERNORS

- Governors should agree and approve the Collective Worship & Assemblies Policy.

HEADTEACHER / LG

- Formulate the draft Collective Worship & Assemblies Policy.
- Work with students, parents and if necessary, outside agencies to promote a range of issues and values in assemblies.

STAFF

- Staff should set an example in assemblies they conduct.
- Staff should monitor the content and delivery of assemblies they are responsible for.

STUDENTS

- Students should promote appropriate values in the assemblies they deliver.
- Should contribute to the assemblies where necessary.

HOW DO WE KNOW THIS POLICY IS WORKING AND IS BEING UPHELD?



The Assistant Headteacher responsible for Citizenship constantly monitors and appraises the curriculum content to ensure that key elements are incorporated, and being delivered to students effectively.

WHO SHOULD PEOPLE CONTACT IF THEY HAVE A QUESTION ABOUT THIS POLICY OR A SUGGESTION FOR IMPROVEMENT?

Assistant Headteacher responsible for Assemblies and Collective Worship
Parkstone Grammar School
Sopers Lane
Poole BH17 7EP



APPENDIX 1

Some helpful hints when planning your assembly :

- What is the theme of your assembly? Can any links be made to key events, days, anniversaries, etc. that occur near the time of your assembly?
- Rationalise your content and make sure it flows
- Do you need any prompts, visual aids, music, video clips, etc. to keep student attention in the focus?
- How will you start and end your assembly?
- What thoughts do you want students to have in their minds as they leave?
- How will students know what the key messages are?

Presentation skills :

- Practise your presentation, in the actual venue if possible
- Check for and get feedback on :
 - Pace
 - Projection of voice
 - Use of presentational aids
 - Non-verbal indicators (body language)
- Try to view the assembly as more of a dramatic “performance” – if possible tell your “story” rather than just reading it.
- Each time you “tell your story” you should learn more about its effectiveness:
 - Which parts worked better than others?
 - Which sections elicited the best response?
 - Was this down to content or delivery?

Music/Song :

- Music/Song is a very powerful means of creating the right atmosphere and can unify and uplift the school community you are trying to reach with your assembly.
- Music from a variety of cultures can be used and should be carefully selected to match the theme.