

Assemblies Policy

Assemblies at Plumcroft Primary School should encompass all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. Assemblies reflect and nurture the whole ethos of the school. They develop the feeling of belonging to a community which is essential for personal development and spiritual growth. At Plumcroft, we see assembly as an educational opportunity with clear objectives:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To explore and review the variety of values, attitudes and standards manifested in society
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...
- To celebrate children's talents and personal achievements, both within and outside of the school curriculum.

Assemblies at Plumcroft will promote aspects of Social, Moral, Cultural and Spiritual Education

Spiritual Development:

Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives. Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them. Encouraging pupils to explore and develop what animates themselves and others. Encouraging pupils to reflect and learn from reflection.

Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected accommodating difference and respecting the integrity of individuals, promoting teaching styles which:

- value pupils' questions and give them space for their own thoughts, ideas and concerns
- enable pupils to make connections between aspects of their learning
- encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'

Moral development:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making. Rewarding expressions of moral insights and good behaviour, making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school modelling. Through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts. Recognising and respecting the codes and morals of the different cultures represented in the school and wider community. Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship. Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions.

Cultural Development:

An ability to recognise and understand their own cultural assumptions and values. An understanding of the influences which have shaped their own cultural heritage. An understanding of the dynamic, evolutionary nature of cultures. An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality. An openness to new ideas and a willingness to modify cultural values in the light of experience. An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture. A willingness to participate in, and respond to, artistic and cultural enterprises. A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures. A regard for the heights of human achievement in all cultures and societies. An appreciation of the diversity and interdependence of cultures.

Social development:

Identifying key values and principles on which school and community life is based. Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish. Encouraging pupils to work co-operatively. Encouraging pupils to recognise and respect social differences and similarities. Providing positive corporate experiences – for example, through assemblies, team activities,

residential experiences, school productions. Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect. Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community. Helping pupils resolve tensions between their own aspirations and those of the group or wider society. Providing a conceptual and linguistic framework within which to understand and debate social issues. Providing opportunities for engaging in the democratic process and participating in community life. Providing opportunities for pupils to exercise leadership and responsibility. Providing positive and effective links with the world of work and the wider community.

Festivals which are celebrated annually in assemblies:

- **Easter**
- **Harvest**
- **Christmas**
- **Eid**
- **Diwali**
- **Passover**
- **Peace Day (Buddhist)**
- **Chinese New Year**
- **Memorial Day**
- **Holocaust Memorial Day**

Parents and Carers will be invited to attend the above assemblies.

Class Assemblies – Each class will present an assembly one or twice per year. The class assemblies will be a celebration of learning taking place within the curriculum. Parents/Carers will be invited to their child’s class assembly.

Achievement Assemblies – Weekly assemblies celebrate children who have made a special effort within class, at sporting, music events etc. They are also a chance to celebrate friendship, kindness and many other positive aspects of our school ethos.

Circle Time – Fortnightly assemblies will take place within each classroom. These will focus on issues within the PHSE curriculum.

Friday Talent Assemblies – Friday assemblies in KS2 are a celebration of the weird and wonderful talents and hobbies of our children. They are a special time to glimpse into the world outside school and encourage a broad range of interests amongst the children.

Special Guests – Guests from the Library Service, London Fire Brigade etc. will occasionally provide information based assemblies.

Special Cultural Events – Occasional special assemblies will celebrate the rich cultural life of our school community. This may be a special musical performance visiting musicians, or the children sharing a special arts event that they have taken part in.

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