



Hamp Nursery and Infants School

Assemblies Policy 2023 - 2025

Introduction

At Hamp Nursery and Infants school we nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Assemblies

Intent

At Hamp Nursery and Infant School, it is our aim that assemblies which include collective worship, should help to promote pupils' spiritual, moral and cultural development. They should give all pupils an opportunity to gather together, to be still, to think about their own achievements and beliefs and to reflect on what other people believe.

In accordance with DfE legislation, assemblies at Hamp Nursery and Infant School 'reflect the fact that religious traditions in the country are in the main Christian, whilst taking account of the teaching and practices of other principal religions' and reflecting that the population of the United Kingdom is increasingly diverse.

Times of collective worship within assemblies are 'mainly of a broadly Christian character', connecting in with Christian themes such as our unique place in the world, respect for others and our journey of life. The key Christian festivals of Christmas and Easter are explored to help the children understand how celebrations at these times reflect the key beliefs of the Incarnation and Salvation and the status that Christians give to Jesus.

Key festivals from other religions are also explored throughout the year, with an emphasis on those from the Jewish tradition, in order to build on RE learning. Enrichment days provide opportunities for themes from other religions to be reflected on during Assembly times.

In line with Government guidance, parents may withdraw their children from assemblies at Hamp Nursery and Infant School, if the collective worship element contradicts their own

faith belief. However, it is our intent to make it possible for all children to take part and choose to join in with worship elements such as prayer.

Implementation

Themes for each week are chosen to link in with the PHSE Jigsaw ideas as well as the Somerset RE Agreed Syllabus.

An example of a termly plan is as follows:

Week 1

Welcome back.

Week 2

Introduction to Jigsaw.

Jigsaw theme:

Feeling special and safe in my class.

Where and when do you feel safe?

What makes you feel special?

Harvest assembly (church)

Week 3

Jigsaw theme:

Know that I belong to my class.

How do we know we belong?

How does it feel to belong?

Week 4

Jigsaw theme:

Know how to make my class a safe place for everyone to learn.

We are kind, we work hard.

Rights and responsibilities.

(This will be taught as part of PSHE for this week but could be linked during assembly time)

Link with the Jewish festivals of Rosh Hashana and Yom Kippur - being kind means saying sorry and forgiving. Many people who worship a god have times for saying sorry and being forgiving. This is an important part of being a Jew and they particularly think about these ideas in the autumn. See information below and ideas of how to explore:

Assembly Themes - Autumn A

Whole School Theme - Equality and Diversity

Jigsaw Theme - Being Me in My World

2023/2024

The Jewish festival - Rosh Hashana 25th -27th September

Judaism key belief link - God and the Covenant

It starts the Jewish New Year

It begins 10 days of fasting and repentance (saying sorry)

This is the holiest time in the year in the Jewish calendar

What would it be like to fast?

What could you do to show you are sorry?

The Jewish festival - Yom Kippur- The Day of Atonement 5th October

Judaism key belief link - God and the Covenant

Ends the 10 days of fasting and repentance

What is it like to be forgiven?

How often should we forgive?

What did Jesus say? Link with Christian story 'The unmerciful servant'.

Week 5

Jigsaw theme:

Recognise how it feels to be proud of an achievement.

Where in your body do you feel proud?

Who can make a proud face?

Week 6

Jigsaw theme:

Recognise the range of feelings when I face certain consequences.

Can you imagine how you would feel in different circumstances?

Week 7

Jigsaw theme:

Understand my choices in following the learning charter.

How do you feel about it?

What rights do we have in the classroom?

How do you feel about it?

The weekly pattern of assemblies is as follows:

Monday	Whole-School Assembly	SLT introduce them or Hamp vicar leads assembly
Tuesday	Key Stage Assembly	Teachers lead assemblies connected with the weekly theme
Wednesday	Celebration of Reading	Teachers and teaching assistants give children the opportunity to enjoy reading for pleasure
Thursday	Singing Assembly	Music Lead leads songs that link with the weekly theme
Friday	Rainbow Assembly Whole-School Assembly	Teachers lead assembly to celebrate children's achievement

Once a term pupils are taken to Holy Trinity church for a whole-school assembly led by the vicar. It is our plan to try to make links with other religious leaders where appropriate.



Assembly Structure and Words

Our agreed wording and practice for different aspects of the assembly is:

Children come into Hall in respectful manner as music linked to whole/school themes or musical genres is played.

Greeting

Teacher: *Good afternoon everyone (using STC signing)*

Children: *Good afternoon (using STC signing)*

Introduction

Teacher: *As we come together for our assembly today, we are going to hear a Christian (Humanist, Hindu, Jewish etc) story from the Bible (Koran, Torah, this book) about.....and spend time thinking about what it might be telling us.*

Story Time

Teacher: *As you tune your ears into the story today (STC signing), listen out for(eg. What the story tells us about someone who is keeping safe, what Jesus says about love, what the Qur'an says about respect, what the story tells us about why Jewish people make shelters)*

Thinking Time

The purpose of this section is to ensure that the children understand the key points of the story and what they can learn from it. Questioning could be done by asking for volunteers or first the children could talk to their neighbour about the question.

Teacher: *Let's spend some time thinking about the story.*

- a) Initial follow up on what they were listening out for:
eg. What did that person do to keep safe? What does Jesus say about love in this story? What does the Koran say about respecting others?
- b) Further questioning using questions from the Assembly Plan.

Reflection Time

The purpose of this section of the assembly is to give children an opportunity to reflect on the main theme of the story and their own experiences and beliefs.

Teacher: This is a time to be still and quiet. In this time you may want to close your eyes to help you concentrate.

In the story we found out that.....eg. Jesus asked his friends to be kind to others. Let's think about how we could be kind to someone today.

Children are given a couple of minutes to reflect.

Share a Prayer Time (light a candle?)

Teacher: I am going to say a prayer that Christians (Hindus, Jewish people, Muslims or Buddhists) say. If you want to pray the prayer you could close your eyes, bow your heads or put your hands together. You can choose just to listen.

Christians (Hindus, Jewish people etc) say:

(It might be appropriate to use a religious artefact eg a Christian cross used as a focus for prayer in some Christian churches or homes, a Jewish mezuzah which is a prayer box, put on the doorpost, a Muslim prayer mat, a Hindu statue of a god, a Buddhist chime)

Or Share a Poem Time

Teacher: Here is a poem that Humanists might use to help them reflect.

Goodbye

Teacher: Goodbye everyone (Stc signing)

Children: Goodbye

Children leave in a respectful manner.

Impact

By the end of KS1 all pupils should be aware of some values from the Christian tradition and know some stories about Jesus. They should be reflective listeners, able to think about other cultural traditions and beliefs and to articulate what they believe. They should be aware that believers from different religions all pray but pray in different ways and that Humanists do not believe in a god but still have the same concerns that life needs to be valued. They should be able to approach the collective worship time with a sense of occasion, reflecting how it is special for believers in lots of religions.

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as its vital role in "Talk for writing" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning. Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through storytelling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed

through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are

valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and

developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Jolliffe - Autumn Term 2022

Updated by: Mrs Charlotte Beresford - Spring Term 2024

Approved by: Head

Approved by Chair of Governors

Review Date: Autumn 2024 or in line with any statutory changes.