

Heather Primary School Assembly policy

Approved: October 2016

To review: October 2018



The aims of our assemblies

Our assemblies focus on encouraging respect, diversity, democracy, understanding, tolerance and harmony. At Heather we are strongly driven by our SMSC (Spiritual, Moral, Social and Cultural) curriculum and provision. This works in a very positive partnership with the expectation of all schools that we will promote the development of 'British Values' in our children.

British Values in our assemblies

The DfE has stated that: "Schools should 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."

It says that through their provision of SMSC, schools should:

- * Enable students to develop their self-knowledge, self-esteem and self-confidence
- * Enable students to distinguish right for wrong and to respect the civil and criminal law of England
- * Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- * Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- * Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- * Encourage respect for other people
- * Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Assembly themes

This year, in addition to all of the SMSC work we do across the whole curriculum every day, and in addition to the PSHE work we include in all of our curriculum planning, we are taking a theme from the British Values (above) each half term in our assemblies. In 2015-16, for example, our Autumn theme was RESPECT and in the Spring it was TOLERANCE. In addition, sometimes our assemblies focus on safeguarding themes – behaviour choices, keeping ourselves safe (including online safety), talking to trusted adults etc. We often ask some of the children to fill out feedback forms about our assemblies (see Appendix 1).

Visiting speakers

Sometimes we are fortunate in having visiting speakers in our assemblies. When a visiting speaker is talking to our children we:

- Ensure that a member of the teaching staff is present at all times in the assembly, in addition to having support assistants present who may be focused on one particular child;
- Ensure that visiting speakers are aware of our expectations and of the school Code of Conduct;
- Respond immediately to anything that might be said by a visiting speaker that is in opposition to the school values or aims for assembly as described above;
- Notify a member of SLT immediately if there are any concerns about the conduct of a visiting speaker in school.
- SLT members will challenge a visiting speaker with regards to the content of their assembly where necessary.
- SLT will keep the PREVENT agenda in mind at all times.

Lou Harrison – March 2016

Appendix 1 - Assembly notes – Heather Primary School

Date:

Note-takers:

Who led this assembly?

What was it about?

What were the big thoughts today?

What were the best bits?

Appendix 2 – Checklist for visiting speakers.

✓	Vetting procedures	Notes
	<p>How did the school find the speaker?</p> <p>Was he/she recommended by a trustworthy person/organisation?</p>	
	<p>Does the school have the speaker's CV?</p>	
	<p>Does the speaker have appropriate DBS checks in place?</p>	
	<p>Does an internet search about the speaker raise any concerns?</p>	
	<p>Can the speaker provide references of other schools where he/she has spoken?</p> <p>What is the feedback from those referees?</p>	
	<p>Is it possible to meet with the speaker beforehand?</p>	
	<p>Have you discussed the school's expectations with the speaker?</p> <p>Do they understand the purpose of their visit and any rules the school has in place?</p>	

Appendix 3 – Evaluating outside speakers form

Visitor/speaker details

Curriculum area	
Year group(s)	
Nature/topic of the visit	
Date of the visit	

Aims of the visit/talk

Aim of the visit (please tick all that apply):	
<input type="checkbox"/>	Improve subject engagement
<input type="checkbox"/>	Raise self-esteem/improve personal or social skills
<input type="checkbox"/>	Improve attitudes to learning
<input type="checkbox"/>	Promote British values
<input type="checkbox"/>	Contribute to the development of spiritual, moral, social and cultural (SMSC) education
<input type="checkbox"/>	Enrich the curriculum
<input type="checkbox"/>	Other (please list):

Pre-visit assessment

Why do you think that this speaker/visitor is necessary or beneficial? Note any evidence you have (e.g., observations on behaviour, learning observations, or progress and attainment information)

Post-visit assessment

Reassess the evidence above. Have there been any changes?

Would you recommend this speaker/visitor again? Why or why not?