

Plymouth SACRE

Guidance on Collective Worship 2020

Time to Breathe

This guidance aims to support schools in Plymouth to develop a collective worship policy to ensure that pupils have effective and reflective experiences in collective worship. It offers an explanation of the legal obligations, including the right to withdrawal, and explains the rich opportunities that assemblies offer students for spiritual, moral, social, cultural and personal development.

Contents	Page no
1. Why take time to breathe?	1
2. The legal requirement for collective worship	2
3. How can schools introduce collective worship?	3
4. What does ‘wholly or mainly of a broad Christian character’ mean?	4
5. Content and presentation	4
6. The right of withdrawal	5
7. Determinations	6
Appendix 1: the framing approach	8
Appendix 2: model draft policy for collective worship	9
Appendix 3: organising collective worship	13
Appendix 4: websites to support collective worship	14

1. Why take Time to Breathe?

Schools are reminded, regularly, that Collective Worship is a legal requirement, but here are some reasons why, even without this requirement, it is good to take ***Time to Breathe*** in schools.

What collective worship brings to our school:

- A time when school comes together as a community
- A time to balance the ‘what’ of academic pursuits with the ‘why’ found in spiritual reflection
- A time for spirituality and stillness, connecting the inner with the outer
- A time to reflect on stories of inspiration, struggle and hope
- A time for sharing and reflection, where any prayers are inclusive and invitational
- A time when the school family gathers to support each other

- A time to communicate and live out the shared values and expectations of the school

2. The legal requirement for collective worship

The legal requirements for collective worship in schools is set out in circular 1/94. Although this legislation is several decades old, it still stands as the default expectation in all schools without a religious character. It says:

‘Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes’.¹

‘(T)he majority of acts of worship must be wholly or mainly of a broadly Christian character’²

1. All maintained schools and academies, whether or not they have a religious character, are required to have daily acts of collective worship as part of their curriculum. Schools with a religious character provide denominational collective worship in line with their foundation and are not subject to the requirement to provide ‘wholly or mainly broadly Christian’ acts of collective worship.
2. All registered school pupils (5 - 18) are required to take part in an act of collective worship on each school day (unless they are withdrawn). Pupils in special schools should take part in an act of collective worship as far as it is practicable.
3. Collective worship may be held at any time during the school day.
4. Separate acts of collective worship may be arranged for different age or school groupings.
5. Collective worship must take place on school premises, but governors of aided and religious foundation schools may, on special occasions, arrange collective worship elsewhere.
6. In any one term in a community or a non-religious foundation school or academy, acts of worship should be ‘wholly or mainly of a broadly Christian character’. That is, most (or all) of the acts of worship must reflect the broad traditions of Christian belief without being distinctive of any one Christian denomination. (See ‘wholly or mainly ..’ below)
7. Collective worship must be appropriate having regard to the family backgrounds, ages and aptitudes of the pupils.

¹ DfE Circular 1/94 (paragraph 50)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf

² DfE Circular 1/94 (paragraph 62)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf

8. Where worship that is wholly or mainly of a broadly Christian character is inappropriate, the Headteacher and governors may apply to the local SACRE (and in the case of academies will need to refer to the terms of their funding agreement), for permission to arrange worship for all or some of the pupils that is not wholly or mainly of a broadly Christian character (see 'Determinations' below).

9. Parents have the right to withdraw their children from collective worship (see 'Right to Withdraw' below).

10. Teachers cannot be compelled to lead or participate in collective worship, but it is the responsibility of the headteacher and governing body to ensure that it takes place.

Every school under Local Authority control must have a policy for collective worship that is drawn up in accordance with the law, and reflects as far as possible the consensus of views of the various stakeholders i.e. staff, governors and the community.

All academies, in accordance with their funding agreements, must have an act of daily worship and will be inspected under Ofsted criteria that look to make judgements about spiritual, moral, social and cultural development (SMSC) and so collective worship may play a part of their decisions.

Within the legal framework the responsibility for arranging collective worship rests with:

- the headteacher after consultation with the governing body in community schools
- the governing body in consultation with the headteacher in VC and VA schools

The Diocese of Exeter also produces guidance on planning collective worship for Church of England schools³. The Diocese of Plymouth will provide guidance for Roman Catholic Schools.

3. How can schools introduce collective worship?

Plymouth Standing Advisory Council on Religious Education (SACRE) hopes that all teachers, regardless of their beliefs or worldview, will feel able to participate in (and possibly take a lead in) acts of collective worship that are genuinely open and inclusive.

Schools without a religious character are secular spaces, but this does not mean they are non-religious spaces. A secular space is where all beliefs are given respect, where no single religious or non-religious worldview takes precedence over another.

As a secular space, the school is a forum where expressions of religious and non-religious beliefs, together with dialogue and discussions about and between different faiths and worldviews, can take place. Plymouth SACRE encourages open and respectful exchanges about different religions and worldviews.

We favour a **broad** definition of worship which allows children to reflect upon their shared human experience and feelings of joy and sadness, thankfulness and need, their reflections on shared values and concerns and the exploration of the spiritual area of experience.

³ <https://exeter.anglican.org/schools/christian-ethos-siams/collective-worship/>

As with all areas of the curriculum, collective worship should provide a valid educational experience. There is also the need to respect the different beliefs of teachers, parents and children. Worship can only be inclusive if it has a broad definition to include those who both do, and don't have a belief in divine beings or powers.

4. What does 'wholly or mainly of a broadly Christian character' mean?

The Act states that the Collective Worship organised by the school is to be '*wholly or mainly of a broadly Christian character*'. We should note that this means that most school worship should reflect Christian **beliefs**, not necessarily Christian **worship practices**.

These beliefs encompass:

- an underlying purpose to creation and human responsibility for it (*e.g. an interest in the environment and stewardship of the earth's resources arises from this belief*)
- human beings' responsibility before God and yet the failure to meet those demands fully (*e.g. opposition to prejudice, cruelty, violence, arise from this belief*)
- the uniqueness and value of each human being and the possibility of new beginnings (*e.g. value of human life, concern for self-knowledge, co-operation, respect arise from this belief*)
- the teachings of Jesus, who promoted concern for the needs of others (particularly minorities) in the form of gratitude and forgiveness, and who opposed hypocrisy, exploitation and the harsh judgement of others

These Christian beliefs are reflected in the life and teaching of Jesus, but also give rise to values which are in harmony with the broad spiritual and moral concerns that are shared by the world's religions and other worldviews.

In selecting *broadly Christian* material or any other material, it is important that schools ensure that acts of worship are 'inclusive'. It must be remembered that it is not the role of the school to nurture religious faith. Assemblies that raise the beliefs suggested provide opportunities for '*broadly Christian*' collective worship, as well as stimulating all young people to reflect, to feel awe, to learn to be still and to consider the direction and meaning of their lives.

5. Content and presentation

Plymouth SACRE's approach should help schools to facilitate a version of collective worship that eases and promotes a polite and vigorous expression of beliefs and a dialogue between them. It should emphasise a community ethos that celebrates all that is shared.

The unifying element for each act of collective worship will be a central theme focusing the attention of all taking part on a single idea. Examples of suitable themes for collective worship are: the school's agreed shared vision and values, school or local

events, a topic explored by one class, the lives and experiences of people past and present, current religious festivals, national and international days etc.

The methods used to present particular themes may include:

- Spoken word: story, poetry, interviews, discussion, readings from the Bible and from other religious and secular literature and choral speaking
- Music and singing: hymns, popular songs, chants, or singing games
- Visual stimuli: pictures, posters, artefacts, natural objects, religious objects, personal objects, works of art, or film clips
- Performance: dance, music, mime, drama, role play, or puppets
- Music: either performed or played
- Preparing and sharing food
- Silence: stilling, reflection, contemplation, meditation and, if appropriate, prayer

In today's plural society, a creative silence may well be considered to be more inclusive than vocalised prayer. It can give an opportunity for prayer⁴, without insisting on it. People can be guided to be still, to quieten their mental chatter and to discover their deeper self, the ground of their being, that place which some spiritual writers identify as the dwelling of God. If done well, such acts of collective worship could encourage a less frenetic, more peaceful ethos in a school.

Planning for Collective Worship

One pattern that schools may use is to **Gather - Engage – Respond – Send**. This gives a useful structure for collective worship (see Appendix 3 for more details).

The use of Windows, Mirrors and Doors (WMD)⁵ helps children to think, reflect and consider their actions. WMD is a very successful way of giving children a process to think through big issues.

Windows: What is the big issue? What are we looking at?

Mirrors: What does this mean to me? What is the impact on me?

Doors: What am I going to do about it? How does this impact my community?

6. The right of withdrawal

We hope that, by adopting an inclusive stance, collective worship (assemblies), will be broadly accepted by a wide variety of people. Many parents see the provision of acts of worship by a school as part of its expression of care for the well-being of its pupils. However, there may be occasions when a parent insists on their right to withdraw their children from collective worship.

Parents have the right to withdraw their child from attending an act or acts of collective worship⁶. Parents should make their wishes known to the headteacher who will arrange

⁴ Please note that all prayers should be inclusive and invitational, not instructional

⁵ <http://www.crackingre.co.uk/htdocs/crackingre/secure/teachSupp/donut.html>

⁶ DfE Circular 1/94 (paragraph 85)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf

that any pupils who are withdrawn will be supervised appropriately during the acts of collective worship.

Schools should ensure that parents who want to withdraw their children from collective worship are aware of the programme and its intention to be open to and respectful of all pupils' personal beliefs. They should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 16 or over), and it should be made clear whether it is from all or some specific acts of collective worship. No reasons need be given, though parents may make arrangements for *alternative religious worship* to take place for their child, provided that such arrangements can be made at no additional cost to the school and provided the effect would not be to replace the statutory non-denominational collective worship in the school.

Parents have the right to choose whether or not to withdraw their child from collective worship without influence from the school, although a school should ensure parents or carers are informed of this right (for example on the school website) and are aware of the educational objectives and content of the collective worship programme. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected.

If parents and the school agree that the pupil should be allowed to remain physically present during the collective worship, but not take part in it, nothing in the law prevents this.

Pupils should not be withdrawn so that they may participate in other activities. Schools have a duty to supervise pupils who are withdrawn from collective worship, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

7. Determinations

A determination allows a school to be able to organise its collective worship in a way that is appropriate to its pupil make up, and lifts the legal requirement for collective worship to be wholly and mainly Christian.

The 1988 Education Reform Act allows the requirements for 'broadly Christian' worship to be lifted in respect of some or all of the pupils in a school where appropriate. Before considering this, a school should consider carefully the guidance laid out in this document which shows ways in which the requirements for 'broadly Christian' worship in a multi-faith school can be met without a determination.

If a headteacher wishes to apply for a determination, they must make an application to SACRE. Before doing so the headteacher must consult the school's governing body who in turn may wish to seek the views of parents. The headteacher and governors should take care to safeguard the interests of any parents of children for whom broadly Christian collective

worship is appropriate. In considering whether to apply for a determination the headteacher should take into account the number of withdrawals from broadly Christian worship that have been made.

The headteacher's application may relate either to a clearly described and defined group or to the whole school.

The Headteacher, or their representative, will be asked to attend a SACRE meeting to put forward their reasons for application for a determination. On reaching a decision, the headteacher will be notified, in writing, and informed of the date from which the determination can take effect.

SACRE is obliged by law to review the determination at least every five years, and schools will be notified of this review by SACRE.

In considering an application for a determination the following criteria will be used by SACRE:

- The number of withdrawals from broadly Christian collective worship (this is the primary consideration by SACRE)
- The family and faith backgrounds of the pupils in the school, including those for whom broadly Christian worship may be appropriate as well as those for whom it may be inappropriate
- That the proposed alternative worship will be educational in nature and affirm the values of the school community, will be nondenominational and will not attempt to indoctrinate or evangelise

Links to further support for collective worship

Guidance for schools from:

[Newham](#) SACRE

[Bristol](#) SACRE

[Diocese of St Edmundsbury and Ipswich](#)

Guidance on collective worship for school governors

Collective Worship and Religious Education: [a guide for governors](#)

Acknowledgements

Thanks to members of Devon, Torbay and Plymouth SACREs for their input and in particular to members of the collective worship working party:

- Katie Freeman - Bickleigh Down Primary School and Plymouth SACRE (Chair)
- Corrine Guntrip - Ellacombe Primary School and Torbay SACRE (Chair)
- Tania Hawker – Pilgrim Primary School and Plymouth RE Hub
- Claire Hulbert - Payhembury Primary School and Devon SACRE member

- Shelley Moss - Churston Ferres Grammar School and Torbay SACRE
- Ed Pawson - Devon and Torbay SACRE RE consultant
- Jeremy Roberts - Devon (Chair) and Torbay SACRE
- Belinda Twiggs - St Michaels Primary School and Devon/Torbay SACRE

For further information and support contact Ed Pawson at efpawson@gmail.com

Appendix 1 – The framing approach

Plymouth SACRE recommends a '*framing approach*'. When children or adults share a text, artwork, piece of music, or saying they should introduce the piece with words which clearly identifies the tradition from which it comes so that a safe boundary is created from which all can freely respond to it.

For example:

'I/we are sharing this reading from the Gospel of Mark in the Bible. While this has special meaning for Christians, we can all listen and respond in the way which is right for each of us.'

'I am sharing this reading from the Gospel of Mark in the Bible. While this has special meaning for me as a Christian, I hope you will hear something in it which is helpful to you.'

'I/we am/are sharing this hadith which is important for many Muslims so that we can understand what it says and let it affect us in the way that is right for each one of us'

'I am going to tell you this fable from Aesop's fables which have particular meaning for many people and are also strongly connected to stories from Hinduism and Buddhism. Let us all reflect on what this story says about greed.'

2. After leading the group to a period of calm silence, we recommend saying: '*Now we can use this quiet that we have made to reflect, meditate or pray according to our own beliefs.*

Plymouth SACRE believes that this is the most appropriate way to provide the opportunity for all to worship including those whose tradition focuses on worshipping God, without compromising anyone's integrity.

3. When festivals are celebrated SACRE recommends that children and adults present and share aspects of the festivals of their own traditions. It may be that if a culture of mutual respect is developing some children will still feel unsure about public recognition of their affiliation with a faith tradition. This may be the case particularly if there are very small numbers in the school or if the child has witnessed negative responses to their tradition during their life.

4. SACRE recommends that adults and children make decisions about collective worship and choose the content and format together, using these guidelines.

5. Individuals or groups need to be mindful of sensitivities of members of the whole school community in the choices they make and in the way they present material.

6. The teacher with responsibility for collective worship needs to ensure that there is a balance of material from different traditions through a term.
7. When members of local faith communities are invited to lead collective worship it is important that they comply with points 1 and 2 of these procedures.

Appendix 2: model draft policy for collective worship

This is an example policy that sets out what a school policy might look like. It would need to be adapted to your particular school, and would also have different emphases if your school is a faith or community school. Phrases in italics are recommended for faith schools only.

Insert : Name of School

Required Review Frequency	
Next Review Due:	July 2021
Committee Responsible:	
Document Location	

Version	Approved By	Date of Approval	Key Changes

Philosophy of collective worship at xxxxxx: (Some quotes you might like to use)

"The fact that I can plant a seed and it becomes a flower, share a bit of knowledge and it becomes another's, smile at someone and receive a smile in return, are to me a continual spiritual journey"- Leo Buscaglia

"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God". William Temple (1881-1894)

"Stillness is the altar of spirit" Paramahansa Yogananda(1893-1952)

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light" *Albus Dumbledore* (J.K. Rowling)

xxxxxx School is a Community school/Church of England Voluntary Controlled School. Collective worship is an important part of the school day as it gives us the opportunity to come together as a school community. It is attended by all students, staff and any visitors in school are very welcome to join in.

Collective Worship and the Law

In accordance with legal requirements (School Standards and Framework Act 1998) an act of collective worship, taking into account of the age, aptitude and background of the pupils, is provided daily for all pupils except those withdrawn by parents. The school expects that withdrawal will be only made following discussions with the head teacher, followed by written confirmation of withdrawal. Special arrangements will be made by governors to supervise children withdrawn from acts of worship. In addition, staff have the right to withdraw from the act of collective worship.

“The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.”

The School Standards and Framework Act 1998

Rationale

Inclusion is important to our vision and we aim for acts of worship to be inclusive of all pupils. There is an expectation that all pupils will be present. Careful planning and preparation ensure that there are clear learning intentions for all pupils at different levels of understanding. Collective worship is first and foremost for the educational benefit of all pupils. It is a shared activity that allows for a variety of responses and provides an opportunity for those of any religious faith or none to focus and reflect on stimuli which allow the human spirit to respond with integrity. The school is committed to respect the integrity of the backgrounds from which pupils come.

The school will also offer the opportunity to explore, reflect upon and respond to the mystery and meaning of the Christian faith.

At School Collective Worship we aim to:

- Strengthen and support the school community and celebrate each unique individual member (Church school might add – ‘as *made in the image of God*’.)
- Give expression to reaffirm and practise the values of the school community
- Allow reflection and response to fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals
- Contribute to the spiritual, moral, social and cultural development of pupils
- Foster and enable a concern for the needs of others – recognition of the vulnerability of self and others
- Lead pupils to a deeper knowledge and understanding of different faiths and world views
- Provide members of the school community with the opportunity to;
 - *A Church school might say – ‘Praise and reach out to God’*
 - Experience stillness and quiet
 - Experience a variety of forms of music, art, drama, story that lead to personal reflection

- Provide a foundation for a mature understanding and practice of worship in the future

At we arrange Acts of Collective Worship/assemblies in the following ways;

Day	Time	Grouping	Place	Leadership	Theme / pupil's role
Monday	3:00 – 3:20	Whole school	Hall	Head teacher	<i>Value of the term</i>
Tuesday	9:10 – 9:30	KS1 or KS2	Hall	Key stage assembly led by teacher or children	<i>Open the Book</i>
Wednesday	10:15 – 10:30	Whole school	Hall	Head teacher Music teacher	Singing assembly
Thursday	3:10 – 3:30	Whole school	Classrooms	Class Teacher	<i>Value of the term</i>
Friday	3:00 – 3:30	Whole school	hall	Deputy Head teachers	<i>Celebration Together</i>

Leadership, Planning and Evaluation of Collective Worship/Assemblies

There is a Collective Worship planning group led by the Headteacher as collective worship Coordinator and including representatives of the children, parents, teachers, and governors. This group meets regularly to plan, monitor and evaluate Collective Worship. The calendar for Collective Worship draws on *the Church year* and the school values.

Collective Worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity. Staff are given appropriate training and mentoring to equip them in their roles as worship/assembly leaders.

All pupils attend an Act of Collective Worship/Assembly each day. These are organised on a rota and include whole school, phase-based and class-based worship.

A record is kept of Collective Worship. The Worship Coordinator is responsible for keeping this record.

The Collective Worship Planning Group is responsible for monitoring and evaluating Collective Worship. Children, teachers, and governors are all involved in evaluation of Collective Worship. The group reports to the Headteacher and the Governing Body.

Special services

We join together as a community at special times, e.g. Leavers' service, special times of celebration such as Red Nose Day and Poppy Day of Remembrance.

Music and art as part of our act of worship

Music is played before and after our assemblies to highlight that this is a special time for us to be together. We use music as part of our act of worship where appropriate to the theme as we see music as a medium able to evoke deep, intense feelings that are a part of an individual and theirs alone; memories, emotions of visual images.

The music, instrumental or vocal, may be selected to enhance the atmosphere for worship, stillness and reflection or to inspire thought and talking points in the areas of spiritual, moral, social and cultural development.

This listening time is also used to introduce children to;

1. Music of a variety of styles, cultures and traditions
2. A range of composers and famous works
3. Recognition and appraisal of a range of musical elements

Visitors to school

Visitors leading collective worship must be given clear instructions concerning age and ability of the pupils, purpose of occasion and appropriate delivery (content and material used).

The school will ensure that checks are made about connections with the school e.g. parent, charity representative, clergy from another denomination, adviser, colleague before the day

There will be a sharing of the aims and objectives of the visits and links made to the overall scheme for Collective worship.

The visitor's method will be reviewed before another invitation is extended.

A follow up session will be linked where considered appropriate to the developing theme.

Visitors should report to the office to announce their arrival. All visitors must sign the visitor's book and may not be left with the children unless member of the school staff is present. They will be thanked as they leave the building.

Appendix 3: organising collective worship

Suggested outline for pupil participation in Collective Worship

Before Collective Worship	During Collective Worship	After Collective Worship
<p style="text-align: center;">Setting up</p> <p>The children will:</p> <ul style="list-style-type: none"> Selecting and setting up CD Putting out chairs Prepare the worship table The children will ring the bell to call the school to worship. 	<p style="text-align: center;">Gathering</p> <p>The children will:</p> <ul style="list-style-type: none"> Saying a welcoming sentence. Organise school notices. 	<p style="text-align: center;">Clearing up</p> <p>The children will:</p> <ul style="list-style-type: none"> Hold doors open for those leaving. Put away equipment and chairs. Turn off candles.
<p style="text-align: center;">Welcoming</p> <p>The children will:</p> <ul style="list-style-type: none"> Greet the other children at door Meet visitors at main entrance (and help them to set up). 	<p style="text-align: center;">Engaging</p> <p>The children will:</p> <ul style="list-style-type: none"> Introduce a visitor or the storyteller Take part in Drama activities such as Open the Book. Support teachers with music, video clips and PowerPoint slides. 	<p style="text-align: center;">Recording</p> <p>The children will:</p> <ul style="list-style-type: none"> Record a log book detailing what the school had learnt about in Collective Worship. Ask the visitor or the person leading worship to sign the log book to say that it is a true representation of what they have learnt.
<p style="text-align: center;">Planning</p> <p>The children will:</p> <ul style="list-style-type: none"> Choose music and songs to be sung in worship that link to our theme. Write their own prayers to share at the end of worship. 	<p style="text-align: center;">Responding</p> <p>The children will have the opportunity to:</p> <ul style="list-style-type: none"> Ask and answer questions. Read or saying prayers. Leading actions or signing to songs. 	<p style="text-align: center;">Evaluating</p> <p>The children will have the opportunity to:</p> <ul style="list-style-type: none"> Use the Imaginor Evaluation grid. Work together to look at evaluations and plan the next steps for Collective Worship. Share evaluation findings with Governors and school SLT.
	<p style="text-align: center;">Sending</p> <p>The children will have the opportunity to:</p> <ul style="list-style-type: none"> Switch off the candles. Saying the 'Grace' or other closing prayer. 	

Appendix 4: websites to support collective worship

The following websites provide suggestions for schools to supplement their Collective Worship programme. Plymouth SACRE is not responsible for the reliability of these links or for the content of these sites.

http://www.assemblies.org.uk	Primary and secondary school assemblies with a broadly Christian perspective 'for every season' from SPCK. Contains a section on assemblies to celebrate festivals of a good range of religions and a 'rapid response' feature to help schools address big issues in the news.
https://www.barnabasinschools.org.uk/	CW resources to enable schools to explore Christianity creatively and confidently
https://bigstartassemblies.org/	Big Start Assemblies combine value-based themes with stories from the Bible. They are easy to plan and great fun for KS1 and KS2 pupils.
http://www.bbc.co.uk/cbeebies/stories/	CBeebies stories for primary school age children that could be used in assemblies – includes 'Seasonal' stories reflecting religious festivals and 'World Stories' reflecting different cultures.
http://www.bbc.co.uk/schoolradio/	Audio programmes from BBC learning for the 5-7 and 7- 11 age ranges. Listen again within 7 days of broadcast or order the CD. Sets of notes for teachers also available for free download.
http://www.bdeducation.org.uk/schools/teacher/collective-worship/	Collective Worship ideas and advice from the Diocese of Blackburn.
http://www.cafod.org.uk/resources/worship	Reflections on social justice and poverty for worship activities from the Catholic charity CAFOD. Prayers, liturgies and reflections across Church seasons and a wide range of themes.
http://learn.christianaid.org.uk/	Teaching resources from Christian Aid, with assemblies for primary and secondary.
http://www.creativeproverbs.com/	Franklin C. Baer's 'Quotations for creative thinking' searchable website.
http://www.fischy.com/	Music for emotional, social and spiritual health and wellbeing from Fischy Music.
http://www.hibbert-assembly.org.uk/	Good starting points for sensitive assemblies from the Hibbert Trust, including advice to those leading assemblies by the Reverend John Harley.
https://www.gloucester.anglican.org/schools/jumping-fish-publications/	Jumping Fish Ltd® publications support RE teaching, spiritual development, values education and collective worship in schools

http://www.hmd.org.uk/	National website for ideas on remembering the Holocaust.
http://www.humanismforschools.org.uk/	Assembly ideas and humanist perspectives from the British Humanist Association.
http://www.ibiblio.org/zen/	Zen Buddhist site with 'Koan of the Day.'
https://www.imaginer.co.uk/	Imaginer's resources, in particular the excellent Roots and Fruits, are highly rated by teachers
http://www.inspirationalarchive.com/inspirationalstoriesblog/	Archive of mostly Christian inspirational stories – a mixture of material, not all suitable for school assemblies.
http://www.irinnews.org/	Humanitarian news and analysis service of the UN Office for the Co-ordination of Humanitarian Affairs.
http://www.lifesavers.co.uk/collectiveworship/	20 individual worship resources 5 on each of the values generosity, wisdom, thankfulness and justice (helping children to manage money wisely).
http://www.oxfam.org.uk/education/resources/	Oxfam's downloadable resources for primary and secondary assemblies featuring issues of social justice. PowerPoint presentations, ideas for workshops, assembly scripts etc.
http://www.prayingeachday.org/reflect.html	De La Salle Brothers ('Christian Education in a Christian Community') collection of reflections and prayers for every day of the year. Click on a date for stories, questions and prayers for reflection.
http://www.primaryresources.co.uk/assembly/	Scripts for primary school assemblies, contributed by teachers.
https://www.picture-news.co.uk/	Each week we choose a current news story, provide an image, a thought-provoking question and a variety of teaching resources.
http://www.reonline.org.uk/	Religious education website with search engine to find materials for use in assemblies.
http://www.request.org.uk/	Resources for most of the Christian denominations – not specifically for Collective Worship but can be adapted.
http://www.retoday.org.uk/	Downloadable resources associated with RE Today publications (<i>password required - available free to RE Today subscribers</i>).
http://www.stapleford-centre.org/resources/assemblies/assemblying-citizens	Secondary school assemblies for active citizenship and personal development from The Stapleford Centre, a Christian education organisation. Some free samples but requiring subscription for full access.
http://www.teachingideas.co.uk/subjects/assemblies/	Mark Warner's Teaching Ideas site contains a range of interesting downloads for assemblies for primary schools.
http://www.tere.org/index.php?id=59	Catholic Teachers Enterprise for Religious Education assembly ideas for primary schools.

www.thelinkingnetwork.org.uk	The Linking Network supports schools to develop a positive, cohesive ethos by helping young people to explore identity, celebrate diversity, promote community and champion equality
http://www.theotherpages.org/	Quotations, poems and images for personal and non-commercial use.
http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/teachingandlearning/assemblies/	Teachernet resources are now held on the national archives database. This is a bank of over 100 resources written by teachers for teachers. The search engine no longer works but you can access the examples via 'Assemblies A – Z'.
http://www.worshipworkshop.org.uk/	The National Society's Worship Workshop website. Intended for CofE schools but others may find useful material here for Collective Worship that is 'wholly or mainly of a broadly Christian character'.