



Assemblies 2021- 2022





Assemblies in **blue** are UNICEF assemblies – resources for these can be found on the UNICEF website and there is a copy in the RE curriculum folder

<https://www.interfaith.org.uk/resources/religious-festivals>


[2022 Calendar of Religious Holidays - ReligionFacts](#)






[Advice template \(publishing.service.gov.uk\)](#)

[What is SMSC? \(doingsmsc.org.uk\)](#)

Autumn 1					
Week Beginning	Topic	Whole School	Department	CRC links	SMSC & British values outcomes
6 th September	Everyone's a hero		Class 8 Class 3	Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect.	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
13 th	1 September INSTALLATION OF THE GURU GRANTH SAHIB IN THE HARMANDIR SAHIB The Golden Temple, Amritsar 1604 CE –  Sikh		Class 7 Class 2	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
20 th	7 September - 8 October ROSH HASHANNAH  Jewish		Class 6 Class 1	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
27 th	21 September– 28 September SUKKOT  Jewish		Class 5 Class 3	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	Appreciate cultural influences; understand, accept, respect and celebrate diversity.
4 th October	Harvest Festival  Christian		Class 4b Class 2	Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how their can contribute positively to the lives of those living and working in the locality of the school and to society more widely
11 th	6 October ANNIVERSARY OF THE BIRTH OF THE BAB		Class 8 Class 3	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others





	 Baha'i			not stopping other people from enjoying their rights.	and the surrounding world; use imagination and creativity; reflect
Alternative Ideas for this term	World Teachers' Day			Article 3 All organisations concerned with children should work towards what is best for each child.	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
18 th	Travel home on Friday – no assemblies				


Autumn 2					
Week Beginning	Topic	Whole School	Department	CRC links	SMSC & British values
1 st November	2 November ALL SOULS' DAY  Christian		Class 7 Class 2	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how their can contribute positively to the lives of those living and working in the locality of the school and to society more widely
8 th	4 November DIVALI / DIWALI / DEEPAVALI  Hindu / Jain		Class 6 Class 1	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how their can contribute positively to the lives of those living and working in the locality of the school and to society more widely
15 th	12 November LOY KRATONG  Buddhist		Class 5 Class 3	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
22 nd	19 November BIRTHDAY OF GURU NANAK (1469 CE)  Sikh		Class 4b Class 2	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	Encourage respect for other people Appreciate cultural influences; understand, accept, respect and celebrate diversity.
29 th	29 November - 6 December HANUKAH 		Class 4 Class 1	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should



	Jewish			other people from enjoying their rights.	not be the cause of prejudicial or discriminatory behaviour
6 th December	Human Rights Day		Class 8 Class 3	Article 19 Governments should ensure that children are properly cared for, and are protected from violence, abuse and neglect by anyone who is caring for them.	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
Alternative ideas for this term	International Day of Disabled Persons			Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Investigate moral and ethical issues
13 th December	Travel home on Friday – no assemblies				

Spring 1					
Week Beginning	Topic	Whole School	Department	CRC links	SMSC & British values
3 rd January	Quakers and what they might have done at Christmas  Society of Friends (Quaker)		Class 7 Class 2	Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.	Encourage respect for other people Appreciate diverse viewpoints.
10 th	Martin Luther King Day		Class 6 Class 1	Article 2 The Convention on the Rights of the Child applies to everyone without exception. Governments should take all measures to ensure that children are protected against all forms of discrimination.	Enable students to develop their self-knowledge, self-esteem and self-confidence
17 th	Buddhist New year  Buddhism		Class 5 Class 3	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
24 th	Holocaust Memorial Day		Class 6 Class 2	Articles 19 and 32–37 The government is responsible for protecting children from violence, abuse, neglect, poor treatment and exploitation.	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
31 st	Valentine's Day		Class 5	Article 15	Enable students to develop their self-








	 Christian		Class 1	Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	knowledge, self-esteem and self-confidence
7 th February	Travel home on Friday – no assemblies				

Spring 2					
Week Beginning	Topic	Whole School	Department	CRC links	SMSC & British values
21 st February	Mother Language Day		Class 4b Class 3	Article 30 Every child has the right to practice their own culture, language and religion.	Encourage respect for other people
28 th	World Thinking Day		Class 4a Class 2	Article 15 All children have the right to meet with others and to join or set up associations, unless in doing so they violate the rights of others.	An understanding of how citizens can influence decision – making through the democratic process
7 th March	World Book Day		Class 8 Class 1	Article 28 All children and young people have a right to free primary education. Children should be encouraged to go to school to the highest level they can.	Enable students to develop their self-knowledge, self-esteem and self-confidence
14 th	Fairtrade Fortnight		Class 7 Class 3	Article 24 All children and young people have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay alive, healthy and safe.	Enable students to distinguish right from wrong and to respect the civil and criminal law of England
21 st	Spring Equinox and Earth Day		Class 6 Class 2	Article 12 You have the right to give your opinion and for adults to listen and take you seriously.	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how their can contribute positively to the lives of those living and working in the locality of the school and to society more widely
28 th	Travel home on Friday – no assemblies				





Summer 1					
Week Beginning	Topic	Whole School	Department	CRC links	SMSC & British values
18 th April	World Health Day		Class 5 Class 1	Article 24 All children and young people have the right	Enable students to acquire a broad general knowledge of and respect for public



				to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay alive, healthy and safe.	institutions and services in England Investigate moral and ethical issues
25 th	Naw Ruz  Baha'i		Class 4b Class 3	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
2 nd May	Ramadan  Muslim		Class 4a Class 2	Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
9 th May	Lailat-il-qaqadr/ The night of power/ honour / dignity  Muslim		Class 8 Class 1	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
16 th May	Vesak  Buddhist		Class 7 Class 2	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	Encourage respect for other people
23 rd	Travel home on Friday – no assemblies				

Summer 2					
Week Beginning	Topic	Whole School	Department	CRC links	SMSC & British values
6 th June	Shavuot  Jewish		Class 6 Class 1	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect
13 th June	World Refugee Day		Class 5 Class 3	Article 38 Children in war zones should receive special protection.	An understanding of the importance of identifying and combatting discrimination



20 th June	A Humanist naming ceremony  Humanism		Class 4b Class 2	Article 8 Governments must respect every child's right to a name, a nationality and family ties.	An acceptance that other people having different faiths or beliefs to oneself (or having non) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour
27 th June	Sant Kabir Jayanti  Hindu		Class 4a Class 1	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	Further tolerance and harmony between different cultural traditions by enabling students to acquire and appreciation of and respect for their own and other cultures
4 th July	A Humanist Wedding  Humanism		Class 8 Class 3	Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
11 th July	Eid – Al-Adha  Muslim		Class 7 Class 2	Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.	Encourage respect for other people
18 th July	Travel home on Friday – no assemblies				

Taken from the Wandsworth Locally Agreed Syllabus for RE (2017)

The purpose of Religious Education

The UK has a rich heritage of culture and different belief systems and it is vital that young people are given opportunities to reflect on how different beliefs affect them and those around them. Religious Education contributes to education by provoking challenging questions about meaning and purpose in life, beliefs about ultimate reality, issues of right and wrong and what it means to be human. In RE students learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching, thus, should equip students with knowledge and understanding of a range of religious and non-religious beliefs and worldviews, whilst encouraging them to simultaneously develop their own ideas, values and identities. RE aims to ensure that all students:

AO1 Learning *about* religion and beliefs - Know about and understand a range of religious and non-religious beliefs and worldviews so that they can:

- Describe, explain and analyse beliefs and practices and how these beliefs influence the lives of adherents;



- Recognise the diversity which exists within and between communities and individuals and challenge simplistic representations of religion;
- Identify, investigate and respond to questions posed, and the responses offered, by different sources of wisdom and authority;
- Appreciate the nature and significance of the different ways of life studied, explaining why they are important to different individuals and communities.

AO2 Learning *from* religion and beliefs - Express insights about the nature and significance of different worldviews and gain the skills needed to engage seriously with different worldviews so that they can:

- Explain their ideas about how beliefs and practices influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, meaning and value;
- Appreciate the different forms in which beliefs can be expressed and celebrated;
- Explore how beliefs form a part of individual and communal identities and how moral values are formed from these beliefs;
- Engage in critical study of a range of sources of knowledge, recognizing bias and differences in interpretation;
- Enquire into what enables individuals and communities to live together respectfully in a pluralistic society;
- Develop positive attitudes and values and relate their learning to their own experiences of the world.

Community Cohesion, Fundamental British Values (FBV) and Spiritual, Moral, Social and Cultural (SMSC) Development

Schools are required to actively promote the Spiritual, Moral, Social and Cultural (SMSC) development of their pupils. Teaching should respond to the particular needs of students, ensuring they achieve their potential, and should prepare young people for opportunities, responsibilities and experiences of later life in the UK. Through their provision of SMSC in RE and in the wider curriculum, schools should: enable students to develop their self-knowledge, self-esteem and self-confidence; enable students to distinguish between right and wrong; promote respect for the law and the democratic processes that underpin its creation; encourage young people to positively contribute to the lives of others; and promote tolerance and harmony between different cultural traditions by providing opportunities for learning about the value of different cultural practices including their own.

These aims are echoed in the new teaching standards¹ and guidance on Fundamental British Values² (FBV) which require teachers to 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.’ Through their provision of FBV in RE and in the wider curriculum, schools should: actively encourage democratic spirit through explaining the democratic process in the UK and why it is important to participate; promote a respect for law and explain how laws are made and challenged in Parliament; promote respect for religious pluralism and outline the ways in which this is protected by law; and encourage young people to identify and combat all forms of discrimination.

¹ Department for Education (2011) *Teachers' standards*. London: Stationary Office, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf

² Department for Education (2014) *Promoting fundamental British values as part of SMSC in schools*. London: Stationary Office, <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc>

³ DCFS (2010). *Religious Education in English Schools: Non-statutory Guidance*. Nottingham: DCSF Publications <http://media.education.gov.uk/assets/files/pdf/t/information%20sheet%201%20final.pdf>

⁴ DCFS (2010). *Religious Education in English Schools: Non-statutory Guidance*. Nottingham: DCSF Publications <http://media.education.gov.uk/assets/files/pdf/t/information%20sheet%201%20final.pdf>

Religious Education is well-placed to contribute to these whole-school aims: ‘RE makes an important contribution to a school’s duty to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.’³ Through developing students’⁴ knowledge of different groups in society and promoting shared values, the subject may encourage an appreciation of different faiths and cultures. In using resources from a range of different traditions, encouraging open and respectful debate and in giving all students a voice in the school to share their ideas, the subject can promote FBV and SMSC in its content and style of teaching.