



# **Collective Worship Policy**

Agreed at (please indicate with a\*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

13.11.25

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# Collective Worship Policy

## 1. Introduction

- a) This policy has been written to ensure that Collective Worship at Stamford Green Primary School and Nursery is planned and meets the needs of the children.
- b) Definition: Collective Worship is a time when the whole school, or groups within the school, meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to reflect through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development (SMSC).

## 2. Aims and Objectives

This policy will:

- a) Enable us to deliver a programme of Collective Worship, across the year, which reflects the religious and cultural backgrounds of all the children at Stamford Green Primary School and Nursery.
- b) As per DfE guidance, we will ensure that provision is predominantly of a Christian nature alongside promoting knowledge and understanding of other faiths.
- c) Promote our school values that the governors, staff, parents and children decided were important to the lifelong personal development of the children at Stamford Green Primary School and Nursery.
- d) Help stakeholders understand how Collective Worship contributes to curriculum coverage e.g. links to the Religious Education curriculum.
- e) Ensure that our collective worship promotes diversity, equality and inclusion.

## 3. Collective Worship Timetable

- a) Our Collective Worship will be organised through the following assemblies or activities:

<p><b>Monday – Values</b> 9:00 – 9:15am School grouped vertically</p> <p>Hall: Mrs Dray 1M, 1MV, 2J, 3W, 3WH, 4C, 5J, 5T, 6B, 6G.</p> <p>Studio: Mrs Williams 1S, 2MO, 2W, 3L, 4B, 4V, 5P, 6J.</p> <p>(YR to join when it is appropriate)</p>	<p>Our school values and British Values are explored.</p> <p>And</p> <p>Sing song identified on programme of singing.</p>
<p><b>Tuesday – Whanau</b> Whanau is a Maori word which means, 'extended family' and refers to the concept of different age groups making connections and taking care of each other.</p> <p>9:00 – 9:15am</p> <p>Autumn Y1 – Mixed classes across the year group Y2 – Y6 – Mixed groups in classrooms</p>	<p>Community activities and learning:</p> <p>The class teacher leads a group of children from Y1/Y2 – Y6.</p> <p>Our Whanau session is developed with this in mind: the aim is to encourage our children to bond, play and communicate confidently with each other beyond class and year group boundaries. The session is structured around enabling the</p>

<p>Spring 2 Y1 – Y6 – Mixed groups in classrooms</p>	<p>children to meet, make friends and work on projects together. To ensure that all children feel valued and included, the projects are accessible to all, regardless of age, ability or skill level, and are realistic in scope.</p>
<p><b>Wednesday – What's in the news</b> 9:00 – 9:15am</p> <p>Hall: Mrs Druce Y4 - 6.</p> <p>Studio: Mr Loughlin Y1 - 3.</p>	<p>Using the Picture News resources, examine what is in the news from around the world.</p> <p>And</p> <p>Sing song identified on programme of singing.</p>
<p><b>Thursday – Diversity, Equality, Inclusion and Belonging</b> 9:00 – 9:15am</p> <p>Hall: Mrs Temlett Y4-6.</p> <p>Studio: Mrs Vidal Y1-3.</p>	<p>See Appendix 1</p> <p>And</p> <p>Sing song identified on programme of singing.</p>
<p><b>Friday – Celebration Assembly</b> 9:00 – 9:15am</p> <p>School grouped vertically</p> <p>Hall: Miss Croucher 1M, 1MV, 2J, 3W, 4C, 4V, 5J, 5T, 6B, 6G.</p> <p>Studio: Ms James/Mrs Smith 1S, 2MO, 2W, 3L, 3WH, 4B, 5P, 6J.</p> <p>(YR to join when it is appropriate)</p> <div data-bbox="236 1512 774 1921" style="background-color: #0056b3; color: white; padding: 5px;"> <p><b>Celebration Assembly Preparation:</b></p> <p>Birthdays and singing Happy Birthday – LY to have ready names and class</p> <p>Merit Awards – CTs to hand in at start of assembly</p> <p>Golden Jumpers – CTs to hand certificates in at start of assembly and children collect jumpers during the assembly from the office. Return jumpers to the Office first thing on Thursday.</p> <p>Pepe Punctuality Puppy – One for the studio and hall – JL to order another Pepe or find two and SI to prepare winners sensitively</p> <p>Sing song of the week – PowerPoint check - LG</p> <p>Golden Awards and lucky dip – Need to be sorted from box in entrance hall. Two lucky dip baskets needed. AP to liaise with SJ</p> <p>Values Buttons – DL to organise House Captains to count on Friday and then they can report in the assembly</p> <p>House Points – DL to organise House Captains to count on Thursday and update slide to be revealed in assembly.</p> <p>Buckingham Bear/Stamford Bear – LD to write after Diary Meeting so they are ready for collection from LY</p> </div>	<ul style="list-style-type: none"> <li>• Birthdays and singing happy birthday</li> <li>• Merit Awards – each class</li> <li>• Achiever of the Week (Golden Jumper) – each class</li> <li>• Pepe Punctuality Puppy – 1 across Hall and Studio</li> <li>• Annabelle Attendance Ape – 1 across Hall and Studio</li> <li>• Golden Awards and lucky dip</li> <li>• Values Buttons – House winner</li> <li>• House Points - House winner</li> <li>• Buckingham Bear/ Stamford Bear – HT/Governor award – 1 per year group.</li> </ul> <p>And</p> <p>Sing song identified on programme of singing.</p>

- b) Nursery and Reception will follow the themes outlined in this policy but will deliver the Collective Worship in the EYFS classrooms and join the rest of the school when it is appropriate, e.g. end of year whole school assembly for Nursery or later on in the year for YR children.
- c) Outside of delivering extra learning support or peripatetic lessons during assembly time, class teachers will attend assemblies on a rotated basis to model and support high expectations regarding listening and participation.
- d) Group singing is known to improve mood, boost confidence, encourage engagement and increase cultural capital. Regular sing-songs will therefore be included in assemblies to maximise these benefits as well as help foster feelings of community and social connection across the year groups.

#### 4. For the school

- a) Collective Worship contributes significantly to the ethos of our school and our school community.  
We aim to:
  - i. share common aims and school values;
  - ii. celebrate achievement and special times;
  - iii. explore together the world in which we live;
  - iv. develop a community spirit.
- b) Assemblies enable us to come together as a community and consider SMSC related issues. Assemblies should be engaging, high challenge and involve pupils wherever possible.
- c) Pupils in Year 6 will have regular roles e.g. setting up benches/chairs and IT as well as content e.g. values button winners and collecting certificates.
- d) Operational procedures
  - i. Staff leading the assembly to check that the Hall/Studio is set up and liaise with IT Support to ensure all multimedia requirements are operational;
  - ii. Staff leading are to be in the Hall/Studio promptly to start receiving and admitting pupils;
  - iii. As pupils enter the Hall/Studio there should be music playing alongside the matching PowerPoint so pupils can identify the music and composer;
  - iv. Entrance to the hall should be in silence with pupils in correct uniform;
  - v. If speakers/outside presenters are leading assemblies the person leading assembly must ensure they warmly welcome, meet and escort them down to the Hall/Studio;
  - vi. The person leading the assembly must ensure that assemblies run to time and that pupils are dismissed on time.
  - vii. Staff bringing children into assembly must be role models for the behaviour expected of the children. Therefore, only non-verbal gestures should be used to communicate with the children. As per Establishing Week and FAB walking, staff should not lead the children into assembly but monitor from the middle of the line. The member of staff leading the assembly will ensure they know where to go and when to sit down.
  - viii. Whanau helps provide practical opportunities to put these qualities into action by fostering community spirit and working to directly acknowledge, benefit and celebrate our communities.  
Our communities include (but are not limited to):
    - The immediate school community.

- Our neighbours, such as residents who live close to school or businesses that serve us locally.
- Specific groups or campaigns in wider society who might appreciate contact or input from us.

Whanau projects could therefore include (but are not limited to):

- Tidying or organising spaces on school grounds.
- Designing and distributing greetings cards at festive times of the year or postcards/letters to particular groups on specific topics or to show friendship.
- Marking religious festivals or national/international days of note.

ix. Routes into assembly:

	Hall	Studio
Year Group/Class	Route to enter/exit	Route to enter/exit
YR	Internal via Office	Internal to Studio
1M/1MV	Internal via Curiosity Corridor	External via fire doors
1S	Internal via Curiosity Corridor	Internal via link corridor
Y2	Internal via Curiosity Corridor	External via fire doors
Y3	External via fire doors	Internal to Studio
Y4	Internal via Office	Internal via link corridor
Y5	Internal via Curiosity Corridor	External via fire doors
Y6	External via fire doors	Internal to Studio

## 5. For the pupils

- a) We also intend that Collective Worship will contribute to the development of the pupil as a 'whole' person by providing opportunities to:
- consider spiritual and moral issues;
  - explore their own beliefs;
  - develop their own spirituality;
  - reinforce positive attitudes;
  - participate and respond;
  - reflect on what it means to be a positive member of society.
- b) Staff will ensure that each assembly will end with time for children to reflect on the thought of the day. This can be the message from the assembly or linked to the value of the month.
- c) A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils. The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

## 6. Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn by discussion with the Headteacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

### **SGPSN Diversity, Equality, Inclusion and Belonging (DEIB) Calendar**

As a school, we aim to recognise a wide variety of events that celebrate our differences and reflect our multicultural community.

Each week we will focus on a selection of occasions within the calendar as part of a dedicated DEIB assembly.

The calendar below is for the academic year 2025 - 2026. It shows key dates, religious festivals and other useful DEIB information.

You will also find the suggested DEIB Assembly Focus for the year. The Assembly Focus includes links to suggested resources for EYS, KS1 and KS2 (assembly packs and PowerPoint presentations).

Month	Key Dates	Information	Religious Festivals	Assembly Focus	Date
September	<ul style="list-style-type: none"> <li>International Day of Peace (21)</li> </ul>	<p>Sukkot The seven days of Sukkot—celebrated by dwelling in the sukkah, taking the Four Kinds, and rejoicing—is the holiday commemorating God's sheltering of Jewish ancestors as they travelled from Egypt to the Promised Land. The Four Kinds express unity and belief in God's omnipresence. Coming after the solemn High Holidays, it is a time of joy and happiness. Find out more: <a href="https://www.chabad.org/library/article_cdo/aid/4126/jewish/Sukkot.htm">https://www.chabad.org/library/article_cdo/aid/4126/jewish/Sukkot.htm</a></p>	<p>6-8 Rosh Hashanah (Judaism) 9 Fast of Gedaliah (Judaism) 15-16 Yom Kippur (Judaism) 20-27 Sukkot (Judaism) 22 Autumn Equinox/Mabon (Wicca/Pagan) 27-29 Shemini Atzeret &amp; Simchat Torah (Judaism)</p>	<a href="#">Diversity Matters</a> (KS1&2)	
				<a href="#">Embrace our Differences</a> (KS2)	
				<a href="#">Suitcase of belonging</a> (KS1)	
				<a href="#">Equality &amp; Equity</a>	
				<a href="#">We are all Different</a> (KS1) <a href="#">Peace</a>	
		<a href="#">Sukkot</a>			
October	<ul style="list-style-type: none"> <li>Black History Month</li> <li>Dyslexia Awareness Week (4-10)</li> <li>Dyspraxia Awareness (10-16)</li> <li>World Mental Health Day (10)</li> <li>Ada Lovelace Day (12)</li> <li>Stammering Awareness Day (20)</li> </ul>	<p>Dyslexia Awareness Week In 2021, the British Dyslexia Association (BDA) put aside 4-10 October to explore 'Dyslexia Creates' – looking at the power of dyslexia to create ideas, organisations and society and the invaluable contribution this makes to the UK. The BDA recognise however, that dyslexia also creates challenges and barriers so this theme will enable them to raise awareness of these and explore best practice in dyslexia support that empowers individuals to achieve their potential. Find out more: <a href="https://www.bdadyslexia.org.uk/support-us/awareness-events/dyslexia-awareness-week/**">https://www.bdadyslexia.org.uk/support-us/awareness-events/dyslexia-awareness-week/**</a></p>	<p>7-14 Sharad Navratri (Hindu) 15 Dusherra (Hindu) 19 Milad un-Nabi (Islam) 20 Installation of Scriptures as Guru Granth (Sikh) 31 All Hallow's Eve (Christian) 31 Samhain/Hallowe'en (Wicca/Pagan)</p>	<a href="#">Famous Mathematicians (including Ada Lovelace)</a>	
				<a href="#">Curiosity</a> (KS1)	
				<a href="#">Invisible Disabilities</a>	
				<a href="#">Stammering Awareness</a>	
November	<ul style="list-style-type: none"> <li>Inter Faith Week (14-21)</li> <li>Bonfire Night (5)</li> <li>Remembrance Sunday</li> <li>UK Disability History Month</li> <li>International Men's Day (18)</li> <li>Transgender Day of Remembrance (20)</li> <li>Road Safety Week (15-20)</li> <li>Anti-bullying Week (15-19)</li> <li>St Andrew's Day (30)</li> </ul>	<p>Inter Faith Week (14-21) Inter Faith Week highlights the good work done by local faith, interfaith and faith-based groups and organisations, drawing new people into interfaith learning and cooperation. It enables greater interaction between people of different backgrounds and helps to develop integrated and neighbourly communities. It celebrates diversity and commonality and opens new possibilities for partnership. Find out more: <a href="https://www.interfaithweek.org">https://www.interfaithweek.org</a></p>	<p>1 All Saints' Day (Christian) 2 All Souls' Day (Christian) 4 Diwali (Hindu, Jain, Sikh) 6 Birth of the Báb (Bahá'í) 7 Birth of Bahá'u'lláh (Bahá'í) 10 Chhath Puja (Hindu) 19 Kartik Purnima (Hindu, Jain, Sikh) 19 Guru Nanak Dev Sahib Birthday (Sikh) 25 Day of the Covenant (Bahá'í)</p>	<a href="#">Inter Faith</a> KS2	
				<a href="#">Road Safety</a>	
				<a href="#">One Kind Word</a>	
				<a href="#">Tanni Grey-Thompson</a>	
				<a href="#">Diwali</a>	

			27 Ascension of 'Abdu'l-Bahá (Bahá'í) 28-6 Chanukkah (Judaism)		
December	<ul style="list-style-type: none"> <li>International Day for the Abolition of Slavery (2)</li> <li>International Day of Persons with Disabilities (3)</li> <li>International Human Rights Day (10)</li> </ul>	<p>Christmas (or Feast of the Nativity) is an annual festival commemorating the birth of Jesus Christ, observed primarily on December 25 as a religious and cultural celebration among billions of people around the world. A feast central to the Christian liturgical year, it is preceded by the season of Advent or the Nativity Fast and initiates the season of Christmastide, which historically in the West lasts twelve days and culminates on Twelfth Night; in some traditions, Christmastide includes an octave. Christmas Day is a public holiday in many of the world's nations, is celebrated religiously by a majority of Christians, as well as culturally by many non-Christians, and forms an integral part of the holiday season centred around it. Find out more: <a href="https://en.wikipedia.org/wiki/Christmas">https://en.wikipedia.org/wiki/Christmas</a></p>	<p>8 Bodhi Day (Buddhist) 14 Fast of Tevet 10 (Judaism) 14 Gita Jayanti (Hindu) 16 Dhanu Sankranti (Hindu) 21 Winter Solstice/Yule (Wicca/Pagan) 25 Christmas Day 28 Holy Innocents (Christian)</p>	<a href="#">Rosa Parks</a>	
				<a href="#">What is Discrimination?*</a>	
				GOES TO RAMADAN ASSEMBLY	
January	<ul style="list-style-type: none"> <li>New Year's Day (1)</li> <li>World Braille Day (4)</li> <li>World Religion Day (16)</li> <li>Holocaust Memorial Day (27)</li> </ul>	<p>World Braille Day, celebrated since 2019, is observed to raise awareness of the importance of Braille as a means of communication in the full realisation of the human rights for blind and partially-sighted people. Find out more: <a href="https://www.un.org/en/observances/braille-day">https://www.un.org/en/observances/braille-day</a></p>	<p>6 Epiphany (Christian) 7 Christmas Day (Orthodox) 13 Maghi (Sikh) 17 15 Shevat (Judaism) 18 Mahayana New Year (Buddhist)</p>	<a href="#">World Religion Day</a> (KS1)	
				<a href="#">Mother Theresa</a>	
				<a href="#">Food Banks</a>	
				<a href="#">Inclusive Language</a> (KS2)	
February	<ul style="list-style-type: none"> <li>LGBT History Month</li> <li>Chinese New Year</li> <li>International Day of Women and Girls in Science (11)</li> </ul>	<p>Chinese New Year Chinese New Year (Spring Festival) is the Chinese festival that celebrates the beginning of a new year on the traditional Chinese calendar or lunar calendar. The festival is commonly referred to as the Spring Festival in China as the spring season in the lunisolar calendar traditionally starts with lichun, the first of the twenty-four solar terms which the festival celebrates around the time of. Marking the end of winter and the beginning of</p>	<p>1-2 Imbolc/Candlemas (Wicca/Pagan) 5 Vasant Panchami (Hindu) 14 St. Valentine's Day (Christian) 15 Nirvana Day (Buddhist) 28 Maha Shivratri (Hindu)</p>	<a href="#">LGBT+ History Month</a> (KS1 & 2)	
				<a href="#">Diversity in STEM</a> (KS2)	
				<a href="#">Women in STEM</a> (KS2)	
				<a href="#">Pride</a>	

		<p>the spring season, observances traditionally take place from New Year's Eve, the evening preceding the first day of the year to the Lantern Festival, held on the 15th day of the year. The first day of Chinese New Year begins on the new moon that appears between 21st January and 20th February.</p> <p>Find out more:  <a href="https://en.wikipedia.org/wiki/Chinese_New_Year">https://en.wikipedia.org/wiki/Chinese_New_Year</a></p>			
March	<ul style="list-style-type: none"> <li>• St David's Day (1)</li> <li>• International Women's Day (8)</li> <li>• Commonwealth Day (11)</li> <li>• St Patrick's Day (17)</li> <li>• International Day of Happiness (20)</li> <li>• International Day for the Elimination of Racial Discrimination (21)</li> <li>• Mother's Day (27)</li> <li>• International Transgender Day of Visibility (31)</li> </ul>	<p>International Transgender Day of Visibility</p> <p>International Transgender Day of Visibility is honoured every year on March 31st and is a time to celebrate transgender people around the globe and the courage it takes to live openly and authentically, while also raising awareness around the discrimination trans people still face.</p> <p>Find out more:  <a href="https://www.hrc.org/resources/internationaltransgender-day-of-visibility**">https://www.hrc.org/resources/internationaltransgender-day-of-visibility**</a></p>	<p>1 Shrove Tuesday (Christian)</p> <p>1 Lailat al-Miraj (Islam)</p> <p>2 Ash Wednesday - Lent begins (Christian)</p> <p>16-17 Purim (Judaism)</p> <p>18 Holi (Hindu)</p> <p>Spring Festival</p> <p>19-21 Hola Mohalla (Sikh)</p> <p>20 Spring Equinox/Ostara (Wicca/Pagan)</p> <p>21 Naw-Rúz (Bahá'í)</p>	<p><a href="#">Women's Day</a> (KS2)</p> <p><a href="#">Women's Day</a> (KS1)</p> <p><a href="#">Happiness</a></p> <p><a href="#">Holi</a> (KS1)</p> <p><a href="#">Unity in Diversity (Holi)</a> (KS2)</p> <p><a href="#">Elimination of Racial Discrimination</a> (KS2)</p> <p><a href="#">Elimination of Racial Discrimination</a> (KS1)</p> <p><a href="#">St David's Day</a></p> <p><a href="#">St Patrick's Day</a></p> <p><a href="#">Mother's Day</a></p> <p><a href="#">Commonwealth Day</a></p> <p><a href="#">Transgender Awareness</a> (KS2)</p>	
April	<ul style="list-style-type: none"> <li>• St George's Day (23)</li> <li>• Lesbian Visibility Week (26-2)</li> </ul>	<p>Ramadan</p> <p>Ramadan is the ninth month of the Islamic calendar, observed by Muslims worldwide as a month of fasting (sawm), prayer, reflection and community. A commemoration of Muhammad's first revelation, the annual observance of Ramadan is regarded as one of the Five Pillars of Islam and lasts twenty-nine to thirty days, from one sighting of the crescent moon to the next.</p> <p>Find out more:</p>	<p>3 Ramadan Begins (Islam)</p> <p>14 Vaisakhi (Hindu, Sikh)</p> <p>15 Good Friday (Christian)</p> <p>15-23 Passover (Judaism)</p> <p>17 Easter Sunday (Christian)</p> <p>18 Easter Monday (Christian)</p> <p>21 First Day of Ridván (Bahá'í)</p> <p>29 Ninth Day of Ridván (Bahá'í)</p> <p>29 Laylat al-Qadr (Islam)</p>	<p><a href="#">Differences in our Community</a></p> <p><a href="#">Ramadan</a> (KS2)</p> <p><a href="#">Ramadan</a> (KS1)</p> <p><a href="#">Good Friday</a></p> <p><a href="#">St George</a></p>	26.4

		<a href="https://en.wikipedia.org/wiki/Ramadan">https://en.wikipedia.org/wiki/Ramadan</a>			
May	<ul style="list-style-type: none"> <li>International Family Equality Day (1)</li> <li>May Day (2)</li> <li>Bank Holiday</li> <li>Deaf Awareness Week (2-8)</li> <li>Mental Health Awareness Week (9-15)</li> <li>International Day Against Homophobia, Biphobia and Transphobia (17)</li> <li>Global Accessibility Awareness Day (19)</li> <li>World Day for Cultural Diversity for Dialogue and Development (21)</li> </ul>	<p>Global Accessibility Awareness Day Every user deserves a first-rate digital experience on the web. Someone with a disability must be able to experience web-based services, content and other digital products with the same successful outcome as those without disabilities. This awareness and commitment to inclusion is the goal of Global Accessibility Awareness Day (GAAD), a global event that shines a light on digital access and inclusion for people with disabilities. Find out more: <a href="https://globalaccessibilityawarenessday.org/">https://globalaccessibilityawarenessday.org/</a></p> <p>Mental Health (Awareness) Month aims to raise awareness and educate the public about mental illnesses and reduce the stigma that surrounds mental illnesses.</p> <p>World Day for Cultural Diversity for Dialogue and Development, a day set aside by the United Nations as an opportunity to deepen our understanding of the values of cultural diversity and to learn to live together in harmony.</p>	<p>1 Beltane/May Eve (Wicca/Pagan)</p> <p>2 Twelfth Day of Ridván (Bahá'í)</p> <p>3 Eid al-Fitr (Islam)</p> <p>8 Buddha Day (Vesak or Visakha Puja)</p> <p>15 Second Passover (Judaism)</p> <p>19 Lag B'Omer (Judaism)</p> <p>24 Declaration of the Báb (Bahá'í)</p> <p>26 Ascension Day (Christian)</p> <p>29 Ascension of Bahá'u'lláh (Bahá'í)</p>	Deaf Awareness Week	3.5
				Mental Health (KS2)	10.5
				Mental Health (KS1)	
				Different Families, Same Love	17.5
				Inspirational LGBTQ+ People	24.5
Homelessness					
June	<ul style="list-style-type: none"> <li>Spring Bank Holiday (2)</li> <li>Platinum Jubilee Bank Holiday (3)</li> <li>Autistic Pride Day (18)</li> <li>Windrush Day (22)</li> <li>International Women in Engineering Day (23)</li> <li>Gypsy, Roma and Traveller History Month</li> <li>Refugee Week</li> </ul>	<p>National Windrush Day The day honours the British Caribbean community, and the half a million people who travelled to the UK after the Second World War. The first Windrush Day was held on June 22nd 2018. Find out more: <a href="http://www.windrushday.org.uk/">www.windrushday.org.uk/</a></p> <p>In USA 19 June is called Juneteenth, also known as Freedom Day or Emancipation Day, it was established as a US federal holiday in June 2021. This celebration honours the day in 1865 when slaves in Texas and Louisiana finally heard they were free, two months after the end of the Civil War. It recalls this day of emancipation for thousands of African Americans.</p>	<p>4-6 Shavuot (Judaism)</p> <p>12 Trinity Sunday (Christian)</p> <p>16 Guru Arjan Martyrdom (Sikh)</p> <p>21 Summer Solstice/Litha (Wicca/Pagan)</p>	Jubilee	
				Gypsy, Roma and Traveller History Month	7.6
				Autism Awareness	14.6
				Windrush Day (KS2)	21.6
				Refugee Week	28.6

July	<ul style="list-style-type: none"> <li>• International Non Binary People's Day (14)</li> <li>• South Asian Heritage Month (begins 18, ends 20.8)</li> <li>• Nelson Mandela Day (18)</li> </ul>	<p>Asalha Puja / Dharma Day</p> <p>Asalha Puja is a Theravada Buddhist festival which typically takes place in July, on the full moon of the month of Āsādhā. It is celebrated in Cambodia, Thailand, Sri Lanka, Laos, Myanmar and in countries with Theravada Buddhist populations.</p> <p>Asalha Puja, also known as Dharma Day, is one of Theravada Buddhism's most important festivals, celebrating as it does the Buddha's first sermon in which he set out to his five former associates the doctrine that had come to him following his enlightenment.</p> <p>Find out more: <a href="https://en.wikipedia.org/wiki/Asalha_Puja">https://en.wikipedia.org/wiki/Asalha_Puja</a></p>	9 Waqf al Arafa - Hajj Day (Islam)	Eid al-Adha	5.7
			10 Martyrdom of the Báb (Bahá'í)	Mandela Day	12.7
			10-13 Eid al-Adha (Islam)		
			13 Asalha Puja / Dharma Day (Buddhist)		
			16-7 The Three Weeks (Judaism)		
			24 Litha – Summer Solstice (Wicca/Pagan)		
			25 St James the Great Day (Christian)		
			30 Muharram - New Year (Islam)		