

ASPIRE – CHALLENGE – DISCOVER

Stapleford Community Primary School

Collective Worship Policy



STAPLEFORD COMMUNITY PRIMARY SCHOOL COLLECTIVE WORSHIP POLICY			
Review frequency	Every three years	Date of next review	April 2022
Committee	LGB		
Governor approval (date)	May 2019	Website	Yes
Staff / governor responsible	HT/ RE Coordinator	Date produced	April 2019

Required by law*

Vision and Values

At Stapleford Community Primary School:

Our Vision

Our vision for Stapleford Community Primary School is to inspire every child to love learning and **aspire** to do their best.

Our Values

- We are a safe, happy and welcoming school
- We respect each other and the world around us
- We **challenge** and support each other to do our very best
- We find exciting ways to **discover** our local community and the wider world

Inclusion

We will provide equality of access to the curriculum for all children by:

- Setting suitable learning challenges
- Responding creatively to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment through careful and considered planning, provision of resources and allocation of additional support
- Taking account of the diversity of language, culture, experiences and abilities within the school to enhance teaching and learning.

Introduction

This policy draws from the document "Collective Worship in Cambridgeshire: Guidance for Schools" 1999. It sets out the principles for collective worship in Stapleford Community Primary School and the means of implementation.

Definition of Collective Worship

Collective worship provides children and staff with the opportunity to fulfil our aims set out below. It is not the same as an assembly but may form part of an assembly. At Stapleford Community Primary School, collective worship normally takes place during the daily assembly. A majority of the acts of collective worship are of a broadly Christian character.

Children may be withdrawn from collective worship by their parents and staff may withdraw themselves for reasons of personal belief. All acts of collective worship will be

worded sensitively to take account of the differing religious beliefs and thoughts that are not religious held by the school community.

Aims

- To provide an opportunity for children to reflect on what they have heard or experienced during the assembly
- To foster feelings such as awe, wonder, thankfulness, mystery and joy
- To give memorable and enjoyable experiences
- To respond to the aesthetic – music, art, literature, poetry
- To explore a sense of the sacred
- To enable children to encounter the language of prayer
- To help children discover their place in the world
- To highlight and nurture spiritual development
- To heighten awareness of the ultimate questions of life and provide the opportunities to reflect on these
- To support the search for meaning
- To make effective use of silence in opportunities for reflection, meditation, contemplation and (where appropriate) prayer
- To enable children to experience ritual and the vocabulary of worship
- To reflect the school's nature as an inclusive community
- To promote a feeling of community in the school through a sharing of experiences and feelings
- To develop personal relationships and to encourage spiritual, social and moral development
- To provide an opportunity to empathise with the needs of others
- To provide an opportunity for children to become familiar with others from the local and wider community including local churches and other religious leaders.
- To encourage a respect and care for the world by nurturing a positive attitude to both local and global environmental issues
- To provide an opportunity to celebrate Christian and other religious and non-religious festivals
- To enable children to appreciate their worth and value to the community and for religious believers, to God
- To celebrate gifts, talents and achievements
- To establish and reinforce the shared values of the school community

Implementation

An act of Collective Worship will take place each day according to the assemblies rota produced by the assemblies' co-ordinator. This rota also records the themes covered. All teaching staff (unless in NQT year) will be expected to lead Key stage and support singing assemblies on a rotating basis. It will not always be a gathering of the whole school. It will usually consist of a song or hymn relevant to the theme, an opportunity to

explore the theme through talking, listening, drama, story, music, art, poetry, audio-visual presentation or other means, and a time for reflection or prayer.

The prayer or reflection will take account of the variety of beliefs and philosophies held by members of the school community through sensitive wording. Participants can be invited to join in through wording such as “If you would like to join in, please say Amen at the end” or “You can close your eyes, put your hands together or just sit and listen”.

All staff will help children to understand the aims of collective worship, its part in developing the school community and the need to behave respectfully during the assembly.

From time to time, visitors will lead collective worship and take the opportunity to develop the children’s understanding of religions, history, geography, cultures, relevant events taking place, organisations, charities, sports clubs and music.

Children will participate in the leadership of some assemblies, e.g. Year 6 lead Friday’s celebration assembly, class assemblies and for special reasons eg. as members of the school council. Children will be invited to participate in all assemblies through sharing their thoughts, feelings and opinions on the theme being discussed.

Children from Year 5 help to set up and clear away the hall for assembly and operate the audio-visual equipment.

Resources

A range of books suitable for collective worship is kept on shelving in the cupboard in the staffroom. In addition, there are websites such as www.assemblies.org and twinkl, which contain appropriate material. Each theme lasts for a week.

Relationship between collective worship and the ethos of the school

Collective worship emphasises and encapsulates key elements of the school’s ethos:

- School community – it brings all the children together to share experiences and learn together
- Inclusion – it is accessible to all children at their own level and does not discriminate on the grounds of religion, ethnicity, gender, race, colour or age.
- Personal development – it allows children to develop their understanding of social, moral, spiritual and cultural issues.
- Learning – it provides an opportunity for children to learn about the world outside their previous experiences.
- Relationships – it promotes the development of trusting and supportive relationships between adults and children in the school.

- Enjoyment – it allows children to derive pleasure from the company of others and from sharing music, discussion and thoughts together.

Organisation

The RE coordinator is responsible for planning rotas for those leading the collective worship and the themes for each week. Collective worship is led by the Headteacher on a Monday, with staff assisting during the week. Classes have their own class session each Tuesday. Singing assembly on Wednesday, Key Stage assembly on Thursday and Celebration assembly, led by year 6, on Friday.

Planning

In this school we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. The whole school meets together Monday at 10.15am, Wednesday at 10.15 and Friday at 1.15pm. On Thursday each key stage group meets together, which may and on Tuesday there is a worshipful time in the classroom.

We believe that creating the right atmosphere is crucial to the quality of the worship. Therefore, the time is not over-dominated by school administration or moralising. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship.

Monitoring and evaluation

Monitoring occurs informally through staff discussion with valued feedback from parents and visitors. It is the role of the named school governor with responsibility for religious education and collective worship to monitor the policy and practice of collective worship. The governor concerned liaises with the Headteacher before reporting to the governors on religious education and collective worship.