**Longroyde Primary School**

**Collective Worship Policy**

**The Role of Collective Worship within Our School**

Collective worship occupies an important place in the life of Longroyde Junior School. It provides an opportunity for pupils in our school community to pause from activity, to gather, to remind themselves of and to reflect upon the beliefs and values that bind the school together. It also allows those with a religious commitment the possibility of entering into worship and those with no religious commitment to sense what worship is and reflect deeply.

In particular collective worship provides opportunities:

* for all pupils to stop activity, to pause and to reflect on important issues;
* to builds up the sense of group identity;
* to give pupils the experience of being silent or still;
* for celebrating times of success or joy;
* for meeting at times of sadness and sorrow;
* for highlighting and reflecting upon core school values;
* to promote fundamental British Values;
* to mark significant points in the year, such as festivals and school events.

**Spiritual, Moral, Social and Cultural Development**

S.M.S.C deals with the total well being of every child and the school within the community.

Collective worship contributes to the spiritual development of pupils by providing them with an opportunity to:

* Reflect upon the value, purpose and meaning of things;
* Experience times of quiet inactivity to counterbalance the activity which generally marks the rest of the school day; and
* Hear stories and words from religious and other literature which suggests that there is more to life than meets the eye.

Collective worship contributes to the moral development of pupils by providing them with an opportunity to:

* Reflect on matters concerning right and wrong;
* Hear about incidents in which, and people in whom, goodness or right are exemplified; and
* Learn about religious and other teachings concerning right and wrong.

Collective worship contributes to the social development of pupils by providing them with an opportunity to:

* Gather with others for a common purpose;
* Share times of joy and times of sadness with others; and
* Learn how to behave appropriately within a specific social setting.

Collective worship contributes to the cultural development of pupils by providing them with an opportunity to:

* Hear music from a range of times, places and cultures;
* Reflect upon ideas concerning beauty and that which is pleasing to the ear and eye; and
* Appreciate the range of talents and gifts found within the school community and beyond.

**Collective Worship and Assembly**

Collective worship and assembly is not the same thing, but it is usual for an act of collective worship to take place during an assembly, either as a small part of the assembly or its entirety. An assembly is a gathering of part or all of the school.

At our school, assemblies incorporate an act of worship which aims to be inclusive, curricular and educational where all pupils are capable of responding.

**Planning and implementing Collective Worship**

A list of themes is provided by the RE and PSHCE Coordinators at the beginning of each school term and these form the basis of the daily act of worship in whole school and class assemblies. Where possible, links are made to whole school initiatives or issues of national importance, e.g. remembrance and anti-bullying. Leadership of collective worship may at times also vary as visitors are invited to lead worship on certain days, e.g. local ministers or charity members.

Assemblies are planned on a weekly basis.

The themes:

* promote spiritual, cultural, social and moral development,
* provide opportunities to celebrate religious festivals and share stories from various religions,
* enable the children to reflect on matters of importance,
* promote fundamental British Values,
* offer the children the opportunity to respond through a variety of activities, songs, hymns, the visual aids and video clips, silent thought, prayer or reflection and discussion.

The arrangements for the daily acts of collective worship are as follows:

**KS1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Venue** | **Time** | **Leader** |
| **Monday** | Hall | 9:05 am - 9:30 am | Head Teacher (RF) |
| **Tuesday** | Hall | 9:05 am - 9:20 am | Deputy Head Teacher(CB) |
| **Wednesday** | Classroom | 9:05 am - 9:20 am | Class teacher |
| **Thursday** | Classroom | 9:05 am - 9:20 am | Class teacher |
| **Friday** | Hall | 2:30 pm - 2:50 pm | Head Teacher (RF) |

Monday is a whole key stage singing assembly; Tuesday’s collective worship follows given themes provided by the RE co-ordinator, Wednesday and Thursday’s class assemblies relate to British Values, provided by the PSHCE coordinator.

Friday afternoon is Rewards Assembly, celebrating pupils’ achievements both and outside school. Parents and members of the community are invited to attend this assembly.

**KS2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Grouping** | **Venue** | **Time** | **Leader** |
| **Monday** | Whole school | Hall | 9.00 am - 9.15 am | Deputy Head  BRF |
| **Tuesday** | Lower school  Upper school | Hall  Classrooms | 9.00 am - 9.15 am  As above | Class teachers  As above |
| **Wednesday** | Whole school | Hall | 9.00 am - 9.30 am | Head Teacher  RF |
| **Thursday** | Upper school  Lower school | Hall  Classrooms | 9.00 am - 9.15 am  As above | Class teachers  As above |
| **Friday** | Whole school | Hall | 9.00 am - 9.15 am | Head-teacher |

Monday’s collective worship follows given themes provided by the RE co-ordinator, Tuesday and Thursday’s assemblies relate to **British Values**, provided by the PSHCE coordinator.

British Values include ‘Mutual Respect’, ‘Democracy’, ‘rule of law’, ‘individual liberty’, ‘tolerance of those of different faiths and beliefs’.

Wednesday is a whole key stage singing assembly. During this we take time to consider carefully the words of songs and make this into a worshipful experience by reflecting on and responding to that song.

Friday morning is Rewards Assembly, celebrating pupils’ achievements both and outside school. Parents and members of the community are invited to join us on this day.

**How Key Aspects of the Legislative Requirements Are Being Met**

1. The acts of collective worship are of a broadly Christian character.

This is achieved in our collective worship through, for example:

* Making reference to God or Jesus, when appropriate ( but being sensitive to the nature of the school community);
* Encouraging a positive and responsible attitude to the environment;
* Encouraging love and respect for self and the other person;
* Encouraging service to others and to the community; and
* Building Christian festivals into the yearly programme (which does not preclude focusing on festivals from other traditions as well).

1. Acts of worship are appropriate for the ages, aptitudes and family backgrounds of the pupils at school.

At our school we do, for example:

* Recognise that there are many forms of commitment, religious and non-religious;
* Have carefully chosen songs to use in collective worship;
* Regard variety in culture, religion and belief as something to be acknowledged and explored; and
* Build festivals from a variety of cultural and religious traditions into our yearly programme.

**The Relationship between Collective Worship and the School Curriculum**

Collective worship is in ‘dialogue’ with the curriculum i.e.

* collective worship draws from the curriculum, by providing an opportunity to reflect upon and highlight classroom work;
* collective worship feeds back into the curriculum, by providing ideas and suggestions which may be followed up in the classroom.

This should not though replace religious education within the classroom which is a part of the school curriculum.

**Withdrawal of Pupils from Collective Worship**

The main aim of collective worship at Longroyde is for it to be meaningful and relevant for all pupils and staff, for those with a faith background and those with none. It is therefore hoped that few, if any parents will feel that they have to remove their child from collective worship as this breaks down the unity of the school.

Parents do, however, have the right to remove their child without explanation. As a school we pride ourselves on good communication with parents and actively encourage dialogue concerning collective worship so that misunderstanding and confusion as to its nature can be avoided.

**Special Educational Needs**

We at Longroyde are committed to ensuring that every child in the school will derive some benefit from collective worship, whatever their academic ability. Every attempt is made, therefore, to ensure that materials used are appropriate to a range of abilities, aptitudes and interests.

**Monitoring and Evaluating**

Evaluation strategies currently used by staff for assessing the outcomes of collective worship are:

* observation of the children’s attentiveness and the level of interest shown during the sessions;
* classroom feedback from the children;
* a sense of occasion;
* observation of the children’s general behaviour in and around school and to one another.
* enrichment of pupil’s experience.

**This policy has been produced by A Cassell, R.E. Coordinator, in January 2017 and supersedes any previous policy.**

**Approved by governors on: 1.2.17**