



Collective Worship Policy

Rationale

The school recognises, as with all areas of the curriculum, collective worship, or assembly should be a valid educational experience, and that, as set down in the 1988 Education Reform Act, the nature of the collective worship is mainly of a broadly Christian character.

Purpose of the Policy

The school sees the time set aside for these assemblies as being a time for sharing and togetherness; a sharing of knowledge, feelings and experience. It is seen as a time when we foster a sense of belonging to the school, to the wider community of Keyworth and to the society and world in which we live.

Aims of Collective Worship

For the School:

Collective Worship is fundamental to building a strong whole school community.

It is a time used to:

- share common aims and values, drawing attention to our school's ethos.
- celebrate achievement of individuals and groups
- explore together the world in which we live
- develop a community spirit
- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- challenge and question their own views and those of others
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

Guidelines

Children will take part in a daily assembly.

All members of staff will be given the opportunity to lead assemblies.

Children will also be given the opportunity to take a lead as individuals or as a class.

Members of appropriate organisations will be invited to share in Collective Worship.

Themes used will sometimes relate to the cycle of the seasons, the wonders of the world, inspirational people and the celebration of religious festivals.

They will also relate to the children's interests – classroom activities, the interests of the community and values upheld by individuals and other communities.

The themes will be put forward in a variety of ways, e.g. through story, prose, poetry, drama, art, music, discussion.

Reference will be made to faiths other than Christianity.

Assemblies will sometimes include the singing of hymns and songs and opportunities are given, both to join in with and to listen to prayers.

Time will be provided for silence and reflection.

The School will meet sometimes as a whole and sometimes in smaller groups.

Sometimes assemblies are carefully sequenced in order to help the children make links that build on a certain theme.

Parents will be allowed to withdraw their children from assemblies after consultation.

Organisation of Collective Worship

We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully. We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children.

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.

Conclusion

The time set aside for Collective Worship gives us the opportunity, as a school, to draw attention to shared values as well as allowing us to explore some spiritual, moral and aesthetic areas of experience.

November 2019

To be reviewed September 2021

Appendix

Promoting British Values at Willow Brook Primary School

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools 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.”

Democracy

Pupil voice is the key instrument for experiencing democracy at Willow Brook School. At the start of the academic year, children campaign and stand for an elected position on the School Council. There are representatives from each year group and this is coordinated by our school’s Deputy Headteacher. These children represent their peers in discussing issues that affect day to day school life for our children.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school, or the country, are embedded in life at Willow Brook. Teachers and classrooms are clear about rules and expectations, and pupils are taught the value and reasons for keeping our agreed rules as they govern and protect our community. The children are encouraged to accept responsibility for their actions; they may make mistakes but must learn from them.

Individual Liberty

As a school we educate and provide boundaries for the children to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know that with rights comes responsibility. They are taught to value their personal freedoms and protect them. Children are also taught the extent of their personal freedoms and how to manage situations which can have an impact on others.

Mutual Respect Tolerance of those of Different Faiths and Beliefs

Our caring community is built on mutual respect. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. We make every effort to challenge incidents of prejudice, bullying and harassment. Willow Brook primary serves pupils that are largely white British. We have created a curriculum which promotes common values and builds pupils’ understanding of the diversity that surrounds them. It recognises and celebrates the similarities and differences between cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities are offered to discuss issues of identity and diversity to enable pupils to explore differences and challenge prejudice and stereotyping.