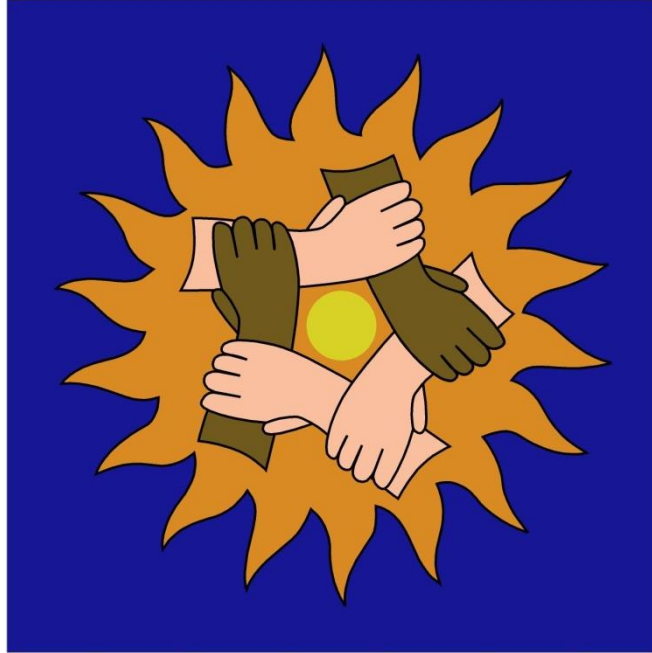


“Together we can achieve more”

Highfield Primary School



Collective Worship Development Policy 2018

Collective Worship Policy.
Highfield Primary School.

Introduction.

Collective worship is an important part of life at Highfield Primary School as it gives us the opportunity to come together as a community. We value the contribution collective worship makes to the spiritual, moral, social and cultural development of our children and recognise the opportunity it affords them to learn about themselves, others, the wider community and humanity as a whole. Our collective worship policy recognises and values the cultural, linguistic and religious diversity of our school population and is delivered within our Equal Opportunities Policy.

Aims.

- To enable children to develop a reflective approach to life.
- To reinforce a sense of community and cohesion through appreciating those things we have in common.
- To develop a sense of the individual's place in the world beyond the physical, material and the here and now.
- To engender a sense of appreciation of the natural world and an understanding of its impact on our own lives and the lives of others.
- To encourage children to explore their own beliefs and values and the beliefs, values and feelings of others.
- To support children in the development of spiritual, cultural and moral perspectives.
- To provide opportunities to celebrate achievement and to share times of celebration and special significance.
- To introduce children to a variety of faiths, showing some of the children what it is to worship while reaffirming the beliefs of others.
- To give expression to, and reaffirm and practise the values of the school community.
- To give opportunities for children to contemplate with reverence and awe the meaning and mystery of human life.

At our school collective worship is defined as:

A special experience, separate from the children's everyday experiences.

The joining together of the school population, whether as a whole school, phase or class, in the shared reflective response to a religious, spiritual or moral idea or teaching.

The joining together of the school population, whether as a whole school, phase or class, in the shared reflective response to a key event.

The joining together of the school population, whether as a whole school, phase or class, in the shared celebration of events or achievements.

Content and delivery.

Collective worship will be engaging, informative and educational. It will be a time when ideas and beliefs are explored, discussed and developed and, wherever possible, children will be involved in presenting and performing. There should be a time for response and reflection.

In order to encourage reflection and prayer, candles, music and pictures may be used. Stillness and quiet will be encouraged and prayers from specific religions may be shared. Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate, whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal, internal response to the same stimulus. The language of invitation to reflect will be open and inclusive, ensuring that no pupil or adult present feels their beliefs have been compromised and ensuring that they are able to participate *and grow spiritually*.

Collective worship whole school, phase and class assemblies will provide children with the opportunities to:

- Mark the celebration of a broad range of religious and cultural festivals that reflect the diversity of faiths contained within the community.
- Learn about the lives of people of faith and other people who work for the good of humanity or the planet.
- Listen to stories that support themes from a range of sources, including sacred texts, faith communities and secular books.
- Respond to key local, national and international events.
- Think about their own beliefs, whether religious or otherwise.
- Listen to presentations by a range of charities and support those charities.
- Celebrate the successes of members of the school community.
- Watch performances or presentations from members of the school community.
- Listen to input from visiting speakers and experts.
- Develop an appreciation of nature, music, literature and art.

Learning Outcomes.

- Children are aware of the traditions practices and beliefs of a range of faiths.
- Children are aware of and reflect on experience.
- Children develop personal views and insights.
- Children question and explore the meaning of experience.
- Children apply the insights gained, with increasing degrees of perception, to their own lives.
- Children are comfortable with silence and reflection.

Success Criteria

- A range of strategies are used to engage children's interest.
- A peaceful, respectful and reflective atmosphere prevails.
- Children participate confidently and enthusiastically.
- Children can articulate their experience of collective worship.

Organisation.

Monday	Whole School Assembly - Celebrations and Themes.
Tuesday	Phase Assemblies. Theme or Religious focus.
Thursday	Class performance/Class Assembly.
Friday	Phase Achievement Assemblies.

A termly timetable of topics and themes is drawn up by the RE curriculum leader to ensure appropriate coverage of themes and religions. For class collective worship teachers can choose to follow the theme for the week or focus on news items, national or international issues or curricular themes.

Parents and carers may ask for their child to be totally or partially withdrawn from collective worship in accordance with the Education Act. They are advised of this right in the school brochure and asked to contact the Headteacher to discuss arrangements for their child/children. They are expected to write a letter informing the Headteacher of their intention to withdraw their child. Children will be provided with alternative activities if they are withdrawn from collective worship. Teachers and teaching assistants also have the right to withdraw from collective worship but may be required to assist in the supervision of children during assembly.

Visitors to the school will be briefed beforehand to ensure that the content of their presentation is in accordance with the spirit of the school's Collective Worship Policy. Specifically visitors from faith groups must present their views as the beliefs of their community and recognise that these may not be shared by all. (See Appendix 1)

Resources.

- Internet resources.
- Visitors.
- Big Books
- Artefacts.
- Stories
- Videos
- Music
- Posters
- DVDs

Monitoring and responsibilities.

Head Teacher.

- Ensuring that daily acts of worship take place.

Phase leaders.

- Organising the rota of teachers delivering assemblies.
- Ensuring absences are covered.

Senior leadership Team and Governors.

- Attending and evaluating assemblies as appropriate.

RE Curriculum Leader.

- The organisation of termly themes.
- Ensuring that collective worship explores the values and beliefs shared by Christians and other world religions.
- Monitoring and evaluating the quality of delivery.
- Maintaining the assembly resource base and assisting teachers in assembly planning.

Class Teacher

- Planning and delivering assembly.
- Meeting the requirements of the law.
- Attending assemblies when requested.

Policy Drafted...

Spring 2009

Agreed by staff...

Summer 2009

Agreed by Governors...

Summer 2009

Reviewed

Summer 2018

