

STATEMENT OF POLICY FOR COLLECTIVE WORSHIP

ENGAYNE PRIMARY SCHOOL

THE STATUTORY PLACE OF COLLECTIVE WORSHIP

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The School Standards and Framework Act 1998
 - The Education Reform Act 1988
 - The Education Act 1993
 - DfE (1994) 'Religious Education and Collective Worship'
 - DfE (2010) Religious education in English schools: Non-statutory guidance
- DfE (2012) 'Religious education (RE) and collective worship in academies and free schools'
- DfE (1994) Religious education and collective worship (Circular 1/94)

Definition of collective worship

- 'Worship' is not defined in the legislation; therefore, for the purpose of this policy, **"collective worship"** reflects an act which is special or separate from ordinary school activities. It is a time when individuals come together, and reverence or veneration is paid to a divine being or power.
- To take part in collective worship implies more than a passive attendance, such that it should have the ability to elicit responses from pupils even though they may not feel able to actively identify in the act of worship on a particular occasion

AIMS

Acts of worship are mainly of a Christian outlook and reflect the broad traditions of Christian belief.

The aim of collective worship is to:

- undertake the spiritual, moral and cultural development of the pupils, and prepare them for the experiences, opportunities and responsibilities of life;
- celebrate achievements and special occasions in respect to individuals, the school and the wider community;
- achieve effectiveness in developing each child's full potential. We aim to provide a time when pupils can enjoy being part of a larger group, reflecting upon and sharing ideas and thoughts with the wider school community.

GUIDING PRINCIPLES

- Links are made with the aims of the school and with the Personal, Social and Health Education curriculum. Assembly themes have associated stories and activities that address the core themes of the PSHE curriculum, including health and well-being, relationships and living in the wider world.
- Collective worship also gives an explicit opportunity for the promotion of Spiritual, Moral, Social and Cultural (SMSC) learning, through themed stories and activities which cover the following areas:
 - spiritual: an exploration of beliefs and experience; respect for faiths, feelings and values; enjoyment of learning about oneself, others and the surrounding world; use of imagination and creativity; opportunities for reflection.
 - moral; an exploration of the concepts of right and wrong; respect for the law; understanding consequences; investigating moral and ethical issues; offering reasoned views.
 - social: investigating moral issues; appreciating diverse viewpoints; engaging with the fundamental values of British democracy.
 - cultural: appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understanding, accepting, respecting and celebrating diversity.
- Collective worship is also used to explore, promote and embed the key values, which help pupils to prepare for life in modern Britain:
 - democracy;
 - the rule of law;
 - individual liberty;
 - mutual respect;
 - tolerance of those of different faiths.
- Collective worship is also used to promote the school's participation in the Investors in Pupils programme for involving pupils in decision making, and developing responsibility and leadership, in relation to their learning, behaviour, attendance, classroom management and induction.
- Collective worship will be related to the pupils' own experience and will be relevant to their needs.
- Pupils will be active participants as much as possible and will be given opportunities within assemblies and following them to assess their understanding.
- Collective worship will provide a time for reflection and stillness.
- Collective worship will not simply be watered-down versions of worship in faith communities.

- Pupils and staff will not be placed in positions where they are made uneasy or where their integrity is called into question.

CONTENT

- Collective worship will often include:
 - stories and activities, which support the school's PSHE, SMSC and British Values activities;
 - the sung word - hymns, modern songs;
 - work produced by pupils;
 - dance, movement, drama, mime;
 - opportunities for silence - prayer, reflective, contemplation and meditation.
- During the year, we will consider the Christian festivals of Christmas, Lent, Easter and Harvest. In addition, we will explore festivals celebrated by other faiths (e.g. Buddhism, Hinduism, Islam, Judaism, Sikhism), such as Diwali, Pesach and Ramadan, through which parallels with Christianity can be drawn.

TIMETABLE

- There will be one celebratory assembly per week taken by a member of the senior leadership team. This assembly will recognise and celebrate pupils' achievements in writing and other areas of their work.
- Another assembly per week, focused on the sung word, will be taken by a member of staff.
- The other assemblies will be taken by all other members of staff on a rota basis and will focus on the weekly PSHE, SMSC or British values theme.
- One of these assemblies is to be held in class, each week, as an opportunity for teachers to use the Votes for Schools website. This website asks a question each week, which is usually related to current affairs and this promotes discussion in the classroom. The children have logins so they are able to cast their vote in response to the question each week at home.
- In addition, subject leaders will all be responsible for leading one assembly per year relating to updates in their subject or an event in the calendar.
- All staff should record details of assembly activities on the school's SMSC grid evidence capture system, where these activities have clear links to the children's PSHE, SMSC and British values development.
- Each class will produce an assembly which teachers will record so that parents and carers are able to watch it. All children and staff in that key stage will attend the assembly.

- Across the year we have sharing assemblies relating to different subjects and theme weeks where pupils have the opportunity to show some of the work they have been completing in class.

PARENTS' AND TEACHERS' RIGHTS

- There is no discrimination against teachers on the grounds of their religious opinions, or practice, in participating in acts of collective worship.
- Parents have the right to withdraw their pupils from collective worship if they so wish, but they should be made fully aware of the school's policy on collective worship, and be invited to read this document.
- If parents request religious worship for pupils who have been withdrawn, each request will be dealt with at the time of application and the matter referred to the Governing Body.
- If pupils are withdrawn from collective worship, they will be provided with meaningful assignments.

CHRISTIANITY

- Most acts of worship in any one term must be broadly Christian in character.

INCLUSION

In line with the school policy, it is our aim to minimise the difficulties that pupils will experience in Collective Worship. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum: setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers will refer to individual children's passports, one page profiles, 5P plans, risk assessments and Health Care Plans when planning and delivering lessons to *ensure they focus on inclusive practice and remove barriers to learning.*

REVIEW

- This policy will be reviewed every year by the teacher responsible for the teaching and learning of Religious Education.

March 2024
J Monaghan