



Collective Worship Policy

February 2015

Approved by Governing Body: March 2015

Next Review due: Feb 2018

Introduction

Collective worship is for all pupils and every day at Churchfields Junior School. It normally forms a part of an assembly or its entirety. Collective worship has the potential to unite the whole membership of the school and therefore to develop community cohesion. Collective Worship is part of Churchfields Junior School's contribution to promoting the spiritual, moral, social, cultural and intellectual development of every child. It is a good time to celebrate the worth and value of every single person in the school community.

The purpose of Collective Worship

During collective worship at our school, we are working towards creating experiences which recognise the integrity and dignity of all members of the school community, both those who adopt a religious life stance and those who do not. These experiences should be educational and stimulate the possibility of a person's inward reflection which can lead them to the development of an outward and open lifestyle in which they live generously with others.

A broad and flexible approach should be adopted for collective worship as with any other activity within the school.

Collective Worship

- provides an opportunity for all members of the school community to stop activity, to pause and to reflect on important issues;
- builds up a sense of group identity;
- gives pupils the experience of being still or silent;
- provides an opportunity for celebrating times of success or joy;
- provides an opportunity for meeting at times of sadness or sorrow;
- provides an opportunity for highlighting and reflecting upon core school values - such as striving to be honest and truthful, trying hard in all things, respecting oneself as well as other people, striving to be fair and just;
- Offers the opportunity to mark significant points in the year, such as festivals and school events.

Collective worship contributes to the spiritual development of pupils by providing them with the 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;
- Hear stories and words from religious and other literature which suggest that life is full of rich and varied experiences.

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;
- 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:

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

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

- learn and to engage with their minds;
- have ideas and beliefs confirmed or challenged;
- Reflect upon the nature of learning and education.

Statutory requirements

Collective worship at Churchfields Junior School complies with legal requirements as set out in the 1988 Education Reform Act. The law states that “Collective worship must be wholly or mainly of a broadly Christian character which means that it reflects the broad traditions of Christian belief”.

However, it is fundamental that collective worship be flexible enough to encompass the age, aptitude and background of all pupils at the school. Therefore, “an act of worship which is “broadly Christian” need not contain Christian material only,” (DfEE 34).

Broadly Christian themes are included in other major world faiths. Example themes are God, justice, love, peace, good, evil, greed, poverty, charity, pollution, morality, tolerance, co-operation, selfishness, war and prejudice. Such a wide-ranging list clearly demonstrates the scope which is available to the person leading collective worship. Thus, if a broad and flexible approach is adopted, collective worship will not affect the integrity of anyone taking part at our school but may develop the spiritual awareness of every individual.

Collective Worship and Assembly

Collective worship and assembly are not the same thing but it is usual for an act of collective worship to take place during an assembly, either as a part of the assembly or its entirety. Collective worship is a special time for pupils to reflect upon their life experiences and to seek out answers to ultimate questions as far as their intellectual and spiritual capacities will allow them.

Collective worship at our school endeavours to encourage the development of these areas in every child. It is a time when the individual child can be celebrated for his/her social and academic achievements and a time to foster the positive values held at the school, the local community and the wider world.

An assembly is a gathering of part or all of the school. It is concerned with administrative matters and other announcements about school life, although it is usually in practice more than that.

It is of utmost importance that collective worship is seen to be distinct from those parts of the assembly that are concerned solely with administration. Collective worship is a context for allowing an individual to make a spiritual response freely if it is appropriate for them.

At our school every assembly incorporates an act of worship which aims to be inclusive, curricular and educational where all pupils are capable of responding. It should contribute to the education (in its broadest sense) of all pupils and there needs to be a sense of occasion. Sometimes music is also played at the beginning and end of assembly.

Every collective worship includes the saying of the school prayer or other reflection. The school prayer has been designed to be inclusive of all religions and beliefs. The school prayer is based on five promises that the children make each day. These promises are made to themselves, rather than a specific God or religious leader.

Churchfields School Prayer:

I will do all the good I can,
In all the ways I can,
At all the times I can,
In all the places I can,
As long as ever I can.
Amen

Implementation

At Churchfields Junior School a wide range of people are encouraged to lead collective worship. All teachers currently take an active role in leading worship along with the Headteacher, Deputy Headteacher and Assistant Headteacher. A wide variety of pupil-led worship is actively encouraged.

Parents, governors, faith community representatives and other community groups are encouraged to be involved when and where appropriate, either by occasional participation or by specific invitation.

Elements

In order for collective worship to be delivered effectively, careful preparation, good organisation, time, resources and training are all necessary elements. Our school has embarked upon a whole school approach to collective worship planning. This involves the use of PSHE and religious themes and a multi faith religious calendar.

There is a new theme introduced to the school by a senior leader on Wednesday each week (see Appendix 1). Other assemblies explore elements of this theme and other curricular themes through a variety of methods and groupings throughout the week.

Structure for Collective Worship

Collective worship: In each of the following days, pupils to reflect upon their life experiences and to seek out answers to ultimate questions as far as their intellectual and spiritual capacities will allow them.

Monday: Celebration / Merit Assembly

Two pupils from each class will be selected each week by the class teacher to receive a merit certificate for improved / good behaviour, helpfulness, politeness, improvement in / consistently good work. Additional pupils can be chosen by other staff e.g. an LSA, the AHT, DHT, HT, specialist teachers.

Collective worship: pupils to reflect upon their life experiences and to seek out answers to ultimate questions as far as their intellectual and spiritual capacities will allow them.

Led by HT, DHT or AHT and supported by all staff.

Tuesday: Circle time in classrooms

Circle time provides an opportunity to learn how to listen, respect other people and express how they feel.

Led by class teachers.

Wednesday: Whole School Theme / PSHE Assemblies

There is a new theme introduced to the school by a senior leader on each week (see Appendix 1).

Led by HT, DHT or AHT.

Thursday: Class Assemblies

Classes will present an assembly to the rest of the classes in their phase. These can be based on any theme covered in the curriculum, including one of the main festivals during the term. The assembly should include as much creative work (dance, drama, music) as possible. Assemblies are on a rota. Each class will do at least four assemblies throughout the year. Where appropriate, staff can give any notices, information, issues, etc...

Led by classes.

Friday: Whole School Singing Assembly

Assembly song practices are an opportunity for children to learn songs that inspire a sense of wonder in and gratitude for the world around us. Care is taken to ensure children understand the songs and the message they give. Singing is an important part of worship in many faiths and is something children enjoy doing together.

Led by Maggie Goble and supported by all staff.

- All assemblies will be in the hall
- Staff model appropriate behaviour, e.g. not talking to colleagues during assemblies; sit on chairs, not apparatus
- All staff should stay for assemblies on Mondays, Tuesdays, Thursdays and Fridays
- On Wednesdays, staff must remain in the hall until all the classes are seated
- Children are always expected to enter the hall and sit down without talking
- Staff should collect their classes from the hall promptly on days when they do not attend assembly
- Years 4 & 5 enter the hall via linkway, Years 3 & 6 via internal door near the staff toilets

Parents and governors are invited to special acts of worship, festivals or school occasions.

Collective worship at Churchfields Junior School is co-ordinated by the R.E. Leader and PSHE Leader in partnership with the Head and Deputy Headteacher.

Evaluation

The outcomes of collective worship at the school are evaluated through the process of teacher observation, pupil feedback, parental feedback etc. on the quality of school's ethos and communal relationships.

The grid below, is a means of checking that practice does in fact meet the high aims of policy.

SPIRITUAL DEVELOPMENT CONTENT

reflects upon the value, purpose & meaning of things	
experiences times of quiet inactivity to counterbalance the activity which generally marks the rest of the day	
hears stories & words from religious & other literature which suggest that there is more to life than meets the eye	

MORAL DEVELOPMENT CONTENT

reflects on matters concerning right & wrong	
hears about incidents in which, & people in whom, goodness or right are exemplified	
learns about religions & other teachings concerning right & wrong	

SOCIAL DEVELOPMENT CONTENT

gathers with others for a common purpose	
shares times of joy & times of sadness with others	
learns how to behave appropriately within a specific social setting	

CULTURAL DEVELOPMENT CONTENT

hears music from a range of times, places & cultures	
reflects upon ideas concerning beauty & that which is pleasing to the eye & ear	
appreciates the range of talents & gifts found within the school community & beyond	

INTELLECTUAL DEVELOPMENT CONTENT

learns to engage with their minds	
has ideas & beliefs confirmed or challenged	
reflects upon the nature of learning & education	

BROADLY CHRISTIAN CHARACTER

makes reference to God & Jesus, when appropriate	
encourages a positive & responsible attitude to the environment	
encourages a quest for honesty, integrity, truth & justice	
encourages children to look beyond the obvious, the immediate & the material	
encourages love & respect for self & for the other person	
encourages service to others & to the community	

Withdrawal from Collective Worship

The main aim of collective worship at Churchfields Junior School 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 parents will feel 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 any 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.

Currently only a couple of parents withdraw their children from worship on certain occasions. The Headteacher is not responsible for providing alternative worship but does ensure that these children have adequate supervision.

Conclusion

Collective worship at Churchfields Junior School complies with all recent requirements and wherever possible acts upon advice from relevant educational bodies. We offer pupils opportunities to explore and share beliefs; consider the importance of prayer, meditation and silence. We offer them opportunities to consider the relevance of ideas, beliefs and values to their own lives and to think about the needs of others and what it means to be part of a community. Appreciating the importance of religious beliefs to those who hold them is also a vital aspect of the work we do with our children. At our school collective worship also offers the opportunity to interpret and put into practice the values of the school. It provides a time to celebrate achievement and worthwhile or positive behaviour. It builds up our common life.

Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school

<u>ASSEMBLY THEMES OUTLINES</u>		
<p><u>Autumn Term 1</u></p> <p><u>Important Festivals</u></p> <p>Harvest</p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Guru Nanak's birthday</p> <p>Diwali</p> <p>Festivals of Light</p> <p>Advent and Christmas</p> <p>Christingle</p> <p><u>Stories with a moral or teaching point: -</u></p> <p>New beginnings</p> <p>Remembrance Day</p> <p>Rules and Why we have them</p> <p>Right and Wrong</p> <p>Bullying and Name calling</p> <p>Cyber-bullying</p> <p>Personal safety</p> <p>St Andrew's Day</p> <p>Lying</p> <p>Bereavement</p> <p>Emotions: -</p> <p>Greed</p> <p>Jealousy</p> <p>Envy</p> <p>Happiness</p> <p>Sadness</p> <p>Loneliness</p> <p><i>(This is by no means an exhaustive list)</i></p>	<p><u>Spring Term 2</u></p> <p><u>Important Festivals</u></p> <p>Shrove Tuesday and Ash Wednesday</p> <p>Mothering Sunday</p> <p>Good Friday and Easter Sunday</p> <p>Holi</p> <p>Guru Gobind Singh's birthday</p> <p>Pesach</p> <p><u>Famous People</u></p> <p>(Possible choices not a definitive list)</p> <p>St. David's & St Patrick's day</p> <p>Harriet Tubman</p> <p>Dr Barnardo</p> <p>Anne Frank</p> <p>Edward Jenner</p> <p>Nelson Mandela</p> <p>Emmeline Pankhurst</p> <p>Father Borrelli</p> <p>Mahatma Gandhi</p> <p>Isaac Newton</p> <p>Helen Keller</p> <p>William Booth</p> <p>Lord Shaftesbury</p> <p>Martin Luther King</p> <p>Mother Theresa</p> <p>Saladin</p> <p>Saint Francis of Assisi</p> <p>These can be chosen by the by the person leading the Assembly. There are links to the Famous People. They could link to Historical Stories as well as current affairs.</p>	<p><u>Summer Term 3</u></p> <p><u>Important Festivals</u></p> <p>Eid</p> <p>Wesak</p> <p>Shavuot</p> <p><u>Faith Stories</u></p> <p><i>(To include stories from all the main religions, these are only suggestions and not a definitive list)</i></p> <p>Moses and the Exodus</p> <p>Pesach</p> <p>The story the Buddha</p> <p>Mohammed and the Angel</p> <p>The Hindu God Vishnu</p> <p>The Good Samaritan</p> <p>The Blind men and the Elephant</p> <p>Joseph and his Brothers</p> <p>Solomon and The baby</p> <p>The Widows Mite</p> <p>David & Goliath</p> <p>The prodigal son</p> <p><u>Fables, Folk Stories, Myths and Legends</u></p> <p>This can include Myths and from Greek and legends Roman mythology as well as Myths about Creation. Ideas: -</p> <p>The Tortoise and The Hare</p> <p>The Royal Chatterbox</p> <p>The Miller, His Son and the Donkey</p> <p>Brer Rabbit, the Elephant & the Whale</p> <p>The Selfish Giant</p> <p>The Happy Prince</p> <p>Finn And The Scottish Giant</p> <p>King Midas</p> <p>Pandora's Box</p>

