



# Curwen Primary School

Together Everyone Achieves More

## Collective Worship Policy Autumn 2021

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## 1. Introduction

This document sets the policy on collective worship within Curwen Primary School. It pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

Collective worship is used to support and strengthen the school's ethos relating to social awareness and inclusion. It is based on 'broadly Christian values' (1988 Education Reform Act with amendments made in 1993 and 1996), as is in line with government legislation set out by our Local Authority's Standing Advisory Council on Religious Education (SACRE) *Exploring Beliefs, Celebrating Diversity, Newham Agreed Syllabus for Religious Education 2016*, and the school using music, art, literature and drama among other sources of inspiration for their pupils' reflection.

The Collective Worship Policy is consonant with the philosophy and aims of the school in the SHINE document.

Worship itself is not clearly defined in the Education Act, but the following is stated in the Department for Education circular 1/94:

*'worship must in some sense reflect something special or separate for ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power ... worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common'*

The purpose of collective worship is an educational one that promotes spiritual, moral, social and cultural development in the following manner:

- Active, rather than passive (actively involved in answering questions)
- Directed towards something (a value / someone)
- Personal (time for reflection)

This policy helps to ensure that the school, its pupils and their parents / carers, staff, and governors have a shared understanding of this important area of the curriculum.

This policy complies with our funding agreement and articles of association.

## 2. The School's Approach to Collective Worship

Curwen Primary School is a multi-faith setting and recognises all different types of religious faiths and beliefs. We encourage all of our pupils to learn about the beliefs and background of other religions as well as their own as part of our religious education within the school curriculum.

Collective worship is a time for the school to reflect on spiritual, moral, social and cultural issues, and this is usually provided within a daily whole-school assembly – see Appendix A – Spiritual, Moral Social Development and Cultural Development.

It is a special time in the school day that can be used by pupils to:

- reflect on their own and different cultures
- express their understanding and beliefs on a wide range of issues
- share common aims and values

- celebrate whole-school and individual achievement
- observe religious festivals and what they mean to those who celebrate them
- learn about and discuss social and cultural issues, and world views
- explore the multi-cultural aspects of the world we live in
- develop an awareness of their community and the spirit of helping others

### **3. Collective worship and the curriculum**

Collective worship is an educational opportunity, and although it is not viewed as part of our curriculum, it may be used to support or inform a topic that is being learnt in class.

In Reception, collective worship may not be delivered in a whole year group format; sometimes it will be delivered in individual classes, i.e. circle time.

Foundation timetable of inclusion into wider school assemblies:

- Reception joins key stage 1 sharing assembly in summer term as part of the EYFS transition programme

### **4. Organising collective worship**

Whilst the class teacher is responsible for planning lessons, the RE subject leader monitors and evaluates acts of collective worship.

There will usually be a theme to the assembly, or week of assemblies, that may be reflective of current affairs. The timetable for collective worship is organised to ensure that there is progression and continuity from each session to the next and that pupils can see the practical applications of what they are learning in relation to life both outside and inside the school.

Visitors and guest speakers, including LAB members, may be invited into the school to speak, (usually) in line with that week's theme. Speakers are invited to the school to educate pupils, not enforce a certain belief or way of thinking. Guest speakers will be informed of our school ethos and this Collective Worship Policy, to ensure that what they deliver is in line with this.

### **5. Collective worship assembly model**

An effective practice model for an act of collective worship is as follows:

**PLUG IN** – this is about awakening the children

Using a stimulus e.g. music, picture, quotation, candle, flowers. We need to give the children time to prepare. A well-chosen piece of music can help create an atmosphere for worship and reflection.

**SWITCH ON** – this is about engaging the children

It will usually focus on a particular story, article, drama or message. Using different approaches and involving different people will provide variety in worship. The material needs to be presented in an appealing way. The material should be appropriate to the age group. Visual aids and artefacts can provide useful illustrations of key points and help the children to remember the message.

**LIGHT UP** – this is about allowing the children to respond

It must include an opportunity for the pupils to reflect and if appropriate for them, to think about God. It may be a prayer, poem or guided reflection. This part must take place for it to be collective.

For this to be collective worship a period of silence for pupils to reflect must be allocated as silence can allow for individual thought and reflections.

The key to excellent collective worship is effective reflection. Some examples of how this can be achieved as follows:

- Silent sitting
- Visualisation
- Using a visual stimulus
- Focusing on a specific message
- School reflection or poem

#### **6. Withdrawal from collective worship**

It is within a parent's or carer's rights to withdraw their child from collective worship without having to give a reason for taking that action, although we encourage parents and carers to discuss this decision with the Collective Worship Lead and Head of School. Parents will have to write a letter to the Head of School should they wish to have their child withdrawn. The Collective Worship Lead will arrange a meeting with the parent to discuss their purpose of withdrawal. It is at this point when a final decision is made.

#### **7. Children with SEND and EAL**

The Head of School takes into account all the different ranges of age and ability of our pupils when organising the programme of collective worship, and works hard to ensure that the content is interesting and thought-provoking for every pupil no matter what their academic ability or age. Support staff will be arranged for individual pupils if the need arises.

#### **8. Links with other Policies**

When agreeing or reviewing the Collective Worship Policy, links should be made with other relevant policies and guidelines, including the Trust's The Single Equality Plan, Health and Safety, Safeguarding, and the school's Religious Education Policy.

#### **9. Monitoring and review**

The Collective Worship Lead is to monitor the practice of collective worship. Information is reported to the local authority and the LAB where required.

This policy will be reviewed every three years by the Collective Worship Lead unless any changes are made.

## **Appendix A – Spiritual, Moral Social Development and Cultural Development**

The spiritual development of pupils through their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faith, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

The moral development of pupils through their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The social development of pupils through their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils through their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept respect and celebrates diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities