

CROWLAND PRIMARY SCHOOL



Collective Worship Policy 2015

COLLECTIVE WORSHIP

The 1988 Education Act provides for both R.E. and collective worship. They are separate activities, although they can often reinforce each other. The governors of Crowland Primary School ensure that an act of collective worship takes place daily; presently it relates to children's spiritual, moral, social and cultural well-being or addresses current or relevant issues and is non denominationally biased. The school ensures that each act of collective worship is appropriate to children's ages, aptitudes and family backgrounds.

AIMS OF COLLECTIVE WORSHIP

Collective worship occupies an important and unique place in the life of Crowland Primary School. It provides an opportunity for members of the school community to pause from activity, to gather, to remind themselves of and to reflect upon the beliefs and values which bind the school community together. It also allows those with a religious commitment the possibility of entering into worship and those with no religious commitment to sense what worship is and to reflect deeply. In this way we aim both to affirm and to protect the integrity of all members of the school community.

At Crowland we believe that life has a spiritual dimension and the school aims to provide support for children who are seeking more understanding of themselves and their moral and spiritual values. The school promotes British Values, whilst not promoting any particular belief or spiritual attitude the school sees as its duty the promotion of tolerance to and an understanding of beliefs in general. These beliefs may or may not be codified by a religious adherence.

The School aims to combat radicalisation and disharmony and promotes religious belief equality.

In particular, collective worship at Crowland Primary School:

- provides an opportunity for all members of the school community to stop activity, to pause and to reflect on important issues;
- Foster a sense of fellowship and belonging
- Foster a sense of awe and wonder at the beauty, mystery and power of the natural world
- builds up the sense of group identity, fostering concern for the needs of each other;
- 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 – linked to our school vision Together Everyone Achieves More (TEAM).
- offers the opportunity to mark significant points in the year, such as festivals and school events.
- Allows time to reflect and think about British Values

At Crowland, Collective Worship contributes to the *spiritual, moral, social, cultural and intellectual development of pupils* in the following ways:

To the spiritual development of pupils by providing them with an 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; and
- hear stories and words from religious and other literature which suggest that there is more to life than meets the eye.

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; and
- 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:

- gather with others for a common purpose;
- share times of joy and times of sadness with others; and
- learn how to behave appropriately within a specific social setting
- discuss the values and vision within our school.

Collective worship contributes to the cultural 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.
- Celebrate different cultural groups, the different celebrations and festivals throughout the year
- Collect an appreciation of different religions and cultures that make up our school and local community

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; and
- reflect upon the nature of learning and education.
- Discuss different religions, share similarities and differences and appreciate and respect other faiths

ORGANISATION

At our school we hold a daily act of collective worship. We meet as a whole school twice a week; we meet in key stages once a week and have reflection time in class twice a week. We combine these sessions with weekly reflections in circle time and class discussion. Our assemblies are age appropriate where Key Stage 1 and 2 children are separate and they come together as one large group on a Monday and in Achievement Whole School Assembly on Friday.

ELEMENTS OF COLLECTIVE WORSHIP

Acts of collective worship at Crowland Primary School include many elements. Some of these are:

Music/Songs

Music can help to set the scene and create an appropriate atmosphere. It can be listened to, so helping pupils to reflect on a theme. It can be played or sung. At Crowland we avoid using specifically religious songs, which refer to a religious figure, deity or character.

Stories of the faiths

At Crowland we remember to choose stories/passages that are appropriate to the age of the pupils, as well as being in harmony with the theme.

Reflection Techniques

During collective worship music and a range of techniques can be used to help create a reflective atmosphere. These include using art or artefacts, using flowers, plants or natural objects, having children act out stories and situations and sharing a range stories from the many faiths that make up our multicultural community.

Prayer

To most people prayer is the central part of worship. Prayer can involve words, but doesn't necessarily have to. Prayer can be a still and quiet reflection. We are aware of the rituals of prayer and that by asking the pupils to "put their hands together and close eyes" we fail to respect that people from other religious traditions have different positions that they assume for prayer. At Crowland we invite children to reflect in an appropriate way by respecting each other and sitting quietly in order to concentrate.

In prayer we may use the word God. Where children have a faith we ask them to pray to their own God.

Class Assemblies

These presentation assemblies follow a format of shared learning and should include music, drama and song. We aim to "pitch" the content to enable our youngest children to take part fully in the assembly.

Like all other acts of Collective Worship, this presentation should contribute towards the spiritual, moral or cultural development of those taking part and reflection time should be included as part of the format – to conclude or inspire.

All children in the class are expected to have a role in the assembly and we invite parents to join us.

PREPARATION FOR COLLECTIVE WORSHIP

All children are expected to come into and leave the space for collective worship absolutely quietly and in a respectful manner. Staff assist the lead person by ensuring children are in their seating order according to our policies and ensuring children follow the rules for listening,

i.e.:

- eyes on the speaker
- hands and bodies still
- minds awake
- mouths still
- ears listening

We expect children to take responsibility for their conduct through collective worship and for staff to intervene discreetly to remind children of correct conduct when necessary.

VISITORS

Crowland encourages visitors to lead or contribute to part or lead acts of collective worship. We also make a point of taking children to the local Churches, Mosques and other places of worship to gain experience of different buildings of worship.

WITHDRAWAL FROM COLLECTIVE WORSHIP

Parents have the statutory right to withdraw their children from school worship. This can be

- total – that is where the children would be wholly excused from all acts of collective worship
- partial – that is, where children are excused from certain kinds of collective worship only or from certain elements within the an act of collective worship.
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At Crowland, we believe that collective worship has a unifying role and although parents do not have to *justify* requests to withdraw, the headteacher will speak to the family in person, fairly informally to ensure that they understand our policy.

LINK BETWEEN THE SCHOOL CURRICULUM AND COLLECTIVE WORSHIP

At Crowland Primary School RE and collective worship are understood to be different aspects of school provision. We understand that different legislation surrounds each aspect. However we accept that children's learning does not happen in isolation and that learning in RE and collective worship will often be interlinked and enrich the spiritual, social, emotional, cultural, moral and intellectual development of the learners.

DETERMINATION TO STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

In our school there is a mix of many different religious groups. Our collective worship draws from world faiths and the Headteacher and Governors request a non-denominational approach more fitting to our multi-faith community.

RIGHTS OF TEACHERS AND SCHOOL STAFF

Whilst teachers are contracted to attend assemblies this duty is subject to their freedoms under the 1944 act not to attend collective worship or the collective worship element. Staff wishing to discuss this should see the Headteacher.

Date of Policy January 2015

Review Date January 2017