



Collective Worship Policy

Godinton Primary School

April 2015

Approved by the Governing Body Strategy Group 29/04/15

This Policy is due for renewal in Term 5 2016-17

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Collective Worship: Policy and Practice

Godinton Primary School

1. Introduction

The daily act of collective worship at Godinton Primary School plays a central role in our life and work. It provides us with valuable opportunities to reaffirm our values and ethos. It offers important opportunities to strengthen our sense of community, belonging and inclusiveness and to reinforce the respect and care we have for each other. Through collective worship we make a contribution to the religious, spiritual, moral, social and cultural development of those present. We want all our children people to 'enjoy and achieve' and collective worship provides a valuable vehicle for this.

2. Aims

- ◆ to provide our children with a range of opportunities to worship God (however defined or understood);
- ◆ to give our children opportunities to reflect on the significance of Christian (and other faith traditions') stories, events and festivals and how these might effect their lives;
- ◆ to offer experiences and opportunities for children to join in with and respond to a variety of forms of collective worship in order for them to reflect on the significance of their own and others' beliefs;
- ◆ to promote our shared values and contribute to our common life together by celebrating individual achievement, school achievement and wider community achievement within the context of collective worship.

These aims mean that our collective worship programme is such that we can include all our school community.

3. Collective worship and the law

We comply with legal requirements by providing a daily act of collective worship for all children on the school roll, unless they have been withdrawn by their parents / carers 'on grounds of conscience'. Teachers also have the right not to attend or lead an act of collective worship 'on grounds of conscience'. The majority of our acts of collective worship are 'wholly or mainly of a broadly Christian character' whilst recognising the religious, spiritual, moral, social and cultural insights provided by other principal religions and life-stances represented in Kent and in Great Britain.

4. Collective worship and parents / carers

We emphasise the importance of our collective worship programme in developing our school's ethos and values and in providing a range of opportunities for children people to consider important issues for life and living. Parents / carers do however have the right to withdraw their child(ren) from the daily act of collective worship. This is made clear through the information contained in our parents' handbook. Parents / carers who wish to consider withdrawing their child(ren) are asked to make an appointment with the headteacher. If a child is withdrawn from

collective worship they are supervised by an adult outside of the hall and are reintegrated for any notices or presentations.

5. Collective worship and staff

Teachers (and sometimes teaching assistants/supervisors) attend collective worship with their class at least twice a week. Each class prepares and leads an act of collective worship (either for the whole school or for a Key Stage) once a year. If, however, individual members of staff feel their own beliefs might be compromised by our programme of collective worship they can discuss this with the Headteacher, since they do have the legal right not to attend collective worship 'on grounds of conscience'. Currently no teaching staff withdraw themselves from collective worship.

6. Collective worship organisation

We hold acts of collective worship every day. This is organised as follows:

Monday – Lower school collective worship (led by member of the senior management team)

Middle / upper school collective worship (led by member of the senior management team)

Tuesday – Whole school collective worship (led by Headteacher)

Wednesday - Lower school singing assembly with integrated aspect of collective worship

Middle / upper school singing assembly with integrated aspect of collective worship

Thursday – Lower school celebration assembly with integrated aspect of collective worship

Middle / upper school celebration assembly with integrated aspect of collective worship

Friday – Whole school collective worship led by different classes or a member of the Senior Management Team.

The themes for assemblies on Mondays and Tuesdays are decided by the senior management team. We aim to ensure that this links with hymns being sung in the Wednesday singing assembly. On Thursday different members of staff will lead the collective worship and link this to the celebrations in the assembly. Classes choose their own content for the assemblies which they present to the school. Birthdays are celebrated in the Lower School celebration assembly. Children are invited to show talents to the school as part of collective worship assemblies; this might be singing, dancing or playing an instrument. It is the responsibility of staff leading the act of collective worship to ensure that the content and form of delivery is accessible for all those present. Collective worship leaders ensure that over time the following opportunities are provided for:

- Use of the Bible and other sacred texts as a source for stories and teachings, emphasising common themes and ensuring the inclusiveness of the school community is reinforced.
- Moral tales/teachings and contemporary situations may also be drawn on where appropriate;
- Marking of appropriate festivals and other significant days;

Children in the Foundation stage are appropriately integrated into participation in acts of collective worship as part of their gradual introduction to school routines.

7. Whole school/key stage acts of collective worship:

- ◆ We aim to create an atmosphere of stillness and calm. To aid this, appropriate music is played for entry and exit from the hall. If someone leading collective worship wants a particular piece of music then that can usually be arranged through the Music subject leader;
- ◆ The usual format consists of an input from the leader, an appropriate hymn or song, followed by a time of prayer and/or quiet reflection. Leaders are encouraged to actively engage pupils/students through for example questioning and drama;
- ◆ The act of collective worship is kept separate from any notices or other items which may be included in this assembly time;
- ◆ Visitors may be invited from time to time to lead one of our whole school acts of collective worship;
- ◆ The assembly, including the act of collective worship, usually takes 20 minutes altogether.

8. Use of Visitors and Visits

The worship co-ordinator is responsible for liaising with any visitors who come into school to lead collective worship. Practical arrangements such as timing, age range of audience and appropriate content are agreed through discussion. By drawing on people from the local community to lead acts of collective worship we enhance community cohesion. Visitors to school include representatives from churches in Ashford.

Upper School currently host their annual carol service at St Mary's church in Ashford.

7. Resources

A range of resources, including books and DVDs, is available to support teachers and pupils with collective worship and is situated in the staff room and Headteacher's office.

9. Equal Opportunities and Inclusion

Collective worship will challenge stereotypes, misinformation and misconceptions about race, ethnicity, religion and gender. During collective worship, religions will be presented fairly and accurately and diversity and equality will be affirmed.

All our school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Godinton Primary School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity. Our curriculum co-coordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-coordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

Children with Additional Educational Needs are fully included and supported in our programme of collective worship.

10 Children in Care (previously known as Looked After Children)

10.1 As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC.

11. Monitoring and Evaluation

Monitoring the standards of acts of collective worship is the responsibility of the Headteacher. Support where appropriate will be provided for staff in the delivery of aspects of collective worship, being informed about current developments in the area, and providing a strategic lead and direction for collective worship in the school.

This policy is reviewed every two years.