

# Summerfields

PRIMARY SCHOOL



## Collective Worship Policy

**Reviewed: September 2018**

**Next Review: September 2021**

**Signed:**

A handwritten signature in blue ink, appearing to read 'Allman', enclosed in a thin blue rectangular box.



**SUMMERFIELDS PRIMARY SCHOOL**  
**COLLECTIVE WORSHIP POLICY**

**RATIONALE**

The Collective Worship Policy at Summerfields Primary School pays due regard to statutory requirements, and follows the guidance offered by the LA through its SACRE.

This policy helps to ensure that the whole school community, parents, staff, governors and pupils have a shared understanding of this significant area of the curriculum.

At Summerfields Primary School, Collective Worship has an educational purpose that promotes spiritual, moral, social and cultural development by being:-

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

Collective worship is a special time for pupils to reflect upon life experiences and ultimate questions; it gives them opportunities to make a spiritual response. Collective Worship helps explore their place in the world and become reflective citizens. It also enables to acknowledge, explore and celebrate the diverse nature of the school as well as local, national and international communities. It makes an important contribution to developing pupils' understanding of the fundamental British values as defined by Ofsted. The Collective Worship Policy of Summerfields Primary School is consistent with and supports the philosophy and values embraced by the school (respect, honesty, self belief, independence, challenge).

**The legal position of Collective Worship**

Summerfields Primary School fulfils the statutory requirement to have a Collective Worship policy. This law was established in the 1988 Reform Act and subsequent amendments occurred in 1993 and 1996.

Worship itself is not clearly defined in the Education Act but the following is stated in the DfE 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”.

At Summerfields Primary School, acts of Collective Worship and assemblies take place as part of the same gathering. On the rare occasions, when the assemblies do not take place, teachers are required to undertake the acts of Collective Worship in the classes. Collective Worship and RE are separate areas of school life. However, RE themes are implemented during assemblies, especially during the times of religious festivals.

## **AIMS**

Collective Worship at Summerfields Primary School provides a time when children come together to celebrate, reflect and learn from experiences of religion, world events, music and celebrations.

## **Monitoring and Review**

This policy has been reviewed and approved by the RE Subject Leader, Head Teacher and governors. The Collective Worship Policy will be reviewed and updated as necessary every 3 years.

## **GUIDELINES**

The four main areas are:-

### **Spiritual Development**

- To provide an opportunity for students to experience worship;
- To foster feelings such as awe, wonder, thankfulness, mystery and joy;
- To respond to the aesthetic (music, poetry, art, literature);
- To explore sense of sacred;
- To help students explore their place in the world and their search for meaning;
- To provide an opportunity for reflection and contemplation;
- To heighten awareness of ultimate questions.

### **Moral Development**

- To encourage respect for others and care for the environment;
- To understand the importance of commitment to human living;
- To foster the virtue of fair-mindedness and a willingness to consider the views and values of others;
- To help students understand the balance between rights and responsibilities;
- To help students make informed moral choices.

### **Social Development**

- To reflect the school as an inclusive community;
- To promote a feeling of community, with a shared ethos and values;
- To provide an opportunity for students to become acquainted with school governors and other community leaders;
- To celebrate gifts, talents and achievements;
- To foster a sense of belonging.

### **Cultural Development**

- To reflect the school as a diverse community;
- To provide an opportunity for students to become acquainted with local leaders, including religious ones;
- To provide an opportunity to celebrate cultural and religious festivals;
- To appreciate the dynamic nature of culture and how it impacts on society.

### **Organisation**

Collective Worship follows a theme approach. A system of themes are decided at the start of the year taking into account any significant religious celebrations, world events, school or community events and student achievements.

At Key Stage 1 and 2 the Collective Worship is delivered through presentations, singing, stories, drama, awards, celebrations and guest speakers. Strategies may include the use of interactive presentations.

The school's Star Pupil Assembly is aimed to celebrate the successes of individual pupils and school teams. It is led by the Head Teacher or another member of the Senior Leadership team and includes awards, such as: House Point Certificates and Attendance Awards.

If visiting speakers are invited to assemblies, all staff should attend.

An effective practice model for an act of Collective Worship is as follows:-

<b>PLUG IN - this is about awakening the children</b>
Using a stimulus eg music, picture, quotation, candle, flowers. Children are given time to prepare. A well-chosen piece of music can help create an atmosphere for worship and reflection.
<b>SWITCH ON - this is about engaging the children</b>
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.
<b>LIGHT UP - this is about allowing the children to respond</b>
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 students to reflect must be allocated as silence can allow for individual thought and reflections.

**Collective Worship and inclusion**

In line with the other school policies, Collective Worship aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adopt presentations to account for children's different learning styles, especially those to whom English is an Additional Language (EAL) and children with Specific Special Educational Needs.

**Collective Worship and the right to withdraw**

Parents/carers may ask for their children to be withdrawn from all or part of Collective Worship. This applies to all maintained schools, LOCAL AUTHORITY, Controlled and Aided Schools. A school continues to be responsible for the supervision of any child withdrawn from collective worship. Parents wishing to withdraw their children should make an appointment to discuss the arrangements with the Head Teacher. A record of withdrawals is kept by the RE and Collective Worship Coordinator.

### **Responsibilities for Collective Worship**

It is the shared statutory responsibility of the Head Teacher and governors to ensure there is appropriate provision for Collective Worship. At Summerfields Primary School, Collective Worship is mainly implemented during the assemblies. A rota for assemblies and ideas for act of Collective Worship are the responsibility of the RE and Collective Worship Coordinator.