



KINGSBURY GREEN PRIMARY SCHOOL

Collective Worship Policy

Governors' Committee Responsible:		Curriculum, Pupils and Standards committee
Head teacher	Review Period	Annual
Governor's policy	Next review	Summer 2014

COLLECTIVE WORSHIP POLICY

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.

Collective worship in itself is not “assembly” – which is the gathering together of groups within our school. The “worship” or “worth ship” (see below) is the act of collective reflection which occurs at some point in the proceedings. The governors of Kingsbury Green ensure that an act of collective and collaborative reflection happens daily and because the school has a determination from SACRE, worship draws from the beliefs, practices and customs of religions and faiths from around the world. To this end we follow the “ Model Approach” from Brent Sacre. (See appendix) Currently the BASICSs charter underpins our daily times of reflections. The school ensures that each act of collective worship is appropriate to children’s ages, aptitudes and family backgrounds.

AIMS OF COLLECTIVE WORSHIP

School Collective Worship recognises that the school community is a collection of people. Thus, acts of Collective Worship are sensitive to the collective character of individual schools and are inclusive.

Therefore,

- The term "collective" when used in relation to worship in schools refers to the gathering together of a school group or groups for worship; it does not in any way suggest an act of worship which involves a group meeting to subscribe to any particular faith or denomination of a faith.
- Collective worship does not pre-suppose shared beliefs, and does not seek uniform responses from pupils. Collective Worship caters for a diversity of beliefs and points of view, allowing individuals to respond as individuals.

A broad definition which has been referred to as ‘worth-ship’, might encompass what is offered in a spirit of admiration, celebration and respect to people of excellence, worthy of honour and by extension, to concepts, principles and conduct which are worthy of celebration, as examples of the highest achievements of the human spirit. Worship thus defined draws on literature, music, drama, art and other sources of inspiration. It can provide a focus for thought, inspiration and reflection for pupils (and staff) whose religious and cultural backgrounds are of any faith or none.

Collective worship provides an opportunity for members of the school community to pause from activity, to gather, to remind them 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.

In particular, collective worship at Kingsbury Green 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 – 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; and
- offers the opportunity to mark significant points in the year, such as festivals and school events.

At Kingsbury Green, 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 ⁽⁶⁾; 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.

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; and
- 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; and
- reflect upon the nature of learning and education.

ORGANISATION

At our school we hold a daily act of collective worship.

Due to the large number and age range of pupils at our school we organise a variety of school assemblies. We meet as a whole phase at least twice a week (see appendix)

Although the exact detail of what is covered in each assembly will change term by term and the individuals or classes leading – the structure of sessions remains the same.

ELEMENTS OF COLLECTIVE WORSHIP

Acts of collective worship at Kingsbury Green 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 Kingsbury Green we avoid using specifically religious songs, which refer to a religious figure, deity or character.

Stories of the faiths

At Kingsbury Green 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 an atmosphere. These include using art or artefacts; using flowers, plants or natural objects; lighting a candle to begin a story or to provide a focus of attention; using the interactive whiteboard, OHP, slides or video.

Reflection

To most people prayer is the central part of worship. Prayer can involve words, but doesn't necessarily have to. At our school we refer to 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 Kingsbury Green we invite children to reflect in an appropriate way but at least by bowing head in order to concentrate and be still. We have discussed with parents and children the ritual and collective repetition of Amen or Ameen – meaning, "I agree". This is used to conclude our Reflection together

Daily "thanks" for the food we eat

All children stop for a moment to say a thanks for the food served and eaten each day. The class group say this thanks together in a moment of quiet before eating. Children are encouraged to consider those people who have prepared and produced the food and those people for who a daily mid-day meal does not exist.

PREPARATION FOR COLLECTIVE WORSHIP

All children are expected to come into and leave the space for collective worship absolutely quietly.

Music will be played to come in and leave to

The staff will assist the lead person by ensuring children are in their seating order according to our policies (pointing and gesturing – not verbally directing) and ensuring children follow the “give me five” routine 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

Kingsbury Green encourages visitors to lead or contribute to part or lead acts collective worship. Local people, figures in the community as well as local faith leaders are invited throughout the year.

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.

At Kingsbury Green 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 there is no misunderstanding about the nature of collective worship in general
- That they have not been misinformed about the school's practice in particular
- Where possible a partial rather than entire withdrawal.

LINK BETWEEN THE SCHOOL CURRICULUM AND COLLECTIVE WORSHIP

At Kingsbury Green, 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.

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 are asked to talk with the Headteacher at the earliest opportunity.

Reviewed by	LW	Date Agreed by Governors:
Date:	Autumn 2012	Signed:
Date:	Summer 2014	Signed

Appendix 1:

Most recent Collective Worship arrangements as part of phase or year assembly times or class reflection sessions

	Monday	Tuesday	Wednesday	Thursday	Friday
KS2	SLT led Secular reflection on school values including the Spiritual, moral, social or cultural theme of the week or term	Class reflection: Learning together	KS2 reflection: Our creative selves	Class reflection: Learning together	KS2 reflection: Celebrating achievement, effort and personal pride in a job well done.
KS1	SLT led Secular reflection on school values including the Spiritual, moral, social or cultural theme of the week or term	KS2 reflection: Our creative selves	Class reflection: Learning together	KS1 reflection: Celebrating achievement, effort and personal pride in a job well done.	Class reflection: Learning together

Appendix 2;

Brent SACRE model approach to collective worship