

Stroud Green Primary School



Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Collective Worship Policy

Policy Originator	Jo Bartlett
Governor Responsible	Sophie Hall
Status	Statutory
Last reviewed	4th July 2016
Ratified on	18th July 2016
Review period	July 2018
Signed	

Background:

The 1988 Education Act requires that every school should provide a daily act of collective worship for all pupils. The majority of which each term should be “wholly or mainly of a broadly Christian character”. Collective worship should “reflect the broad traditions of Christian belief without being distinctive of any particular denomination.” Collective worship is not the same as corporate worship. Corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. A community school is not a worshipping community as the pupils who have a faith are diverse in what they believe, in what they believe God is and what they believe worship to that God or Gods should entail.

School Aims for Collective Worship / Rationale

To be meaningful for pupils’ collective worship enables them to reflect on:

- what it means to be a human being
- questions of meaning, purpose and value
- the best that human beings can be - inspirational, exemplars (people of faith or not) who have demonstrated through their actions, lives and qualities. Examples will come from religious and non-religious sources.
- personal beliefs and values

The collective worship that we deliver will recognise and value the cultural, linguistic and religious or non-religious diversity of our school population and will be conducted within our Equality and Community Cohesion policy. This policy should be read in line with the RE policy & SACRE Haringey Agreed Syllabus, ‘Celebrating Diversity...because we all share a future.’

How collective worship will enrich the experiences of pupils

- enable pupils to reflect on and question issues such as belonging to the school community, the wider British community and to humanity as a whole;
- reinforce a sense of community & cohesion, appreciating things we have in common;
- develop a reflective approach to life;
- support pupils in the development of spiritual, cultural and moral perspectives;
- develop a sense of the individual’s place in the world beyond the physical, material and the here and now;
- provide time to consider values and beliefs - both their own and those of others;
- raise awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
- provide opportunity to celebrate achievement and to share times of celebration;
- support students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses;
- support those who have particular needs or who are engaged in times of crisis.
- Use as an opportunity to engage with families

Collective worship reinforces the school community, by giving pupils the opportunity to share things of worth with each other, within a reflective space. Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don’t have a religious belief will have the opportunity to reflect and make a personal, internal response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and non-

believers to appreciate each other's stances. The language of invitation to reflect will be open and inclusive, ensuring that no pupil or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

Content

Examples from which the school may draw:

- marking the celebration of a broad range of religious and cultural festivals that reflect the diversity of faiths contained within the community;
- examples of lives of people of faith and other good human beings;
- stories supporting themes from a range of sources, including sacred texts, faith communities and secular books;
- SEAL (Social and Emotional Aspects of Learning) curriculum materials
- response to key local, national and international events;
- providing an opportunity to think about their own beliefs whether religious or otherwise;
- consideration of questions you wouldn't think about elsewhere – not necessarily with easy / definitive answers;
- putting things into practice – e.g., supporting charities;
- providing a moment for silent reflection / prayer;
- celebration of successes of members of the school community;
- performances or presentations from members of the school community;
- input from visiting speakers / experts.

Organisation

- The structure of daily worship/assembly is organised as follows:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Whole school assemblies Led by HT (9:10-9:30am) Middle Hall	Class celebration assemblies - performed for parents and carers from 9:15- 9:30 am in Middle Hall (rota).	KS1 – Singing assembly led by Music SL and AHT 9:00- 9:10am Middle Hall	KS2 – Singing assembly led by Music SL and AHT 9:00- 9:10am Middle Hall	Whole School Celebration & Work of the Week Assembly Led by HT 9:10 – 9:30 am in Middle Hall
		Classroom assemblies – PSHE/SEAL focus led by CT in classrooms (times variable)	Classroom assemblies – PSHE/SEAL focus led by CT in classrooms (times variable)	

Assemblies are linked to themes and the use of additional materials ensures no repetition / duplication within a theme. Should pupils exercise their right of withdrawal from collective worship a room will be made available and supervision put in place during the period of collective worship. Suitable work will be planned for this period in consultation with families.

Resources

A range of resources are used to support the delivery of assemblies e.g. books, focus artifacts, posters, music, people. Assembly resources are stored in the DHT office and RE resources are stored in the PPA/Resource room. If visitors are invited to lead assemblies they are supported by a member of SLT and content and delivery discussed beforehand to ensure suitability.

Planning and Monitoring

The HT is responsible monitoring the quality of assemblies. SLT plan within an agreed theme or focus. These plans are filed along with records of useful information e.g. contact details for external speakers. The HT monitors that the collective worship is of good quality and follows the law through observations, monitoring of planning and pupil feedback.

Check-list for collective worship

- Is it relevant and meaningful? – something which matters to everyone
- Does everyone feel comfortable and included?
- Does it reflect the multi-faith nature of our community and the world?
- Are resources used appropriate and of good quality?
- Was this linked to Christian beliefs and / or use examples from different religions / cultural / national traditions?
- Were any negative responses from pupils put into a positive context?
- Was this experience inclusive e.g. not using “we” when referring to one group and “they” when referring to another group?
- Did we challenge stereotypes and negative images of different gender, faith and cultural groups?
- Did it demonstrate awareness that some pupils may not be well informed about their own religion and its beliefs and practices, and therefore not challenge them personally?
- Did we provide an appropriate opportunity for reflection and /or worship?
- Did this put into practice our Equality Scheme?
- Did it reflect British values?