



**School Review of Collective Worship in Preparation for Re-Application for Determination in 2023**

Questions	Answers
<p><i>Why do you think your school needs a determination?</i></p>	<p>This is a re-application. The school first applied in 2013 and then again in 2018; in both cases we were granted a determination.</p> <p><u>School Context</u></p> <ul style="list-style-type: none"> <li>• School remains a diverse community. This is a strength of the school in terms of the respect that children show each other and in terms of parental support and engagement. 440 pupils on roll as January 2023</li> <li>• 68% of children are non-Christian (see below)</li> <li>• As of January 2023, our school profile (440) is;               <ul style="list-style-type: none"> <li>○ 38% Muslim (165)</li> <li>○ 32% Christian (139)</li> <li>○ 22% Hindu (96)</li> <li>○ 5% No Religion (22)</li> <li>○ 2.5% Buddhist (11)</li> <li>○ 0.9% "Other Religions" (4)</li> <li>○ 0.5% Sikh (2)</li> </ul> </li> </ul> <p>We want to ensure that all children take part in and feel comfortable in collective worship rather than excluded or left out.</p> <p>The school currently <u>does not have any parents who choose to withdraw</u> their children from collective worship.</p>
<p><i>If your school already has a determination what difference do you think this has made?</i></p>	<ul style="list-style-type: none"> <li>• It has supported our school in being a multi-faith school which reflects the communities of which we are made up.</li> <li>• Parents do not withdraw children from RE or collective worship.</li> <li>• Parents actively encourage children to learn and take part in collective worship/assemblies regarding community faiths.</li> <li>• Parental engagement in celebrating our festival assemblies remains high and parents support this approach.</li> <li>• It has encouraged us to reach out to local places of worship to develop and strengthen our links, again to reflect the communities of which we are made up of.</li> </ul>
<p><i>Are you following the Brent Approach?</i></p>	<ul style="list-style-type: none"> <li>• Yes, we follow Brent approach in the following ways;           <ul style="list-style-type: none"> <li>○ <u>Planning/Balance</u>: we plan a year in advance to ensure that a range of festivals, religions, non-faith, secular, topical, local, school issues are balanced over the year. These are linked back to key themes that in turn support SMSC and British Values provision.</li> <li>○ <u>Whole School/Small Group</u>: each week, we hold key stage assemblies, singing assemblies and a whole school assembly. This means the children have collective worship/assemblies in a range of sizes. Children see a range of staff leading collective worship/assemblies that include senior leaders, other leaders and other staff members</li> <li>○ <u>Introducing text, stories, music, art etc</u>: these are introduced clearly referring/identifying the tradition it/they come from to ensure respect is shown.</li> <li>○ <u>Framing</u>: There are times in festival assemblies where "framing" is used to show what happens in specific faiths/contexts.</li> <li>○ <u>Festivals</u>: Over the year, each year group leads a whole school assembly linked to one of community faiths. Whilst all children in the year group take part regardless of whether they come from that faith group, children's roles are delegated with sensitivity and take the children's views into account. Over time, the vast majority of children</li> </ul> </li> </ul>



	<p><i>will have had the opportunity to share about their own faith. The pattern for festival assemblies are as follows and link to key RE themes being studied in these specific year groups;</i></p> <ul style="list-style-type: none"> <li>▪ <i>EYFS: No linked festival but is linked to a key text/book which is usually from a particular community cultural link</i></li> <li>▪ <i>Year 1: Buddhist - Vesak</i></li> <li>▪ <i>Year 2: Christianity – Nativity/Christmas</i></li> <li>▪ <i>Year 3: Judaism - Hannukah</i></li> <li>▪ <i>Year 4: Christianity - Easter</i></li> <li>▪ <i>Year 5: Islam – Ramadan or Eid focus (calendar dependent)</i></li> <li>▪ <i>Year 6: Hinduism – Diwali (with links to Jainism/Sikhism)</i></li> </ul> <ul style="list-style-type: none"> <li>○ <i>Use of local faith leaders: where local faith leaders come to the school to speak to children they are briefed on our approach.</i></li> <li>○ <i>Use of reflective time: There is a short time of silence after a “final thought” shared with the children. They are asked to lower their heads and close their eyes or sometimes to remain looking at a key picture/image etc as appropriate. Children are not forced to close eyes or lower their heads but silence is insisted upon. Our children respond very well to periods of reflection.</i></li> <li>○ <i>Facilities for prayer/reflection time: We set up OGPS Prayer &amp; Reflection Time for pupils of all faith and no-faith to use. It responds mainly to pupil voice around the time of Ramadan but is the process we use should there be requests from pupils at any time of the school year.</i></li> </ul>
<p><i>Do you think this is appropriate?</i></p>	<ul style="list-style-type: none"> <li>• <i>Yes – we have had string engagement and support from families over the last ten years.</i></li> <li>• <i>We have not had parental complaints regarding our approach and children are comfortable taking part in our approach. The current organisation has been in place for a number of years and predates the school’s last application for a determination. Families see our approach as part of school tradition and support our approach. We do not have any parents removing their child/ren from assemblies or RE lessons.</i></li> </ul>
<p><i>Are there any further changes you may need to make if your determination is renewed?</i></p>	<ul style="list-style-type: none"> <li>• <i>Review provision with the children via school council in the summer term if each year to ensure pupil voice is listened to and acted upon.</i></li> <li>• <i>Ensure that staff CPD takes place each Sept regarding collective worship/assemblies so all staff members are clear on our approach and how it links to Brent SACRE’s model approach</i></li> </ul>
<p><i>What are the responses from parents?</i></p>	<ul style="list-style-type: none"> <li>• <i>A letter was sent to parents on Weds 18<sup>th</sup> January regarding our re-application for a determination.</i></li> <li>• <i>The consultation with parents ended on Weds 25<sup>th</sup> January.</i></li> <li>• <b><i>We did not receive ANY replies</i></b> from families to say they did not support the re-application for a determination.</li> </ul>
<p><i>What are the responses from children through school council?</i></p>	<p><i>They commented...</i></p> <ul style="list-style-type: none"> <li>• <i>“We want to value everyone’s backgrounds and beliefs.”</i></li> <li>• <i>“I really enjoy the year group assemblies about all religious festivals as they taught me more about other religious of children in the school.”</i></li> <li>• <i>“They really help us to learn about different religions.”</i></li> <li>• <i>“It helps me to know what other religious do and helped me be more respectful.”</i></li> <li>• <i>“Once we do our assemblies. We know more about each other which is good.”</i></li> </ul>



*What are the responses from members of staff?*

Staff are very supportive of our approach and are keen for our current arrangements to continue.

Members of the leadership & wider leadership team discussed the re-application on Thursday 19<sup>th</sup> January and were supportive of the re-application.

In addition, one member of staff added...

"In the EYFS our children are exposed to different cultures and beliefs. By providing a safe environment, experiences can be shared and learning can move forward as children become aware of the community around them and their place in it. We strongly believe that it is very important for our children to approach early experiences related to religious education with open attitudes and interest and to feel free to talk about the place of religious experience in their own lives. In order for this to happen we foster an environment where children can appreciate that everyone is of equal importance, where diversity is celebrated and where children can develop an understanding, that the needs of everyone should be treated fairly and equally. Within such a learning environment, cultural and religious diversity is regarded as positive and children can feel that they are able to express their viewpoints and beliefs in safety."

(EYFS teacher)