

Kingsbury Green Primary School

Collective Worship Policy 2019

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 an “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 or in the day. The governors of Kingsbury Green ensure that an act of collective and collaborative reflection happens daily and because the school has a determination from the Standing Advisory Council for Religious Education (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 our ethos of Empathy, Agility and Hard work in tandem with a half termly whole school focus, underpins our assembly AND daily times of reflection. The school ensures that each act of collective worship/ reflection is appropriate to children’s ages, aptitudes and family backgrounds.

INTENT: 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;
- fosters a sense of fellowship and belonging
- fosters 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** (SMSC) 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.

MODERN BRITISH VALUES

Meeting together regularly to reflect on our school ethos, values and ambition provides opportunity to systematically consider what it means to live in Great Britain and to consider the modern British Values that we all uphold and aim to live by. Governors have a duty to ensure that the school is promoting BV through explicit and implicit curriculum and through day-to-day school life.

Democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are addressed explicitly during assembly in the autumn and summer terms and throughout the year indirectly.

IMPLEMENTATION

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

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 in response to local and global issues or 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. Music is played to come into and leave the assembly hall or space.

Singing provides unity and community – a unified voice focused on a theme or idea. Children learn to listen to and appreciate each other, singing songs that lift their spirits, help them reflect or promote a school value

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. Key community festivals are recognised through either the SLT led or class led assemblies. Reflection and celebration of our diverse community is acknowledged.

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, slides or video.

We have recently begun to use the “Calm Me” technique from our Jigsaw PSHE programme. At the sound of a chime children and adults close their eyes and focus their breathe as the chime sound plays out.

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 KS2 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. If live music is played children show their respect through attention to the musician.

The staff will assist the lead person by ensuring children are in their seating order according to our policies (Adult voices off; children walk in face the front, feet should width apart, on signal from teacher, sit as one. Adults point/ gesture and ensuring children show SLANT:

- S = sit up
- L = listen
- A = ask and answer questions
- N = nod to show you are listening
- T = track the speaker

We expect children to take responsibility for their conduct through collective worship and for staff to intervene discreetly (notice and nudge) 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 form 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, Religious Education (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.

Policy written by: L Wynne (HT) Autumn 2109

Governors responsible: Safeguarding monitoring Pair

Review: 2023 (4 year cycle)

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 and whole school half termly theme Praise for children who have gone "above and beyond" expectations.	Class reflection: Learning together	KS2 assembly: SLT led or Class presentation. Followed by reflection	Singing assembly: repertoire reflects values focus of the half term or celebration of cultural festivals.	Class reflection: Learning together
Daily lunchtime reflection for KS2 prior to eating:					
KS1	SLT led Secular reflection on school values and whole school half termly theme Praise for children who have gone "above and beyond" expectations.	Class reflection: Learning together	Singing assembly: repertoire reflects values focus of the half term or celebration of cultural festivals.	KS1 assembly: SLT led or Class presentation. Followed by reflection	Class reflection: Learning together

Appendix 2:

Assembly and collective worship themes across a year

School values explicitly covered across the year **Empathy/ Agility / Hard Work**

	Assembly themes	Festivals/ events to be marked
Autumn 1	Being me in my world: Understanding choice Understanding responsibility locally and globally The impact of my choices What Community means for us Collaboration Empathy – valuing others	Rosh Hashanah Black History Month
Autumn 2	Celebrating Differences: Identify what is common Understanding bullying Understanding conflict Racism/ prejudiced behaviour Empathy	Diwali Christmas
Spring 1	Dreams and Goals: Self awareness in different situations Learning from inspirational others How to give and receive affirmation Making the world better Working together to improve the lives of others Agility/ Hard work	Chinese New Year Safety online
Spring 2	Healthy Me: Choices - healthy / not People and places that are safe Expressing feelings Learning from inspirational others Agility	Easter
Summer 1	Relationships: Positive influences	

	<p>Great friends Rejection and shame Helping others make friends Learning from inspirational others</p> <p>Empathy</p>	
Summer 2	<p>Change: “be the change” reflection on goals and dreams Getting ready to change class/ school Who am I ? philosophy files</p> <p>Agility/ Hard work</p>	<p>Eid ul Fitr (this is marked annually at the end of the Holy month of Ramadan– though moves each year)</p>