



“Bringing out the Best in Everyone”

Collective Worship Policy

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Devonshire Road Primary School Collective Acts of Worship Policy

The Collective Worship Policy at Devonshire Road Primary School pays due regard to statutory requirements, and is inline with the 1988 Education Reform Act and the 1996 education Act, which states that collective worship should be ‘wholly or mainly of a broadly Christian character’. Devonshire Road Primary School has taken account of the guidance offered by the Local Authority through its SACRE. In recognition of our religious diverse school community, we have based our collective worship themes on core British Values and those aspects of Christian teaching that are shared with other faiths and rebranded the time as “Reflection Time”.

The Collective Worship Policy of Devonshire Road Primary School furthers the vision and aims of the school as expressed in our school mission statement. Collective worship sessions are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Definition of Collective Worship or “Reflection Time”

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to engage-in relevant, meaningful experiences and provides opportunities for pupils’ spiritual, moral, social and cultural growth.

Aims

For the School:

Collective Worship/Reflection Time contributes significantly to the ethos of Devonshire Road Primary School. It is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit
- experience personal growth
- explore choices which improve quality of life for all

For the Pupils:

We intend that Reflection Time will contribute to the development of the personal development of ‘whole’ pupil.

Our daily reflection is based on positive psychology with the aim of enhancing our children’s personal development, mental health and wellbeing. Through our reflection time in class, we aim to developing “PERMA”:

- **Positive emotions** (how to develop these in our lives: inspiration, joy, awe, amusement, self-compassion, calmness, love, pride, gratitude)
- **Engagement** (training the puppy mind, meditation, mindfulness)
- **Relationships** (develop understanding of ourselves and others so that we can enjoy meaningful relationships based on respect)
- **Meaning** (gratitude and kindness)
- **Accomplishment** (grit, resilience, strength, determination)

This will be achieved by providing opportunities to:

- experience stillness and quiet
- practicing techniques to “centre” us
- experience a variety of forms of music, art, drama, story that lead to personal reflection
- inspire thoughts and talking points in the areas of spiritual, moral, social and cultural development
- strengthen and support the school community and celebrate each unique individual member
- developing a sense of awe and wonder about the world around us
- celebrate the beauty of living things
- practicing gratitude and celebrating achievements
- search for meaning
- be emerged in rich and challenging vocabulary
- have a consideration of spiritual and moral issues and to explore their own beliefs and encourage responsibility for making personal decisions. This links in with “**choices**” as being one of our two curriculum drivers.

The Contribution of Reflection Time to aspects of the Curriculum

Reflection Time is distinct from curriculum time. However, at times Reflection Time will enhance the experiences of pupils by reflecting on the work done in class. It will enrich classwork through its consideration of subject matter from different perspectives. To ensure Reflection Time provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, using diverse stimuli and rich vocabulary. These resources are provided by Picture News.

The Organisation of Reflection Time

Collective Worship will take place in the schoolhall, virtually via Microsoft Teams or in the classroom.

Collective acts of Reflection Time are incorporated into whole school assemblies, daily reflections in class based sessions and RE lessons.

Key Stage assembly and reflection

Once a week (Monday KS2 and Tuesday KS1) will see children assemble together in the hall. The themes of these assemblies are chosen to develop children’s spiritual, moral, social and cultural awareness and help develop an understanding of British Values. These sessions are planned for and led by different members of the staff on a rota basis.

To do this, we base key stage reflection themes around:

- National recognition/awareness days
- Our school rules: Be Kind, Be Curious, Be the Best You Can Be
- Key festivals of the main religions

The diet of music listened to and sung during these assembly times has been planned so that pupils to experience a wide range of music from various artists, faiths, genres and cultures.

Whole school celebration assembly

Friday’s whole school assembly will be a celebration of pupils’ achievements and incorporate time for pupils to reflect on developing grit, resilience and gratitude. These sessions will be led by a member




of the senior leadership team.

Class-based reflection:

We have chosen Picture News as our vehicle to deliver this. These sessions are led by the teacher. They follow a set structure.

	Key stage assembly	in class reflection time	in class reflection time	in class reflection time	Celebration assembly
time	9:05am	after lunchtime/break	after lunchtime/break	after lunchtime/break	9:05am
location	hall	classroom	classroom	classroom	Teams - classroom
day	Mon KS2 Tues KS1	Mon/Tue, Wed, Thu	Mon/Tue, Wed, Thu	Mon/Tue, Wed, Thu	Friday
staff planning	rota	Picture News	Picture News	Picture News	SLT
staff delivering	rota	teacher	teacher	teacher	SLT

Each reflection time, regardless of where it happens, will follow the same, three-part structure.

	<p>CENTRE – this is about calming down, being present and getting ready to engage</p>	<ul style="list-style-type: none"> • During this section, we will teach children how to calm their emotions and have a heightened awareness of their body and mind. • The children will be guided through a short centring technique. The same technique will be used throughout the week.
	<p>SWITCH ON – this is about engaging the children</p> <p>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 should be presented in an appealing way and 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.</p>	<ul style="list-style-type: none"> • Key stage assembly: themes on a rota and planned by allocated staff • In class: content and theme provided by Picture News. Focus will be on SMSC understanding, choices and vocabulary development.
	<p>Reflection</p>	<ul style="list-style-type: none"> • Children will be given a chance to reflect on the message that has been delivered. This may be through quiet reflection, listening to a prayer or poem, jotting in a reflection time book or holding a class discussion.

NB: This format is adapted from Blackburn Diocese.

Note: It is common for schools to combine an assembly and collective worship. In this case, the 'Centre' and 'Switch on' parts may be regarded as part of the assembly. The act of collective worship is the 'Reflection aspect'.

Leadership

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

Planning Acts of Collective Worship

The content of all acts of Collective Worship is considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly assembly rotas including a range of themes, special occasions and events will be followed, but will be flexible to allow the inclusion of current and topical issues.

The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made.

Withdrawal

Our assemblies will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable to attend the assembly. We aim to hold timely conversations with parents and carers about the content of our Reflection Time sessions whenever we deem necessary.