

**WESTBROOK OLD HALL
PRIMARY SCHOOL**

**COLLECTIVE WORSHIP
POLICY**

Westbrook Old Hall
PRIMARY SCHOOL



January 2018

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focussed on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

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1.1 Background

It is a legal requirement that all registered school age pupils take part in an act of worship each day. These acts of worship must be "wholly or mainly of a broadly Christian Character" for the majority of the time. They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils".

Families who send their children to our school are in the main 'nominally' Christian, but we do have some children from practising Christian families. In addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship we have to consider the background that our children come from and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times.

The Head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship, after consulting with the governing body.

1.2 Why have a Collective Worship Policy at Westbrook Old Hall Primary School?

The Collective Worship Policy at Westbrook Old Hall Primary School pays due regard the statutory requirements (explained above), and account of the guidance offered by Warrington LA through its Standard Advisory Council on Religious Education (SACRE). This policy is consistent with the philosophy and aims of the school as expressed above in our mission statement.

1.3 Definitions

a) Collective Worship

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 worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

A school community is not a worshipping community and the law recognises this by requiring "collective" not "corporate" worship. Broadly, worship in school is more appropriately referred to as worth-ship. This might encompass what is offered in a spirit of admiration, celebration and respect to God and/or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worth of celebration as examples of the highest achievements of the human spirit.

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive.

b) Worship of a Broadly Christian Character

The majority of acts of worship must be of a "broadly Christian character", not content, and those that are must reflect the broad traditions of Christian belief without being denominational. Paragraphs 60-63 of the DFE Circular 1/94 asks schools to define this as according a special status to Jesus Christ.

If we are to be inclusive in our worship in our school, taking the family backgrounds of the children into consideration, then, when according a special status to Jesus Christ, all pupils, whatever their beliefs, need to be respected. It is therefore appropriate in our school to tell stories of the life of Jesus, but inappropriate for all children to be required to address Him in prayer.

Many of the characteristics of Christianity are shared by all the faiths. It is important to concentrate on these as well as those specific to Christianity.

1.4 Aims

We believe at our school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Through our collective worship we aim to provide a caring and supporting environment for children to:

- Become increasingly aware of themselves as individuals and groups within the school and wider community
- Grow in understanding of the feelings of the other people in everyday situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of awe and wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and affirm each person's life stance, whether it be religious or not

Worship both reflects and nurtures the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. In particular school worship here develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

For the School:

Collective Worship contributes significantly to the ethos of Westbrook Old Hall Primary School and 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

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues

- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

1.5 Partnership with parents/carers

Most of a pupils' spiritual, moral, social and cultural development occurs within the family and the school's programme will complement and build on this co-operation with parents/carers. Parents/carers have the right to withdraw their child from some, or all, collective worship but not the statutory elements of the school curriculum. If a parent/carer wishes to withdraw their child they need to have a discussion with the head teacher, so that he can be aware of the reasons and provide alternative arrangements.

Many of the school's acts of collective worship are arranged for parents/carers to attend and sometimes participate in. This may spark discussion and provide opportunities for parents to talk to their children about issues involved and about their own moral, social and cultural attitudes and values featured in the collective worship session.

Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the Head teacher. Teachers may also withdraw from worship.

1.6 Moral Values and Framework

Collective Worship at Westbrook Old Hall reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

In addition, we will bear in mind the aims of the school reflected within the mission statement and specifically:

- i) To provide a happy, safe, supportive and challenging environment for our pupils, staff, parents and all who are associated with the school.
- ii) To provide a broad, balanced curriculum through a range of learning styles, for all our pupils irrespective of gender, race, religion, ability or disability.
- iii) To encourage our pupils to take pride in themselves and their behaviour, to be polite and respectful, and to become responsible members of society.

Appendix I provides a list of further values that the PSHCE Curriculum will explore on a two-year rolling programme. It is expected that many of these values will be explored within acts of Collective Worship and be taught incidentally and discretely beyond Collective Worship sessions.

1.7 The Contribution of Collective Worship to Aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, at our school, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

1.8 Inclusion Statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities will be planned according to the different levels of children's skills and previous knowledge.

The school is committed to the provision of Collective Worship to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the schools' SENCo and LSAs.

1.9 Management and Leadership

The Religious Education Leader, in discussion with the Head teacher, deputy head and staff representatives across the school make decisions about acts of Collective Worship across the academic year. Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year. Please refer to the job description of the RE Leader in Appendix II.

2.1 Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school hall, in the classroom or within the school grounds. Acts of worship will usually last for between 15 and 30 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

2.2 Planning Acts of Worship

In our school we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. When the **whole school** meets together this is generally between 8.50am and 9.20am. On Monday and Wednesday each key stage group meets together and on Tuesday and Thursday there is a worshipful time in the classroom.

The Head teacher usually leads the whole school worship, with a rota of other staff leading worship on other days. Pupils are encouraged to take an active part in many assemblies.

We believe that creating the right atmosphere is crucial to the quality of the worship. Therefore, the time is not over-dominated by school administration or moralising. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship.

We choose from a range of methods, including:

- Pupils' contributions
- Sacred and secular stories/readings
- Dance/drama
- Prayer/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence
- Visitors

Suitable planning proforma are within the appendices of WBC Guidelines for Collective Worship 2016 within Appendix III

2.3 The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship as described above. 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. Please refer to Appendix IV for additional ideas from the Warrington Guidelines for Collective Worship.

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. (A change of personnel, music, a moment of silence etc)

2.4 Prayer

To signify the end of an act of collective worship a prayer or reflection may be used. A simple prayer may be created by a class or key stage. Some simple school prayers are contained within Appendix V.

We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distances children, but gives them the opportunity to participate if they so desire; e.g., 'And now in a moment of stillness, listen to the words of a well-known Christian prayer.' In this way we are able to use prayers from many different traditions.

It is not always necessary to have a prayer and the use of regular moments of silence provides opportunities for some pupils to respond in a personal way if they so wish.

3.2 Monitoring and Evaluation of Collective Worship

The RE Leader and other SLT members monitor and evaluate acts of Collective Worship. Acts of Worship are also commented upon by children as part of their pupil survey, and parents/carers in the school survey, the results of which inform the school's strategic improvement plan. Records of what the key themes for Key Stage 1 and Key Stage 2 Assemblies are stored electronically on the school's server.

3.3 References

Warrington SACRE
Ofsted Guidance
QCA Guidance
Education Acts

3.4 Review

The Governing Body monitors and reviews the Collective Worship Policy through its committee work by:

- Seeking the views of parents to ensure that they agree with and support the policy
- Requiring the Head Teacher to report to the Governors on the way the school policy is implemented.

3.5 Appendices

Appendix I	PSHCE Values Two Year Rolling Programme	WOHP
Appendix II	RE Leader Job Description	WOHP
Appendix III	WBC Guidelines for Collective Worship	Warrington SACRE
Appendix IV	Extract from WBC Guidelines for Collective Worship	Warrington SACRE
Appendix V	Sample Prayers	(Various Sources)

The policy has been reviewed with due regard to the Equality Act 2010