

Federation Of Hanbury's Farm And Oakhill Community Primary Schools



Collective Worship Policy 2018

This policy is approved for use at Hanburys Farm and Oakhill Community Primary Schools

Signed _____

(Headteacher)

Date _____

Signed _____

(Teaching Lead - if applicable)

Date _____

Signed _____

(Governor)

Date _____

This policy will be reviewed annually.

Next Review: September 2019

BACKGROUND TO COLLECTIVE WORSHIP AT OUR SCHOOL:

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 this school are in the main 'nominally' Christian, but we do have some children from practising Christian families. In addition there are some children who are from non-religious backgrounds and some from religions other than Christianity.

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. We would ask any parent considering withdrawing their child from daily worship to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education. Any children who are withdrawn will be supervised by an adult, however this may not be their own teacher or TA. Staff may also withdraw from worship. Collective Worship at Hanbury's Farm Primary School is first and foremost for the educational and spiritual benefit of its pupils. It is a shared activity, which allows a variety of responses. It is an inclusive activity, which builds with the broad dimensions of the curriculum. The creation of atmosphere is assisted by appropriate music, visual foci and symbols. Opportunity for reflection and responses, prayer, story, drama and art are also used to appeal to the pupils' imagination.

Collective worship

Collective Worship in school has a very specific definition. A school community is not a worshipping community and the law recognises this by requiring "collective" not "corporate" worship.

We envisage that collective worship should 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.

Worship of a broadly Christian character

The majority of acts of worship must be of a "broadly Christian character", 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 this 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 this 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.

VALUES AND AIMS

We believe at this 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 supportive 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 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.

OBJECTIVES

We see school worship as an educational opportunity with clear objectives. We use this time to encourage pupils to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions together
- Show concern for the daily happenings in school life, the local community, the wider world
- Share appreciation of worthwhile projects undertaken by groups within the school
- Explore and review the variety of values, attitudes, standards, manifested in religions and society
- Reflect upon dimensions of human life - the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful, solemn....;
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

PLANNING

In our school we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. Assemblies will take place in the hall as a whole school, team group, key stage or primary split group (i.e. half the school vertically).

Themes for assemblies encompass religious festivals, known national or international events, and aspects taken from the school calendar are also used by staff leading worship.

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:

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

Visitors

We enjoy the fresh approach which visitors can bring to our school worship and we would like to develop good links with those who can visit us regularly to lead worship.

Successful Collective Worship will show:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect and tolerance within the school community
- Positive response to shared experience
- Good order with an atmosphere which matches the theme
- A contribution to individual and community sense of well being
- A sense of occasion
- Enrichment of pupil's experience through a diverse approach

Prayer

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. If children choose not to participate in prayer, they are encouraged to show respect by sitting quietly with their heads bowed in reflection. It is not always necessary to have a prayer and the use of regular moments of silence and reflection provides opportunities for some pupils to respond in a personal way if they so wish.