

Waterthorpe
Nursery Infant School



Collective Worship Policy

February 2016

Approved by: Curriculum Committee

Date: 3rd February 2016

Next Review Date: Spring 2019

POLICY FOR COLLECTIVE WORSHIP

Collective worship is an integral part of the daily assembly. Children and adults gather together to affirm things that are 'of worth' to the school community. The opportunity given to explore values, beliefs and experiences, mainly in the context of Christianity, and for personal reflection and response makes a powerful contribution to the spiritual and moral development of the child.

Collective worship is held daily in the school. There is an annual programme of assembly themes which, where appropriate, are linked with the R.E. and P.S.H.E. programme (which includes SEAL ~ social and emotional aspects of learning) along with the school's work on Building Learning Power (BLP). The Headteacher, classteachers, PSHE and R.E. leader participate in the planning and leading of assemblies. The Headteacher has overall responsibility in consultation with the R.E. subject leader.

Legal Requirements

1. The majority of the acts of worship in any one term must be broadly Christian in character
2. The activities should be appropriate for the pupil's ages, aptitudes and family backgrounds
3. It is mandatory that such activities should not be distinctive of any particular Christian denomination

Aims

We aim to:

- create a special time when we can gather together as a school family
- celebrate occasions that are special to us (individually and corporately)
- celebrate the main Christian festivals (Christmas, Easter and Harvest)
- acknowledge religious and cultural festivals that are important to others
- provide a calm secure setting with time for reflection
- encourage positive values, attitudes and behaviour
- provide the opportunity for children to respond to what they value in life
- provide opportunities for worship
- apply to assemblies the same educational criteria that apply to any other educational activities
- comply with the legal requirements for collective worship in schools

Methods of achieving our aims

We will include:

- the spoken word - story, poetry, personal experiences, interviews, discussion, tapes
- music - hymns, songs, singing games, recorded music, percussion, recorders, piano
- drama, role play, mime, dance, movement
- visual stimuli - children's work, artefacts, pictures, videos, filmstrips, slides, O.H.P.
- people - visitors from the local community and faith communities
- preparing and sharing food
- participation by the children
- silence, stilling, reflection
- the opportunity for prayer

In order to be sensitive to different backgrounds we will address all prayer to "God".

We will use the name of the faith community when describing beliefs and activities rather than saying "we" or "they" i.e. "Christians believe", "Muslims do this", "Hindus would".

Collective worship and linked activities can make a substantial contribution to the spiritual, moral, social and cultural development of the child.

Pattern of assemblies

Monday	Collective worship on theme
Tuesday	Collective worship on theme
Wednesday	Collective worship on theme
Thursday	Collective worship on theme or class assembly
Friday	Merit and birthdays, including time for reflection and prayer

Parents are invited to Friday assemblies as well as class and special assemblies.

Themes are planned on a yearly basis. All teachers and the SEAL leader contribute to planning these. The planning will be flexible to respond to any current needs.

Any parent having strong objections to the child taking part in a daily act of worship has the right of withdrawal according to the Education Reform Act of 1988. In such circumstances they should consult the Headteacher. Along with the parental right of withdrawal teachers retain the right to withdraw from collective worship but may be required to attend assembly in a supervisory capacity under 1981 Teachers' Pay Regulations.

This policy will be reviewed in Spring 2019.

Equality Impact Assessment Template

Name of policy or project being assessed?		Date
Collective Worship		5/11/15
Priority Level		
High	x	
Medium		
Low		
Lead Officer: Helen Stokes		
Members of the assessment team: Helen Stokes & Suzanne Marriott		
Others involved in the assessment (peer review/external challenge): Steering Committee members		
What are the aims of the policy or project?		
<ul style="list-style-type: none"> • create a special time when we can gather together as a school family • celebrate occasions that are special to us (individually and corporately) • celebrate the main Christian festivals (Christmas, Easter and Harvest) • acknowledge religious and cultural festivals that are important to others • provide a calm secure setting with time for reflection • encourage positive values, attitudes and behaviour • provide the opportunity for children to respond to what they value in life • provide opportunities for worship • apply to assemblies the same educational criteria that apply to any other educational activity • comply with the legal requirements appertaining to collective worship in schools 		
Who is the intended customer/service user of this project or policy?		
Staff, children and families		
What are the desired outcomes from this project or policy?		
To ensure that all children and staff have an opportunity to learn about different religious beliefs and cultures. To ensure that all children have the opportunity to reflect and to learn about morals and behaviour.		
List any other key policies, procedures, projects or strategies that this policy/project has implications on:		

SEN, anti-bullying, anti- racist, race equality, equal opportunities, RE, PSHE	
What are the racial, disability and gender equality implications of the policy or project? To ensure that the collective worship represents groups of different race, gender, or disability and the policy encourages children to behave in a positive way towards everyone, showing equal respect regardless of race, gender or disability.	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes ~ the policy promotes equal respect to all groups
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	NO
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	N/A

Action to take :			
If you have indicated there is a negative impact, can it be justified?	N/A	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	N/A	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the form) 	Date: 15/1/13
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