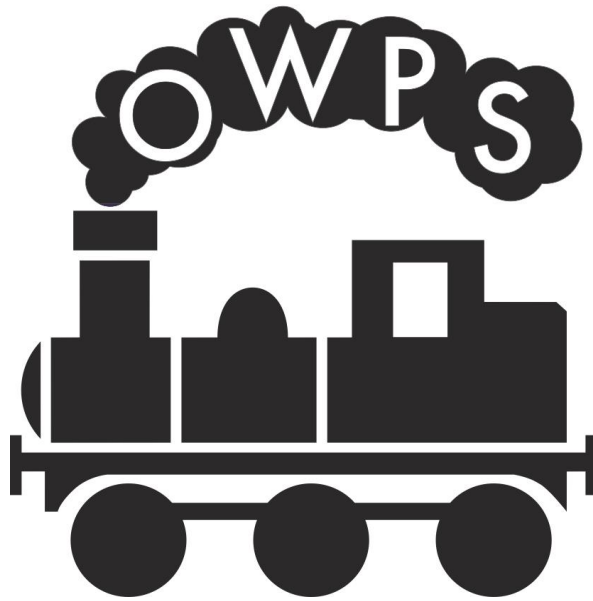


# Orton Wistow Primary School



## Collective Worship Policy

Status	Non Statutory Guidance
Senior Lead	Headteacher
Version	DRAFT

**Approved by:** LGB **Date:** June/2023

**Last reviewed on:** Summer 2022

**Next review due by:** Summer 2025

## **BACKGROUND TO COLLECTIVE WORSHIP AT OUR SCHOOL**

According to 'The Agreed Syllabus for Religious Education' as outlined by Cambridgeshire City Council, 'every state-funded school must offer a curriculum which is balanced and broadly based, and which: promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life...' 'The national curriculum in England: Framework document', September 2013, p.4

Families who send their children to Orton Wistow are in the main 'nominally' Christian, but we do also have some children from practising Christian families. In addition, some children are from religions other than Christianity such as Hinduism, Islam and Sikhism as well as 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 to convert the children. The faith background of both the staff and the child's families is respected at all times.

At Orton Wistow Primary School, collective worship is set within the context of 'Assemblies' – which may include other features besides those required of Collective Worship. Our assemblies are reflective of the fact that we are a multi-faith school. Our prayers and forms of worship are inclusive and broadly non-denominational.

### **The School Community**

Our school community is made up of individuals from many different religions and cultures. Assemblies are non-denominational and conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. We are proud of the diversity of our school community and as such hold assemblies that reflect and celebrate the traditions of the main religions, particularly those that are represented in the school and the wider community. These can include assemblies led by guest speakers on Judaism, Islam, Hinduism and Christianity.

### **Aims and Purpose**

Worship is regarded as a collective act or opportunity to think about and relate to God, and to consider and reflect upon how belief and faith in God may affect our lives. Worship regularly incorporates prayer and reflection.

Through collective worship, we aim to:

- Develop religious literacy
- To gain and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the UK
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop attitudes of respect towards other people who hold views and beliefs different from their own
- To develop the ability to make reasoned and informed judgements about religious issues, concerning the principal religions and world views represented locally and in the UK

### **Organisation of Collective Worship**

Collective worship involves members of the school coming together and participating in an assembly most days.

These assemblies normally involve all the pupils in the school (with foundation stage joining in in the Spring Term) and may be whole school assemblies or separate Key Stage assemblies, with their times varying accordingly.

Assemblies will usually last about 20-30 minutes. We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave appropriately. We ask them to be quiet and thoughtful and to listen carefully. Our expectations for behaviour in an assembly are made clear in our Golden Rules.

Assemblies provide an opportunity to reward children for their achievements both in and out of school and to celebrate them together. They also play an important part in promoting the ethos of the school - that all children and their achievements are valued.

Assemblies are structured in the following way:

<b>Day: Monday</b>	<b>Audience: FS/KS1 followed by KS2</b>	<b>Led by: Headteacher</b>
<b>Theme:</b> Religious Festivals, PRIDE Code, PSHE, SMSC, British Values, Inspirational people, Inclusion and Equality  <b>Examples of Topics covered:</b> Jeans for Genes (genetic conditions), Black History Month, World Values Day, Anniversary of the fall of the Berlin Wall, Hanukkah, Easter, Children's Mental Health Week, What is a family?		
<b>Day: Tuesday</b>	<b>Audience: FS/KS1 followed by KS2</b>	<b>Led by: Teachers</b>
<b>Theme:</b> Religious Festivals, PRIDE Code, PSHE, SMSC, British Values, Inspirational people, Inclusion and Equality  <b>Examples of Topics covered:</b> Earth Day, St David's Day, 5 Ways to Wellbeing, World Oceans Day, Windrush Day		
<b>Day: Wednesday</b>	<b>Audience: FS/KS1 followed by KS2</b>	<b>Led by: Teachers</b>
<b>Theme:</b> This is a signing assembly. Songs are chosen to reflect our ethos and values as well as for their religious message		
<b>Day: Thursday</b>	<b>Audience: FS/KS1 followed by KS2</b>	<b>Led by: Class Teachers</b>
<b>Theme:</b> Time to Think Thursday – this is an opportunity for teachers to tailor an assembly to the needs and ages of the children in their class. These conversations may be linked to the theme of the Monday or Friday assemblies or to issues and concerns that have arisen in the class. This is an opportunity for children to develop their communication and empathy skills.		
<b>Day: Friday</b>	<b>Audience: FS/KS1 followed by KS2</b>	<b>Led by: Deputyhead</b>
<b>Theme:</b> Learning Toolkit, Emotion Coaching, Positive Mental Attitude, Growth Mindset  <b>Examples of Topics covered:</b> Self Control – Managing Distractions, Online Safety, VE Day, Buckets/Dippers/Lids (Secrets to your happiness), Bystanders and Upstanders, Sporting Heroes		

Our assemblies also reflect the achievements and learning of the children. At the end of each week, teachers share the following awards and achievements with their class:

- Class Dojo Results – including highest ranking pupil in each team
- Times Table Rock Stars
- Reading Champions – the percentage of children in each class who had read at home five times that week
- Attendance – whole school and the classes with the highest attendance
- Which children have been awarded a pen licence
- House Points
- Eco Winners – which class in each Key Stage has followed our Eco expectations – judged by the Eco Warriors
- Golden Mile – Top 5 Classes and which children have run the greatest distance

There are also ten Honours Award assemblies throughout the year. At these assemblies, a child is chosen from each class because they have exemplified the theme of that award. The awards are given for:

1. Settling in well
2. Resilience
3. End of Autumn Term
4. Responsibility
5. Perseverance
6. End of Spring Term
7. Concentration
8. Teamwork
9. End of Summer Term
10. Whole Year

In the final assembly of the year, we find out which four children in Year 6 have been nominated for the PRIDE Award and which one has won. This is our highest accolade and given to the pupil who has embodied the Pride Code - Polite, Respect, Independent, Do your best, Everybody matters

#### **Right of Withdrawal from Collective Worship**

Every effort is made to show sensitivity towards personal faiths and to include all pupils and staff in collective worship. For example, when using a prayer from a particular faith, this is introduced with sensitivity and pupils are not required to say or affirm prayers in which they do not believe. There may be parts of an assembly, for example when a Christian hymn is sung, in which a pupil does not wish to participate.

It is perfectly acceptable to withdraw from a part of the assembly by not participating. A parent may request for their child/children to be wholly or partly excused from attendance at religious worship at school.

Staff should ensure they have informed the Head of their decision to exercise their right of withdrawal from collective worship but should note the requirement that they may be required to assist in the supervision of pupils in assembly, as necessary.

#### **The Contribution of Collective Worship to the Spiritual, Moral, Social and Cultural Development of Pupils**

One of the key aims of collective worship is to offer pupils opportunities for spiritual, moral, social and cultural development. These are promoted by:

#### **Monitoring, Evaluation and Review**

It is the role of the Governing Body to monitor and review the policy and practice of collective worship in the school. The school will review this policy every three years and report annually to the governing body on its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Spiritual	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	<ul style="list-style-type: none"> <li>- Headteacher assemblies and team assemblies</li> <li>- RE curriculum</li> <li>- Harvest festival and Christmas Carol Service at local church</li> <li>- The Reverands' visits to the school</li> </ul>
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> <li>- Positive Behavior policy</li> <li>- Charity fundraising events e.g. Children in Need and Red Nose Day</li> <li>- Advent assembly led by Rev. Ingham from Alwalton church</li> </ul>
Allowing pupils to understand human feelings and emotions, the way they impact people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> <li>- Circle time</li> <li>- PRIDE code</li> <li>- Time to Think Thursday</li> </ul>
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	<ul style="list-style-type: none"> <li>- Food and table manners lesson across school in PSHE</li> <li>- Golden tickets and marble jars to encourage kind and polite choices during lunchtime</li> <li>- School Council Meetings</li> <li>- PRIDE code displays in every classroom</li> </ul>
Promoting teaching styles which: -Value pupils' questions and give them space for their own thoughts ideas and concerns. -Enable pupils to make connections between aspects of their learning. -Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	<ul style="list-style-type: none"> <li>- Differentiated questioning during lessons</li> <li>- AfL techniques</li> </ul>
Encouraging pupils to reflect and to learn from reflection.	<ul style="list-style-type: none"> <li>- Positive Behavior policy</li> <li>- Charity fundraising events e.g. RSPCA cake sale devised and organised by pupils</li> <li>- Advent assembly led by the Reverend from Alwalton church</li> </ul>
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.	<ul style="list-style-type: none"> <li>- Circle time</li> <li>- PRIDE code</li> <li>- Time to Think Thursday</li> </ul>
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	<ul style="list-style-type: none"> <li>- Show and tell in Foundation Stage</li> <li>- Shining Star assemblies where children's achievements outside of school are celebrated</li> <li>- Area of school website and newsletter to showcase achievements out of school</li> </ul>

Moral	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	<ul style="list-style-type: none"> <li>- Positive Behavior Policy display in every classroom and around the school</li> <li>- PRIDE code</li> <li>- Shining Star assemblies</li> <li>- Honours Awards</li> <li>- House points – House Cup</li> </ul>
Promoting racial, religious and other forms of equality. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	<ul style="list-style-type: none"> <li>- Hindu experience day</li> <li>- Visits to places of worship</li> <li>- Guest speakers</li> <li>- Evidence collect on RE learning walk –</li> </ul>
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	<ul style="list-style-type: none"> <li>- Circle time</li> <li>- E-Safety lessons</li> <li>- Anti-bullying week</li> </ul>
Rewarding expressions of moral insights and good behaviour.	<ul style="list-style-type: none"> <li>- Dojo Points</li> <li>- House points and house captains</li> <li>- Shining Star Awards</li> <li>- Golden tickets</li> <li>- Honours Awards based on our school's Learning Toolkit</li> </ul>
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	<ul style="list-style-type: none"> <li>- E-Safety planning</li> <li>- Step forms</li> </ul>
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	<ul style="list-style-type: none"> <li>- School wide behavior policy</li> <li>- Class rules are set at the beginning of the year</li> </ul>
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	<ul style="list-style-type: none"> <li>- Our Purpose Statement- see display boards around the school</li> <li>- Assembly themes</li> <li>- Culture passport</li> <li>- Outdoor learning and Out and About Passports</li> </ul>
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	<ul style="list-style-type: none"> <li>- PRIDE code displays</li> <li>- Learning toolkit display in the hall</li> <li>- Shining Star and Honours Awards certificates on display at the front of the school</li> </ul>

Social	
Identifying key values and principles on which the school community life is based.	<ul style="list-style-type: none"> <li>- Positive Behavior Policy</li> <li>- Purpose Statement</li> <li>- PRIDE Code</li> </ul>
Fostering a sense of community with common inclusive values which ensures that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	<ul style="list-style-type: none"> <li>- Assembly themes</li> <li>- PRIDE Code</li> <li>- Sports day in School Houses</li> <li>- Christmas carol concert, Advent assembly, Harvest assembly, Remembrance day</li> <li>- Family learning</li> <li>- 2 Can Learn</li> </ul>
Encouraging pupils to work cooperatively.	<ul style="list-style-type: none"> <li>- Learning Toolkit</li> <li>- PRIDE Code</li> <li>- Fundraising events across School, e.g. Room for chrome</li> </ul>
Encouraging pupils to recognise and respect social differences and similarities.	<ul style="list-style-type: none"> <li>- School assemblies</li> <li>- RE curriculum</li> <li>- PSHE curriculum</li> </ul>
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	<ul style="list-style-type: none"> <li>- Christmas productions in Year 2 and Foundation Stage</li> <li>- Yr 6 End of Year Production</li> <li>- Year group assemblies (Yrs 1, 3, 4, 5)</li> <li>- Christmas Carol service for KS2</li> <li>- Sports Day</li> <li>- Trips</li> <li>- Residential trips in each KS2 year group</li> </ul>
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	<ul style="list-style-type: none"> <li>- PRIDE Code</li> <li>- Learning Toolkit</li> <li>- RE and PSHE planning</li> </ul>
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	<ul style="list-style-type: none"> <li>- Honours Awards</li> <li>- Wide variety of awards already listed above</li> <li>- Culture passport</li> <li>- Outdoor learning and Out and About Passports</li> </ul>
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	<ul style="list-style-type: none"> <li>- School Council – elected posts</li> <li>- House Captains – elected posts</li> <li>- Wistow Rangers – pupils who oversee e-safety in their classes</li> <li>- Eco-warriors – elected posts</li> <li>- Ambassador roles for Year 6 pupils</li> </ul>
Providing opportunities for pupils to exercise leadership and responsibility.	
Providing positive and effective links with the world of work and the wider community.	<ul style="list-style-type: none"> <li>- 2 Can Learn and Family learning sessions encourage parents and carers to volunteer in pupil's learning</li> <li>- Reading diaries</li> <li>- Homework</li> <li>- Student teachers</li> </ul>

Cultural	
Providing opportunities for pupils to explore their own cultural assumptions and values	<ul style="list-style-type: none"> <li>- Remembrance assembly</li> <li>- Culture Passport</li> <li>- Assembly themes</li> </ul>
Extending pupils' knowledge and use of cultural imagery and language.	<ul style="list-style-type: none"> <li>- -Cultural elements in topics studied: The Rainforest, Ancient Greece and Ancient Egypt, Anglo-Saxons and Vikings, Celts and Romans</li> </ul>
Recognising and nurturing particular gifts and talents.	<ul style="list-style-type: none"> <li>- See evidence in Gifted and Talented folder of 'Thinking Skills' afternoons and planning and work for more-able learners</li> <li>- D.T – soup-making contest</li> <li>- Choir – performance of 'The Nene Project' at Peterborough Cathedral</li> <li>- Area of website and weekly newsletter where we celebrate the achievements of pupils in and out of school</li> </ul>
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	<ul style="list-style-type: none"> <li>- Choir performed at Peterborough Cathedral</li> <li>- Rock Steady performances at school</li> <li>- Year 6 leavers service</li> <li>- Art gallery projects</li> <li>- Drama projects</li> <li>- We hold the Silver Arts Mark</li> </ul>
Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges.	<ul style="list-style-type: none"> <li>- History Off the Page experience days</li> <li>- Gifted artists made artwork to be displayed in the local hospital</li> <li>- Drama project in conjunction with local secondary school</li> </ul>
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum	<ul style="list-style-type: none"> <li>- Foundation subjects are planned in great detail</li> <li>- Learning Walks</li> <li>- Culture passport</li> </ul>