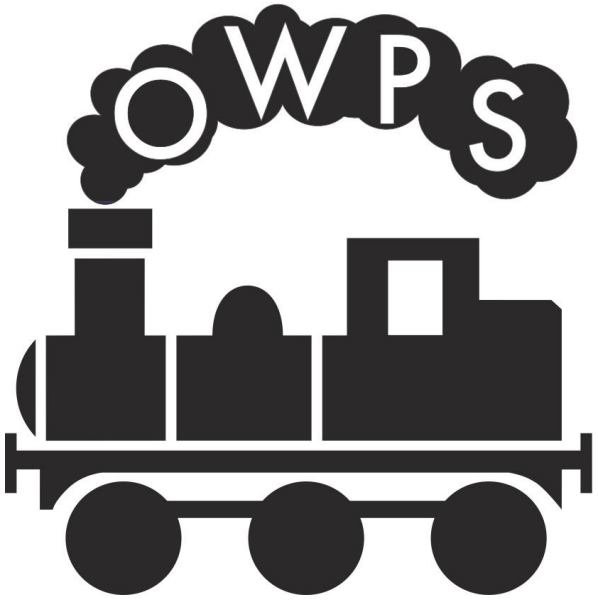
Orton Wistow Primary School



Collective Worship Policy

Status	Statutory
GB Monitor	P & S / FGB
Staff Lead	RE Lead
Senior Lead	DH
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Next Review	SPR/21

Date Agreed:	
Headteacher:	
Chair of Governors:	

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, there are children who 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 are 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, with reference to 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 in an appropriate manner. We ask them to be quiet and thoughtful and to listen carefully.

Our assemblies also reflect the achievements and learning of the children. We encourage children to participate by holding achievement assemblies during which we celebrate the children's work and successes. These 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 normally conducted by the Head Teacher, Deputy Head or other members of staff, but are sometimes led by visitors to the school.

Assemblies are planned around weekly themes. Themes are very broad to allow for flexibility and variety of delivery and include the major religious and cultural festivals as well as the SEAL (Social and Emotional Aspects of Learning) themes.

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 make a request for their child/children to be wholly or partly excused from attendance at religious worship at school. Staff should ensure that 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:

Spiritual	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.	- Headteacher assemblies and team assemblies – see timetable for topics covered - RE curriculum - Harvest festival – see attached PowerPoint slides and photos of food donations - Christmas Carol Service – see attached order of service - Rev. Ingham's visits into school
Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	- Show and tell in foundation stage Shining Star assemblies where children's achievements outside of school are celebrated
Encouraging pupils to reflect and to learn from reflection.	- ABCD behavior policy - Charity fundraising events e.g. children in need and red nose day - Advent assembly led by Rev. Ingham from Alwalton church
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.	- Circle time - PRIDE code
Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.	- Food and table manners lesson across school in PSHE - Golden tickets and marble jars to encourage kind and polite choices during lunchtimes - Family groups – children across all year groups regularly meet to make sure all children's voices are heard - PRIDE code displays in every classroom – see photo evidence
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'.	- Differentiated questioning during lessons – see planning - AfL techniques – Science lessons

Moral	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	- ABCD behavior policy cards in every classroom - PRIDE code - Shining Star assemblies - Honours Awards - House points – house cup
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.	- Hindu experience day Year 4 – 2017/18 - Visits to places of worship - Guest speakers 2018-2019 - Evidence collect on RE learning walk – 2017/18
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.	- Circle time - E Safety computing lessons - Anti-bullying week
Rewarding expressions of moral insights and good behaviour.	- Level D – Part of ABCD behavior policy - House points and house captains - Shining Star Assemblies - Golden tickets - Honours Awards based on our school's Learning Toolkit
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.	- E Safety planning - Stage forms
Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour.	- School wide behavior policy - Class rules set at the beginning of the year
Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	- Our mission statement- see display boards around school
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	- PRIDE code displays - Learning toolkit display in the hall - Shining Star and Honours Awards certificates on display at the front of school

Social	
Identifying key values and principles on which the school community life is based.	- ABCD behavior policy
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	- Sports day in school houses - Christmas carol concert, advent assembly, harvest assembly, remembrance day - Family learning - 2CanLearn
Encouraging pupils to work cooperatively.	- Family groups - Fundraising events across school, e.g. Roam for chrome
Encouraging pupils to recognise and respect social differences and similarities.	- School assemblies - RE curriculum - PSHE curriculum
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	- Christmas productions in Year 2 and Foundation Stage - Christmas Carol service for KS2 - Sports Day - Trips - Residential trips in KS2
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.	- PRIDE code - RE and PSHE planning
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	- Honours awards
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.	- Family groups vote for their Year 6 leader - E- Cadets and Eco warriors are voted for in every class
Providing opportunities for pupils to exercise leadership and responsibility.	
Providing positive and effective links with the world of work and the wider community.	- 2CanLearn and Family learning sessions encourage parents and carers to volunteer in pupil's learning - Reading diaries - Homework - Student teachers

Cultural	
Providing opportunities for pupils to explore their own cultural assumptions and values	- Remembrance assembly
Extending pupils' knowledge and use of cultural imagery and language.	-Cultural elements in topics studied: The Rainforest, Ancient Greece and Ancient Egypt, Anglo-Saxons and Vikings, Celts and Romans
Recognising and nurturing particular gifts and talents.	- See evidence in Gifted and Talented folder of 'Thinking Skills' afternoons and planning and work for more-able learners - D.T – soup making contest - Choir – performance of 'The Nene Project' at Peterborough Cathedral
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	- Choir performed at Peterborough Cathedral - Rock Steady performances at school - Year 6 leavers service
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.	- History Off the Page experience days - Gifted artists made artwork to be displayed in local hospital
Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum	- Foundation topics are taught every afternoon - Learning Walks

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 on 'B' years and report annually to the governing body on its implementation and effectiveness. The policy will be promoted and implemented throughout the school.