

## Galley Common School Collective Worship Policy

### Aims and purpose

The aims and purposes of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to give opportunities for participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to help children to begin to understand worship
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### Collective worship

We understand worship to be a special act or occasion with the purpose of showing reverence to God. Collective worship involves all members of the school coming together and participating in an assembly.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that may be represented in the school or the wider community.

### Organisation of collective worship

We hold a daily act of collective worship in our school. This forms part of each day's assembly, which is normally a whole-school assembly. The Foundation Stage build up their attendance of celebration and singing assemblies gradually, since the children are becoming familiar with so many new routines and experiences.

We conduct assemblies in a dignified and respectful way. We show the children that assembly time can be a period of calm reflection, but can also include lively singing and movement if appropriate. We regard it as a special time and expect children to behave in an appropriate way. We create an appropriate atmosphere by using music or other objects that act as a focal point for the attention of the children.

We expect the children to be quiet and thoughtful and to listen carefully to the teaching and encourage them to participate fully in singing or movement. However, no child is forced to join in at any time.

Pupils are told when a time of prayer is to take place, and the children may then choose whether to join in or to sit quietly and respectfully while others pray. Again, no child is forced to join in.

The Head teacher and other members of staff normally conduct assemblies, but occasionally visitors may be invited to lead the assembly. Another member of staff is always

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present when reception children are in, to encourage the children to approach assemblies in an appropriate manner. All visitors will be given written guidance prior to their visit (Appendix 2). Visitors will be accompanied throughout their visit by a member of staff.

We have a long-term outline plan for Collective Worship (Appendix 1), but expect that there will be occasions when it is appropriate to use other subject matter. We take the themes of our assemblies from the traditions of the Christian faith and include festivals and events of the Christian calendar. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum, including the Chinese New Year, PATHS, JIGSAW, RE lessons or simply through general discussion or stories which can be expanded into collective worship. We also include other annual events such as 'Say no to bullying week' and Red Nose day etc.

Our assemblies also reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. One assembly per week is dedicated as a "Celebration Assembly", where individual children and classes are acknowledged through presentation of certificates and stickers. Birthdays are also celebrated at this time.

We occasionally invite parents to assembly and we encourage them to attend, as this promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children. This usually happens as we celebrate major festivals or to demonstrate contributions by the children. Throughout the school year, each class invites their parents to watch their class assembly. We regularly invite Senior Citizens from the local community to join us for these special times, such as Easter and Christmas. Termly, we hold a helpers' assembly to thank all of the people who help and support us at Galley Common School.

We welcome governors' attendance at our assemblies at any time.

## SMSC

### Spiritual development

*Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.*

### Moral development

*Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.*

### Social development

*Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding,*

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*qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.*

### **Cultural development**

*Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.*

### **British Values**

Through both the curriculum and collective worship, children are taught in a positive manner to be tolerant of people of all faiths and beliefs.

### **Right of withdrawal**

We expect all children to attend assembly. However, any parent can request in writing that their child be excused from attending collective worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

### **Monitoring and review**

It is the role of a named school governor with responsibility for religious education and collective worship to monitor the policy and practice of collective worship. The governor concerned liaises with the Head teacher before reporting to the governors on religious education and collective worship.

**Date: July 2023**

**Review Date: July 2025**