

Hayfield Primary School

Policy for

Collective Worship

May 2014

Collective Worship Policy

School Context

Our school is in the High Peak of Derbyshire and serves the village of Hayfield and the surrounding areas. The vast majority of local children in Hayfield attend the school, which is seen as the centre of the community and highly valued by parents who work closely with and support the school. Currently, there are 185 pupils on roll – the vast majority of which are of British White ethnicity and almost two-thirds of which are boys - taught in seven mixed-ability classes from Reception to Year 6. Numbers on roll are relatively stable and, after a dip in 2012-2013 and a further small dip in 2013-2014 (small intakes in reception; large classes leaving Y6), should increase in the future due to a slight rise in the birth rate locally. Mobility rates are generally low, and attendance is good, currently at 96.4%.

There are five full-time class teachers and the other two classes are taught by part-time teachers – this equates to 6.9 FTE, plus the headteacher. A part-time teaching assistant supports each class every morning, and our two of our very experience HLTAs cover most of the teacher's PPA time. An additional teaching assistant supports a pupil with a statement. We also have the benefit of a large number of parent helpers and community friends who listen to children read, attend school trips, join/lead working parties, support the learning of small groups of pupils, run lunchtime/after school clubs and offer their skills, e.g. art, journalism, IT, sports, gardening, to support class teachers in the delivery of our creative curriculum.

When pupils arrive in school in the Reception class they are generally achieving in line with age related expectations, although we have an increasing number, usually boys and often summer born, who are behind in the prime areas, especially in Communication and Language, which means that more children are still 'emerging' in specific areas of development such as Literacy and Maths by the end of Reception and need ongoing support to catch up with their peers throughout their time in school. Many learners, however, having attended pre-school settings, arrive at Hayfield with particular strengths in their social skills.

Attainment and progress at Hayfield is good. Over the last three years, standards have risen significantly, so that children at the end of KS2 are now attaining well above national average overall and significantly above in Reading and at Level 5+ in all areas. Latest school developments include Enterprise Education and a stronger focus on sports, music and environmental topics, as we work towards achieving Green Flag Status.

Local Authority figures indicate that our school is in the most prosperous 10% of schools in Derbyshire. Hayfield has a mixture of professional families and those who work the land. The majority of houses are owner occupied, although the catchment does contain a small number of families from social housing. There is a small but significant amount of rural deprivation and some poverty within the catchment area. Currently, however, only 3.5% of pupils are entitled to free school meals and, therefore, the pupil premium funding we are granted is very small. The number of children with additional needs is roughly in line with national average.

Our Vision and Aims

Our pupils will be happy, healthy and respectful individuals, with a positive attitude to learning and life. They will be resourceful, independent thinkers and have the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **Be happy and secure** - Know how to keep themselves healthy and safe.
- **Have good self-esteem** - Develop a strong sense of self worth, with the resilience and confidence to achieve success (and make mistakes!), develop own interests, strengths and talents, and fulfil potential.
- **Love learning** - Experience a rich, vibrant and engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **Make excellent progress** - Make excellent progress across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **Be a good citizen** - Develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **Form positive relationships** - Know how to be a good friend – be caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and Music

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

Introduction and Rationale

Collective Worship is a time when the whole school, or groups within the school, meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Spiritual, Moral, Social and Cultural Education

Collective worship promotes pupils' spiritual development by encouraging:

- the growth of pupils' inner life, their capacity to relate to others and their non-material well-being, for example, their self-respect, their creativity, their will to achieve their full potential and their ability to ask, and try to find answers to, life's major questions, including questions about the existence and nature of God;
- pupils' acquisition of the knowledge, understanding, skills, attitudes and qualities they need to foster their own inner lives and non-material well-being throughout life.

It promotes pupils' moral development by encouraging:

- pupils' understanding of the difference between right and wrong, the will to do what is right and their willingness to consider others with concern and compassion;
- pupils' acquisition of the knowledge, understanding, skills, qualities and attitudes they need to do what is right and to cope with moral conflict.

It promotes pupils' social development by encouraging:

- pupils' understanding of the responsibilities and rights of being a member of families and various communities, local, national and global;
- pupils' acquisition of the knowledge, understanding, skills, qualities and attitudes they need to live up to these responsibilities and exercise these rights.

It promotes pupils' cultural development by encouraging:

- pupils' understanding of the cultural influences that affect them and others, a sense of belonging to local, regional, national, global cultures, and their appreciation and response to a range of aesthetic experiences;
- pupils' acquisition of the knowledge, understanding, skills, qualities and attitudes they need to understand, appreciate and contribute to their own and different cultures.

The Collective Worship Policy at Hayfield Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

The Law on Collective Worship

The Education Reform Act of 1988 sets out the law regarding collective worship and Circular 1/94 provides further guidance. The law states that collective worship in schools should aim to:

- provide the opportunity for pupils to worship God
- consider spiritual and moral issues and to explore their own beliefs
- encourage participation and response, whether through active involvement in the presentation of the worship or through listening to and joining in the worship offered
- develop a community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Collective worship is intended to be appropriate for, and to include, all pupils attending a school, regardless of their own personal faith.

Parents have a right to withdraw their child from collective worship on the grounds of religious conscience. The child should attend the 'assembly' part of the proceedings, i.e. the general school notices and information, but can then withdraw from the worship. Parents can be invited to provide some material from their own faith for the child to study. Teachers also have the right of withdrawal on grounds of religious conscience.

The majority of acts of worship over a term must be wholly or mainly of a broadly Christian character (character, not content), i.e. they reflect the broad traditions of Christian belief and not distinctive of any particular Christian denomination. It is not necessary for every act of worship to be wholly or broadly Christian. During a term a school may have acts of worship which include elements which are wholly Christian, those that are broadly in the tradition of another faith, for instance when celebrating a festival such as Divali or Eid, and some where elements are drawn from a number of different faiths.

During collective worship there must be a time of quiet reflection or prayer, which is an opportunity for children to reflect inwardly in their own way.

The responsibility for ensuring that collective worship takes place, in accordance with the law, rests with the head teacher after consultation with the governing body.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of our school and it is our aim that it is a time when the school community can:

- share common aims and values
- experience a sense of awe and wonder
- celebrate achievement and special times

- explore together the world in which we live
- develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, at Hayfield, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich class work through celebration or its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy, which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' at their own level.

The Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will usually take place in the school hall, and once a week in the classroom.

Acts of worship will usually last for approximately 15-25 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate. See Appendix 1 for assembly times and groupings.

Leadership and Management of Collective Worship

Every teacher and occasional visitors will be involved in leading acts of worship at some point in the school year.

The Collective Worship Coordinator plans, monitors and evaluates acts of Collective Worship across the school, and produces a timetable for assemblies and a theme for each term of the school year. The coordinator will monitor the content of all acts of Collective Worship to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils, and will report to governors annually.

Planning Acts of Collective Worship

Themes for assemblies, broadly of a Christian ethos, are planned termly by the Collective Worship Coordinator, and copies of the plan are displayed in the hall and in the staff room and are available on the school's computer network system.

Plans include special occasions, religious special events and festivals, and also link with our PSHE scheme of work (see yearly assembly plan). Plans are flexible, however, to allow the inclusion of current and topical issues.

Teachers base their assemblies on the given theme, record the content of each assembly and give a copy of the record to the coordinator for monitoring purposes.

Visitors are welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at our school. Leaders from faiths within the area are frequent visitors to assemblies but we ensure that, as a school not attached to one particular faith, we invite leaders/speakers from a range of different faiths and cultures to ensure a rich and diverse experience for our pupils.

The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used, including a whiteboard and projector, which have been fitted in the hall for the purpose of enriching assemblies and collective worship. Leaders will choose the style/method and resources that are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

Singing and Music in Assemblies

Singing and music are increasingly strong features of all our assemblies, especially as we are currently aiming for the Sing Up Silver Award. One assembly each week is dedicated to singing. Children sing a broad range of songs, from hymns to traditional and popular songs, often related to a special time of year. Singing is a healthy activity and one that the children enjoy.

Music is played as the children come into and exit the hall for assembly. This is usually, but not always, music of a classical nature to enable children to experience classical music by a range of composers. The title and composer of the music played in assemblies is generally linked to the theme and displayed in the hall for the children to see.

Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the headteacher.

Links to other policies

This policy is linked to:

- Curriculum
- RE
- Special Educational Needs and Inclusion
- Behaviour and Discipline
- Equality
- Health & Safety
- Child Protection & Safeguarding

This policy will be reviewed by the Governing Body bi-annually.

Reviewed on	Signed by Chair of Governors	Signed by Headteacher

