

Collective Worship Policy

The Collective Worship Policy at High Ercall Primary School pays due regard to statutory requirements as stated in the Education Reform Act 1988, and has taken account of the guidance offered by the LA through its SACRE. (Standing Advisory Council on Religious Education)

The Collective Worship Policy of High Ercall Primary School is consistent with the philosophy and aims of the school as expressed in the school prospectus.

Definition of Collective Worship

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.

Aims of Collective Worship

For the School:

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

- share common aims and values
- 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:

- consider spiritual and moral issues
- explore their own beliefs
- **develop a reflective approach to living**
- 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, in our school, 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 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 addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with the opportunity to 'respond' at their own level.

The Management of Collective Worship

The headteacher monitors and evaluates acts of collective worship

The Organisation of Collective Worship

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

Assemblies will usually last for approximately 15 minutes and include the daily act of worship.

Leadership

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

Planning Acts of Collective Worship

The content of all assemblies and acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at our School. We give children an insight and appreciation of world religions and beliefs to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made. (A change of personnel, music, a moment of silence etc)

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. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

Appendix 1

OFSTED definitions of SMSC 2012

Pupils' **spiritual development** is shown by their:

1. beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
2. sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
3. use of imagination and creativity in their learning
4. willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

5. ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
6. understanding of the consequences of their actions
7. interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' **social development** is shown by their:

8. use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
9. willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
10. interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' **cultural development** is shown by their:

11. understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
12. willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
13. interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities