



Hemingford Grey
SCHOOL

COLLECTIVE WORSHIP (STATEMENT)

Date last reviewed and approved:

December 2011

Hemingford Grey Primary School

Statement on 'Collective Worship'

BE HEALTHY	STAY SAFE	ENJOY AND ACHIEVE	MAKE A POSITIVE CONTRIBUTION	ACHIEVE ECONOMIC WELL BEING
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(The above statements will be replaced with a new government framework statement on Spiritual, Moral Social and Cultural development when it becomes available in 2012.)

Statement of philosophy

The 1988 Education Reform Act calls for a daily act of Collective Worship in school.

At Hemingford Grey, collective worship is set within the context of 'Assemblies' (both class and whole school) and 'Pause for Thought' – which may include other features besides those required of collective worship.

Worship has a wide range of meanings and forms of expression. For some people this might be devotion to a divine being, power or personal God; for others it might mean reflection on and understanding of those elements of life which are of value and worth.

The content of the act of worship should be wholly or mainly of a broadly Christian character – reflecting the broad traditions of Christian belief without being distinctive of any particular Christian denomination.

As well as addressing the aims of the school, this policy addresses the following aims in Collective Worship:

Over a period of time through assemblies we aim to

Provide opportunities for the children to worship God, to consider spiritual and moral issues and to explore their own beliefs.

Instil in children feelings of awe, wonder, respect and reverence.

Provide a variety of opportunities for spiritual, moral, social and cultural development

Enable pupils to use silence for reflection, contemplation and, if appropriate, prayer.

Provide an all-inclusive opportunity to build and reinforce community values, thus developing a sense of community within the school, promoting a common ethos and shared values, and reinforcing positive attitudes

Make explicit and celebrate what has meaning, value and worth for the pupils as individuals, for their school and the wider community.

To develop a sense of community within the school, to promote a common ethos and shared values and to reinforce positive attitudes.

Celebrate achievements in respect of individuals and the school.

Celebrate difference and diversity.

Equal opportunities

All children have an entitlement to receive a daily act of Collective Worship. At Hemingford Grey Primary School we recognise that the children and staff come from a variety of religious and non-religious backgrounds and this is reflected in the content and delivery of our assemblies.

Delivery of Collective Worship

Collective worship involves members of the school coming together and participating in an assembly. Assemblies normally involve all of the pupils in the school.

Assemblies are led by the school staff and visitors as appropriate and children are actively involved as much as possible.

Special assemblies are held to celebrate special days together e.g. Christmas, Easter, Harvest, Remembrance Day, etc.

Annually the school takes part in worship at Christmas and Easter in the local church.

Pause for Thought takes place twice a week.

Friday assemblies are designated as Celebration of Achievement assemblies, where good work, effort and positive behaviours are recognised.

Class celebrations take place each term where children present and celebrate their work. Parents are actively encouraged to attend these.

Assemblies are planned every term on a thematic basis. Themes are broad in order to allow flexibility, variety and be inclusive.

In keeping with our principles to include all pupils in worship we recognise that some pupils may not be able to share in the sentiments expressed in prayers and hymns. Hymns and prayers are therefore chosen sensitively and are introduced in a manner that acknowledges the different beliefs that pupils hold.

In prayers pupils are invited to share the sentiments of the prayer or to think about what the prayer means. The use of silence provides an opportunity for a variety of individual responses including personal prayer.

Delivery strategies

We aim to provide opportunities for the children to worship God, to consider spiritual and moral issues and to explore their own beliefs. Assemblies are about recognising worth – a recognition that can be made regardless of background and belief. This will include a range of material across the curriculum, from religious belief to artistic achievement. Since the things we consider to be of worth are consistent with Christian values, our worship will be of the ‘Christian character’ required by the act.

We aim to deliver our assemblies through a variety of methods, which are based around a weekly theme. This will include:

- The spoken word – story, poetry, personal experiences, discussion, religious writings, creative and imaginative writing, factual accounts, etc.

- Music – hymns, pop songs, folk songs, other songs, tapes, etc.
- Visual stimuli – pictures, posters, artefacts, natural objects, religious objects, historical objects, personal objects, works of art, video recordings.
- Children involvement – children’s work, prayers, role-play, etc.

Time allocation and organisation

Assemblies are normally held each day.

Monday 10:30am (KS2)
 10:45am (KS1)

Tuesday Pause for Thought at end of day

Wednesday 10:30am (KS2)
 10:45am (KS1)

Thursday Pause for Thought at end of day

Friday 10.20am Whole school

There is an assembly rota that lists the themes for the weekly assemblies, as well as the teacher, or visitor, that will be leading these assemblies.

Cultural diversity

After consultation with the RE Advisor, our policy on visits by faith leaders is that when children are studying a particular faith within their theme work, a speaker will be invited in from that faith and may, if appropriate, lead an assembly for children from that Key Stage.

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 which they do not believe. A prayer may be introduced like this:

‘I am going to read a Christian prayer. I would like you to think carefully about the words. Some of you might wish to make the words your own. You might do this by saying ‘Amen’, but if you would prefer not to, that is fine.’

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.

Whilst we strive to be inclusive, any parent can request permission for their child to be excused from religious worship. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.

The Head teacher would like any such request in writing. A meeting with the parents would then be held to encourage a dialogue about their concerns, with a hope that they can understand the value to our school of coming together and sharing a variety of

experiences together. This is in line with the requirements of the new Equality Act that states schools must try and eliminate discrimination.

The Head teacher keeps a record of all children who have been withdrawn from collective worship.

Further guidance

There is a wealth of material available concerning the legal nature of Collective Worship in primary schools. Should further guidance be needed, some of the most comprehensive examples currently available are to be found on the SACRE (Standing Advisory Council on Religious Education) website – <http://edweb.camcnty.gov.uk/education/services/sacre>.

Monitoring and Review

It is the role of the Governing Body to monitor and review the policy and practice of collective worship in the school. To facilitate this, governors are welcome to attend collective worship at any time.