

# Balfour Infant School



## Collective Worship Policy

Date June 2022

Review Date June 2024

**Balfour Infant School  
Policy on Collective Worship**

**Legal Requirements**

All pupils in attendance must take part in an act of daily, collective worship. This may take part at different times of the day and involve various groupings – whole school, year group or class groups.

The school prospectus contains information about collective worship provided at the school. Parents have the right to withdraw their children from collective worship but are encouraged not to do so by the school, believing that its provision is of value to all pupils irrespective of their backgrounds.

As required by the legislation, the collective worship that takes place in school is of a broadly Christian character on the majority of occasions, having regard to the family backgrounds, ages and aptitudes of the pupils. The acts of collective worship are not distinctive of any particular Christian denomination.

**What is an act of Collective Worship?**

Collective worship is not defined in legislation. Following guidance from the Medway SACRE, in this policy, an act of worship is “interpreted widely as an act which brings a school group to a point where they are able to make a shared, reflective response to a divine being, power, ideal or value of some worth, within the broad traditions of Christian belief on the majority of occasions”.

**The Aims of Collective Worship**

- a) To provide a focal point in the life of our school for the transmission and development of beliefs, values and moral codes.
- b) To develop the children’s spiritual awareness through reflection so that they may value a non-material dimension to life and attribute meaning to experiences.
- c) To articulate and celebrate the school’s values.
- d) To establish and promote the ethos of the school.
- e) To provide the opportunity to explore and share beliefs.
- f) To offer the opportunity for reflection to a divine being, power or ideal which may reflect broadly Christian belief
- g) To identify and reinforce the school’s sense of a community.

**Management of Collective Worship**

Who is responsible for Collective Worship?

The head teacher is responsible for arranging the daily Collective Worship after consulting with the Governing Body. This responsibility is exercised

- a) in consultation with the assembly co-ordinator who plans the themes, and
- b) by a rota of staff taking assemblies

School staff cannot be compelled to conduct or attend the collective worship aspect of the school gathering. The Governing Body, however, see the act of collective worship as an important part of the spiritual and moral development of all pupils and a key element in the development of respect for others, integrity and honesty.

**Implementation**

Collective worship and assemblies are distinct activities and although they may take place as part of the same gathering, the difference is maintained.

Groupings for collective worship

	Early Years	Year 1	Year 2
Monday	Whole School/Class	Whole School	Whole School

Tuesday	Class	Class	Class
Wednesday	Class	Class	Class
Thursday	Class	Class	Class
Friday	Whole School Celebration Assembly	Whole School Celebration Assembly	Whole School Celebration Assembly

The Monday whole school assembly is usually taken by the head teacher.

The focus for the Monday assembly / collective worship is on values, morals and a sense of wonderment so that all children in the school can participate.

Early Years children join the whole school assemblies from Term 3 until then they have class time to reflect in various groupings.

### Planning and Recording

Planning is long, medium and short term. Long term planning relates to this policy and its implementation. Medium term planning consists of devising patterns of provision and themes around which the content of acts of worship is planned. Each theme is followed for one term and rotated on a three yearly basis to avoid repetition. Wherever possible cross-curricular links are made – particularly to PSHE - and themes are also related to the calendar (e.g. Remembrance Sunday, Chinese New Year, Divali, Festival of Eid, Christmas, Mothering Sunday, Lent, Easter) and national, school and local events. Each term there is an assembly to introduce social and emotional aspects of learning.

The School Council lead assemblies on subjects which are poignant to them.

Safeguarding is incorporated in to assembly themes throughout the year with specific assemblies on Road/Rail Safety, Online safety and Bullying. The school also takes part in the NSPCC Speak Out Stay Safe Campaign

At the end of Terms 1, 3, and 6 a celebration assembly takes place in which all the pupils wear a bright coloured sticker displaying a written statement that reinforces their positive contributions to the school community.

### The themes covered are: Celebration, Relationships, Communication, Specialness, Community, Values and Journey

These are further divided into areas suitable for the needs of the pupils in our school.

#### 3 Year Plan

	Year 1	Year 2	Year 3
Term 1	Communication	Families	Specialness
Term 2	Me and You	Feelings	Relationships
Term 3	Our School	Our World	Journey
Term 4	New Beginnings	Temptation / Easter	Celebration
Term 5	Our Environment	Being a Friend	It's Amazing
Term 6	Self-Esteem	Qualities / Values	Community

A brief record of a sample of acts of collective worship is kept in the "Assembly / Collective Worship File" so that the school can:

- demonstrate it has provided a variety of good experiences and opportunities for pupils
- more easily evaluate its own provision and quality
- check that the majority of acts are of a broadly Christian character
- more easily report to the governing body
- avoid repetition for pupils.

### Music

This is used for each act of worship and is chosen by the Assembly and Music co-ordinators. If possible the music links with the theme of the week.

### Visitors in Collective Worship

Appropriate people from the community are involved in collective worship and are invited in by school staff to attend or lead acts of worship. (See appendix 1).

The school maintains close links with the local community including the local church, mosque and gurdwara.

### **Foundation stage**

When pupils reach reception classes and become registered pupils in attendance at school, they are required to take part in collective worship. Early Years Staff, in consultation with the head teacher decide when it is appropriate for the children to join in with other school groups.

### **Conduct of Collective Worship**

To allow acts of collective worship to be valued by the whole community, staff and pupils, certain good practices are promoted by the school. These are:

- Including a variety of elements at different times, such as music, drama, reflection, poetry, biblical extracts and extracts from the other faith texts
- An environment of worship created by the use of artefacts, music and quiet entry and exit
- Involvement of pupils – is encouraged through creating opportunities for discussion; including their art work, drama and stories.
- A theme or thought to base the acts of collective worship on
- A sense of being special and concerned with reverence
- Appropriate behaviour of all attending
- Being aware of the need to help pupils where issues have been raised that are sensitive

### **Evaluation and Review of Collective Worship**

Staff report back to the co-ordinator about their experiences of collective worship orally and in a written evaluation. Pupils relate to their class teacher their experiences of worship in RE lessons and their views are sought via the School Council.

The head teacher will monitor, evaluate and review the implementation and delivery of this policy and report to governors annually in Headteacher report.