

# Wallace Fields Infant School and Nursery



## Collective Worship Policy

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Reviewed: July 2021**

**Next Review: July 2023**

Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust.



Date	July 2021
Document Location	
Policy Lead	Julia Todd & Dominique Broadbent
Next Review Date	July 2023

#### Document History

Date	Version	Amended By	Comment (e.g. reason for version change)
	1	Julia Todd & Dominique Broadbent	Annual policy review – using SACRE 'Time to Reflect'
12/04/21	3	Annabel Langley	Policy review – using SACRE 'Time to Reflect', update of assembly rota and using updated guidance from the DfE.
06/21		Nicky Mann	SLT ratified

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**This document is a statement of the aims and objectives for Collective Worship at Wallace Fields Infant and Nursery School.**

**It was reviewed during the Summer term 2021 through consultation with teaching staff and approved by the Governing Body. It will be reviewed again in the Summer term 2023.**

## **Statutory Requirements**

Wallace Fields Infant School and Nursery's Collective Worship Policy pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority through its SACRE. Collective Worship is described as 'to give worth or value to something or someone. Within this definition collective worship could be seen to be a daily gathering of the school community in order to explore shared values and areas of shared concern and worth'.

For academies that are not designated with a religious character, the requirements are set out in the 1996 Education Act and the School Standards and Framework Act 1998. They state that collective worship should be '*wholly or mainly of a broadly Christian character*', '*whilst taking account of the teaching and practices of the other principal religions represented in Great Britain*'. It is a statutory requirement for all academies to provide daily collective worship for every registered pupil.

Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents/carers. Parents/carers have the right to withdraw their children from religious education and/or collective worship. Acts of worship must be kept separate in assemblies. This will allow time for pupils and teachers to leave the room before worship takes place.

Parents/carers can request in writing that their child is totally or partially withdrawn from collective worship, and as a school we must accept this request. As a school we will arrange supervision for any children withdrawn from collective worship, but we are not required to provide additional teaching.

Staff have the right to withdraw from leading or taking part in collective worship and must inform the Headteacher, in writing, should they choose to do so.

## **Our Philosophical Statement**

Through collective worship at Wallace Fields Infant School and Nursery, children's backgrounds will be acknowledged and celebrated, as well as those of different cultures. Children will thus be prepared for the wider world through a growing understanding, awareness and knowledge of the varied practices and beliefs within the school and the local community.

At Wallace Fields Infant and Nursery School, we aim to develop community spirit, promote a common ethos of shared values and reinforce positive attitudes. Collective worship is intended to be inclusive of race, creed and family background. Our school community is made up of families from a diverse range of religious and non-religious backgrounds.

In 2020-21, the main religious groups represented within our school community were Christians (51% including 6% Roman Catholic), Hindus (8%), and Muslims (6%). Some 25% of our community reported to follow no religion. We therefore need to ensure that our Collective Worship is reflective of our community.

### **What are our aims for Collective Worship?**

Through Collective Worship we aim to:

- ✓ Provide children with the opportunity to participate in a quiet time of reflection.
- ✓ Help the children to develop a sense of community and concern for others and to experience a feeling of togetherness.
- ✓ Celebrate being a part of a school community and affirm our shared values.
- ✓ Broaden the children's awareness of themselves, others and the world in which they live.
- ✓ Explore areas which directly concern them related to age, ability and experience.
- ✓ Experience religious worship.
- ✓ Explore and question their own beliefs and values alongside the beliefs and values of others.
- ✓ Become reflective, deep thinking individuals.
- ✓ Deepen understanding of their own culture and that of others, recognising that cultural diversity is enriching rather than threatening.
- ✓ Enable the children to meet with and gain experience from the local clergy, other faith leaders and representatives of caring organisations and professions.

### **How do we organise Collective Worship?**

Children enter assemblies to music and are expected to behave appropriately. There should be reminders of '*walking not talking*' and '*Give me 5!*'

Children must be given the opportunity to reflect in every assembly, normally linked to the assembly theme. In *Time to Shine* Assemblies, the reflective sentence could be 'Have a think about a piece of work you have been proud of this week,' or 'How can you improve your attitude towards learning/work over this week?' In singing assembly, the reflection can be based around listening to a piece of music.

Collective Worship, through whole school assemblies, currently takes place as follows:

**Monday:**        **Time to Shine Assembly** led by Deputy Head Teacher

**Tuesday:**      **Values Assembly** led by Mr Hallums or an Assistant Head Teacher

**Wednesday:**   **Around the World Assembly** led by Class Teachers/Visitors

**Thursday:**     **Singing assembly** led by the Music Co-Ordinator

**Friday:**        **Thoughtful Friday Assembly** led by an Assistant Head Teacher

### **Assembly themes**

The RE subject leader is responsible for establishing links with local faith leaders in order to engage their participation in particular worship occasions.

### **What is the content of our Collective Worship?**

- Collective worship is planned on a three-yearly cycle and incorporates the various faiths' calendars, making full use of celebrations and festivals.
- Each assembly begins and ends with the music theme for that week.

- Stories, both religious and thematic are used as a resource.
- Children are often invited to share their experiences or to lead the collective worship when appropriate.
- The Christian values which are promoted through collective worship are love, compassion, respect, thankfulness, creativity, peace, hope, service, justice, wisdom, perseverance and humility.

We aim to ensure that collective worship:

- ✓ is well planned
- ✓ is accessible to all pupils
- ✓ takes place in an appropriate atmosphere
- ✓ encourages reflection
- ✓ uses a variety of resources and strategies to encourage and retain pupils' active involvement.

We encourage reflection through collective worship by:

- ✓ asking pupils to listen quietly to a piece of music and consider what they have just heard
- ✓ using phrases such as 'let us sit quietly for a moment' or 'let us close our eyes and open our hearts and minds'
- ✓ lighting a candle and asking pupils to focus on the flickering flame
- ✓ using pictures or images
- ✓ considering a short spoken/written sentence relating to the theme.

To allow children to experience prayer in collective worship we...

- ✓ ensure prayers can be inclusive to most religions by using phrases such as 'Dear God...'
- ✓ include prayers from different religions by introducing them using phrases such as: 'Now we are going to listen to a famous Christian prayer called the Lord's Prayer which Jesus taught to his disciples' or 'Here is a well known prayer used by Hindus'.
- ✓ Use phrases such as: 'Let us sit quietly and pray or think for a moment about what we have just seen/heard'.

When planning Collective Worship we consider...

- ✓ a focus/theme – taken from the cycle planning
- ✓ the method of delivery e.g. through story, role play, video etc.
- ✓ how the pupils will participate e.g. questions/answer, call and response, role play etc, are any children in our school followers of this religion? If so, how can we involve them?
- ✓ what the prayer/reflection will look like e.g. will it be everyone listening to a prayer that Christians say or will it be reflecting on something good that has happened recently etc.
- ✓ song/music – why are we listening to this piece of music? What questions will it raise?
- ✓ other information e.g. when children are listening to a story, what are they listening out for? What do we want them to pick up from the story?

**Long Term Plan – Rolling Programme for Collective Worship – Values/Thoughtful Assemblies (Tuesday and Friday)**

<b>Term</b>	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
Assemblies	<ol style="list-style-type: none"> <li>1. A New Beginning</li> <li>2. Good Manners</li> <li>3. Respect</li> <li>4. Stranger Danger</li> <li>5. Problem Solving/Resilience</li> <li>6. Friendship/Broken Friendships</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety in the Garden</li> <li>2. Effort</li> <li>3. Good Manners</li> <li>4. Mutual Respect</li> <li>5. Safety at Home</li> <li>6. Online Safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Differences/Disabilities</li> <li>2. Mental Health</li> <li>3. Democracy</li> <li>4. Child Safety</li> <li>5. Celebrating Neurodiversity</li> <li>6. Underpants Rule</li> </ol>

<b>Term</b>	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
Assemblies	<ol style="list-style-type: none"> <li>1. Rule of Law</li> <li>2. Underpants Rule</li> <li>3. Fire Safety</li> <li>4. Anti-Bullying</li> <li>5. Road Safety</li> <li>6. Tolerance</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual Liberty</li> <li>2. Different Types of Families</li> <li>3. Underpants Rule</li> <li>4. Sun Safety</li> <li>5. Determination</li> <li>6. Reflection</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult Journeys (refugees)</li> <li>2. Perseverance</li> <li>3. Sea Safety</li> <li>4. Celebrating Where we Come From</li> <li>5. Personal Achievements</li> <li>6. Saying Goodbye</li> </ol>

## Planning: Three Year Cycle – Key Days for Around The World Assemblies (Wednesday)

Cycle 1	Autumn Term Lovely London	Spring Term Ice Worlds	Summer Term Wild and Wonderful
<b>1<sup>st</sup> half</b>	<b>Key days:</b> Rosh Hashannah (Judaism) Yom Kippur (Judaism) Sukkot (Judaism) Simchat Torah (Judaism) The Birthday of the Prophet (pbuh) (Islam)	<b>Key days:</b> National Penguin Day Rosa Parks' Day <b>Safer Internet Day</b> <b>Chinese New Year</b> <b>World Book Day</b>	<b>Key days:</b> Songkran (Buddhism) World Asthma Day VE Day David Attenborough's Birthday
<b>2<sup>nd</sup> half</b>	<b>Key days:</b> <b>Black History Month</b> <b>Anti-bullying Week</b> Loy Kratong (Buddhism) Inter-Faith Week <b>Diwali</b> <b>Christmas</b> <b>Harvest Festival</b>	<b>Key Days:</b> Sarasvati (Hinduism) Lantern Festival (Chinese) The Night of Forgiveness (Islam) International Women's Day <b>Easter</b> <b>Neurodiversity Awareness Day</b>	<b>Key Days:</b> Wesak (Buddhism) Gypsy, Roma and Traveller History Month Windrush Day Make Music Day

Cycle 2	Autumn Term Turrets and Tiaras	Spring Term Tyres, Tarmac and Take-off	Summer Term tbc
<b>1<sup>st</sup> half</b>	<b>Key days</b> Ethiopian New Year's Day (Rastafarian) Rabbit in the Moon Festival (Chinese) Inter Faith Week of Prayer for World Peace World Animal Day	<b>Key days</b> Bean Scattering (Japanese) Parinirvana (Buddhism) Martin Luther King's birthday <b>Safer Internet Day</b> <b>Number Day</b> <b>Chinese New Year</b> <b>World Book Day</b>	<b>Key days</b> Ramadan (Islam) Bike to School Day National Children's Day Deaf Awareness Week
<b>2<sup>nd</sup> half</b>	<b>Key days</b> <b>Black History Month</b> <b>Anti-bullying Week</b> Hanukah (Judaism) Human Right's Day <b>Diwali</b> <b>Christmas</b> <b>Harvest Festival</b>	<b>Key Days</b> Valentine's Day (Christianity) Mashashivratri (Hinduism) Passover/Pesach (Judaism) World Autism Awareness Day <b>Easter</b> <b>Neurodiversity Awareness Day</b>	<b>Key Days</b> Eid-UI-Fitr (Islam) Hajj (Islam) World Environment Day Anniversary of the Launch of the NHS

Cycle 3	Autumn Term Into the Woods	Spring Term Splash!	Summer Term Come with me...
<b>1<sup>st</sup> half</b>	<b>Key days:</b> Ganesh Chaturthi (Hinduism) Gandhi Jayanti (Hinduism) Navarati (Hinduism) Durga Puja (Hinduism) Dassehra (Hinduism)	<b>Key days:</b> Baptism of Christ (Roman Catholic) Makar (Hinduism) World Religion Day Tu B'Shevat (Judaism) <b>Safer Internet Day</b> <b>Number Day</b> <b>Chinese New Year</b> <b>World Book Day</b>	<b>Key days:</b> World Ocean's Day The Night of Power (Islam) World Refugee Day International Day of Families
<b>2<sup>nd</sup> half</b>	<b>Key days:</b> <b>Black History Month</b> <b>Anti-bullying Week</b> Birthday of Guru Nanak (Sikhism) <b>Diwali</b> <b>Christmas</b> <b>Harvest Festival</b>	<b>Key Days:</b> Shrove Tuesday (Christianity) The Prophet's Night Journey (Islam) Holi (Hinduism) <b>Easter</b> <b>Neurodiversity Awareness Day</b>	<b>Key Days:</b> World Humanist Day (Humanism) Ratha Yatra (Hinduism) Mandela Day Emmeline Pankhurt's Birthday

\*Assemblies in bold are themes which will be focused on every cycle.

## Planning format for Assemblies

<b>Date/Duration:</b>				
<b>Led by:</b>				
<b>Year Groups:</b>	<b>ALL</b>	<b>KS1</b>	<b>REC</b>	<b>Other:</b>
<b>Theme/Focus:</b>				
<b>Content/Key Questions:</b>				
How will the assembly be delivered? What part will the children play in the assembly? Why this story/theme? Why now? How will you actively involve pupils in the assembly?				
<b>Resources/Visitors:</b>				
<b>Prayer/Reflection/'Words for Worship':</b>				
What type of worship will you do? If a prayer, will it be inclusive to most religions by using the phrase 'Dear God...' Will you introduce a prayer from another religion and explain that they will listen to a prayer that is used in X religion? How will you encourage children to sit quietly to pray or think or reflect?				
<b>Song/Music:</b>				
What piece of music or song will the children listen to? Why? What do you want them to comment on after?				
<b>Comments/Evaluation:</b>				
What went well? What would you revise for next time?				

## **RESOURCES**

[www.assembliesforall.org.uk](http://www.assembliesforall.org.uk)

[www.assemblies.org.uk](http://www.assemblies.org.uk)

[www.bbc.co.uk/teach/school-radio/primary-school-assemblies-collective-worship-ks1-ks2/zmsnm39](http://www.bbc.co.uk/teach/school-radio/primary-school-assemblies-collective-worship-ks1-ks2/zmsnm39)

<https://childrensmusic.org/>

[www.assemblybox.co.uk](http://www.assemblybox.co.uk)

<https://ethoseducation.org/assemblies/>

[www.twinkl.co.uk](http://www.twinkl.co.uk)

<https://www.getepic.com/>

<https://assemblytube.com/primary-school-assembly-ideas/>