

## Woodmancote School and Little Chestnuts Collective Worship Policy

Designated Member of Staff	G Pearman
Committee with responsibility	Curriculum & Standards Committee
Date of Issue	January 2021
Frequency of Review	3 Yearly
Next Review	January 2024

Issue Number	Issue Date	Summary of Changes
1	March 2018	New Policy
2	January 2021	Reviewed
3	November 2022	Reviewed

## Aims

Woodmancote School will comply with the requirements set out in the 1988 Education Reform Act regarding Collective Worship.

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

## Collective Worship at Woodmancote

A dedicated member of staff will make a termly plan for the provision of worship in the school and this will be shared with all members of staff.

The worship will be mainly of a broadly Christian character, taking into consideration the family background, ages and abilities of the pupils. The practices and doctrines of any one particular denomination are not allowed to dominate the style or content of the acts of worship.

The worship may take place in any setting: whole school; KS groupings; year groupings; class grouping. However, the whole school will meet together at least twice a week for worship.

Every child will take part in the Act of Collective Worship unless withdrawn by his/her parents/guardians. Requests for withdrawal must be made in writing to the Headteacher, stating reasons.

## Preparation for Assembly

- We calm the children before leaving classrooms so that they approach and enter the hall quietly in an appropriate mood. We all sit without talking, listening to music. Assembly starts promptly.
- Teachers make clear our expectations through reminders about the purpose of assembly and by modelling appropriate behaviour, e.g. not talking to each other, giving full attention to the service bowing their heads at times of prayer or reflection.

## Notices

- We avoid giving notices to groups of children at assembly. (Children can be asked to stay sitting when others leave). Results of inter-school games and matches are given at assembly. Awards are given out at Praise assembly, so we may celebrate achievement.

## Closing the Service

Assembly should take no longer than 15 minutes.

- The adult responsible for the assembly indicates the service is over. We applaud children for their contribution to assemblies, to thank them and show our appreciation.
- Each teacher ensures his/her own class leaves the hall in an orderly manner. Teachers are at the front of their class line when leaving the hall, ready to stop and turn if children are noisy.

## The contribution collective worship makes to Spiritual, Moral, Social and Cultural Development

Collective worship contributes towards the Spiritual, Moral, Social and Cultural development of children by encouraging attitudes of sensitivity, empathy, reflection and response. It encourages the development of self-awareness, respect for all, open mindedness and appreciation and wonder.

### Opportunities for Spiritual development

- Learning about and reflecting on concepts, experiences and beliefs that are at the heart of religious practices
- Encouraging children to take responsibility for the development of their own beliefs
- Valuing relationships and a sense of belonging
- Developing views and ideas on religious issues
- Self-awareness - reflecting on their own views and the views of others
- Curiosity - encouraging questioning and finding out answers. Promoting a spirit of open enquiry
- Reflection - reflecting on own values and views as well of those of others
- Values - promoting an ethos of fairness and mutual respect in the school and compassion and generosity in pupils
- Appreciation - responding with wonder and excitement by exploring some of the marvels of the natural world and examples of the capacity of humans to love, create, organise and overcome diversity

### Opportunities for Moral Development

- Valuing others - exploring the views of others, empathising with others, forgiveness and generosity
- Moral character development - exploring the idea of right and wrong, taking initiative, acting responsibly, striving after setbacks and demonstrating resilience.
- Moral diversity - having the right of expression and showing sensitivity to the views of others

### Opportunities for Social Development

- Shared values - considering values which should be part of society
- Idealised concepts - exploring justice, fairness, honesty and truth
- Moral sources - reflecting on where ideas about how we should behave come from
- Influences - exploring and reflecting on the influence on individuals of family, friends, the media, and wider society
- Social Insight - exploring social and political issues which affect individuals, groups and the nation
- Role models - being good role models and exploring role models

### Opportunities for Cultural development

- Own culture - exploring Britain's rich diversity of religious, ethnic and geographical cultures. Exploring festivals, music, art and architecture
- Wider culture - Making sense of the world around us. Preparing children for adulthood through building resilience and conflict resolution

## Links to British Values

- Mutual tolerance -challenging children to be increasingly respectful and to celebrate diversity
- Respectful attitudes - developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity
- Democracy - respecting a range of perspectives. Learning about democracy and shared responsibility
- Rule of Law - examining examples of codes for human life. Appreciating how people choose between good and evil and right and wrong. Exploring the concept of fairness
- Individual liberty - considering questions about identity, belonging and diversity

## **Collective Worship for children with Special Educational Needs (Inclusion)**

Pupils with special educational needs should not be excluded from collective worship. Members of the SLT, Class Teachers and Teaching Assistants should consider how individual pupils can be included so that they not only have their entitlement but also feel part of the school community.

## **Health and Safety Considerations**

All activities undertaken in collective worship will be planned by a teacher who is responsible for ensuring the school health and safety guidelines are adhered to. If candles are used a battery-operated version is preferable.

## **Resources**

Visitors from local churches and other faith communities are an important aspect of collective worship. Collections of religious artefacts and teacher reference materials are in the R.E. boxes outside Year 4 classrooms.

## **Related documents**

- 1988 Education Reform Act regarding Collective Worship
- DFE collective worship in schools 1994
- Termly assembly rota with focus, music and songs on server

## **Safeguarding**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

### **Equal Opportunities**

At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Review**

This policy will be reviewed at 3 yearly intervals

The chair of governors and headteacher are responsible for the review.

Signed: ..... Chair of Curriculum & Standards Committee