



Collective Worship Policy

Policy agreed by:	LMT
Date of policy:	May 2023
Review frequency:	3 years
Date of next review:	May 2026



Collective Worship Policy

Principles

“Collective Worship offers an opportunity to re-affirm, interpret and put into practice the values of the school. It provides a time to celebrate the various achievements of members of the community that are held to be of worth.”
(National Curriculum discussion paper, ‘Spiritual and Moral Development’, 1993)

The legal position for Schools for Children with Special Educational Needs is:
“As far as practicable every pupil should receive religious education and attend religious worship or will be withdrawn from attendance at such worship or from receiving such education, in accordance with the wishes of the pupil’s parents”
(Education Act, 1993)

Opportunities for collective reflection take place as part of a whole school assembly and are an integral part of school life. During this time, pupils are encouraged and supported to contemplate secular and religious moral themes. As part of this reflection, events relating to the major religions in Great Britain are shared with a thought for the week followed by time to listen to related music. The assembly also marks special news and observation of birthdays.

Whole school celebrations mark major religious festivals, such as Harvest, Rosh Hashanah, Christmas, Diwali and Holi. The celebrations and related activities are designed to be enjoyed and understood by Red Gates pupils and, where appropriate, involve contributions from parents/carers, other schools and external organisations.

A weekly assembly is held within departments, and provides opportunities for communal singing, dancing and the development of mutual respect and spiritual reflection. A major feature of this assembly is the celebration of individual and collective effort and achievement.

On the remaining days, collective worship takes place within each class as a time of reflection referred to as “Quiet Time” at the end of the school day. Class based collective worship is organised by the class teacher and teaching assistants, and pupils are encouraged to take part in quiet reflection on a chosen theme which may be suggested by the pupils. Relaxing lighting and suitable music may be used in order to provide a focus for this reflection.

Aims

Red Gates School is committed to the spiritual, moral, social & cultural (SMSC) development of all its pupils (refer to SMSC and FBV Statement). Opportunities for collective worship support SMSC development, and are embedded into daily practices and the curriculum. We work closely with staff, pupils, families and the Governing Body in order to:

- Respect and value all pupils, and celebrate their achievements;
- Encourage reflection on personal experiences and the experiences of others;
- Express the values of the school and the community it serves;
- Develop pupils' awareness to express experiences, feelings and preferences;
- Contribute to the spiritual, moral, social and cultural development of all pupils.

Planning and Preparation

The music therapist liaises with the leadership team to provide suggestions for thought provoking themes for whole school reflection time. Whole school celebrations are planned by the relevant subject leaders in conjunction with the leadership team and class teams.

Suitable assembly songs and associated signing are developed in conjunction with the Music and Communication Subject leaders. These can be used during any act of collective worship.

Assessment, Recording and Reporting

Certificates recognising pupils' achievements can be awarded during assemblies and the annual 'Celebration of Achievement' ceremony. Opportunities for SMSC development are recorded and shared across school via an online tool, the SMSC Grid Maker. Pupils' academic and non-academic progress through collective worship is recorded via the school's assessment tool, SOLAR.

References

Croydon Agreed Syllabus for Religious Education 2018.

HMSO National Curriculum Discussion Paper "Spiritual and Moral development"
1993

Education Act 1993

Head Teacher:

Date:

Chair of Governors:

Date: