**WILLIAM LILLEY**

**INFANT AND NURSERY SCHOOL**

****

**COLLECTIVE WORSHIP POLICY**

|  |  |  |
| --- | --- | --- |
|

|  |
| --- |
| Policy Originator:  |

 | Sally Beardsley |
|

|  |  |
| --- | --- |
| Policy Adopted  |  |

 | Autumn term 2020 |
|

|  |  |
| --- | --- |
| Reviewed:  |   |

 | Autumn term 2022 |
|

|  |  |
| --- | --- |
| Reviewed:  |   |

 | Autumn term 2024 |
|

|  |  |
| --- | --- |
| Next Review Date:  |   |

 | Autumn term 2026 |

**INTRODUCTION**

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive.

This policy adheres to the DfE ‘Reigious Education and Collective worship’ circular 1/94 which states:

“All maintained schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development. Local agreed RE syllabuses for county schools and equivalent grant-maintained schools must in future reflect the fact that religious traditions in the country are in the main Christian whilst taking account of the teaching and practices of other principal religions. Syllabuses must be periodically reviewed. Collective worship in county schools and equivalent grant-maintained schools must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination. The parental right of withdrawal from RE and collective worship and the safeguards for teachers are unchanged. Local bodies advise on RE and collective worship and recommend new RE syllabuses. They represent faith groups, teachers, the ·LEA and grant-maintained schools.”

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils.

**AIMS OF COLLECTIVE WORSHIP**

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Through our collective worship we aim to provide a caring and supporting environment for children to:

* Become increasingly aware of themselves as individuals and groups within the school and wider community
* Grow in understanding of the feelings of other people in every-day situations and beliefs
* Explore the language which people use to express their feelings
* Deepen their sense of wonder about the world around them
* Grow in confidence when making a presentation to the group or whole school
* Respond freely to religious and/or spiritual stimulus
* Acknowledge diversity and affirm each person’s life stance, whether it be religious or not

Worship both reflects and nurtures the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. In particular school worship here develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

**OBJECTIVES OF COLLECTIVE WORSHIP**

We see school worship as an educational opportunity with clear objectives. We use this time to encourage pupils to:

* Show interest in, and a concern for, members of the school community
* Celebrate special occasions together
* Show concern for the daily happenings in school life, the local community and the wider world
* Share appreciation of worthwhile projects undertaken by groups within the school
* Explore and review the variety of values, attitudes, standards, manifested in religions and society
* Explore and review Fundamental British Values and protected characteristics
* Reflect upon dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful, solemn….;
* Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

**COLLECTIVE WORSHIP CURRICULUM**

Collective worship is an integral part of our whole school vision and therefore our wider curriculum. Collective worship specifically supports the nurturing and family aspects of the vision at William Lilley:

**“We are a nurturing, inspirational family who are determined to succeed.”**

Alongside the wider curriculum aspects, specific collective worship is, wherever possible, linked into the curriculum themes and encompass religious festivals, known national or international events, and aspects taken from the school calendar.

We believe that creating the right atmosphere is crucial to the quality of the worship. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship. This includes: pupil contributions, sacred stories, prayer, reflection, meditation, hymns, music and songs, artefacts, visual aids and dialogue.

We feel that prayer and reflection is a good way of enabling children to focus their thoughts. However, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distances children, but gives them the opportunity to participate if they so desire; e.g., ‘And now in a moment of stillness, listen to the words of a well known Christian/ Hindu/ Muslim prayer/poem/reading…’ In this way we are able to use prayers from many different traditions. It is not always necessary to have a prayer and the use of regular moments of silence and reflection provides opportunities for some pupils to respond in a personal way if they so wish.

**ORANISATION OF COLLECTIVE WORSHIP**

In this school we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. The whole of the infant department meet together on a Monday and Friday. On Tuesday, Wednesday and Thursday Key Stage One meet together. Daily acts of collective worship are “wholly or mainly of a broadly Christian character”. The timetable for this is as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Content | **RE LINKED CONTENT** | **SCARF**  | **VISITOR** | **BRITISH VALUES** (picture news current issues) | **PROUD** (celebration) |
| Lead | SLT | Wellbeing guides lead | External visitor | KS1 staff | SLT |
| Attended by | F2 and KS1 | KS1 | KS1 | KS1 | F2 and KS1 |

All acts of worship include the following routine:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Candle Clipart Transparent Background, Candle Icon Circle ...Check in(light a candle) | http://www.stlukesceprimary.co.uk/wp-content/uploads/2023/09/mirror-door.jpg**Look out**to learn about the world around you | http://www.stlukesceprimary.co.uk/wp-content/uploads/2023/09/mirror-door.jpg**Look in**to reflect and question what you have learned | http://www.stlukesceprimary.co.uk/wp-content/uploads/2023/09/mirror-door.jpg**Go out**to share and respond to the values you have learned | Candle Clipart Transparent Background, Candle Icon Circle ...Go in peace(blow out candle) |

We acknowledge that children within the Early Years’ Foundation Stage and within Key Stage 1 may also have other sessions of collective worship. This may include collective singing sessions, reflection, prayer and celebration. These are an integral part of our wider curriculum and help children to develop a sense of belonging within the school community.

MONDAY ASSEMBLY - LINK TO RE CURRICULUM CONTENT

Each Monday, Reception and KS1 engage with content which is linked to their RE curriculum. An overview of the topics for this include:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Term | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Overarching topic | Belonging | Celebrations | Leaders | Stories of Jesus | Stories from different cultures and religions | Changes |

TUESDAY ASSEMBLY - SCARF ASSEMBLIES

These can be found on the SCARF website by visiting: [www.coramlifeeducation.org.uk/scarf/assemblies](http://www.coramlifeeducation.org.uk/scarf/assemblies) (staff login required)

The SCARF assemblies consist of two assemblies over the half term, further SCARF assemblies extend the themes and include songs as listed in the RE linked content assemblies. The plan for SCARF assemblies is as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Term | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Overarching topic | SCARF meaningMe and my relationships | Valuing difference | Keeping myself safe | Rights and responsibilities | Being my best | Growing and changing |

WEDNESDAY ASSEMBLY - VISITOR

We have a weekly assembly led by a local church. These assemblies are of Christian content and include stories from the bible which relate to timely activities and events.

THURSDAY ASSEMBLY – PICTURE NEWS

Each week, children within KS1 focus upon a topical issue through an image. These assemblies are engaging and exciting, allowing children the opportunity to learn about our world, develop independence, resilience, respect and unlock their own drive and passion for learning. Teaching the news not only provides great content and stimulus and grips children’s attention, it is also something that the children can impact. It is current, happening now and so their voice is given meaning and purpose. It is our world and we all matter.

FRIDAY ASSEMBLY - PROUD

This is our weekly celebration assembly attended by both F2 and KS1 as well as invitied adults. Grown-ups for ‘Proud’ children are invited to Proud assemblies comprise of the following content:

* Proud children receiving individual certificates, shared by their class teacher
* Top Proud earners – Five pupils who have received the highest number of proud points receive a sticker in their class and stand up to share
* Attendance 100% - Children wave to acknowledge their 100% attendance in the week and their names go into a jar for drawing at the end of term
* Class percentage attendance – Shared and displayed. ‘Joe the Crow’ visits for any 100% attending class
* Birthday children- receive sticker, share their name and age and have birthday song sung to them. They receive a balloon to take home
* Clean and Tidy award (CAT) – Shared and displayed
* Next week Proud children stand
* Proud song shared at the end of assembly [www.youtube.com/watch?v=-sT\_4zPc1lI](http://www.youtube.com/watch?v=-sT_4zPc1lI)

**RIGHT TO WITHDRAW**

Collective worship at William Lilley is intended to be appropriate for and include all pupils attending the school. However, parents do have the right to withdraw their children from collective worship. To avoid any misunderstanding, the parents and Headteacher will establish the following:

* the elements of collective worship to the elements of worship in which the parent would object to the child taking part
* the practical implications of withdrawal
* whether the parent will require any advanced notice of such worship, and, if so, how much

**MONITORING AND EVALUATION OF COLLECTIVE WORSHIP**

At William Lilley, we recognise success in collective worship through:

* Involvement, enjoyment, attention, reaction of pupils
* The growth of respect and tolerance within the school community
* Positive response to shared experience
* An atmosphere which matches the theme
* A contribution to individual and community sense of well being
* A sense of occasion
* Good order
* Staff affirmation
* A sense of challenge
* A place in the overall plan of the school
* Enrichment of pupil’s experience

**FURTHER INFORMATION AND READING**

DfE ‘Reigious Education and Collective worship’ circular 1/94:

[www.gov.uk/government/publications/collective-worship-in-schools](http://www.gov.uk/government/publications/collective-worship-in-schools)

DfE ‘Reigious Education in English schools: non-statutory guidance 2010’:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>