

DOROTHY BARLEY INFANT SCHOOL



Collective Worship Policy

Approval by Governing Body: Spring 2025

Executive Headteacher: Mrs Lauren Pearce

Head of School: Mrs S. O'Hara

Chair of Governors: Mrs Sue Matthews

Collective Worship Policy

1 **Aims**

1.1 To provide a time when children come together to celebrate, reflect and learn from experiences of religion, world events, music and celebrations.

The four main aims are:

The spiritual development of pupils through their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils through their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils through their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils through their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

The school also understand the importance of:

- actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ensuring that there is rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong
- that collective worship promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles

2 The legal position of collective worship (CW)

2.1 The school has a statutory requirement to have a CW policy. This law was established in the 1988 Reform Act and subsequent amendments occurred in 1993 and 1996.

2.2 Worship itself is not clearly defined in the Education Act but the following is stated in the DFE circular 1/94:

'worship must in some sense reflect something special or separate for ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power...worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common'.

Schools cannot compel people to worship, but the purpose of CW is an educational one that promotes spiritual, moral, social and cultural development in the following manner:

- Active, rather than passive (actively involved in answering questions).
- Directed towards something (a value/someone).
- Personal (time for reflection).

This policy helps to ensure that the whole school community, parents, staff, governors and students have a shared understanding of this important area of the curriculum.

2.3 Parents who wish to withdraw their children, because of personal choice or religious affiliation, are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the head teacher and governors. A record of withdrawals is kept by the Collective worship coordinator.

3 Organisation

3.1 Collective worship takes place during assemblies for the whole school in key stage 1 and in class groups in the classroom.

3.2 Collective worship follows a theme approach. A system of themes are decided at the start of the year taking into account any significant religious celebrations, world events, school or community events and student achievements.

3.3 At the Foundation Stage, collective worship may not be delivered in a whole key stage format; sometimes it will be delivered in individual classes. It is expected that the Nursery and Reception Classes will follow the same themes and thoughts as planned for the rest of the school.

Foundation timetable of inclusion into wider school assemblies:

- Reception to join Key Stage 1 sharing assembly every Fridays.
- Nursery and Reception to participate and deliver assemblies for parents.

3.4 At Key Stage 1, the delivery of collective worship will be through class presentations, singing, stories, drama, awards, birthday celebrations and guest speakers. Strategies will include the use of interactive presentations.

Timetable of Collective Worship:

Monday	Assembly
Tuesday	Class
Wednesday	Assembly
Thursday	Class
Friday	Assembly

3.5 An effective practice model for an act of Collective worship is as follows:

PLUG IN – this is about awakening the children.

Using a stimulus e.g. music, picture, quotation, candle, flowers. We need to give the children time to prepare. A well-chosen piece of music can help create an atmosphere for worship and reflection.

SWITCH ON – this is about engaging the children.

It will usually focus on a particular story, article, drama or message.

LIGHT UP – this is about allowing the children to respond.

It must include an opportunity for the pupils to reflect and if appropriate for them, to think about God. It may be a prayer, poem or guided reflection. This part must take place for it to be collective

For this to be Collective Worship a period of silence for students to reflect must be allocated as silence can allow for individual thought and reflections.

The key to excellent CW is effective reflection. Some examples of how this can be achieved are as follows:

- Silent sitting.
- Visualisation
- Using a visual stimulus
- Focusing on a specific message
- School reflection or poem

4 *Collective worship and inclusion*

4.1 In line with the other school policies, CW aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt presentations to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and Disabilities and the Gifted and Talented pupils.