

Collective Worship Policy

The Gattons Infant School



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Date Approved / Reviewed By:	Autumn 2024 (Community Links)
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At The Gattons Infant School Everybody Matters



We are a Rights Respecting School
and therefore we uphold the principles of the
UN's Convention on the Rights of the Child

- Article 28** Children have the right to a good quality education.
Article 29 Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.
Article 31 Children have the right to play and rest.

Our Aims:

We will cultivate an environment where children are happy and secure and enjoy learning, by:

- ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued;
- creating exciting, high quality learning environments indoors, outdoors, and in the wider community;
- involving parents/carers and children in decisions about the child's learning.



provide a broad, balanced and rich curriculum, by:

- continuously striving for high standards of achievement through engaging, child-centered teaching;
- ensuring a wealth of meaningful learning experiences that meet the needs of each child.



inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:

- developing our children's confidence and self-esteem;
- ensuring that our children are active, independent learners;
- encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.



1. Introduction

Collective Worship (Assemblies) must be appropriate to the children in our school, taking into account the children's differing backgrounds, age and aptitude.

2. Legal Requirements

The Gattons Infant School will comply with the requirements as set out in the 1988 Education Reform Act and the 1996 Education Act for a daily Act of Collective Worship. In line with the law the majority of the Acts of Collective Worship will be mainly of a broadly Christian character. They will be non-denominational.

Although Collective Worship is complementary to Religious Education it does not form part of the curriculum for Religious Education.

3. Aims

We aim to ensure that:

- All assemblies are **inclusive**, allowing each child and adult to feel able to participate in a way that is comfortable for them.
- **Each individual is valued** and his or her beliefs are respected.
- Those leading and participating can do so with **integrity**.
- Whilst complying with the law and ensuring that all that we do is in line with the values of the school, on balance and over time we include visitors, stories, songs, music and other elements from **different beliefs and cultures**. We will also include links with the local community, for example charitable organisations.

At The Gattons Infant School we believe it is important to meet together daily:

- a) To provide an opportunity to reflect the aims of the school and celebrate the values of the school community;
- b) To give children a developing understanding of what it means to belong to a community;
- c) To help children explore their own spiritual, moral, social and cultural development and foster sensitivity to the beliefs, practices and values of others within the school and community;
- d) To enable children to explore and evaluate their own beliefs, whether religious or not, in relation to those of others;
- e) To celebrate special occasions and show appreciation of the gifts and talents of the school community; and
- f) To create an experience appropriate to the age and development of the children which they can enjoy and in which they can participate.

4. Organisation

Assembly may be with the whole school, year groups or individual classes and it may take place at any time of the day.

The school usually holds daily assemblies in the hall as detailed below:

Monday	10.15	Whole school	led by the Headteacher
Tuesday	10.15	Y1/2	led by the Music teacher/Deputy Headteacher
Wednesday	10.15	Y1/2	led by a class teacher
Thursday	10.15	Y1/2	led by a class teacher
Friday	9.05	Whole school celebration/affirmation of school values (Rainbow) with 'thank you' leaves for each class led by the Deputy Headteacher	

On Tuesday and Thursday the Reception year holds class assemblies and on Wednesday Year 1 and Year 2 hold class assemblies. This pattern may change in response to other events taking place in school. Reception have daily class assemblies in class until they join in with the whole school.

All teaching staff attend collective worship on Friday. On the other days of the week two LSAs remain in the hall to supervise the pupils and help ensure the safety of the children present.

5. Content

Assemblies are co-ordinated by the Headteacher, PSHCE and RE coordinator and a variety of themes and activities are used to ensure a high quality experience for all the children. A termly programme of assembly themes is shared with all staff and the member of staff taking assembly plans using the theme as a focus. An assembly may include a story, song, poem, dance, drama, art or visual prompt with a focus linked to the theme, and time for reflection or prayer. The elements chosen should enable one or more of the following:

- Increase pupils' understanding of themselves;
- Enlarge their perspective on the world - develop and increase empathy;
- Increase their knowledge and understanding of the nature of beliefs;
- Demonstrate the joys and difficulties of life which pupils may or may not have experienced;
- Provide insights into the lives of others, their beliefs and motivations;
- Pose moral questions and dilemmas which are relevant across the boundaries of the major faiths as well as being relevant to those with other beliefs.

The key concepts on which our themes are based and which reflect the beliefs of Christianity, other beliefs and Fundamental British Values are:

Love

Compassion

Valuing each person

Respect for life

Justice

Humility

Honesty and truthfulness

Forgiveness

Trust
Courage
Integrity
Co-operation and Service
Democracy
Rule of Law
Individual Liberty
Mutual respect and tolerance of those of different faiths and beliefs

We conduct assemblies in a dignified and respectful way. We regard it as a special time and expect children to behave in an appropriate way. We may create the required atmosphere by using music and visual aids that act as a focal point for the attention of the children.

Over time there will be opportunities for reflection, either in silence or with a focus. If a prayer is included then the children will be told that they may choose to pray or just to listen. We explain that saying 'amen' is a way of showing that one agrees with a prayer and therefore they may choose to agree or not. During times of reflection or prayer the children are taught to respect the wishes of other children by being quiet at this time. They may close their eyes and keep their hands still in order to help them to think.

When prayers are included they may:

- Be taken from one of the major faiths;
- Reflect other cultures and traditions;
- Be made up to reflect the theme.

Moral and Spiritual Development

Worship is used to promote moral and spiritual development.

'Moral development refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong.' (OfSTED)

'Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth.' (OfSTED)

It is recognised that for some spiritual development can only be described from a faith perspective. For others, spirituality is expressed in terms of non-religious values and commitments.

Spiritual development is fundamental to the development of the individual. The school provides children with knowledge and insights into values and beliefs, and enables them to reflect on their own experiences in a way which develops their spiritual awareness and self knowledge.

Children are provided with the opportunity to consider and reflect on issues and experiences. Such opportunities may develop a range of responses including:

- An awareness of beauty and goodness
- A sense of awe and wonder
- A sense of humility
- A sense of thankfulness
- Reflection on feelings and emotions
- Celebration
- Praise

Music

Music may enhance the assembly in a number of ways:

- By creating an appropriate atmosphere as children come into, go out of or during assembly;
- Music in assembly may provide opportunities for pupils to perform or sing.

Celebrations

Children's birthdays are celebrated in class when they are presented with a birthday book mark.



We are very proud to have achieved UNICEF's 'Rights Respecting Schools Award' (RRSA). This is a national award that promotes the United Nations Convention on the Rights of the Child (UNCRC), a convention recognised by all but two countries in the world. There are a large number of schools across the country who are also currently working towards this award.

The Rights Respecting Schools programme teaches children about 'The Rights of the Child', which were originally laid down by the United Nations. It encourages children to understand that all over the world children have the same rights.

At The Gattons children learn that they have a responsibility to respect and uphold their rights and those of other children. They also learn how wants differ from needs. Most importantly, they learn that it is their needs that correspond to their rights; not their wants.

As a school we have created a School Charter, which the children have played an integral part in establishing. This is called 'Our Rights Respecting Rainbow' (see overleaf). It focuses on the rights of the child and the responsibilities associated with those rights. The rights on our rainbow are taken from some of the articles in the UNCRC. We have chosen a rainbow as our rights respecting symbol so that each right and responsibility can be associated with one colour from the rainbow.

'Our Rights Respecting Rainbow' forms an integral part of our school reward system throughout the school. Every Friday we hold a Celebration Assembly when classes who have been chosen for behaving in a responsible way by respecting their own rights or the rights of others are awarded a special 'leaf' to hang on our 'Thank you tree'.

Other celebrations take place throughout the school year and may focus on special curriculum events, religious festivals or world, national or local events.

Resources

A range of books and resources are available to support collective worship in the school.

6. Withdrawal from Collective Worship

Every child will take part in Collective Worship unless withdrawn by their parents. All parents are informed, through the School Prospectus, of their right to withdraw their child from the Act of Collective Worship.

When parents request that their child be withdrawn from collective worship they are asked by the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from. Parents are not obliged to give this information. Due to the need to assure their safety if withdrawn, pupils will remain under the supervision of a member of staff.

7. Monitoring and Evaluation

Records of all assemblies are kept by the Headteacher who ensures that the worship is mainly of a broadly Christian character, whilst, on balance and over time, including visitors, stories, songs, music and other elements from different beliefs and cultures.

The headteacher will monitor a sample of assemblies across the year to ensure they are educationally valid and meet the aims for Collective Worship (section 3). The aims and the following key questions will be used as a monitoring tool and should be used when planning an assembly:

- Is the worship appropriate to the ages and development of the children?
- Is the assembly a meaningful experience for children?

- How involved are the pupils both in terms of active participation and opportunity for reflection and follow-up?
- Is the climate and environment helpful in creating an atmosphere which is conducive to reflection and response?
- Does the assembly contribute towards children's moral and spiritual development?