



Believing and Achieving Together

Signed:

Date: July 2020

Review: July 2022 [or sooner if required]

Collective Worship

We believe that in our daily collective worship we try to create an occasion, which produces a variety of responses, one of which is worship. By providing different levels of interest and involvement, all children will feel included, whatever their beliefs or background.

Composition of Collective Worship:

Music - taped/CD music should be played at the beginning and end of collect worship which, if possible, fits in with the theme for the week. The title of the music and the composer should be written and displayed.

Hymns - should be chosen to reflect the theme for the week or the day. Taped hymn singing will be used for the children to sing along with when it is not possible to use a piano accompaniment.

Prayers - the children should be introduced to several prayers.

Provider - the provider may be the Head Teacher, Deputy Head, class teacher, vicar, or outside speaker.

Theme - the theme to follow will be that planned by the Head Teacher.

Activities for Collective Worship:

In planning collective acts of worship we must bear in mind the following activities: - singing, readings and storytelling, rituals, drama, music for listening, responses, audio-visual presentation, interviews, symbols, prayer, dance, visiting speakers and cooking.

Planning the Year:

When planning the year the Head Teacher will think carefully about the inclusion of the following :-

- High days and holidays
- Saint Days
- Feasting for Festivals
- World Faiths
- National
- World Events

Planning for the academic year will take place before the end of each half term and all staff will then be given a year plan of the proposed collective acts of worship.

Organisation of the School:

The Education Reform Act states that collective worship need no longer be at the start of the school day, and worship may take place in 'school groups'.

The beginning of any school day is always hectic and we are concerned that rushing pupils through registration and then into the hall for worship is devaluing the occasion and making the pupils unsettled. Therefore, our aim is to move our time of worship to before mid-morning break (10.00 - 10.15 am).

There will be occasions when worship, because of unforeseen circumstances, will take place in individual classrooms and be conducted by class teachers.

Length, time and place:

We are aware that we have to fulfill a statutory amount of teacher-pupil contact time namely, $22\frac{1}{2}$ hours for Infants and $23\frac{1}{2}$ hours for juniors. Collective worship is not included in this time. Therefore, our collective worship will be kept to 15 minutes with several minutes being allowed for the pupils coming in making a maximum of no more than 20 minutes.

Involvement of local Religious groups:

We believe that the involvement of local religious groups is vital to the development of our pupils. Therefore, speakers from local religious groups will be invited to speak to our pupils when we celebrate collective worship.

Involvement of others:

We actively encourage the involvement of outside speakers such as the local Police, lollipop man etc. who will be invited to take an active part in our collective worship on a set theme.

Involvement of Parents:

Parents will be invited to attend their child's class assemblies.

Achievement Assemblies:

The assembly on Friday morning is an occasion when the whole school meets to share together the successes and achievements of individual pupils either in or out of school.

Effectiveness:

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Please refer to other associated policies e.g. SMSC, British Values, Assembly Focus, RE, etc.

VALUE	BLP	SUB THEME	FUNDAMENTAL BRITISH VALUE
Enthusiasm	Resilience	Absorption	
Responsibility		Managing distractions	Rule of Law
Resilience		Noticing	
Perseverance		Perseverance	
Freedom	Resourcefulness	Questioning	Democracy
Justice		Making links	Democracy & Rule of Law
Creativity		Imagining	
Kindness		Reasoning	Mutual Respect, Tolerance
Independence		Capitalising	Personal liberty
Courage	Reflectiveness	Planning	
Happiness		Revising	
Forgiveness		Distilling	Mutual respect
Honesty		Meta-learning	Rule of Law
Confidence	Reciprocity	Interdependence	
Respect		Collaboration	Rule of Law, Mutual respect, Tolerance
Tolerance		Empathy & listening	Mutual respect, Tolerance
Friendship		Imitation	Mutual respect, Tolerance

SEAL

NEW BEGINNINGS	Belonging; Self-awareness; Understanding my feelings; Managing my feelings; Understanding the feelings of others; Social skills; Making choices; Understanding rights and responsibilities.	Week 1: Making someone feel welcome; Week 2: Doing something brave - overcoming feelings of fearfulness; Week 3: Solving a problem/remembering to use the problem-solving process; Week 4: Calming down/helping someone to calm down.
GETTING ON AND FALLING OUT	Friendship; Seeing things from another point of view; Working together; Managing feelings - anger; Resolving conflicts.	Week 1: Working cooperatively to help a group; Week 2: Being a really good friend; Week 3: Keeping calm and overcoming feelings of anger; Week 4: Solving a difficult problem with a friend.
SAY NO TO BULLYING	A focus on belonging/celebrating similarities and differences; A focus on those who are bullied: 'Getting it;' A focus on the witnesses: 'Watching it;' A focus on bullying behaviour: 'Doing it.'	STOP = several times on purpose STOP = start telling other people
GOING FOR GOALS	Knowing myself; Setting a realistic target; Planning to reach a goal; Persistence; Making choices; Evaluation and review.	Week 1: Taking responsibility - for their successes and when things go wrong; Week 2: Waiting for what they want; persistence (keeping going); Week 3: Resilience - bouncing back or maintaining effort through a difficult experience or after a mistake or failure; Week 4: Setting and achieving goals.
GOOD TO BE ME	Knowing myself; Understanding my feelings; Managing my feelings; Standing up for myself; Making choices.	Week 1: Doing something to be proud of; Week 2: Responding in an assertive way; Week 3: Helping someone with a worry; Week 4: Stopping and thinking when they were angry.
RELATIONSHIPS	Knowing myself; Understanding my feelings; Managing my feelings; Understanding the feelings of others; Social skills; Making choices.	Week 1: Changing an unfair situation; Week 2: Being pleased for someone's achievements; Week 3: Telling the truth, saying sorry or making amends; Week 4: Helping someone who is feeling sad or lonely.
CHANGES	Knowing myself; Understanding my feelings; Managing my feelings; Understanding the feelings of others; Planning to reach a goal; Belonging to a community; Making choices.	Week 1: Coping with an unexpected change; Week 2: Getting better at their learning; Week 3: Changing their behaviour for the better; Week 4: Making the best of an unwelcome change.