

Brookfield Park Primary School



Collective Worship Policy

Reviewed March 2025

Signed: Callum Deeming Date: March 2025
Review Date.....

Learning Together



INVESTORS
IN PEOPLE | Gold

Mission Statement

At Brookfield Park we provide a happy, safe and caring environment where all individuals get the chance they deserve and the opportunity to develop skills for life.

We gain high standards through great expectations of all and by creating interesting and exciting learning experiences.

By working together and being supportive of each other, children and family, we nurture a community where everyone wants to succeed.

School Aims

- To create a happy, safe and caring environment where there is a place for everyone and there is a feeling of belonging.
- To ensure that each learner reaches his/her potential in academic excellence
- To encourage positive self-image to give every pupil confidence to deal with events or problems as they occur
- To offer a range of experiences whether aesthetic, physical, cultural or spiritual within a rich and creative learning environment, to expand every pupils' knowledge and understanding of the world around

Introduction to Policy

Section 70 of the School Standards and Framework Act 1998 stipulates that pupils of community, foundation or voluntary schools in England and Wales must take part in a daily act of Collective Worship, unless they have been explicitly withdrawn by their parents. The responsibility for ensuring that the rules are applied rests with a school's head teacher, its governing body and the Local Education Authority.

Collective Worship need not be at the beginning of the school day and may be a single act for all pupils or separate acts for pupils in different age groups or in different year groups. At Brookfield Park we focus on someone or something promoting spiritual, moral and cultural development of all children consistent with the aims of the school.

Withdrawal

As with Religious Education, parents or carers have a right to withdraw their children from the act of worship if they wish. If parents or carers wish to exercise this right, they should make an appointment to speak to the Head-teacher. Arrangements are made for children who are withdrawn from collective worship. Teachers are not obligated to provide alternative lessons/activities for these children.

Aims of Collective Worship

- To provide opportunity for an experience of worship
- To reflect on values and concerns of the school and wider community
- To deepen and widen pupils' emotional response
- To develop a sense of awe, wonder and mystery
- To develop a sense of self-worth and the value of others
- To provide opportunity to celebrate life's experiences
- For children to gain experience and knowledge of the Christian faith
- Contribute to pupils' spiritual development
- Widen understanding of the world, reflecting on the regular events of the Christian calendar in appropriate ways
- Widen awareness of other faiths and beliefs

Worship should in some sense reflect something special or separate from ordinary school activities. It must be remembered that worship is collective not 'corporate' i.e. it is different from worship among a group with shared beliefs. As collective worship is distinctive from assembly, if held at the same time, it should be separated. Taking part in collective worship implies more than passive attendance.

Planning

Collective worship is planned by the Religious Education subject leader, with a different theme covered every week. At the beginning of each half term, a theme is taken from the new PSHE scheme of work called 'Jigsaw'. Themes include:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Other themes take into account events in the Christian calendar, as well as events from other faiths. More general themes are also covered as well as special day and special events in the life of the school. Collective worship is taken by a member of the senior leadership team, usually in the afternoon, as either a whole school or in Key Stages.

Monday - Whole school Collective Worship/ Assembly

Tuesday - Song Practice

Wednesday - Key Stage One Collective Worship/ Assembly

Thursday - Key Stage Two Collective Worship/ Assembly

Friday - Pupil of the Week Assembly

Special Gatherings

Special Collective Worship include Posada at Christmas, Harvest Celebration and Easter. The Reverend of St Paul's Church in Skelmersdale is often invited to lead these acts of worship. Every term we hold a special assembly called 'Champion Child' to celebrate one child from each class who has impressed their teachers in some way.

Collective worship seeks to raise standards across the school by:

- Developing awareness that life involves choices in belief, attitude, behaviour and relationships
- Making children aware that they are responsible for their own decisions and choices
- Promoting a sense of moral responsibility
- Making children aware that their actions have consequences
- That there are issues of meaning, purpose and value in life
- Fostering an inclusive and tolerant attitude

Raising Standards of Behaviour

Children are expected to understand the sense of occasion around collective worship and are therefore required to behave appropriately. This is achieved by:

- All children being aware of the Assembly Code of Conduct and its consequences
- Staff not raising their voices to children, but promptly rewarding displays of appropriate behaviour
- Members of staff escorting pupils out of the hall when they hear the bell ring
- At least one member of staff remaining in the hall
- Music played at the start of and end of assembly, with children being encouraged to listen and reflect (music changed weekly and themes varied)

- The learning of songs and hymns
- Parents/ carers and members of the local community invited to special assemblies
- Opportunities to involve pupils as active participants where possible
- Age-related and pupil centered worship, based on children's own experiences and concerns

Monitoring and Evaluation

Collective worship is monitored by the RE subject leader together with the RE subject governor, with the aim of maintaining and raising standards.

British Values

Assembly themes are included throughout the year to promote the essential British values of 'democracy, the rule of law, individual liberty and a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith' (School Inspection Handbook from September 2015).

Diversity and Cohesion

Collective worship/ Assemblies:

- recognise the wide variety of backgrounds from which pupils come
- are "inclusive" (i.e. allow for every child, who may not have any religious belief, to be included and fully involved in a meaningful manner)
- encourage the active participation of pupils and other members of the school community
- are part of a curriculum programme which has been appropriately planned
- employ a rich variety of methods of delivery, media, format and participation
- include visiting speakers and groups from the local and broader community

It should be emphasised, however, that ALL who are invited to lead acts of collective worship should have the opportunity to read the school's policy and are fully aware of those aspects of the law concerning evangelism.

Collective Worship is a whole school issue. A balanced, planned programme will reflect the life and work of the school and local community. The programme will contain themes which during the course of the year are likely to centre around

- * Religious festivals and special days
- * Annual events and anniversaries
- * Aspects of the school curriculum
- * Developments from classroom activities
- * Published assembly books and other literature

Inclusivity

At Brookfield Park, we avoid tying religious faith with the children's behaviour too tightly and do not put people in a corner. Both adults and children need to feel that their identity is protected. Use of non-offensive phrases such as 'Christians believe' or 'Jesus said' is encouraged. We do not say 'You should...' or 'We all...'. nor make comments about other faiths, agnostics or atheists. Furthermore, we do not go into highly controversial areas nor do we be denominational in an act of worship. We do not make children pray, instead ask them to listen while you pray or read a prayer. If hymns and songs are used, we ask children to think carefully about the words, in the light of some of the dangers of worship already described. For example, singing the song 'Jesus is Lord' may be inappropriate in many situations.

Purpose

Worship has to do with worth and worthiness. It is recognising, affirming and celebrating that which is worthy of honour and respect - ideals and the highest achievements of which humanity is capable, matters of truth, goodness and beauty, an appreciation of the world, a recognition of the interdependence of human beings, a response to the plight of those in need.

A daily act of worship forms part of each day's structure. It can be arranged to take place at any time of the day, although it is usually held in the afternoons. It may happen in class, year groups, key stages or whole school assembly time. Unless withdrawn through parental choice, all children will be present at times of collective worship. Children are encouraged to enter and withdraw quietly, reflecting on issues spoken and listening to the music played. A list of suitable themes for use throughout the year is in the Collective Worship file and the RE subject leader file.

We attempt to achieve a real sense of purpose by sensitively trying to "evoke those senses and feelings from which it might be said that worship most naturally arises".

These might include:-

- a sense of awe and wonder,
- a sense of beauty,
- a sense of sympathy and pity,
- a sense of perspective; smallness in the face of greatness; grandness in the face of smallness,
- a sense of justice and injustice,
- a sense of shared loss,
- a sense of gratitude and appreciation,
- a feeling of shared sadness, joy; a feeling of being "moved" and the need to take action,
- a sense of inner peace,

- a sense of right and wrong,
- a feeling of pride and achievement,
- a sense of stillness in the midst of a busy and changing existence,
- a sense of community