



Hillcross Primary School

Collective Worship Policy

Mission, Vision and Culture

At Hillcross we nurture our children to think critically and creatively within a collaborative community.

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity. Through our school culture of high aspiration, embracing challenge, acting with compassion, a shared responsibility and by showing respect for all, we aim to develop a resilient school community of compassionate global citizens.

Rationale

The Collective Worship Policy at Hillcross Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that the many of our pupils are practising members of other faiths we base our assemblies on those aspects of Christian teaching that are shared with other faiths.

The Collective Worship Policy of Hillcross Primary School is consonant with the philosophy and aims of the school as expressed in the school vision statement. Collective Worship is conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of Hillcross Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing *opportunities* to:

- worship God
- reflect on that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs



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- develop their own spirituality
- reflect on the direction of their lives
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human
- consider the wonders and worries of the world

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, in Hillcross Primary School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure collective worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

The Management of Collective Worship

The Pastoral Lead Assistant Headteacher, in liaison with the Senior Leadership Team and RE leader, will plan, monitor and evaluate acts of Collective Worship.

The Organisation of Collective Worship

Assembly and Collective Worship are two different and distinct activities. An assembly is a gathering together for the purpose of giving information, notices, reiterating school rules etc. Collective Worship is the part of that gathering together where an act of worship takes place. Between the two activities, which are held together for logistic reasons we ensure that children are clear when 'Assembly' finishes and 'Collective Worship' begins or vice versa.

To accommodate timetables that enable all children to access the curriculum, it is not always possible for the whole school to be present at the same time. Collective Worship is organised to provide a variety of groupings and will take place in the school hall or an appropriate alternative space, this includes in classrooms, as a live stream or as a video for the class to watch and discuss. The Collective Worship Rota will indicate the time the collective worship will take place and the content and approach of each day. This may include praise through song and celebration.

Collective acts of worship will usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

Collective acts of worship are incorporated into whole school assemblies, RE, P4C and PHSE lessons

Leadership

Every member of the teaching staff will be involved in leading acts of worship at some point in the school year. We welcome visitors to our assemblies both as participants and as leaders. Some visitors lead Collective Worship on a regular basis.

Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

A termly rota lists themes, special occasions and events, but is flexible to allow the inclusion of current and topical issues. The school subscribes to Picture News an organisation that provides staff with resources to create engaging



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and exciting CW sessions that allow opportunities for children to learn about our world, develop independence, resilience, respect and unlock their own drive and passion for learning. Exploring the news not only provides great content and stimulus and grips children's attention, it is also something that the children can impact, thus fitting in with our vision.

Collective Worship/assembly notes and resources e.g. PowerPoint presentations are saved onto Google Drive so that all staff can ensure that there is continuity and progression, and to enable the monitoring and evaluation of acts of worship to take place. Specific links are made to British Values (and Equality), UN Articles and Habits of Mind and the theme of safeguarding and the promotion of positive wellbeing is woven throughout.

The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer. Pupils are allowed to respond in ways that are appropriate to them. The leader will make it clear when the time to be silent has come. This can be done in a number of ways such as:

- The leader can say 'I am going to say a prayer from the..... faith now and I want you to listen and think about what I am saying'
- 'I am going to say some words found in the inspirational writings of the..... community which I want you to think about quietly'
- 'Now, while we are quiet, I would like you to listen to the words of a well-known prayer'
- 'I would like you to either say a quiet prayer now or think quietly about what we have heard this morning'
- Pupils could be trained that a gong, chime or Indian bells are an indication of the beginning and end of a time of silent reflection
- Lighting a candle could also be a sign that this is a time of silent reflection
- Using a suitable image for pupils to focus on.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made.

Withdrawal

Our assemblies will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable to attend the assembly/act of collective worship.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all pupils fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children assess the curriculum and make the best possible progress.

Safeguarding Commitment



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The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Monitoring and Evaluation

Reviewed: April 2018, April 2021, April 2024

Date of next review: April 2027