



# Collective Worship Policy

Adopted by Hunslet Moor Primary School  
Governing Body June 2015  
Reviewed August 2023  
To be reviewed by Governors July 2025

# Collective Worship Policy

The core purpose of our school is to ensure that *everyone* learns, achieves and enjoys.

## The Vision

In line with national and local requirements, the Governing Body and other stakeholder's vision for our school is:

- To become a high achieving community that will meet the needs of all pupils and their parents; and
- To help pupils, teachers, parents and Governors recognise and achieve their full potential.

## This is realised through our school aims:

- To nurture respectful, responsible children who reach their full potential.
- To create an environment where every child is able to achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
- To provide stimulating learning opportunities and environments that engage children and promotes a passion for learning.
- For children to develop pride in their work and in all that they do.
- To celebrate all success.
- For children to behave in a way that promotes everyone's enjoyment in school.
- To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.
- To create a place of study that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
- To embrace, value and celebrate all cultures represented in school.

At Hunslet Moor Primary School we aim to provide a happy, secure environment in which children thrive and develop intellectually, emotionally socially and physically, thus making a positive contribution to their community.

## **The Law**

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.

*Aiming for Excellence: Unlocking Every Child's Potential*

- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

### **Right of withdrawal**

- Parents have the statutory right to withdraw their children from collective worships. School needs to provide an alternative activity at no extra cost to themselves or the authority. School will arrange to meet with any parents who request this.
- Staff have the right to withdraw from acts of collective worship after consultation with the Headteacher; this needs to be both verbally and in written form.

### **Collective Worship at Hunslet Moor**

Hunslet Moor recognises collective worships and assemblies are distinctive of each other

*The act of Collective Worship must be seen as a distinct aspect of an assembly:*

- *Collective Worship is a special time for pupils to reflect upon life experiences and ultimate questions and if appropriate, focus on God. It should allow the pupils to be able to make a spiritual response.*
- *An assembly is a gathering of part or all of the children and staff at the school. It is concerned with administrative matters and other announcements about school life alongside reflection.*

### **The value of Collective Worship**

The school sees the time set aside for collective worship as being a time for sharing and togetherness, a sharing of knowledge, feelings and experience. It is seen as a time when we foster a sense of belonging to the school, to the wider community of our school and to the society and world in which we live. We aim for our programme of collective worship to enrich the life of school in many ways and try to be creative and imaginative in organising this provision. We believe that collective worship:

- Offers space for the **school community** to learn, grow and celebrate together;
- Provides an opportunity for **personal reflection** on individual life or wider issues;
- Nurtures all aspects of **SMSC development**, especially spiritual development;
- Offers opportunities to develop understanding of diverse faiths and cultures, so contributing to the promotion of **fundamental values**;
- Enables us to meet and engage with the **local community** through participation in Collective Worship ;
- Responds to **topical or local issues** in a flexible and sensitive way;
- Provides chances for pupils and staff to **develop their own abilities** in preparing, presenting or evaluating Collective Worship.

We see collective worship as an educational opportunity with clear objectives for spiritual development and wider SMSC awareness. We use this time to encourage pupils to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions together
- Show concern for the daily happenings in school life, the local community, the wider world
- Share appreciation of worthwhile projects undertaken by groups within the school
- Explore and review the variety of values, attitudes, standards, manifested in religions and society

- Reflect upon dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

We are proud of the diversity of the school community and as such, acts of collective worship at Hunslet Moor reflect and celebrate the traditions of the major world religions, particularly those that are represented in the school and the wider community. Our collective worships will be inclusive of all children whatever their ability, gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or development. We will always seek to make the worship appropriate to age, ability and family background of the pupils. Wherever possible, we will seek to include pupils in planning and leading of acts of worship.

### **Organisation of Collective Worship**

*See appendix A*

### **Structure of Collective Worship**

*See appendix B*

### **School Staff**

Through Collective Worship we aim to:

- Provide an all-inclusive opportunity to build and reinforce community values;
- Reflect on and understand elements of life which are of value and worth;
- Provide a variety of opportunities for spiritual, moral, social, cultural and intellectual development;
- Provide opportunities for expressing shared experiences and interests and for celebrating special occasions together;
- Provide opportunities in which pupils interact with other year groups, staff and on occasions, the wider community;
- Fulfil statutory requirements of a daily act of Collective Worship for all pupils.

### **Children**

Through Collective Worship we aim to encourage and promote the opportunity for children to:

- Learn about life, each other, the community and the world they live in;
- Learn about and promote greater understanding, tolerance and respect for each other's cultures and beliefs;
- Help develop empathy, care and sensitivity, and a positive self image;
- Celebrate in each other's successes and achievements through sharing work and ideas, thereby developing a sense of belonging to the school community;
- Develop a knowledge and understanding of the importance of religious stories and ideas found in Christianity and other major religions;
- Reflect upon the purpose and meaning of things;
- Appreciate and celebrate festivals within the school community;
- Encourage appropriate behaviour within specific social settings and gatherings and reflect on matters of right and wrong.

### **Parents and Carers**

- To be understanding and supportive of our aims regarding Collective Worship;
- To support the children with any task that they may be preparing for an act of Collective Worship in school;
- To encourage and praise their child's efforts when the child is participating in an act of Collective Worship;
- To attend, whenever possible, any of the acts of Collective Worship. We welcome all of our parents and carers to all acts of Collective Worship.

### **Governors**

- To appoint a designated link governor who will:
  - a) meet with the Collective Worship Subject Leader at least once a year to find out about:
    - ❖ the school's systems for planning Collective Worship, supporting staff and monitoring provision and responses;
    - ❖ the allocation, use and adequacy of resources.
  - b) visit school and talk to pupils about their experiences of Collective Worship;
  - c) promote and support the positive involvement of parents with regards to Collective Worship;
  - d) attend training and other events relating to the provision of Collective Worship;
  - e) report jointly with the Subject Leader:
    - ❖ for the school Prospectus/ website;
    - ❖ to the Governing Body with recommendations, if appropriate, once a year.
- To be understanding and supportive of our aims in learning and teaching through Collective Worship and review the Collective Worship Policy in line with the policy review cycle.

### **Assessment, Record Keeping and Reporting**

- The teacher evaluates acts of collective worship. Teachers need to make a judgement about the children's level of engagement and response (verbal and non-verbal) and these evaluations should inform the planning of the following session of collective worship.

### **Monitoring and Review**

- The monitoring of the standards of the children's responses and of the quality of provision regarding Collective Worship is the responsibility of the Religious Education and Collective Worship Subject Leader and the Senior Leadership Team.
- The Religious Education and Collective Worship Subject Leader regularly discusses the provision of Collective Worship with the Headteacher and provides an annual RE subject report in which s/he evaluates the strengths and weaknesses of Collective Worship at the school and indicates areas for further improvement.
- During the year, the Religious Education and Collective Worship subject leader has specially allocated time for carrying out the vital task of monitoring Collective Worship; both in whole school and phase assemblies but also for visiting classes to observe the provision of class based Collective Worship.
- The Governing Body have a legal duty to monitor and review the provision of Collective Worship at the school and this policy. They seek to do this through annually reviewing the policy, meeting with the Religious Education and Collective Worship Subject Leader, the Headteacher and other senior leaders and through attending acts of Collective Worship.

**Appendix A**  
**EYFS**

**Organisation of Collective Worship**

Day	Time	Who	Lead
Monday	3:10 - 3:15	Class based until Summer Term.	Class teacher
Tuesday			Class teacher
Wednesday			Class teacher
Thursday			Class Teacher *(Summer Term Assembly led by SLT)
Friday			Class teacher

**Key Stage 1**

Day	Time	Who	Lead
Monday	2.30-3.00	Whole school	SLT
Tuesday	3.10 - 3:15	Class based	Class teacher
Wednesday	3.10 - 3:15	Class based	Class teacher
Thursday	2.30-3.00	KS1 Assembly	SLT/SMT
Friday	3.10 - 3:15	Class based	Class teacher

**Key Stage 2**

Day	Time	Who	Lead
Monday	2.30-3.00	Whole school	SLT
Tuesday	3.10 - 3:15	Class based	Class teacher
Wednesday	3.10 - 3:15	Class based	Class teacher
Thursday	3.10 - 3:15	Class based	Class teacher
Friday	2.30-3.00	KS2 Assembly	SLT/SMT

## Phase Weekly Structure

<b>EYFS</b>				
Monday Class based	Tuesday Class based	Wednesday Class based	Thursday Class based	Friday Class based
Question for reflection.	Display an object, picture, word related to the question	Simplified religious reference	Pupil participation on their thoughts/experience	Taking it forward

<b>KS1</b>				
Monday Whole School	Tuesday Class based	Wednesday Class based	Thursday Key Stage	Friday Class based
Question for reflection.	Display an object, picture, word related to the question		Simplified religious reference Children to reflect question set at the beginning of the week in the form of feedback from one or two children quiet moment of reflection	Taking it forward

<b>KS2</b>				
Monday Whole school	Tuesday Class based	Wednesday Class Based	Thursday Class based	Friday Key Stage
Question for reflection.	Display an object, picture, word related to the question		Religious reference. Pupil participation on their understanding/experience of question Taking it forward	Children to reflect question set at the beginning of the week in the form of feedback from one or two children quiet moment of reflection

### **Bank Holiday Monday**

<b>EYFS</b>				
Monday Class based	Tuesday Class based	Wednesday Class Based	Thursday Class based	Friday Class based
Bank Holiday Monday	Question for reflection .	Religious reference	Pupil feedback on their understanding/experience of question	Taking it forward

<b>KS1</b>				
Monday Whole School	Tuesday Class based	Wednesday Class based	Thursday Key Stage	Friday Class based
Bank Holiday Monday	Question for reflection.		Religious reference. Children to reflect question set at the beginning of the week in the form of feedback from one or two children quiet moment of reflection	Taking it forward

<b>KS2</b>				
Monday Whole School	Tuesday Class based	Wednesday Class Based	Thursday Class based	Friday Key Stage
Bank Holiday Monday	Question for reflection.		Religious reference. Pupil feedback on their understanding/experience of question Taking it forward	Children to reflect question set at the beginning of the week in the form of feedback from one or two children quiet moment of reflection



## **Appendix B**

### **Collective Worship Structure**

Religious or secular focus

Whole school approach to the theme of the weekly assembly and class collective worship

**Atmosphere** – children have to understand that this is a special time of the day

- Calm
- Peaceful
- Inclusive

**Focal point**

- Object
- Picture
- Word
- Phrase

**Theme**

- Religious celebrations
- Link to national focus – bullying, autism, Harvest, Hajji, Remembrance Day, Earth Day
- Emotion – forgiveness, trust, DREAMS
- Current Affairs – Climate change,

**Possible Resources**

- Song lyric
- Poem
- Picture
- Video clip (minute or so)
- Newsround