



# GREEN LANES SCHOOL POLICY

## FOR

### Collective Worship

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary School, we create independent and resilient learners for life.*

<b>Signed by</b>	<b>Signed by Green Lanes governing body</b>
<b>Signed by</b>	<b>Signed by Headteacher</b>
<b>Date Reviewed</b>	<b>Autumn 2024</b>
<b>Due for review</b>	<b>Autumn 2026</b>

# **COLLECTIVE WORSHIP IN COMMUNITY and FOUNDATION SCHOOLS (without a religious character) (Note 1)**

## **BACKGROUND TO COLLECTIVE WORSHIP AT OUR SCHOOL**

It is a legal requirement that all registered school age pupils take part in an act of worship/reflection each day. These acts of worship must be “wholly or mainly of a broadly Christian Character” for the majority of the time. They must also be “appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils”. <https://www.gov.uk/government/publications/collective-worship-in-schools>

Families who send their children to Green Lanes Primary are *in the main ‘nominally’* Christian and from a range of faith backgrounds, including Hindu, Muslim, Jewish etc. Some children are from practising Christian families, in addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship/reflect we have to consider the cultural and religious backgrounds of our children and families. The faith background of both the staff and the child’s family is respected at all times.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the headteacher. Teachers may also withdraw from collective worship.

## **SOME DEFINITIONS**

### **Collective worship**

Collective Worship/reflection 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.

### **Worship of a broadly Christian character**

The majority of acts of worship must be of a “broadly Christian character”, and those that are must reflect the broad traditions of Christian belief without being denominational. Paragraphs 60-63 of the DFE Circular 1/94 asks schools to define this as according a special status to Jesus Christ.

We aim to be fully inclusive in our worship/reflection in this school, taking the family backgrounds of the children into consideration.

## **VALUES AND AIMS**

We believe at Green Lanes Primary that collective worship/reflection both supports and strengthens what we aim to do in every aspect of school life. Our therapeutic ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship/reflection. We value this special time in the school day for the space it gives children to develop a sense of self and others.

Through our collective worship/reflection we aim to provide a caring and supporting environment for children to:

- To become aware of their emotions, thoughts and beliefs
- To develop an understanding of the beliefs of others
- To develop tolerance and respect for self and others

Worship/reflection supports the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. In particular school worship/reflection here develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

## **OBJECTIVES**

We see school worship/reflection as an opportunity to:

- Develop and understand self and others
- Celebrate special occasions together and build community
- Develop an understanding of cultural capital
- Develop and understand community

## **PLANNING**

In this school we combine our acts of worship/reflection with assembly and daily journaling, helping to ensure that worship/reflection takes place within a broad educational framework. This is done through assemblies (Monday and Thursday) and daily journaling and reflection which takes place 3 times a day; morning, after lunch and at the end of the school day. RE is taught sequentially through our scheme of work Twinkl and also linked in our Lessons for life (PSHE) - <https://www.twinkl.co.uk/>

Whole assemblies encompass religious festivals, known national or international events, and aspects taken from the school calendar.

We believe that our school ethos linked to our behavior and relationships policy is crucial to the quality of the worship/reflection.

### **We choose from a range of methods, including:**

- Sequential scheme of work Twinkl RE
- Assemblies - celebration of key religious events including a focus on culture
- Discussion based activities and floor books
- Journaling activities
- Visitors - faith leaders and community members sharing their faith

## **SUCCESS CRITERIA**

We evaluate our acts of worship against some of the following:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect and tolerance within the school community
- Positive response to shared experience
- A contribution to individual and community sense of well being
- Marking of key religious or world events
- A sense of mindfulness
- Values of tolerance and respect
- Promotion of the ethos and values of the school
- Enrichment of pupil's experience

## **SOME CHALLENGES**

### **Song/music**

Song/music is a very powerful means of creating the right atmosphere and unifies and uplifts the school community. We have a bank of music from which to draw, taken from a variety of cultures and types. Likewise, with the songs we sing. We are careful with our songs to recognise that there might be some words which some of our children would find offensive to sing. We have changed the words of some songs to make them more inclusive. We select our songs/music carefully to match the theme we use 'singing hands' songs and signing to make as part of our inclusive approach and the 'Sing up' resources.

### **Prayer/moment of reflection/mindfulness**

The use of prayer has led to a great deal of debate. We feel that a moment of reflection/mindfulness is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our reflections/mindfulness which gives offers inclusivity.

### **Visitors & Visits**

We promote a community approach in which visitors share their religious cultures. Visitors are required them to adhere to our values of kindness, respect and tolerance.

We have made links with community leaders and families who visit us regularly to support and extend learning in the subject.

Trips to local places of worship also support the learning of pupils and their understanding of different religions.