

## **HOLBROOK PRIMARY SCHOOL COLLECTIVE WORSHIP Policy**

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**Date:** March 2018  
**Reviewed:** February 2022

### **1. INTRODUCTION**

- 1.1 Holbrook School has many families from other faiths and others who have no faith commitment. Collective worship will be appropriate to the family backgrounds of pupils, their ages and aptitudes. The act of collective worship at Holbrook School will be an affirmation and celebration of the values and ethos of the school combined with moral purpose and British Values. Teachers will assist the children to respect each other, by respecting differences in customs, beliefs and lifestyles, leading them to see the value of shared issues and concerns of all peoples.
- 1.2 As the school has received a determination from SACRE, our collective worship will not relate specifically to the traditions of Christian belief. The content of assemblies will include the beliefs of many religions and over the year we will ensure that the major faiths represented by our school population receive similar coverage. They will also incorporate British Values, showing how these are representative across all cultures and religions.

### **2. LEGAL REQUIREMENTS**

- 2.1 All pupils must take part in a daily act of collective worship, unless their parents have withdrawn them
- 2.2 Parents have a right to withdraw their children from collective worship

### **3. RATIONALE**

- 3.1 Assemblies will provide an opportunity for school, class or year groups to come together to collectively share and respond to a range of themes or issues.
- 3.2 Children and adults will have the opportunity for a moment of personal, quiet reflection but we will not lead an act of worship that focuses on a particular religion.
- 3.3 Aspects which all can share in their own way are awe, wonder, mystery, celebration, reverence, reflection, fellowship, awareness, praise and thanks giving. The intention of collective worship is a shared experience which enables those taking part to participate at different levels allowing

time for reflection and the possibility of enlarging a child's own understanding of themselves and the world around.

#### **4. AIMS**

4.1 It is part of the general aims of the school to address the needs of all its pupils, offering a wide-ranging education to prepare them for life, not only in their community, but also in the wider world. To this end, collective worship is seen as part of the school's broadly based and balanced curriculum.

4.2 Assemblies should:

- Create a sense of gathering for a purpose
- Enhance the pupils' educational experience
- Enable pupils to explore their own beliefs in relation to those of others
- Provide a daily focal point in the life of the school for the transmission and development of all that the school stands for in terms of beliefs, values, moral codes and community ethos
- Contribute to the sense of community and belonging within the school
- Develop positive attitudes among pupils
- Develop a sense of mystery and fascination about the world
- Promote wonder in the presence of the marvels of the natural world
- Foster tolerance and understanding and a willingness to acknowledge the needs, feeling and aspirations of others
- Encourage a reflective response to a variety of life situations
- Develop respect for others and a willingness to learn from their insights
- Extend the child's ability to respond for example with sympathy and compassion to others who may live in poverty or suffering
- Encourage admiration for the human values of decency, honesty, self-sacrifice, courage etc.

4.3 Acts of collective Worship

Within our assembly time a moment of reflection should be included, which allows children to think or reflect. This should contain thoughts which can make an impact on any person, whether or not they have a background of religious faith.

#### **5. APPROACHES**

5.1 All children take part in a daily assembly where themes are explored. At present, due to COVID restrictions, these are class assemblies with BEST assembly on a Friday which at present is virtual.

5.2 Assemblies are led by the Head teacher, Deputy Head teacher and class teachers.

- 5.3 Each week there is an awards assembly where we celebrate children's achievement. These assemblies are normally held on Fridays and at present is virtual and parents are sent a link so that they can watch at home.
- 5.4 The most significant religious festivals are presently celebrated during the virtual BEST assembly. These festivals would include Harvest, Diwali, Eid, Christmas, Easter and Vaisakhi
- 5.5 A record of all assemblies is kept online in staff resources.

## **6. MANAGEMENT**

- 6.1 Each term, the PSHE curriculum determines the themes to be explored each week . A theme often lasts for a number of weeks so that it can be explored in depth. The theme is introduced at a Monday assembly and can then be explored during the rest of the week.
- 6.3 Class and year group assemblies are organised by the teams

## **7. METHODS AND CONTENT**

- 7.1 Assemblies should be valued and relevant to all pupils. The use of creative arts, music, dance, picture, religious symbol, all allow for a range of response that adds to the richness and variety of the experience.
- 7.2 Assemblies should include:
- Time for thinking
  - Time for sharing
  - Time for listening
  - Time for stillness and silence
- 7.3 Assemblies should reflect:
- The school calendar
  - Local, national and international events
  - Religious and secular festivals and celebrations, which reflect the multi-faith nature of the school population.
- 7.4 There are a number of sources of inspiration:
- Art and music can contribute to the spiritual dimension
  - The natural world can be a good theme- its wonder, interdependence and co-operation
  - A picture. Poster or slide
  - An object from the technological world can assist reflection on the power and creativity of human beings

- Poetry and prose – fiction and non-fiction - these can be drawn from religious and non religious sources
- Drama, dance
- Anecdotes from personal experience
- The daily news can also be a rich source of assembly theme. Good news about human achievement can inspire pupils. Events can stimulate moral questions. Issues of rights and responsibilities are ever present.
- Involvement of children in presenting their own prayers and thoughts

7.5 When whole school assemblies can return post COVID, we will have music and songs. These should not pertain to the Christian religion, but may include references to a greater spiritual being e.g. God, Lord. Songs and music for listening can add an extra dimension and help to create the right atmosphere for worship

7.6 The story is a powerful way of making an impact in an assembly.

A story can:

- Set a scene outside the realm of pupils' normal experience
- Increase pupils' understanding of themselves
- Enlarge their perspective of the world; increase empathy
- Increase their knowledge and understanding of the nature of faith
- Demonstrate the joys and difficulties of life which pupils may or may not have experienced
- Provide insights into the lives of others- their beliefs and motivations
- Pose moral questions and dilemmas which are relevant across the boundaries of the major faiths
- Develop language and listening skills

## **8. EVALUATION**

The policy implementation and effectiveness will be monitored by members of the Senior Leadership Team and Governors.

## **Resources**

## **Appendix 1**

Collection of published materials in Head teacher's Office

Subscription to Primary Assembly File

Artefacts relating to major religions

Pictures / posters

SHAP calendar of religious celebrations

Web sites [www.oxfam.org.uk](http://www.oxfam.org.uk)  
[www.natsoc.org.uk](http://www.natsoc.org.uk)

### **Advice on care of artefacts:**

There should be a cloth under everything

Jewish and Muslim items should not be put together

Never put shoes on or near artefact displays

Leather should not be put on a Hindu display

## Visiting Speakers

## Appendix 2

The school will take responsibility for its Collective Worship at all times.

The following guidelines have been prepared for speakers in school assemblies so that they are enabled to make an appropriate contribution.

Visitors taking part in collective worship should:

Be willing to share their own experiences, beliefs and insights, but avoid:

- (I) criticising the experiences and insights of others
- (II) imposing their views upon pupils in any way:

Think carefully about what they are going to say, consider the main points that you wish to convey and how to do this as clearly as possible

Think about the ages and abilities of the pupils, and the relevance of what you are saying to their lives

Involve pupils wherever possible; think of imaginative ways of communicating with them;

Be willing to respect and value the faith of children when it is different to their own

Allow pupils time to reflect

Try to make arrangements concerning music, readings etc, well in advance so that the act of worship runs as smoothly as possible

(All Safeguarding practice and policy applies to visitors to school)

**Examples of possible assembly themes for an Autumn Term**

New Beginnings	Friendships
Harvest	Autumn treasures
Darkness and Light	Gifts/ giving
Diwali	Advent
Christmas	Memories / remembering
Winter	Snowy/rainy weather

**Examples for a Spring Term**

New Year –time for Resolutions	New Year – celebrations round the world
Shrove Tuesday, Ash Wednesday	Easter celebrations
New life in nature	Springtime
Chinese New Year	St Patrick
St David	
Mothering Sunday	

**Examples for the Summer Term**

St George's Day	May Day
Winning and Losing	Rivalry and Competition
Sports 'Day	Leisure time
Holidays	The country code
Conservation	Pollution
Summer	

**Miscellaneous**

Hands	Make believe
Is honesty the best policy	Lost and found
Sadness	Happiness
Anger	Sharing
Greed	Telling lies/the truth
Caring for our bodies	Surprises
New babies	The world around us
Beauty	Working together
Belonging	Teamwork
Laugh at yourself	Jig-saws
Live safely	Talents
Getting on with others	Neighbours
I'm starving	Journeys
Winning and losing	Books
Rules	Secrets
Colour	Doing our best
Fear	Creation

Family  
Achievement  
Co-operation  
Favourite things  
Saying sorry  
Putting things right  
Cheating  
Jealousy

Death  
Pride  
Peace  
Fire  
Responsibilities  
Action  
Love  
Changes

The above themes are by no means exhaustive, but are merely offered as suggestions.