



Long Lane Primary School Collective Worship

Date	Description
April 25	Agreed by Operations

Review Schedule	Two years
Next Review	April 27

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Aims

¹Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Collective worship at Long Lane Primary School aims to provide the opportunity for pupils and staff to:

- experience a variety of styles of worship
- celebrate together e.g. festivals, school values, individual achievements
- build a sense of community/foster corporate identity
- develop a reflective approach to living which sometimes encourages understanding of and invitation to prayer
- look beyond the physical, material and measurable
- worship God or reflect on human values
- consider spiritual and moral issues and to explore their own beliefs
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship
- feel safe and affirmed in doing any of the above

Responsibility

The Headteacher will:

- ~~keep a record of all acts of collective worship themes.~~
- ensure appropriate coverage of collective worship themes.
- welcome visitors to lead collective worship from time to time and are given guidance on our worship policy
- draw up a rota for the provision of collective worship
- ²ensure all registered pupils take part on daily collective worship
- apply legislation in full and in such a way as may lead to significant improvements to the quality of religious education and collective worship.
- ³arrange collective worship after consultation with the governing body.

Teachers will:

- complete the record of collective worship each time they take an assembly
- deliver whole school or key stage assemblies as per the rota
- attend ~~achievement~~ **celebration** assemblies each week.

Governors will:

¹ Education Act 1993, Curricular 1/94, Paragraph 50

² Education Act 1993, Curricular 1/94, Paragraph 52

³ Education Act 1993, Curricular 1/94, Paragraph 53

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- ⁴apply legislation in full and in such a way as may lead to significant improvements to the quality of religious education and collective worship.

Policy Statement

By law, Collective Worship must :

- take place for every child not withdrawn by their parents every day
- be wholly or mainly of a broadly Christian character
- take account of the ages, aptitudes and family backgrounds of the pupils
- take place on the school premises, except on occasions, with agreement of governors

Therefore, at Long Lane School our collective worship reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Not every act of collective worship must comply with this; just the majority so we can include material from other religions and non-religious world views.

The school is sensitive to the fact that all pupils and their families will have a variety of beliefs.

Collective worship provides opportunities for pupils' spiritual, moral, social and cultural development in line with school policy. To achieve this, it addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with opportunities to 'respond' at their own level.

Leaders from faiths within the area help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

Individual pupils or group of pupils can be removed from collective worship to attend additional one-to-one or group tuition sessions but only with permission from parents.

⁵The Government also attaches great importance to the role of religious education and collective worship in helping to promote among pupils a clear set of personal values and beliefs. They have a role in promoting respect for and understanding of those with different beliefs and religious practices from their own, based on rigorous study of the different faiths. This country has a long tradition of religious freedom which should be preserved

Withdrawal⁶

Parents can request that their child be totally or partially withdrawn from collective worship. Although parents are not obliged to give a reason for requesting to

⁴ Education Act 1993, Curricular 1/94, Paragraph 8

⁵ Education Act 1993, Curricular 1/94, Paragraph 9

⁶ Education Act 1993, Curricular 1/94, Paragraph 83-87

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withdraw their child in order to avoid misunderstandings the headteacher will establish with the parent/carer :

- The elements of worship the parent would object to the child taking part in
- The practical implications of withdrawing the child from collective worship
- Whether the parent will require any advance notice of such worship and, if so, how much

Guidance and Procedures

Meaning of Collective Worship (Education Act 1993, Curricular 1/94)

Paragraph 57

'Worship' is not defined in the legislation and in the absence of any such definition it should be taken to have its natural and ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'.

Paragraph 58

Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear. Collective worship can, nevertheless, be related to the day to day life, aspirations and concerns of the school.

Paragraph 59

'Taking part' in collective worship implies more than simply passive attendance. It follows that an act of collective worship should be capable of eliciting a response from pupils, even though on a particular occasion some of the pupils may not feel able actively to identify with the act of worship.

<https://humanism.org.uk/education/parents/collective-worship-and-school-assemblies-your-rights/>

Staff non-contact time

We appreciate the need for staff to have some time during the school day set aside for planning and preparation. We also recognise the value of the whole school, including staff being involved in our school worship, this takes place on Wednesday during class assemblies, Thursday during singing assemblies and Friday during celebration assembly where all staff and pupils come together for assembly. During

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Monday and Tuesday assembly, staff have the opportunity to meet with their teaching assistants (these assemblies will be led by the head/deputy teacher).

Song/music

Song/music is a very powerful means of creating the right atmosphere and can unify and uplift the school community. A bank of music from which to draw, taken from a variety of cultures and types is available.

During our assemblies we take time to consider carefully the words of the songs and make this into a worshipful experience by reflecting on and responding to that song.

Prayer

~~We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils are not required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distance children, but give them the opportunity to participate if they so desire; e.g. I am going to pray, please listen if you want to join in at the end you can say Amen, or 'And now in a moment of stillness, listen to the words of a well-known Christian prayer...' In this way we are able to use prayers from many different traditions. It is not always necessary to have a prayer and the use of regular moments of silence and reflection (or 'Calm me time' see below) provides opportunities for some pupils to respond in a personal way if they so wish.~~

'Jigsaw PHSE' scheme links (our PHSE scheme)

Assemblies

'Jigsaw' brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

The Mindful Approach

Children benefit if they can be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement. This is what mindfulness means.

It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life: not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Mindful children can more readily choose their responses to situations rather than react while caught up in their thought-flows and emotions.

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In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations. We use the Jigsaw Chime to help the children focus and the teacher uses the script to teach the mindful breathing. This is further developed by Jigsaw Jerrie Cat's Pause Points

SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

'Discovery RE' scheme links (our RE scheme)

Although RE teaching does not replace Collective Worship (and vice-versa) there are many opportunities for children to make links between the two.

By following Discovery RE we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

Discovery RE Content

Discovery RE meets the requirements of our locally agreed syllabu and covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group.

Please see our RE policy for more information.

Collective Worship Guidance

Collective worship takes place in a variety of groupings in the school hall or the classroom. Acts of worship usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

The time may vary in accordance with the school schedule. Collective Worship can be a whole school, teams or class lead and sometimes we have visiting speakers.

School assemblies will change according to items of interest eg. Royal wedding, School anniversaries, Book authors etc.

Broad Themes used throughout the year

Celebration Relationships Communication Specialness Community Values Journey

PHSE Jigsaw

Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Seven Habits of Happy Children

Habit 1:	Be Proactive	You're in Charge
Habit 2:	Begin with the End in Mind	Have a Plan
Habit 3:	Put First Things First	Work First, Then Play
Habit 4:	Think Win-Win	Everyone Can Win
Habit 5:	Seek First to Understand, Then to be Understood	Listen Before You Talk
Habit 6:	Synergize	Together is Better
Habit 7:	Sharpen the Saw	Balance Feels Best

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	Term 1 (Sept/Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/Apr)	Term 5 (Apr/May)	Term 6 June/Jul
	Being Me in My World <i>British Values</i> (Rule of law)	Celebrating Difference Anti-Bullying Remembrance Day <i>British Values (Tolerance)</i>	Dreams and Goals <i>British Values</i> (Individual liberty)	Healthy Me <i>British Values</i> (Respect)	Relationships <i>British Values</i> (Democracy)	Changing Me <i>British Values</i>
Year 1	SEAL New Beginnings-1 Rosh Hashanah	SEAL Getting on & falling out-1 Diwali Hannukkah	SEAL Going for goals-1 Growth Mindset	SEAL Good to be me-1 Purim Passover	SEAL Relationships-1 Ramadan Shavuot	SEAL Changes-1 Eid-Al-Fitr
	Creation—Genesis Harvest	Noah and the Ark Christmas	The 10 Commandments Joseph and the Dreamcoat Shrove Tuesday Ash Wednesday	Moses 40 days and 40 nights Easter Journey	David and Goliath Pentecost	Jonah and the Whale
	Roald Dahl Day (13 th Sept) Ada Lovelace (12 th Oct)	Louis Pasteur (Dec 1822-1895) Sir Alexander Fleming (1881—1955)	Malala Yousafzai (12 th July) William Wilberforce (July 1759-1833) Charles Darwin (12 th Feb 1809-1882)	Rosa Parks Day (4 th March) Sir Isaac Newton (1642—1726/7) Albert Einstein (14 th March 1879-1955)	Leonardo Da Vinci (April 1452-1519) Florence Nightingale (12 th May) Joanne K Rowling (2 nd May)	Anne Frank (12 th July) Nelson Mandela (18 th July) Katherine Johnson (August 1918-2020)
	National Eye Health Week (24 th —30 th Sept) British Food Fortnight (22 nd Sept—7 th Oct) Dyslexia Awareness Week (1 st —7 th Oct) My Family Week (8 th —14 th Oct) Earth Science Week (13 th —21 st Oct)	Children in Need (13 th Nov) National Recycling Week (12 th —18 th Nov) Anti-Bullying Week (12 th —16 th Nov) Road Safety Week (20 th —26 th Nov)	International Green Week (18 th —27 th Jan) World Interfaith Harmony Week (1 st —7 th Feb) Sign2Sing Week (4 th —10 th Feb) Safer Internet Day (Feb)	National Science and Engineering Week (8 th —17 th March) Red Nose Day (March 2021, 23, 25) The Big Pedal (18 th —22 nd March) Children’s Book Week (29 th April—5 th May)	National Nurses Week (6 th —12 th May) Mental Health Awareness Week (13 th —19 th May) Sun Awareness Week (14 th —20 th May) Walk To School Week (21 st —26 th May)	Child Safety Week (4 th —10 th June) Healthy Eating Week (11 th —15 th June) Festival Of Learning (19 th —25 th June) National School Sports Week (25 th —29 th June)
Year 2	SEAL New Beginnings-2 Yom Kippur	SEAL Getting on & falling out-2 Sukkot All Saints’ Day (1st Nov) St. Andrew’s Day (30th Nov)	SEAL Going for goals-2 Chinese New Year (Feb) St. Valentine’s Day (14th Feb) Seven Habits of Happy Children	SEAL Good to be me-2 Holi Shivaratri St. David’s Day (1st March) St. Patrick’s Day (17th March) St. George’s Day (24th April)	SEAL Relationships-2 Ramadan Vesak May Day	SEAL Changes-2 Eid-Al-Fitr
	The Sower and the seed Harvest	The Good Stranger Christmas	Jesus’ miracles (Feeding the 5000, Walking on water, Healing etc) Epiphany	Easter	The Lost Sheep Ascension	The two Builders
	Helen Sharman (25 th Oct 1963-) Pablo Picasso (Oct 1881—1973)	Jane Austen (16 th Dec 1775-1817) Alexander Graham Bell (7 th March 1847-1922) All Saints’ Day (1 st Nov) St. Andrew’s Day (30 th Nov)	Martin Luther King Day (18 th Jan) Thomas Edison (11 th Feb 1847-1921)	St. David’s Day (1 st March) Tim Berners Lee (13 th March) Greta Thunberg (15 th March) St. Patrick’s Day (17 th March) Marie Curie (23 rd March) St. George’s Day (24 th April)	Charlotte Bronte (21 st Apr 1816-1855) William Shakespeare (23 rd Apr 1564-1616) Mary Anning (21 st May 1799-1847)	Alan Turing (23 rd June 1912-1954) Emily Pankhurst (15 th July) Amelia Earhart (24 th July 1897—1937)
	Recycle Week (24 th Sept—30 th Sept) World Space Week (4 th —10 th Oct) National Braille Week (8 th —14 th Oct)	Children in Need (13 th Nov) Anti-Bullying Week (12 th —16 th Nov) National Tree Week (24 th Nov—2 nd Dec)	National Storytelling Week (20 th Jan—6 th Feb) Safer Internet Day (Feb) Fair Trade Fortnight (25 th February—10 th March)	World Book Day (3 rd March) National Science And Engineering Week (8 th —17 th March) Sport Relief Day (March 2022, 24, 26) Water Week	RSPCA Week (29 th April—5 th May) National Teacher Appreciation Week (6 th —10 th May) National Deaf Awareness Week (15 th —21 st May)	Heart Rhythm Week (4 th —10 th June) Food Safety Week (11 th —19 th June) Children’s Art Week (9 th —17 th June)

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	Chocolate Week (9 th —15 th Oct)			(31 st March—6 th April) National Library Week (7 th —13 th April)	Walk To School Week (21 st —26 th May)	Refugee Week (17 th —23 rd June) National School Sports Week (25 th —29 th June)
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Linked Policies

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Behaviour