

Collective Worship Policy

Roman Road Primary School

The Legal Requirement

The Law (Education Reform Act 1988, 1993, 1996 and the Collective Worship Circular 1/94 1993- 1994)) states that all pupils at a maintained school take part in an act of collective worship every day. It also states that this shall be wholly or mainly of a broadly Christian character and should be appropriate to the ages, aptitudes and family backgrounds of the pupils.

It also states that parents have a right to withdraw their children from all or part of collective worship.

It is a teacher's duty to be present at assemblies, but they have the right not to lead the daily act of collective worship. (It could be arranged for the pupils to lead while the teacher is present.)

What is collective worship?

The definition for "Worship" is drawn from the DFE circular 1/94 "Worship 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....worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common."

Roman Road provides opportunities for worship to happen daily and enables pupils to respond reflectively. Its primary function is an educational one that is to promote spiritual, moral, social, cultural and intellectual development.

In the light of this, collective worship at Roman Road is active rather than passive and directed towards something personal eg thinking about an event, thinking about someone or exploring a value and is a time for reflection for all pupils. Pupils can pray and "worship" God if they have their own faith.

Collective Worship and Religious Education are separate areas of school

life. They are distinct and should not be confused.

Aims of collective worship.

Collective Worship is provided according to Newham guidelines and while it is seen as being distinct from assembly, it may take part at the same gathering.

At Roman Road collective worship is a special time for pupils to reflect upon life experiences and events. It is a time to consider those ultimate questions and when appropriate, focus on God. At the end of assembly, pupils are given a "silent reflective time", which allows them to make a spiritual response and to pray if they want to.

Collective worship makes an important contribution to developing pupils' understanding of fundamental British values as defined by Ofsted.

Through the SEALs themes that we use, worship provides an invaluable tool for promoting and reaffirming the school's ethos of caring for one another and enhancing pupils' well-being, while at the same time developing the school as a community and the wider world.

We are committed to ensuring that we promote equality and diversity in a positive light for all pupils while at the same time being inclusive of all ages, abilities, needs and backgrounds.

Collective worship and assembly.

At Roman Road school our assembly starts with a stimulus eg a quote, some music, a picture or an artefact.

Next the children are engaged by either listening to a story, watching a powerpoint or watching a video clip. Pupils are encouraged to be active and respectful listeners and to respond by sharing ideas and contributing opinions respectfully and with confidence.

The children are then given the opportunity to contemplate and reflect on the assembly through a reflection, poem or a few well chosen words. This is the Act of Worship. Pupils can pray to God if they wish to.

The assemblies are broadly Christian (and this is made clear in the assembly) but may draw on stories from other faiths which illustrate a particular concept or moral. It is always made clear which religion is being discussed. We aim to acknowledge and respect other faiths and cultures by celebrating the diversity of cultures within our school.

Daily collective worship is organized as follows:

Monday : World Festival or Events

Tuesday: Well Done assembly -
Achievements are recognized and certificates awarded.

Alternate weeks - MUSIC Assembly

Wednesday : SEALS Assembly/ based on a story

Thursday : PSHE Assembly

Friday : Circle Time - this is a follow up from the SEALS Assembly

Parents are invited to Whole Class Assemblies during the year where major faith festivals are remembered. They end with a reflection about the theme of the assembly.

The Spiritual, Moral, Social and Cultural Development of Children

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral, social and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Collective Worship, Assembly and the RE Curriculum makes a significant contribution to pupils' development by:

Spiritual development

- allowing pupils to reflect on their inner self and the world around them,

- encouraging children in their personal search for meaning and purpose and their place in the world,
- listening to the views and beliefs of others,
- Imagining and expressing their ideas and thoughts through creative activities,
- considering various forms of prayer and its personal significance,
- developing a sense of wonder, awe, thankfulness, mystery and joy in our world and society.
- Providing an opportunity for pupils to experience worship of God To respond to the aesthetic eg music, poetry, art, literature
- To explore a sense of the sacred and holiness.
- To provide an opportunity for reflection and contemplation To heighten awareness of ultimate questions.

Moral development

- Exploring personal values in relation to oneself, others and the world,
- Exploring the concepts of good and evil, right and wrong,
- Exploring the balance between human rights and responsibilities, Exploring the concept of justice and its implications for society, Exploring role models in different faiths,
- Exploring our feelings
- To encourage respect for others
- To encourage care for the environment
- To understand the importance of commitment in human living
- To foster the virtue of fairmindedness and a willingness to consider the views and values of others.
- To help pupils make informed moral choices.

Social development

- Allowing pupils to meet with people of different faiths and other community leaders (eg school governors),

- Allowing pupils to develop their emotional well-being

- Exploring human nature and our relationships
- To foster a sense of belonging.
- To understand the significance of belonging to a group,
- Learning that they are an equal, valued member of their community,
- To reflect on the school as an inclusive community
- To promote a feeling of community, with a shared ethos and values
- To celebrate gifts, talents and achievements

Cultural development

- Encouraging respect and sensitivity to the feelings and beliefs of others,
- To reflect on the school as a diverse community
- Exploring questions of identity,

- Showing that culture and religion are linked,
- Encouraging respect for people of different backgrounds,
- Looking at similarities and differences between cultures
- Recognizing expressions of cultural and religious identity

- To provide an opportunity to celebrate cultural and religious festivals
- To appreciate the dynamic nature of culture and how it impacts on society.

Intellectual development

- To have an opportunity to empathize with others
- To have an opportunity to interpret beliefs, symbols, stories and poetry

- To be able to apply insights gained into daily life
- To have an opportunity to analyse beliefs and evidence
- To evaluate ideas and values and make links between them

Evaluation and monitoring of collective worship

The RE coordinator organises the assemblies and collective acts of worship.