

Elm Green Preparatory School



Collective Worship Policy 5C

This policy applies to all pupils in the school including those in EYFS

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Collective Worship Policy

Introduction

At Elm Green School all acts of collective worship encourage pupils to respect the Elm Green School Values which incorporate the Fundamental British Values and encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

We recognise that in asking our children to worship we have to consider the background that our children come from and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times. Our acts of worship are 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".

At Elm Green Preparatory School we hold:-

- Full school assembly each Tuesday morning
- Prep assembly each Thursday morning
- Pre-Prep assembly each Thursday afternoon
- Times of class reflection are held when suitable, relevant or required

At Elm Green Preparatory School we believe that:

1. Collective worship contributes to the **moral** development of pupils by providing them with an opportunity to:
 - reflect on matters distinguishing right and wrong
 - hear about incidents in which, and people in whom, goodness or right are exemplified
 - learn about religious and other teachings concerning right and wrong.
2. Collective worship contributes to the **social** development of pupils by providing them with an opportunity to:
 - gather with others for a common purpose
 - share times of joy and sadness with others
 - learn how to behave appropriately within a specific social setting
 - increase self-confidence through public speaking, musical or dramatic performance.
3. Collective worship contributes to the **cultural** development of pupils by providing them with an opportunity to:
 - hear and respond to music and the arts from a range of times, places and cultures
 - reflect upon ideas concerning the concept of beauty
 - appreciate the range of talents and gifts found within the school community and beyond
 - Appreciate and respect their own and other cultures, promoting tolerance and harmony.

4. Collective worship contributes to the **intellectual** development of pupils by providing them with opportunities to:
 - learn and to engage with their minds
 - have ideas concerning values confirmed or challenged
 - reflect on the importance of learning in the context of our school community
 - consider the power of words
 - experience learning of real quality which is related to the pupils' own experiences.

5. Collective worship contributes to the **spiritual** development of pupils by providing them with opportunities to:
 - enjoy a breathing space in the busy whirl of school activity, a time to gather, to be still and to reflect in an atmosphere of peace and tranquility; a time to refresh the spirit
 - develop a "worshipful attitude" characterised by feelings such as awe, wonder, being uplifted, elation, deep appreciation, gratitude, respect and reverence
 - use silence for stilling, reflection, contemplation, meditation and prayer
 - explore a variety of forms of worship which will be meaningful and have a value and purpose for themselves as individuals, for the school and for the wider community
 - heighten pupils' awareness of questions relating to the mysteries of life, and of the beliefs and commitments made by themselves and others in response to such questions
 - develop a sense of community within the school, and of being part of a wider community
 - celebrate achievements and special occasions in respect of individuals, the school and the wider community
 - celebrate difference and diversity
 - heighten aesthetic awareness and to enable pupils to appreciate the use of symbolism and religious language to express feelings and belief
 - Develop their self-knowledge, self-esteem and self confidence.

6. Collective worship contributes to the **inclusive nature** of our school community:
 - it should be 'pupil-friendly' and be relevant to the pupils' concerns and needs. Collective worship must be appropriate for the pupils in that it should take account of the pupils' ages, aptitudes and family backgrounds
 - it should involve pupils in an active way
 - it should foster a sense of community within the school: a sense of shared values, identity, perception, outlook and purpose
 - Collective worship should reflect the ethos of the school and will be instrumental in reinforcing our shared school values
 - By allowing pupils to show initiative and understand how they can contribute positively to the lives of others.

It is our intention that each act of collective worship will touch on one or more of the above areas.

Right of Teachers to Withdraw from Collective Worship

In accordance with legal requirements teachers, or the head teacher, may, where their own religious persuasion or practice conflicts with that of the school's collective worship, make their position known to the head teacher and withdraw from such gatherings. Attendance at secular assemblies or parts of assemblies is still a requirement.

Right of Parents to Withdraw Children from Collective Worship

In accordance with legal requirements, parents may exercise their right to withdraw their children from collective worship. A pupil may not make such a decision themselves. Where parent(s) do seek to withdraw children from acts of collective worship, every effort will be made to ensure that those concerned understand fully the nature of the school worship in order that their decision is an informed one.

As the school has continuing responsibility for the health and safety of pupils withdrawn from collective worship supervision will be arranged as necessary.

This policy is reviewed triennially and is included in the School's policy review schedule.

SAFEGUARDING STATEMENT

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policy

Guidelines for Staff Leading the Assembly

Staff should:

1. liaise with The Head of Music **in advance** to ensure the that music used is appropriate to the focal point. Music should accompany the children in/out of Assembly
2. liaise with IT Technician in advance if technical support is needed e.g. computer, microphones, lights
3. ensure that all equipment including seating, hymn books for visitors is made available and cleared away at the end of the assembly
4. ensure that they are present, standing formally at the front, at the start of Assembly to see the children in. AEM will try to arrange cover for staff who also have to register a class to enable them to be in the hall ready to receive and greet the children formally
5. ensure that their own conduct provides appropriate role models for the children e.g. saying thank you to musicians, avoiding interruptions and not chatting to colleagues
6. check with other staff for announcements or notices
7. ensure that children are dismissed class by class in a formal manner
8. insist that children sit in silence before, during and after Assembly unless invited to contribute
9. all children should be in assembly when parents are attending assembly
10. ensure that assembly content (including that delivered by visitors) precludes the promotion of any partisan political, social or moral views.

Guidelines for students

Students should:

1. proceed to the hall in a quiet line and sit in silence throughout unless invited to contribute
2. bring hymn books
3. fill in the lines of another class if requested
4. sit in silence ...legs folded. Hymn books on the floor
5. ensure that a representative holds open the door on entry and departure
6. sit by an exit, at the end of a line if they are aware of a forthcoming music lesson etc.

Guidelines for all staff

Staff should:

1. insist that children proceed to the hall in a quiet line and sit in silence throughout
2. have any equipment needed e.g. hymn books if required and ensure that children have theirs if required
3. remind children to hold open the door on entry and departure
4. take an active part in supervising the children
5. ensure that their own conduct in assembly provides appropriate role models for the children
6. greet the children on the prompt of the colleague leading the assembly

7. come to the front to address the children if they have an important announcement
8. refrain from clearing away chairs until all children have vacated the Hall.

Visitors for assemblies

Staff should:

1. liaise with the office staff and ensure that the correct proforma has been completed prior to the visit
2. ensure that the visitor is signed in at the office and visitor induction completed
3. assume responsibility for the visitor whilst in school.

Themes/Topics covered in assemblies

	Autumn	Spring	Summer
Main themes	Special people/special places	Relationships	School values and FBV
Themes/information to cover each term on a regular basis	Use of red cards Out of bounds areas Safe playtimes Stranger Danger E-Safety		
Themes underpinning all assemblies and discussions	Anti-bullying and positive behaviour Growth mindset/independent learning Manners and courtesy Well being		