Cowes Primary School



Collective Worship Policy

Reviewed by:

Full Governing Body

On:

January 2024

Next review due:

January 2027

Chair of Governing Body: Sue Cox

Sue Cox

Signature:

Version History						
Date	Description					
Jan 2021	V.1					
Jan 2024	Minor amendments					

Cowes Primary School Collective Worship Policy 2024

The Collective Worship Policy at Cowes Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE.

In line with the 1988 Education Reform Act, which states that collective worship should be "wholly or mainly of a broadly Christian character", we base our assemblies on those aspects of Christian teaching that are shared with other faiths, however other faiths and cultures will be represented.

The Collective Worship Policy of Cowes Primary School is consistent with the philosophy and aims of the school and expressed in the school prospectus. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

Definition of Collective Worship

Collective Worship involves the whole school coming together, as a class, key stage or whole school and participating in an assembly. When collective worship takes place within a class group, teachers will conduct the act of collective worship 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.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at Cowes Primary School. Leaders from faiths and non-religious groups within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these traditions.

Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of Cowes Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit.

For the pupils:

We also intend that Collective Worship contributes to the development of the pupil as a "whole" person by providing opportunities to:

- worship God
- reflect on that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reflect on the direct of their lives
- reinforce positive attitudes

- participate and respond
- reflect on what it means to be human
- consider the wonders and worries of the world.

The Contribution of Collective Worship to Aspects of the Curriculum

Collective Worship time is distinct from curriculum time, however, in our school, Collective Worship will at all times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes.

At times, Collective Worship will enrich classwork through its consideration of the subject matter from different perspectives. The provision of opportunities for the pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice.

To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity through active involvement to "respond" on their own level. The content of all acts of collective worship will be considered to ensure suitability and relevance to pupils of all ages and backgrounds.

The Management of Collective Worship

The Senior Leadership Team will plan and deliver acts of Collective Worship. The role of the Governing Body will monitor and evaluate the provision for Collective Worship through school.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues *(see table at end of document)*. Together with weekly planning and recording sheets, these will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

Withdrawal

Our assemblies will be conducted in a manner that is sensitive and inclusive and will ensure that all children feel comfortable in attending the assembly. However, parents/carers have the right to withdraw their child from any act or acts of Collective Worship.

Those wishing to make such a request are encouraged to discuss with the head teacher of:

- (a) any particular concerns they may have and
- (b) any practical arrangements for the withdrawal.

Appendix 1

The Contribution of Collective Worship to the Spiritual, Moral, Social and Cultural Development of pupils

Spiritual development is promoted by:

- the celebration of special achievements
- guided reflection
- consideration of a variety of beliefs, values and feelings
- appreciation of aspects of life which have special meaning and which contribute to a sense of awe and wonder.

Moral development is promoted by:

- consideration of moral codes found in school and society
- consideration of relationships
- encouraging empathy by the consideration of moral issues and different perspectives

Social development is promoted by:

- coming together as a school or class group
- bringing visitors into school from the community
- sharing values and matters of concern

Cultural development is promoted by:

- using music, art, drama, story and artefacts from a range of cultural background
- exploring and celebrating aspects of religion and culture in Britain through British Values and SMSC
- preparing children for modern day British society.

Cycle	September	October	November	December	January	February	March	April	May	June	July
1 st Year	New Beginnings	Harvest (Food bank)	Remembrance Day	Advent	Resolutions	Tolerance	Easter	Easter	Love thy neighbour	Places of Celebration	Moving On
	The Three Respects	Diwali	All Saints Day	Christmas	Promises and lies	Love	New Life	Caring for our World			Safety in the environment
	Hajj and Mecca	Dintan	Firework Safety – linked	Gifts and Giving		Lent – what does it					
	(Pilgrimage)		to Houses of Parliament			mean and why? (Link					
	If you think you can		Inter-faith Week	Hanukah		to Ramadan)					
	If you think you can		Inter-faith week			Chinese New Year					
	Environment		Living Long, living strong								
SMSC and British Values Links	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Explore & understand their own culture (includes RE) Understand the consequences of their actions. Develop social skills Show respect Mutual respect and tolerance for others. Democracy The rule of law Individual liberty	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Appreciate things like beauty, truth, goodness Explore & understand others' cultures Explore & link with the community Take part in group /school experiences such as assemblies, residential experiences, school productions Understand the consequences of their actions. Mutual respect and tolerance for others.	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Appreciate things like beauty, truth, goodness Understand how previous events have shaped events today Explore & understand their own culture Explore & understand Explore & understa	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Appreciate things like beauty, truth, goodness Understand how previous events have shaped events today Explore & understand their own culture Explore & understand their own culture Explore & understand Explore & understand Experiences such as assemblies, residential experiences, school productions Understand how groups & society function Work in teams or groups cooperatively Show respect Consider the range of	Reflect on work & performance Understanding feelings and emotions Develop empathy Recognise their own creativity Have 'awe & wonder' moments Explore & understand Explore & link with the community and others' cultures Participate in artistic, musical & sporting activities. Take on roles of responsibility Understand how groups & society function Develop social skills Show respect Understand the consequences of their actions. Develop an interest about moral &	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Appreciate things like beauty, truth, goodness Understand how previous events have shaped events today Explore & understand their own culture Explore & link with the community and others' cultures Take on roles of responsibility Understand how groups & society function Develop social skills Show respect Develop skills such as decision making & consideration of others. Understand the consequences of	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Appreciate things like beauty, truth, goodness Have 'awe & wonder' moments Explore & understand their own culture Explore & link with the community and others' cultures Understand how groups & society function Consider the range of accepted	Learn about respect Appreciate things like beauty, truth, goodness Understanding feelings & emotions Develop empathy Recognise their own creativity Understand how previous events have shaped events today Show respect Take on roles of responsibility Understand how groups & society function Work in teams or groups cooperatively Understand the consequences of their actions. Develop an interest about moral & ethical issues. The rule of law Individual liberty	Learn about respect Develop empathy Appreciate things like beauty, truth, goodness Understanding feelings & emotions Develop empathy Explore & understand others' cultures Explore & link with the community Understand others' cultures Explore & link with the community Understand how groups & society function Show respect Understand the consequences of their actions Consider the range of accepted values in society Develop skills such as decision making & consideration of others. Mutual respect and tolerance for others. The rule of law Individual liberty	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Have 'awe & wonder' moments Explore & understand others' cultures Explore & link with the community Understand how groups & society function Show respect Consider the range of accepted values in society Develop skills such as decision making & consideration of others. Mutual respect and tolerance for others. Individual liberty	Explore values & beliefs (RE) Learn about religious beliefs (RE) Develop empathy Learn about respect Appreciate things like beauty, truth, goodness Explore & understand Explore & understand Explore & link with the community and others' cultures Participate in artistic, musical & sporting activities. Understand how groups & society function Develop social skills Show respect Take on roles of responsibility Take part in group /school experiences such as assemblies, residential experiences, school productions Develop skills such as decision making & consideration of others.
		Individual liberty		accepted values in society Develop skills such as decision making & consideration of others Mutual respect and tolerance for others. Individual liberty	Develop skills such as decision making & consideration of others. Democracy The rule of law Individual liberty	their actions Engage with moral philosophy & skills of analysis. Mutual respect and tolerance for others. Individual liberty	values in society Individual liberty				consequences of their actions The rule of law Individual liberty
Extra Suggestions for Variation											