



Ightham Primary School

Collective Worship Policy

Review details:

Next Review Date	September 2023
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Version	Ratified by	Date	Signed
3.0	Full Governing Body	22 nd September 2022	

Ightham Primary School's Vision

Pupils should leave Ightham Primary School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

Ightham Primary School's Curriculum Intent

Ightham Primary School provides a nurturing and inclusive learning environment that enables each of our pupils to thrive with an expectation of high academic standards. We are committed to providing a balanced, accessible and inspirational curriculum which fosters a lifelong love of learning. We value reading and mathematics in particular, as key life skills. Phonics and reading are prioritised to allow pupils to access the full curriculum offer. We aim to ensure a rigorous and sequential approach to ensure that pupils become progressively confident and fluent in the core basic skills. It is our aim to develop a love of reading and mathematical problem solving to help pupils know more, remember more and understand more.

The curriculum goes beyond the expected by celebrating our cultural and historical heritage in conjunction with pupils' personal development. Links with Ightham Mote, poetry in the round, attending the Chiddingstone Literary Festival are a few examples of our bespoke activities. Community Afternoons are used to celebrate the children's spoken word. We inspire our pupils to encounter journalistic literature, scientific enquiry and wider skills in music. The spoken word underpins the pupils' increasing abilities to gain self-confidence when explaining new ideas and engaging in debates. Poetry and drama are supported by links with the wider community and enrich pupils' spiritual, moral, social and cultural development in a very individual way.

Our rich, ambitious and relevant education meets the needs of all children throughout the school. In return, our children develop as independent, confident and successful learners with high aspirations. Our pupils quickly learn how to make a positive contribution to their community. At Ightham, pupils aspire to be members of the wider society as caring, honest and tolerant individuals. The curriculum ensures that academic success is achieved and celebrated. The diverse curriculum, including our exceptional Forest School, encourages creativity, problem solving, responsibility and resilience. Physical development, well-being and mental health are key elements which are supported by our impressive sports provision. They support the development of the whole child and promote a positive attitude to learning.

The curriculum celebrates diversity, encourages tolerance, and develops respect. Children are well prepared for life in modern Britain. The curriculum is designed to give all pupils, including children that are disadvantaged and with SEND, the knowledge and cultural capital they need to succeed in life. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

Importance statement:

The daily act of collective worship at Ightham Primary School plays a central role in our life and work. It provides us with valuable opportunities to reaffirm our values and ethos. It offers important opportunities to strengthen our sense of community, belonging and inclusiveness and to reinforce the respect and care we have for each other. Through collective worship we make a significant contribution to the religious, spiritual, moral, social and cultural development of those present. We want all our children to 'enjoy and achieve' and collective worship provides a valuable vehicle for this.

Aims:

- to provide pupils with a range of opportunities to worship God (however defined or understood);
- to give pupils opportunities to reflect on the significance of Christian (and other faith traditions') stories, events and festivals and how these might affect their lives;
- to offer experiences and opportunities for pupils to join in with and respond to a variety of forms of collective worship in order for them to reflect on the significance of their own and others' beliefs;
- to promote our shared values and contribute to our common life together by celebrating individual achievement, school achievement and wider community achievement within the context of collective worship.

These aims mean that our collective worship programme is such that we can include all our school community.

Collective Worship and the Law:

We comply with legal requirements by providing a daily act of collective worship for all pupils on the school roll, unless they have been withdrawn by their parent(s) 'on grounds of conscience'. Teachers also have the right not to attend or lead an act of collective worship 'on grounds of conscience'. The majority of our acts of collective worship are 'wholly or mainly of a broadly Christian character' whilst recognising the religious, spiritual, moral, social and cultural insights provided by other principal religions and life-stances represented in Kent and in Great Britain.

Collective Worship and Parents:

We emphasise the importance of our collective worship programme in developing our school's ethos and values and in providing a range of opportunities for children to consider important issues for life and living. Parents do however have the right to withdraw their child(ren) from the daily act of collective worship. This is made clear through the information contained in our prospectus. Parents who wish to consider withdrawing their child(ren) are asked to make an appointment with the Head Teacher (and the Collective Worship Leader). If a child is withdrawn from collective worship, they are supervised by an adult outside of the hall/room and are reintegrated for any notices or presentations. Currently there are no withdrawals from our collective worship programme.

Collective worship and staff:

Teachers (and sometimes teaching assistants) attend collective worship with their class. Non-teaching staff may on occasion be invited to attend collective worship. These expectations are explained to all prospective staff at interview. However, if an individual teacher feels their own beliefs might be compromised by our programme of collective worship, they can discuss this with the Head Teacher (and Collective Worship Leader), since they do have the legal right not to attend collective worship 'on grounds of conscience'. Currently none of our teaching staff have asked to withdraw.

Collective Worship Organisation:

We hold acts of collective worship every day:

Monday - singing practise and then a reflection of the school value for the term

Tuesday - the assembly is led by the Head Teacher, the 'Open the Book (OtB) team from St. Peter's (local church) or Reverend Tim Hatwell (reverend of St. Peter's Church)

Wednesday - key stage assembly for KS2 and class assemblies for KS1

Thursday - key stage assembly for KS1 and class assemblies for KS2

Friday - Celebration assembly for the whole school led by the Head teacher or Deputy Head Teacher

An assembly programme is shared with all staff at the beginning of each term. The assemblies focus on the value for the term and in addition to these values we ensure as a school we celebrate our local community, national and international events. We invite visitors from other world faiths and integrate British Values into the programme.

It is the responsibility of staff leading the act of collective worship to ensure that the content and form of delivery is accessible for all those present. The Collective Worship Leader needs to ensure that over time the following opportunities are provided:

- Use of the Bible and other sacred texts as a source for stories and teachings, emphasising common themes and ensuring the inclusiveness of the school community is reinforced. Moral tales/teachings and contemporary situations may also be drawn on where appropriate;
- Marking of appropriate festivals and other significant days;
- Children are given opportunities to join in with prayers.

Whole School/Key Stage Acts of Collective Worship:

- We aim to create an atmosphere of stillness and calm. To aid this, appropriate music is played for entry and exit from the hall.
- The usual format consists of an input from the leader, an appropriate hymn or song, followed by a time of prayer and/or quiet reflection. Leaders are encouraged to actively engage pupils/students through for example questioning and drama;
- The act of collective worship is kept separate from any notices or other items which may be included in this assembly time.
- Visitors may be invited from time to time to lead one of our whole school acts of collective worship;
- The assembly, including the act of collective worship, usually takes 15 minutes altogether.

Class-based Acts of Collective Worship:

- We aim to give our children some 'space' to be quiet and to think reflectively during collective worship in their classroom;
- These acts of collective worship may be led by the class teacher or by one or more of the pupils;
- They usually take between 10 to 15 minutes.

Use of Visitors

The Collective Worship Leader is responsible for liaising with any visitors who come into school to lead collective worship. Practical arrangements such as timing, age range of audience and appropriate content are agreed through discussion. By drawing on people from the local community to lead acts of collective worship we enhance community cohesion. Visitors are not left unaccompanied with children/young people.

Equal Opportunities and Inclusion

Collective worship will challenge stereotypes, misinformation and misconceptions about race, ethnicity, religion and gender. During collective worship, religions will be presented fairly and accurately and diversity and equality will be affirmed.

Resources

Collective worship/ assembly rotas and resources are uploaded to SharePoint and the school network at the beginning of every term.

Role of the Subject Leader

Monitoring of collective worship is the responsibility of Collective Worship Leader, supported by the Head Teacher and/or other members of the Senior Leadership Team (SLT). Monitoring will include the following:

- learning walks
- pupil voice

The Subject Leader is responsible for:

- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in Collective Worship

This policy will be reviewed annually.

Collective Worship Leader: Julie Avery

Date: 8th March 2022