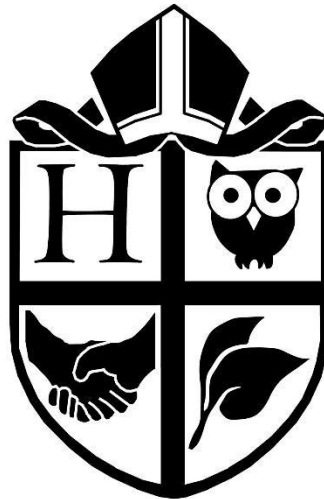




Collective Worship Policy

Hayward's Primary School



Written by:

School Adapted Policy

Signed:

Approved by Governors:

2nd November 2023

Next review due by:

As required

Introduction

At Hayward's we believe that Collective Worship plays a significant role in the spiritual, moral, social and cultural (SMSC) development of our pupils.

'At Hayward's we see Children's social, moral, spiritual and cultural development (SMSC) as integral to everything we do. We believe in providing an education for which benefits the 'whole child' – recognising that SMSC and academic success are inseparable and that high-quality, early experiences, in these areas, lay the foundation for a truly happy and fulfilled life. We recognise that by prioritising these skills we are enhancing children's ability to make positive life choices. As a school, we aspire to nurture the children in our care to grow up to be citizens who actively contribute, in a positive way, to their local, national and world-wide community as well as providing them with the resilience to meet, and the strength to overcome, the challenges of modern life.'

Hayward's Primary School SMSC Statement of Intent 2020.

Collective Worship is also an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is a very busy, active day for our children. We also recognise and promote the links between the values identified in Collective Worship, British Values and our own 'Hayward's Heroes Values'.

The central aims of Collective Worship at Hayward's are to:

- Provide our children with regular opportunities for stillness and reflection
- Enhance children's spiritual, moral, social and cultural development
- Celebrate the worth of school, local, national and global community.
- Celebrate the unique contribution, talents and gifts of each and every child.
- Help children develop and understanding both of the nature and language of worship
- Help children develop mutual respect and tolerance towards the beliefs and values of others.
- Provide time for children to reflect upon, and evaluate, the meaning of their own existence and relationships.

The Legal Position

The 1988 Education Reform Act states that collective worship must be on a daily basis for all registered pupils. Furthermore, acts of worship "**must be wholly or mainly of a broadly Christian character, i.e. reflect the broad traditions of Christian belief.**" At Hayward's we have developed a range of themes and topics through which collective worship takes place. Our times of Collective Worship are based on themes which are clearly Christian in nature but are universal in their application. This is reflected in the mixture of biblical, secular and biographical texts which make up the content.

We recognise that in our school we have children from a variety of faith backgrounds and that many children have no religious background at all.

Great care is taken in our collective worship to ensure that **all children** feel valued and special and that their integrity as human beings is consistently upheld.

Collective Worship at Hayward's is an **inclusive** activity.

Parents do have, of course, the right of withdrawal from Collective Worship. Parents who have any concerns about the provision and practice of our Collective Worship are strongly encouraged to review the RE section on our school website or contact the Headteacher.

Context of Collective worship

In order to promote children’s learning, our acts of worship vary in size & style.

Assemblies – Some of our assemblies in school fulfil Collective Worship objectives. Sometimes these are led by members of school staff (for example when celebrating festivals such as Harvest or Christmas), but often these are led by members of faith communities such as ‘Open the Book’ or local Church leaders. During these times, children may be offered the opportunity to take part in acts of collective prayer but it is always made clear that this is optional and the choice to participate, personal.

Class-based Sessions (known as ‘Connect & Reflect’)– These sessions are led by the class teacher (or other appropriate member of staff) and each year group’s Connect & Reflect sessions are based on a different theme. These themes are broadly Christian in nature but also link closely with our PSHE, Hayward’s Heroes and British Values curriculum.

EYFS	Big Days	Celebrating and exploring key life moments, rites of passage and Christian festivals.
Year One	Wildly Wonderful World	Stories relating to nature, animals and the natural world.
Year Two	Builders, Breakers, Movers and Shakers	Stories relating to building on strong foundations, breaking down barriers and the journey of life.
Year Three	Fruits of the Spirit	Stories, including biographies, focusing on the core values of: love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self control.
Year Four	Be Bold! Be Strong!	Stories, including biographies, focusing on courage in the face of adversity and the strength to be true to ourselves & our values & beliefs.
Year Five	Are You My Neighbour?	Stories, including biographies, focusing on ‘the golden rule’, mutual tolerance and respect and social justice.
Year Six	Growing	Stories examining the ‘Big Story’ of the Bible alongside our own life stories.

In these sessions, children are given the opportunity to talk about, reflect on and develop their understanding of a range of ideas through inclusive, age-appropriate activities such as: the sharing of stories, exploring religious buildings, watching/listening to media and times of

stillness. Children are encouraged to form their own response based on their own values and beliefs.

Visitors play an important part in the life of our school and regularly contribute to acts of worship. All visitors to school are asked to read our Visitor's Code of Conduct (Appendix 1) to ensure they understand the purpose and vision for Collective Worship at Hayward's and are aware of their partnership with the school in ensuring children are safeguarded from harm, of any kind, at all times in line with our safeguarding policy.

APPENDIX 1

Code of Conduct for Faith Representatives, Visits & Visitors

Representatives of religious communities can make a vital contribution to learning when visiting schools or acting as guides in their place of worship. At Hayward's we believe that spiritual and moral development is significantly enhanced through encounters between children of all ages and people of faith as well as visits to places of worship in the community.

When working with children from Hayward's Primary School, we ask that representatives of religious communities be aware that:

- Schools are plural communities: they include staff and pupils from different faith groups (and within those groups, different denominations) and those of no faith or who are part of secular families. **We ask that visitors show sensitivity to this plurality. Each child's beliefs and experiences must be respected.**
- At Hayward's we do not tolerate disrespectful, intolerant or extreme attitudes towards any religious or ethnic groups. **We actively teach the core British Values¹ of 'tolerance for all' and 'mutual respect for all'.**
- At Hayward's we are fully committed to the Government's 'Prevent Strategy'² and actively seek to safeguard children against extreme views or the risk of radicalisation. It is important for all people working with children to understand that extremism can take many forms including: promoting Jihad, anti-Semitism, anti-Islamic teaching as well as wide-ranging far-right ideologies.
- At Hayward's we follow the Devon SACRE (Standing Advisory Council on RE agreed syllabus for Religious Education³ teaching which is available online by visiting the Babcock LDP RE pages. The SACRE in Devon is made of representatives from The Church of England, other Christian denominations, a range of faith groups, teachers and the Local Authority.
- At Hayward's we acknowledge that religious belief is deeply personal and, in common with other community schools, believe it would be wrong to (a) teach a belief as if it were fact (b) urge a particular religious belief or religion on pupils. **This applies to all adults working with children in school – not just teachers.**

Therefore we ask visitors/visit leaders to –

- Comply with our Safeguarding policies and procedures. This includes **signing in** to school and **prohibits the use of mobile phones or photography on school property by visitors.**
- Make clear to pupils who they are, what they represent and to share their beliefs as their own **e.g. 'As a Christian/Jew/Muslim I believe...'**
- Communicate openly with pupils, avoiding any hidden agenda to convert them.
- Accept the beliefs, experiences or insights of others and not impose their own views upon pupils in any way.
- Plan carefully and selectively and in an age-appropriate way.

¹ 'Promoting Fundamental British Values as part of SMSC in Schools' DFE 2015

² 'Prevent Duty Guidance' Home Office 2016

³ 'Devon Agreed Syllabus for RE' Devon SACRE 2019

- **Let us know in advance of any specific requirements in relation to appropriate dress or behaviour (when visiting a place of worship).**

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As a school we will –

- Provide a clear insight as to your role in the children's wider education.
- Prepare the children for your visit and follow-up afterwards.
- Provide any resources or equipment you may need.
- Ensure that you are fully supported by staff members.
- Provide you with feedback if requested.
- Keep to agreed time schedules.
- Make you welcome and be grateful for your generosity in sharing your time.

At all times we ask visitors/visit leaders to consider the question:

If a member of another religion visited my child's school and contributed in the same way I have done, would I, as a parent, be happy with the education given?

If you have any questions after reading this document please speak to the Head Teacher.

Name:

Signed:

Date: