

## **Collective Worship & Values Policy (including Fundamental British Values)**

This document is a statement of the aims, principles and strategies for Collective Worship at Hartwell Primary School. The content of our acts of Collective Worship is in accordance with the Trust Deed of this Church of England school.

The policy reviewed and updated as appropriate every two years by the Ethos Team on behalf of the Full Governing Body.

### AIMS

- To seek always to reflect in our Worship, the Christian foundation of our school and our care for all who work here.
- To provide the children with opportunities to develop spiritually, morally, socially, culturally and intellectually within a caring ethos and in a manner appropriate to their age.
- To promote the school's ethos and values found in the Vision Statement.
- To maintain and broaden strong links with our Parish Church, St. John's, the PCC, as well as links with the wider Christian Church.
- To ensure the schools values are promoted through Collective Worship.

### COLLECTIVE WORSHIP IN PRACTICE

Collective Worship has a central position in the life of Hartwell Primary School. Collective Worship takes place through daily assemblies, class based prayers, half-termly church services, termly prayer space and opportunities to interact and contribute to Collective Worship displays and prayers.

Opportunities are also given for the children to participate in the wider church, such as visiting the Cathedral for special occasions or laying a wreath for Remembrance Day in the annual parade.

Collective worship are led by the Staff, Pupils, local Clergy and other invited Church Leaders and Faith leaders and guests. Every Collective worship will include an act of worship, and a period of reflection, and may include any of the following:

- Prayers and poems
- Singing hymns and songs
- Listening to Music
- Talks on a variety of cross-curricular issues and themes, which may emerge from the curriculum. These should be thought provoking, and deal with moral, spiritual or social aspects
- Stories and readings from the Bible
- A period of silence
- Drama, rhyme and dance
- Pupil involvement and response
- The use of simple liturgy, liturgical symbols and symbolic language
- The use of pictures, photos or artefacts
- The presentation and celebration of children's work and achievements
- The remembrance of special times in the Christian calendar and times of reflection on past events(e.g. Remembrance Day)

The values that are at the heart of everything we do and underpins the school's Christian vision are taken from our survey in 2018 where staff, governors, parents and children chose the school's values.

The values of the school are:

Honesty

Achievement

Respect

Trust

Wellbeing

Enthusiasm

Listening

Loving

Our school vision and values are not only firmly rooted in the Bible's teachings, our strap line 'Believe, Aspire, Grow' takes the Parable of the Sower and uses it as a metaphor for our school.

Times of Collective worship and venues can be varied according to needs or circumstances. The Headteacher, Collective Worship Co-ordinator, the Parish Vicar, and Foundation Governors will support and give guidance to other Staff when appropriate or necessary.

Children participate regularly in formal and informal services at St. Luke's Church. This includes Remembrance Day and the laying of the wreath at the Church memorial.

#### THE WIDER CONTRIBUTION OF COLLECTIVE WORSHIP

The prime function of Collective Worship is to contribute to a spiritual development of the children, by providing an opportunity to:

- Learn about Christian Beliefs and Practices
- Understand how beliefs affect the decisions people make in their daily lives
- Learn about key events in the Bible and their relevance today
- Pray and reflect
- Participate in Worship
- Participate within the wider community/country in times of national remembrance e.g. 2 minutes silence

Collective Worship also promotes children's learning and development in other areas:

Moral Development:

- Reflecting on matters concerning right and wrong
- Hearing about incidents involving people who are good exemplars of goodness or right
- Learning about religious and other teachings on right and wrong

Social Development:

- Gathering together with others for a common purpose
- Learning how to behave appropriately within a specific social setting
- Increasing self-confidence in public speaking or dramatic performance
- Sharing times of joy or sadness with others
- Celebrating their own and other children's achievements

#### Cultural Development

- Hearing and responding to music from a range of eras, places and cultures
- Reflecting upon the wonders of the world
- Developing an understanding and tolerance of other people's beliefs
- Appreciating the range of talents and gifts found within the school community and beyond

#### Intellectual Development

- Learning to engage with their minds
- Having ideas concerning values confirmed or challenged
- Considering the power of words

#### INCLUSION

All children have equal access to Collective Worship, with specialist resources or support being available to facilitate equality of involvement. We try to ensure that the multicultural nature of our society is reflected in the resources available.

#### RESOURCES

There is a wealth of resources available to support Staff who may be leading Collective worship:

- Collective worship ideas
- Books of prayers
- Bibles
- Artwork
- Support and resources from the Diocese
- Support from the local Clergy
- Support and resource from the Archway Trust
- Support and expertise of the Ethos Team, including Foundation Governors
- Local and LEA libraries
- Numerous websites

A projector is used to display the words of the hymns or songs sung in our Collective worship. The Hall also has a Sacred table on which are candles and Christian Artefacts. Appropriate funds are made available for new resources when necessary.

#### VISITORS

Visitors are welcome to attend our Collective worship either to lead or to watch. The Headteacher, Staff or children invite them as the opportunity arises. Parents are invited to class Collective worship and celebration Collective worship.

#### LEGAL RIGHTS OF WITHDRAWAL

Parents have the right to withdraw their children from Collective Worship. The request from the parent must be put in writing to the Headteacher. A child who is withdrawn must be supervised and the parents would be actively encouraged to be involved with the supervision. Children who are withdrawn will not be made to feel different or isolated.

#### CHILDREN OF FAITHS OTHER THAN CHRISTIAN

Whilst children of other faiths will be considered sympathetically, and stories and celebrations from their faiths will be included in the programme of Collective worship, the religious focus of the Collective worship will be Christian.

#### RECORDING

The Headteacher keeps a record of the termly themes and plans. Forward planning for Collective worship is carried out by the Headteacher in consultation with the School Leadership Team and the rest of the Staff. Photographs of special occasions are taken and kept in scrapbooks. Children's written contributions to Collective Worship Displays and Prayer Space are also kept in a scrapbook.

#### RESPONSIBILITY

**Governing Body:** It is the responsibility of the Governing Body to ensure that the act of worship corresponds with the legal and diocesan requirements.

**The Collective Worship Leader (this is the Headteacher):** The Collective Worship Leader will have the responsibility of:

- Auditing and ordering new resources when required
- Ensure that planning is carried out appropriately, providing continuity and progression
- Support other colleagues in their delivery

**Class Teachers:** Class Teachers will have the responsibility of:

- Ensuring the Class arrives on time to Collective worship, in a calm frame of mind.
- Planning their own Collective worship
- Planning Class Collective worship when appropriate
- Encouraging the children to participate in the planning and presenting of their Class Collective worship (including the end of year Leavers Collective worship), helping to boost confidence and self esteem.

#### MONITORING AND REVIEW

The Governors and Staff periodically monitor Collective worship and review policies according to the schedule in the School Development Plan and any change in legal or diocese guidelines.

As a Church School, we are part of monitoring arrangement carried out by the Diocesan Schools Support Visitor on a termly basis.

## FUNDAMENTAL BRITISH VALUES

The table below gives examples of how we ensure Fundamental British Values are part of what we do at our school (this is not an exhaustive list):

Fundamental British Value	How we promote it
<p><b>Democracy</b></p> <p>Links to school values: Respect, Enthusiasm, Listening</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral rights process.</li> <li>• We encourage volunteerism in school, this includes our collective worship ambassadors, eco council, library guardian, sports crew and digital leaders.</li> <li>• The beginnings of democracy are taught through historical research.</li> <li>• Democracy is also promoted through additional PSHE lessons and assemblies, including focus on current/relevant political issues and events.</li> <li>• We regularly consult stakeholder for their opinions to inform whole school decision making</li> <li>• In the Early Years democracy focuses on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, for example, children sharing views about what their role play area could be and staff encourage and support children with turn-taking and collaboration.</li> </ul>
<p><b>The Rule of Law</b></p> <p>Links to school value: Respect, Trust, Honesty</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our 'Promoting Positive Behaviour Policy'. There are rewards for exhibiting the behaviour that is consistent with demonstrating the school's values.</li> <li>• Through our Collective Worship and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</li> <li>• In the Early Years as part of Managing Feelings and Behaviour, staff ensure that children understand their own and others' behaviour and its consequences, learning to distinguish</li> </ul>

	<p>between what is right from wrong. Staff also collaborate with children on such things as classroom rules and routines, such as tidying up.</p>
<p><b>Individual Liberty</b></p> <p>Links to school values: Honesty, Respect, Wellbeing, Enthusiasm, Listening, Love</p> <p>UN CRC Article 31: All children have the right to relax and play, and to join in a wide range of range activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> <li>• Through our Collective Worship, our school values and PSHE, children are taught about personal responsibility, choices, ambition and aspiration.</li> <li>• They are encouraged to take the opportunities to follow their interests in art, music, sports etc.</li> <li>• Children are taught to keep themselves safe, including online. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum.</li> <li>• In the Early Years as part of the focus in Personal Social and Emotional development and Understanding the World children should develop a positive sense of themselves by supporting them in building their self-esteem and confidence, for examples encouraging and allowing children to take risks by trying new experiences.</li> </ul>
<p><b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b></p> <p>Links to school values: All our school values</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• We have high expectations of conduct, examples of this is reflected in our ‘Promoting Positive Behaviour Policy’ and ‘Equality Policy’</li> <li>• Through our school’s Christian values, PSHE and RE curriculum children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.</li> <li>• Tolerance of different faiths and beliefs is promoted through the RE Syllabus. Children learn about different religions, their beliefs, places of worship and festivals.</li> <li>• Staff will always challenge stereotypes and any derogatory comments and inequality. We encourage children to do the same in a respectful manner</li> <li>• In the Early Years staff create a climate of exclusivity and tolerance where views, faiths, cultures and races are valued. As part of the ‘Understanding the World’ children learn to appreciate and respect their own and others cultures. Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.</li> </ul>