



The Mead Infant and Nursery School

Collective Worship Policy

School name: The Mead Infant and
Nursery School

Status & review cycle: Annually

Next review date: Spring 27

Collective Worship Policy

“Proud to Belong”

Legal Requirements

As a school, we follow the 1988 Education Reform Act 6 (1) and 9 (3), which states the need for each child to attend a daily act of worship either as a whole school, class or group.

Parents have the right to withdraw their children from the act of worship either partially or wholly. Any parents wishing to do so should contact the Headteacher. Teachers also have the right to withdraw from leading and taking part in worship

The precise nature of collective worship will depend on the family background, ages and abilities of the pupils. At The Mead Infant and Nursery School, we pay due regard to the statutory requirements and guidance offered through the Surrey SACRE.

How collective worship will enrich the experiences of pupils

- Reflection and questioning (belonging to the school and wider community and to humanity as a whole)
- Reinforce a sense of community (appreciating the things we have in common)
- Understand, respect and celebrate diversity (school, local, national and global communities)
- Development of spiritual, cultural and moral perspectives
- Consideration of values and beliefs - both their own and those of others
- Awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community
- Opportunity to celebrate achievement and to share times of celebration
- Support students in responding to challenges at a personal and collective level and provide them with a vocabulary to explore feelings and responses
- Strengthen our approach to the learning behaviours

Environment

Collective worship reinforces the school community, by giving pupils the opportunity to share things of worth with each other, within a reflective space. This can be either a class, year group, Key Stage or whole school.

As the environment for whole school collective worship is often the same space used for PE and lunch, it should be recognised that assembly is a different and special time to come together and to this end, we aim to create a peaceful and reflective atmosphere.

It is important therefore that when the children come together for a school assembly, they know that it is something special.

Music, songs, and visual can help create an appropriate environment for reflection. Children should enter and leave the hall without talking.

Inclusivity

The language of invitation to reflect will be open and inclusive, ensuring that no child or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually. Assemblies will be engaging and accessible with all children being considered and given the same chance to learn.

Content

Examples from which the school may draw:

- marking the celebration of religious and cultural festivals that reflect the diversity of faiths contained within the community
- examples of lives of people of faith and other good human beings
- stories supporting themes from a range of sources, including sacred texts, faith communities and secular books (message needs to be clear)
- response to key local, national and international events
- providing an opportunity to think about their own beliefs whether religious or otherwise
- consideration of questions you wouldn't think about elsewhere – not necessarily with easy / definitive answers
- putting things into practice – e.g., supporting charities
- providing a moment for silent reflection / prayer
- celebration of successes of members of the school community
- shared experiences and celebrating diversity of physical, mental and spiritual nature
- performances or presentations from members of the school community
- input from visiting speakers / experts.

Organisation

Assemblies are planned half-termly with recognition of key events and themes. Weekly assemblies can include class, year group, singing and whole school assemblies. Assemblies led by Key Stage one classes take place termly. Assembly resources can be found in the shared staff drive named "Assemblies"

Checklist for collective worship

- Is it relevant and meaningful? – something which matters to everyone
- Does everyone feel comfortable and included?
- Does it reflect the multi-faith nature of our community and the world?
- Does it engage with British values?
- Are resources used appropriate and of good quality?
- Was this linked to Christian beliefs and / or use examples from different religions / cultural / national traditions?
- Were any negative responses from pupils put into a positive context?
- Was this experience inclusive e.g. not using "we" when referring to one group and "they" when referring to another group?

- Did we challenge stereotypes and negative images of different gender, faith and cultural groups? Did it demonstrate awareness that some pupils may not be well informed about their own religion and its beliefs and practices, and therefore not challenge them personally?
- Did we provide an appropriate opportunity for reflection and /or worship?