

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
February 2018	C Robinson-Jones			

Article 3: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 17: Children have the right to get information that is important to their health and well-being.

Article 28: Children have a right to a good quality education

Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest.

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required to For Admission to School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		



This policy is a statement of the aims, principles and strategies for the act of collective worship at Marlborough Primary School.

- It was developed through a process of consultation with the teaching staff and approved by the governors.
- The policy will be reviewed as per the SDP.
- The policy has due regard to the statutory requirements.

WHAT IS COLLECTIVE WORSHIP?

The Education Act 1988 does not define what constitutes an act of worship. Circular 1/94 tells us that It is a legal requirement that

“Every school must by law provide religious education and daily collective worship for all its pupils, with the exception of those pupils who are withdrawn from these activities by their parents” and that “...it must in some sense reflect something special and separate from ordinary school activities and ...should be concerned with reverence or veneration paid to a divine being or power”.

Collective worship should be a shared and inclusive activity within the school, and one that builds on the curriculum and allows opportunities for pupil reflection and responses.

AIMS

Through collective worship, we strive to provide a supportive environment for pupils to:

- help children formulate a positive set of beliefs and attitudes.
- become aware of themselves as individuals and groups within the school and wider community
- acknowledge diversity and develop an understanding of, respect and tolerance for faiths other than their own.
- celebrate and encourage understanding of personal faith and belief.
- promote the spiritual, cultural and moral development of children.

OBJECTIVES

At Marlborough Primary School, collective worship presents a clear educational opportunity for pupils to:

- give public expression to the values and concerns of the school community it serves



- celebrate the contributions of individuals or groups to the life of the school
- explore common universal human experiences in their diverse forms including experiences of awe, wonder, heightened self-awareness, mystery, transcendence, suffering, grief, pattern and joy.
- explore universal values such as courage, compassion, fairness, love, peace, reconciliation, justice and forgiveness
- make connections between disparate areas of experience and the school's curriculum
- celebrate important festivals related to the universal values set out above, whether local, national or international
- develop knowledge concepts and skills related to the spiritual and aesthetic dimensions of life
- encourage a sense of existence beyond oneself, the natural and physical world
- encourage awareness of a sense of purpose and service that is larger than the individual self.

PRINCIPLES OF COLLECTIVE WORSHIP

The following 5 principles underpin the act of collective/school worship at Marlborough Primary School:

1. *Collective Worship should be inclusive*

It should be an activity and experience to which, in principle, all contribute and from which all can gain, no matter what their personal commitments or life-stance. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly. In this way, collective worship is inclusive not exclusive.

2. *Collective Worship should be curricular*

That is, it should be an intentional learning experience, which is therefore carefully and professionally planned, prepared, executed, evaluated and resourced. Assembly can also be a focus of or a launching pad for what goes on elsewhere in the school. In particular, it is an opportunity for sharing pupils' beliefs and achievements.

3. *Collective Worship should be educational*

It should be seen as part of the educational programme, which the school offers and should not involve the teaching of any faith. It should provide knowledge of all major faiths.

4. *Collective Worship can contribute to the religious education of all pupils*

- By using elements associated with the various faith-group worship
- By sensitively trying to evoke those senses and feelings from which, it might be said, worship most naturally arises
- By setting out to explore the "spirituality" of life and experience – including educational and school experience.



5. *Collective Worship should have a sense of occasion.*

It should have a distinctive “atmosphere” which, if effectively and sensitively managed, can add to the total learning experience for all those involved.

STRATEGIES FOR THE ACT OF COLLECTIVE WORSHIP

- The school has opted out of the legal requirements to provide worship of a type “wholly or mainly of a broadly Christian nature”. Our collective worship respects the beliefs and values of all pupils and their parents irrespective of their faith, tradition or lack of it.
- Assemblies are an important part of school life and present an opportunity for all those present to share experiences, and where personal value and achievement is celebrated. Twice a week collective worship led by the Head, Deputy/SLT form part of an assembly (approx. 25 minutes) for Phase 1 including EYFS and Phase 2.
- Twice a week Celebration assembly for Phase 1, including EYFS and Phase 2 encourages cohesion in the school community and reflects the achievements and learning of the children.
- Once a week collective worship is performed in class at the start of each day after registration. (approx. 8 minutes) Teachers may allocate other times for collective worship.
- Non-contentious, stories, readings and songs from different traditions are selected for personal thought and contemplation. Worship, therefore, can draw on literature, art, music, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none.
- Year group assemblies are performed twice a year reflecting a range of beliefs, values, knowledge and understanding related to topics that we teach as part of the school curriculum. Parents and carers are invited to attend. We encourage their attendance, as this promotes community spirit, and shows the school and the home working together in support of the children's achievements.
- Singing practice forms part of assembly on a weekly basis
- A selection of themes are used to explore common religious ideas and reflect on the meanings and purpose of life.
- Governors' attendance at our assemblies is always welcome.

ATTENDANCE

We expect all children and staff to participate in Collective Worship. This is seen as an important way of underlining that aspect of Collective Worship, which is concerned with the corporate identity of the school.



Parents/Carers have the legal right to withdraw their children from attendance and the school will make alternative arrangements for the supervision of the child. It is our hope that our conduct of Collective Worship will encourage them not to do so. Parents and Carers do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.

The Headteacher keeps a record of all children who have been withdrawn from collective worship.

MONITORING AND REVIEW

Monitoring the policy and practice of collective worship is the role of a named school governor, who is also responsible for religious education. The governor concerned liaises with the Headteacher before reporting to the governors.

RESOURCES

Most resources are centrally held with all religious education resources and artefacts.

These include:

- Assembly books (KS 1 & KS2)
- Story Books from different religions
- Prayer and hymn books from different religions
- Artefacts from several religious faiths.

RIGHTS RESPECTING AND COLLECTIVE WORSHIP

The UN Convention on the Rights of the Child will be introduced through assemblies to the children. At Marlborough Primary School children are learning about how to promote and understand these values through assemblies, daily lessons, and contributions made from our Rights Respecting pupil ambassadors. During collective worship, reference would be made to specific articles within the convention depending on the content and context of the assembly. Collective worship provides an ideal opportunity in which to acknowledge and affirm the importance of these articles to the ethos of Marlborough Primary School.

This policy will be reviewed every year.

Next Review:

