



# Hunsley Primary

## Collective Worship Policy

This policy is applicable to Hunsley Primary

<p><b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	<p>Lucy Hudson, Headteacher</p>
<p><b>Name of Responsible Committee/Individual:</b></p>	<p>Hunsley Primary Local Governing Body</p>
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<p><b>Review Date:</b></p>	<p>Autumn 2025</p>
<p><b>Target Audience:</b></p>	<p>All Staff, Parents, Pupils, Community Users, Key Stakeholders</p>

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## **Policy Statement**

This policy outlines the principles and values underpinning the expectations of Hunsley Primary for the school assembly curriculum and 'collective worship' at Hunsley Primary.

### **1. Purpose and Scope**

At Hunsley Primary, we believe that 'collective worship' should:

- provide the opportunity for pupils to participate in reflection
- give expression to, reaffirm and practise the values of the school community, as based on the British Values
- be acceptable and inclusive to the whole community, staff and pupils
- provide an experience that provides the social, moral, spiritual and cultural development of pupils
- be of a broadly Christian nature in terms of values and ethos (non-denominational)
- promote British values and life in modern Britain
- include multi-cultural topics to help celebrate and understand the diversity of our society
- celebrate and give thanks for achievements within the school, local and international community, and occasions of significance, including festivals
- encourage a respect for self and engender a concern for the needs of others
- allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings

### **2. Roles and Responsibilities**

**The Headteacher will uphold the legal and statutory requirements.**

Legal Requirements for Collective Worship:

It is the statutory duty of all schools to provide a daily act of collective worship for registered pupils. Hunsley Primary works towards this requirement set out in the Education Act. In line with the School Standards and Framework Act 1998, the head teacher is responsible for arranging daily collective worship after consultation with the governing body.

Collective worship will be addressed mainly through Assembly and Talk Time and will be based on a thematic approach which will mainly be of a broadly Christian character and shall link to the school's Values, PSHE and RE programmes. (The values and ethos will not reflect any particular Christian denomination.)

School leaders welcome contact from parents and carers who wish to share information regarding their own child's faith, worship, or other specific requirements. Each will be considered on an individual basis.

**Teaching Staff:**

Hunsley Primary respects the entitlement of its staff and will recognise that they cannot be expected to lead collective worship if they do not wish to.

Hunsley Primary teaching staff will be expected to plan (as appropriate to role) and deliver reflection and values-based instruction activities as part of the school TalkTime programme.

**Hunsley Primary Local Governing Body:**

It is the responsibility of the Local Governors to ensure the school upholds the policy as stated here.

**Parents/carers:**

It is the responsibility of parents / carers to notify school should they wish for their child to be withdrawn from collective worship or reflection activities.

Hunsley Primary will respect the rights of all parents who wish to withdraw their child from collective worship or reflection activities.

**Pupils:**

Hunsley Primary welcomes input from pupils with regard to the content and the presentation of collective worship. We recognise the vital importance of hearing the pupil voice in this respect.

Pupils are always encouraged to help with the planning and delivery of assemblies.

Any member of staff leading an assembly may involve pupils in such activities as drama, dance, music, poetry and reading.

### **3. Equality and Diversity**

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

### **4. Hunsley Primary Vision, Values and Ethos**

**Vision: Our Commitment**

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

**Values: Our Children**

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to

overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

### **Ethos: Our Teaching and Learning Rationale**

#### **Engagement, Enjoyment, Discovery, Reflection, Achievement**

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21<sup>st</sup> Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

#### **5. Systems and procedures**

Collective Worship is a time when the whole school, or groups within the school, are together in order to consider and reflect on common concerns, issues and interests and to listen to staff from the school or invited guests and visitors talk and invite reflection. It offers all pupils an opportunity to reflect and contribute through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development, for example by singing, having silent reflection on thankfulness or 'gratitudes', sharing ideas, celebrating achievements and recognising

shared values. Through the assembly and Talk Time programme, children and staff will share common aims and values; celebrate achievement and special times; explore together the world in which we live and develop a community spirit.

The programme for assemblies is established in line with the curriculum themes and PSHE / RE curriculum. Delivery is to key groups, full school groups, and full classes where necessary. The school leadership team, along with classroom teachers, invited members of the local clergy, special visitors from other outside agencies and pupils, will deliver assemblies.

A programme of assembly and TalkTime themes will be established at the beginning of the academic year to reflect the school values, curriculum and key events in the global calendar and a rota of staff will be arranged. (Themes may be changed due to newsworthy events.) There will always be a chance in the week for teachers to choose their own topics under the guidance of the school values and the curriculum map, so that they are able to plan and respond to their classes' needs.

Assemblies and / or Talk Time / Reflection sessions will take place on each day of the school week but special assemblies (such as Celebration Assemblies or those involving visitors or parents) may be held at other times or last longer.

Class teachers are required to escort their pupils to their assembly and a member of staff will stay with them throughout.

(Any teacher wishing to be exempt from assemblies should approach the Headteacher).

Collective worship will be treated as any other part of school life and the curriculum. Pupils will be asked to share their experiences and thoughts about assemblies and the curriculum delivered through pupil voice activities. Reviews to be fed back to school leaders.

### **Planning, Recording and Review**

School leaders and class teacher relevant to the Key Stage or year group are present during assemblies and so will review the assemblies that take place, along with the thoughts of the member of staff delivering the assembly. The member of staff responsible for assemblies should keep copies of the assembly delivered on the school's shared area. The content and methodology should be varied. Reflection activities which are planned for delivery are done so collaboratively and with the aim of involving children too.

### **6. Monitoring of compliance with and effectiveness of the policy**

The **Local Governing Body** is responsible for the final approval of this policy and procedure.

The **Headteacher** is responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively and for overseeing the introduction, implementation, monitoring and review of this policy.

### **7. Review**

This policy will be reviewed within 3 years of the date of implementation.