



Queensway School Collective Worship Policy

Introduction

'Collective Worship' is a time when the whole school or groups within the school meet to engage in relevant, meaningful experiences, providing opportunities for the pupils' spiritual, moral, social and cultural development.

The implementation of this policy is the responsibility of all staff and governors. The Governors of Queensway School, Banbury, recognise their legal responsibility to work with the Headteacher to ensure that appropriate arrangements are made for all children to take part in an act of collective worship each day.

Legal requirements

This policy operates in accordance with:

- **Education Act 1996**
- **School Standards and Framework Act 1998**

In line with statutory requirements, Queensway School provides a daily act of collective worship for all registered pupils, which is wholly or mainly of a broadly Christian character, while remaining inclusive and respectful of the beliefs of all members of the school.

While collective worship may take place through a variety of assemblies and groupings, every act designated as collective worship includes a reflective or worshipful element. This ensures that statutory requirements are met regardless of the format, group size or theme of the session. We invite in visitors and also encourage children to get involved in helping to lead assemblies and collective worship.

Organisation of Collective Worship

Implementation

Collective worship, whether in whole school assembly, key stage assembly or individual class time, will:

- Fulfil statutory requirements of a daily act of collective worship for all pupils.
- Reflect on values that are of a broadly Christian character and on our own beliefs.
- Reflect on the school values of kindness, respect and resilience.
- Allow a pause for reflection and stillness during the pressure of the school day.
- Develop a community spirit, a common ethos and shared values.
- Provide a variety of opportunities for spiritual, moral, social and cultural development.
- Provide opportunities for expressing shared experiences and interests and for celebrating special occasions together.
- Provide opportunities in which pupils interact with other year groups, staff and on occasions the wider community, as well as offering opportunities to perform and respond to a presentation of readings, music, dance, drama or prayer.

A sample timetable of assemblies *could* include:

DATE	Years 1-3, Lower School	Year 4-6, Upper School
Mon	Phase Music Assembly	Values assembly in own classes
Tues	Reading in cohorts together in one classroom (One teacher does whole term then swap with the parallel teacher.)	Phase Music Assembly
Wed	Phase Celebration assembly in hall:(this includes all weekly class rewards and Golden Book. Teachers lead on a rota)	Reading in cohorts together in one classroom (One teacher does whole term then swap with the parallel teacher.)
Thurs	Values assembly in own classes	Phase celebration assembly in hall:(this includes all weekly class rewards and Golden Book. Teachers lead on a rota)
Fri	Class assembly to parents and rest of phase or Cohorts topical assembly together in one class: (teachers lead on a rota)	Class assembly to parents and rest of phase or Cohort topical assembly in one class: (teachers lead on rota)

The School Community

Assemblies are non-denominational and conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. Assemblies are regarded as a special time in the day; they provide periods of calm reflection and are conducted accordingly. Children are expected to behave respectfully and thoughtfully and are asked to come in and leave assemblies in a quiet manner.

Singing

The act of singing can be a very positive opportunity for celebration or reflection. The selection of songs will respect the integrity of those present. Singing assemblies will include an opportunity for pupils to reflect on some of the words they are singing and to respond through a moment of quietness.

Content

During assemblies, staff are encouraged to stay with the children in order to promote a sense of community. In each assembly there will be a short time given to reflect on the stimulus. To focus attention a candle might be lit, a picture or image displayed, a poem read. The following phrases may be used: 'Now, a time of stillness and quiet, a chance to think for a moment.'

Every effort is made to show sensitivity towards personal faiths and to include all pupils and staff in collective worship.

The content of an assembly may reflect any of the following:

- marking the celebration of a broad range of religious and cultural festivals that reflect a diversity of faiths
- exploration or application of our school values
- examples of lives of people of faith
- stories supporting themes from a range of sources and cultures
- response to key local, national and international events
- providing an opportunity to think about their own beliefs
- putting things into practice e.g. supporting charities
- providing a moment for silent reflection/prayer
- celebration of successes of members of the school community
- performances or presentations from members of the school community
- input from a visiting speaker

Classroom Collective Worship

Classroom collective worship is valuable because:

- Children can be given greater opportunity to participate and respond.

- Children are more likely to offer their deeper thoughts and feelings in a more intimate setting.
- Direct reference can be made to the children’s work in curriculum areas.
- Stimulus material can be closely matched to the children’s age and abilities

Celebrating Achievements

Assemblies may also reflect the achievements and learning of the children. We encourage children to participate by holding celebration assemblies and class assemblies, during which children may show their work and share successes with others and can raise issues that they have discussed in their classes. These assemblies provide an opportunity to reward children for their achievements both in and out of school and celebrate them together. They also play an important part in promoting the values (kindness, respect and resilience) and ethos of the school - that all children and their achievements are valued.

Right of Withdrawal from Collective Worship

Parents retain the right to withdraw their children from parts or all acts of collective worship. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

Parents have the legal right to absent their children from school on the occasion of religious festival. Muslim parents may wish their children to celebrate the two major Muslim festivals: Id-ul-Fitr and the end of the fasting month of Ramadan and Id-ul-Adha, some ten weeks later. Jewish parents may wish their children to celebrate Rosh Hashanah and Yom Kippur, whilst Hindu parents may wish their children to celebrate Diwali. The school publish how many days will be authorised, in line with the other Banbury Partnership Schools.

Planning

The member of staff leading the assembly is responsible for planning the session, resources are shared by SLT when themes are planned.

Monitoring, Evaluation and Review

The school will review this policy every three years and assess its implementation and effectiveness by collecting feedback from children, staff and parents. The policy will be promoted and implemented throughout the school.

Review

This policy will be reviewed every three years by SLT.

Chair of committee Date

Head TeacherDate