

Collective Worship Policy

Signed on behalf of the Governing Body

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Review Date; Autumn 2025

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Produced by;



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PICKERING COMMUNITY INFANT AND NURSERY SCHOOL Collective Worship Policy

1. Introduction

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character.

2. Policy statement

Pickering Community Infant and Nursery School is for children aged three to seven years. This Collective Worship Policy has been designed with our school population in mind and, as required, our Collective Worship is of broadly Christian character. It is written in accordance with guidance from North Yorkshire's Standing Advisory Council for RE (SACRE). We are a community school and Collective Worship is therefore an important part of the school day as it gives us the opportunity to come together as a community and to develop a sense of unity. The staff and governing body of Pickering Community Infant and Nursery School believe that Collective Worship provides opportunities to promote the aims and ethos of the school and for our children's social, spiritual, moral and cultural development.

As a school we aim to:

- take into consideration the family background, ages and abilities of the children when determining the precise nature of daily Collective Worship.
- offer time for reflection through a variety of collective prayers. These might include praise, seeking forgiveness, asking on behalf of self and others or quiet reflection.
- offer insights into Christianity, and other faiths, cultures and traditions.
- contribute to community cohesion within and across different faiths within our school, local and wider community.
- encourage children to consider their own place in the community and what it means to be a citizen within that.
- develop relationships through respect, understanding and acceptance, discouraging bullying and discrimination.
- use collective worship to celebrate achievement and give thanks.
- offer a planned two year programme of themes for Collective Worship published to all staff and other providers, with appropriate guidance.
- link collective worship to the delivery of the PSED curriculum and the local authority syllabus for RE.
- make appropriate use of sacred writings, stories, poetry, art, music and artefacts.
- use collective worship to build upon our school ethos of 'Learning, Caring, Sharing'.
- value all children and their viewpoints, regardless of their faith or personal beliefs.
- provide information for parents on Collective Worship, including their statutory rights.

The school values the impact of collective worship on the wellbeing of all members of the school community and ensures that collective worship is monitored and evaluated by SLT.

3. The legal requirements: the Education Reform Act 1988

The school provides a daily act of worship which is wholly or mainly of a broadly Christian character. The school has a SACRE determination which allows us to hold a daily act of collective worship which is of an inclusive character, drawing inspiration from a range of faiths, beliefs and traditions.

Planning

- Collective worship is an integral part of our RE and PSED teaching. The collective worship theme for each half term is the same as that taught in the classroom and complements the school curriculum theme.
- The themes take place on a two year cycle based on the NYCC RE syllabus, the PSED curriculum and the school value being taught that term. This formulates the scheme of work.
- A half term overview for collective worship is planned by the Head Teacher. Informal daily planning is then undertaken by the individual leading the collective worship.
- Music and Hymns are chosen by the RE subject leader.

Delivery

- A collective worship display presents the theme for the half term and provides a focal point for the children. An outline of the plans for collective worship is available on the website and in hard copy to all parents on request.
- Music is played to signify the end of Collective Worship, as children leave the hall.
- A candle is lit at the beginning of Collective Worship to signify the start of worship.
- Each gathering consists of a song, a prayer, time for reflection and an activity, story or poem.
- There are at least twelve family assemblies a year.

Participation

- Year One and Two children take part in daily Collective Worship.
- Reception children begin by attending one of five school collective daily acts of worship during the first term, and build up during the spring and first summer half term to attending all, as staff feel is appropriate for that cohort of children.
- Nursery children attend one of our five Collective Worship from an appropriate time in the autumn term.
- Staff attend Collective Worship when they are not working one to one with a child or with a small group and unless they are out of class, for example on mentoring, subject leader or Planning, Preparation and Assessment (PPA) time.
- Staff have the right to withdraw from Collective Worship, not assemblies, on grounds of religious opinions or practice.
- We seek to be an inclusive community. We respect the right of parents to withdraw their children from Collective Worship but believe that Collective Worship is inclusive and beneficial for all children. Withdrawal from Collective Worship will be made following parental discussion with the Head Teacher and followed by written confirmation of withdrawal from parents to the Head Teacher. Children withdrawn from collective worship may read in the library or participate in supervised private worship but no additional work will be set during this time.
- We welcome visiting leaders or contributors for Collective Worship. These include for Open the Book, staff from the library, visiting religious community members and from organisations such as NSPCC. These visitors are always supported by a member of staff and discussions are had with the organising member of staff about the content of the assembly and their contribution and focus.