Halfway Nursery Infant School

Collective Worship Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

HALFWAY NURSERY INFANT SCHOOL

Collective Worship Policy

Legal Requirements

With regard to collective worship in county schools in England and Wales, the Education Reform Act makes the following requirements:

- all registered pupils (apart from those whose parents exercise the right of withdrawal) must "on each school day take part in an act of collective worship of a broadly Christian character"
- acts of worship can take place at any time during the school day
- pupils can be grouped in various ways for collective worship
- responsibility for the arrangement of collective worship rests with the headteacher in consultation with the governors
- the majority of the acts of collective worship in any one school term must be "wholly or mainly of a broadly Christian character". That is to say they must "reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination"
- collective worship must be appropriate for the pupils in that it must take account of the pupils' ages, aptitudes and family backgrounds
- if a school believes that worship that is "wholly or mainly of a broadly Christian character" is inappropriate for the pupils, it can apply to its local SACRE (Standing Advisory Council for R.E.) for a determination to have that clause lifted or modified.

Guiding Principles

In providing good quality assemblies at Halfway Nursery Infant School we follow the guiding principles that assemblies should be:

INCLUSIVE, EDUCATIONAL AND SPIRITUAL.

Therefore in planning, preparing and delivering assemblies we aim to ensure that they are:

INCLUSIVE

- child-centred, related to children's concerns and involve children as active participants
- shaped to the particular needs of the children in our school
- acknowledge diversity and affirm others' own life-stance whether it be religious or not
- foster a sense of community in school: a sense of shared values, identity, perception and purpose

EDUCATIONAL

- learning experiences of real quality, related to children's own experience
- properly planned, prepared and delivered as any other educational activity
- related to other curricular activity, where appropriate
- provide opportunities to reflect on whole school issues and to celebrate a range of educational and personal achievements

SPIRITUAL

- provide a breathing space in the busy school day; a time to gather, to be still and to reflect in an appropriate atmosphere
- create a 'special time' with a distinctively spiritual atmosphere which is conducive to the worship element of daily assembly
- help develop children's awareness of the spiritual dimension in life by allowing them to reflect upon a variety of words, music and images

Management and Organisation

Whole school assemblies are held on a daily basis at the following times:

Wednesday, Thursday	10.25 a.m.
Friday	10.25 am

Class assemblies are held on

Monday, Tuesday	10.25 a m

Local clergy and other visitors are also invited to prepare and present assembly on a regular basis and this practice, together with our teachers' rota, helps to encourage diversity and variety in our assemblies.

When visitors are invited to contribute to assemblies they are briefed by the Headteacher on the school's policy and approach to assemblies which they will be expected to follow.

Content/Delivery

Whole school curriculum planning is based on a framework with a two yearly cycle of topic titles for each year group. This is supported by six important concepts or key ideas - one per half-term - which all year groups follow. The themes for our assemblies are based on the concept or key idea which is being developed throughout the school each half-term.

Visitors invited to present assembly are given a copy of the topic framework to help them prepare assemblies around the given theme. Other themes for our assemblies

take into account current happenings and needs within the school and the seasons and festivals.

Record of Assemblies

An assembly record book is kept in the staffroom in which staff record the theme and content of each assembly. This is used for future reference as well as a record of the assemblies delivered.

Assemblies are presented using a variety of methods including:

- the spoken word - stories, factual accounts, personal experiences, interviews, discussion, religious writings, prayers, poetry, quiz games etc.
- the sung word - hymns, other songs, singing games
- visual stimuli - pictures, posters, models, artefacts, natural objects, personal objects
- children's own work - children are very often involved themselves
- performance - drama, mime, role play, simulation
- music - classical, folk, popular etc. used for setting the mood, atmosphere, reflection
- silence - being still, reflection, prayer

Resources

A range of resource materials are available for assembly including:
a variety of assembly books - Headteacher's Room.
Historical, religious, multi-cultural objects and artefacts - ICT Room.
Pictures, posters etc. - ICT Room.
Reference books, stories - R.E. section of Reference Library.

Parents

Parents are invited to a variety of 'special' assemblies throughout the year. These include:

Welcome Assemblies - the new F2 children are welcomed into the school community

Birthday Assemblies - held once per month to celebrate the birthdays of children in that month

Class Assemblies - individual classes prepare and present an assembly to share with the rest of the school.

Well Done Assemblies - to celebrate the individual achievements of children in different areas of school life.

Harvest and Christmas Assemblies - all the children are involved.

Leavers Assembly - for the Y2 children leaving us to move on to Junior School.

Worship Element

To comply with the law each daily assembly must contain an identifiable element of collective worship and those acts of worship, in any one term, must be broadly Christian in character.

Worship in this context can be usefully interpreted as meaning to do with worth and worthiness and the recognition, affirmation and celebration of the'worthship' of certain realities and values which are of importance to the community that is worshipping.

Within the school, therefore, any activity which makes explicit and which celebrates the things that the school considers to be important or of "worth" can be legitimately termed an act of worship. Furthermore, since those things that we consider to be of worth are consistent with what can be termed 'Christian' values, we can ensure that our worship is broadly Christian in character.

In addition many of the commonly held social values which we seek to promote largely derive from the historical and cultural influence of Christianity and therefore there is no difficulty in meeting this legal requirement.

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Signed (Headteacher)……

Signed (Chair of Gov.)……..

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