

# Great Smeaton Academy Primary School

## Collective Worship Policy

We continue to develop a curriculum that is rooted in a creativity that gives the children the opportunities to learn through a range of teaching and learning styles across the year. Each curriculum policy reflects this and leads to our vision that we will **Create, Discover and Succeed** together. We will do this by:

- Connecting: seeing relationships and combining in new ways
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging questions
- Thinking: taking time for reflection and soft thinking
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different ways
- Elaborating: exploring, fiddling, doing the unnecessary

Tell me and I forget,  
Show me and I remember,  
Involve me and I understand

### 1. Introduction

Great Smeaton Academy Primary School is a primary school, in North Yorkshire, catering for children aged from 5 to 11.

This Collective Worship policy has been designed with our school population in mind. It is written in accordance with guidance from North Yorkshire's Standing Advisory Council for RE (SACRE).

### 2. Policy Statement

This Collective Worship policy reflects the law (i.e. the requirements of the 1988 Education Reform Act) and strengthens the community ethos of the school.

Collective Worship will take place daily and will be planned so as to be appropriate to all children of any religion or none, to enable them to be present and take part as appropriate.

The aims of collective worship in Great Smeaton

Our Collective Worship is intended to ensure that all children should feel valued whatever their faith or personal beliefs. Under no circumstances will children be asked to accept beliefs, which are contrary to their family background. Our Collective Worship will reflect the beliefs and backgrounds of individual pupils and encourage a voluntary response from our children.

### **3. The legal requirements: the Education Reform Act 1988**

#### Organisation

Children are involved in whole school assemblies four days a week. The other day, assemblies take place in the classroom and follow the focus of the Statement of the Week introduced in the first morning of the week.

#### Style and Character

The whole school takes part in the assemblies and children are encouraged to take part. Members of staff take assemblies on a rotational basis as well as each class preparing an assembly approximately every 4 weeks.

- The school provides a daily act of worship which incorporates 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.
- Our local vicar comes into school every month and takes an assembly that links into the week's Statement of the Week

Parents may withdraw their children from Collective Worship on grounds of conscience should they wish to do so, but we believe that Collective Worship is inclusive and beneficial for all children. Parents are asked to contact the Head Teacher to discuss any concerns.

#### Arrangements for those children withdrawn from Collective Worship

It is hoped that no child will have to be withdrawn from Collective Worship, but where this is the case children will work and / or read in the Learning Zone with a Teaching Assistant.

### **4. The content of Collective Worship**

Our Collective Worship is focused on a weekly Statement of the Week. The member of staff responsible for preparing the first assembly of the week will focus on the new statement and encourage children to consider the content of the assembly from different points of view.

The content of Collective Worship will be designed to enhance the spiritual, moral, social and cultural development of children: to provide opportunities for reflection: to celebrate the good, praise achievements and promote recognition of each child's own worth and potential.