BJS Federation of Schools

Collective Worship (RE) Policy

Policy Adopted: Spring 2022

Signed
Ms A. Parker, Executive Headteacher

1. Background

1.1 The 1988 Education Act requires that every school should provide a daily act of collective worship for all pupils. The majority of which each term should be "wholly or mainly of a broadly Christian character". Collective worship should "reflect the broad traditions of Christian belief without being distinctive of any particular denomination."

1.2 Collective worship is not the same as corporate worship. Corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. A community school is not a worshipping community as the pupils who have a faith are diverse in what they believe, in what they believe God is and what they believe worship to that God or Gods should entail.

1.3 It is taught in accordance with a locally agreed syllabus (in our case the Lambeth Agreed Syllabus). We must stress that Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects. We teach Religious Education according to the aims of the Lambeth Agreed Syllabus and it is clearly stated that Religious Education should not attempt to alter a child's own beliefs but to provide knowledge of their own and other's beliefs.

2. Federation Alms for Collective Worship / Rationale

2.1 To be meaningful for pupil's collective worship enables them to reflect on

- What it means to be a human being
- Questions of meaning, purpose and value
- The best that human beings can be - inspirational, exemplars (people of faith or not) who have demonstrated through their actions. lives and qualities. Examples will come from religious and non-religious sources.
- Personal beliefs and values

2.2 The collective worship that we deliver will recognise and value the cultural. linguistic and religious diversity of our Federation population and will be conducted within our Equal Opportunities policy.

3. How collective worship will enrich the experiences of pupils/Aims

- Enable pupils to reflect on and question issues such as belonging to the Federation community, the wider community and to humanity as a whole
- Reinforce a sense of community and cohesion through appreciating those things we have in common
- Develop a reflective approach to life
- Support pupils in the development of spiritual. cultural and moral perspective
- Develop a sense of the individual's place in the world beyond the physical, material and the here and now

- Provide time to consider values and beliefs - both their own and those of others
- Raise awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community
- Provide opportunity to celebrate achievement and to share times of celebration
- Support students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses
- Support those who have particular needs or who are engaged in times of crisis

3.1 Collective worship will reinforce the sense of the Federation community, by giving pupils the opportunity to share things of worth with each other, within a reflective space.
3.2 Those pupils who have a faith will be able to use the reflection time to consider issues in the

light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal internalised response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and non-believers to appreciate each other's stances.
The language of invitation to reflect will be open and inclusive, ensuring that no pupil or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

4. Content
4.1 Examples from which the Federation may draw.

- Marking the celebration of a broad range of religious and cultural festivals that reflect the diversity of faiths contained within the community
- Examples of lives of people of faith and other good human beings
- Stories supporting themes from a range of sources, including sacred texts, faith communities and secular books
- Response to key local, national and international events
- Providing an opportunity to think about their own beliefs whether religious or otherwise
- Consideration of questions you wouldn't think about elsewhere – not
- necessarily with easy / definitive answers
- Putting things into practice - e.g., supporting charities
- Providing a moment for silent reflection / prayer
- Celebration of successes of members of the individual school's community
- Performances or presentations from members of the individual school's community
- Input from visiting speakers / experts of faith representatives

5. Creative Curriculum and Cross Curricular Links

5.1 There have always been links between religion and the arts, consequently R.E. fits naturally with various subjects such as Art, Music, and Drama. In the BJS Federation of Schools we also plan work to tie in with other subjects, such as a place of worship visit report in English, religious pattern work in Maths, as well as work in PSHE and helping children consider their own behaviour towards others**...**

Organisation
6.1 Key Stage 1 and Key Stage 2 meet in phases together for 15 minutes each day. One session a week is used as an opportunity to sing together; another is a dedicated Values or celebration assembly. All other assemblies are led by either the Executive Headteacher or other members of the Senior Leadership Team.

6.2 All assemblies follow a 'Values' theme for the month. These themes are identified at the start of each year. Assembly programmes also take into account religious festivals and national focus days (e.g., Remembrance Week or Diwali).
Foundation Stage children join with Key Stage 1 for special assemblies, and more regularly during the summer term as part of their Induction programme. All requests for withdrawal from assembly are to be received in writing by the Executive Headteacher, who will consider each one on a case-by-case basis.

7.Planning and Monitoring

7.1 Key Stage Leaders are responsible for devising a termly assembly rota which details themes in line with the SEALs programme and local/national events.
Senior members of staff attend assemblies and monitor their content and delivery.
The Collective Worship Policy is reviewed every two years by the Governing Body.

8. Checklist for collective worship

- Is it relevant and meaningful? - something which matters to everyone
- Does everyone feel comfortable and included?
- Does it reflect the multi-faith nature of our community and the world?
- Are resources used appropriate and of good quality?
- Was this linked to Christian beliefs and/ or use examples from different religions/ cultural / national traditions?
- Were any negative responses from pupils put into a positive context?
- Was this experience inclusive e.g., not using "we" when referring to one group and "they" when referring to another group?
- Did we challenge stereotypes and negative images of different gender, faith and cultural groups?
- Did it demonstrate awareness that some pupils may not be well informed about their own religion and its beliefs and practices, and therefore not challenge them personally?
- Did we provide an appropriate opportunity for reflection and /or worship?
- Did this put into practice our Equal Opportunities and Race Relations Amendment Act Policy?

9. Equal Opportunities

9.1We value the opinions, beliefs and practices of all, and handle with sensitivity minority groups and/or opinions. We help children to recognise that not all members of a particular religion will believe and practice the same things by using the phrase 'some Christians, Muslims, Hindu's etc. We try to use resources reflecting a range of cultures and traditions. Whole Federation policy on special educational needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of religion through family practice. All pupil's beliefs and values, religions or otherwise are affirmed and valued.

10. Withdrawal

10.1 Parents have the right to withdraw their children from RE. We require this to be put in writing to the Headteacher. We would, however, encourage them to discuss this with the Headteacher before making a final decision.