



## **Grove Road Primary School Collective Worship Policy and Plan 2024-5**

At Grove Road Primary School, our approach to collective worship is consistent with the school's aims and values. The daily act of collective worship provides an opportunity for all our pupils and staff to share in a unique sense of belonging, whilst retaining their own integrity and identity. It is clearly distinguishable from everyday activities of the school and is appropriate to the needs and interests of the children. The act of collective worship makes a positive and significant contribution to the ethos of the school.

### **Purposes of Collective Worship**

- To foster a sense of community
- To offer a time for contemplation and reflection
- To promote the spiritual growth and development of pupils
- To celebrate what has meaning, value and purpose for individuals, the school and the wider community
- To provide a context for consideration of moral, ethical, social and cultural issues
- To appreciate similarities and to celebrate difference and diversity

### **Legal requirements**

In accordance with the 1988 Education Reform Act and the 1996 Education Act, we provide a daily act of collective worship for all pupils. In order to reflect the diversity of our school and wider community we adopt Hounslow Local Authority's recommended approach by applying to SACRE (Standing Advisory Council on Religious Education) for a 'determination'. This allows us to follow a model of practice which reflects the faiths practised by families in our community more broadly as opposed to following the requirements of the Education Act 1996, whereby collective worship should be 'wholly or mainly of a broadly Christian character'. This determination has been granted by the local authority and applications for renewal are made in consultation with staff, governors and parents/carers. Parents/carers have the right to withdraw their children from collective worship, but they are asked to discuss this with the headteacher.

### **Roles and Responsibilities**

The headteacher is responsible for:

- Ensuring legal requirements in relation to collective worship are met
- Ensuring the policy is followed and regularly reviewed
- Planning, organising and recording collective worship
- Liaising with parents/carers and the wider school community

Teachers may be asked to lead collective worship as part of delivering assemblies, or in classes on days when assemblies may not be taking place.

### **Organisation of Collective Worship**

The daily act of collective worship takes place as part of assemblies, organised as below:

<b>Day</b>	<b>Type of assembly</b>	<b>Time</b>	<b>Location</b>	<b>Teacher Responsible</b>
<b>Monday</b>	Whole school Singing	1.10pm	Hall	Deputy Headteacher
<b>Tuesday</b>	School Values	1.10pm	Hall	KS1 Phase Leader
<b>Wednesday</b>	PSHE & Zones of Regulation	1.10pm	Hall	Inclusion Leader
<b>Thursday</b>	Current Events	1.10pm	Hall	KS2 Phase Leader
<b>Friday</b>	Whole school celebration	1.10pm	Hall	Headteacher

### **Assembly and Collective Worship Overview 2024/25 Autumn Term**

Where there is more than one weekly theme, the leadership team will decide which fits best in each assembly.

<b>Week Beginning</b>	<b>Theme</b>
2 <sup>nd</sup> September	Welcome back
9 <sup>th</sup> September	Living our school values: Initiative
16 <sup>th</sup> September	International Day of Peace
23 <sup>rd</sup> September	European Day of Languages
30 <sup>th</sup> September	Rosh Hashanah and Yom Kippur
7 <sup>th</sup> October	Mental wellbeing (Hello Yellow Day) Harvest celebration
14 <sup>th</sup> October	World Food Day

21 <sup>st</sup> October	Black History
Half Term	
4 <sup>th</sup> November	Diwali
11 <sup>th</sup> November	Anti-Bullying Week
18 <sup>th</sup> November	World Children's Day
25 <sup>th</sup> November	Disability History Month
2 <sup>nd</sup> December	Advent
9 <sup>th</sup> December	Living our school values: Resilience
16 <sup>th</sup> December	Christmas celebrations

### Spring Term

Week Beginning	Theme
6 <sup>th</sup> January	New beginnings
13 <sup>th</sup> January	Living our school values: Empathy Birthday of Guru Gobind Singh
20 <sup>th</sup> January	Isra and Mi'ra'i
27 <sup>th</sup> January	Lunar New Year
3 <sup>rd</sup> February	Children's Mental Health Week
10 <sup>th</sup> February	Safer Internet Day
Half Term	
24 <sup>th</sup> February	Living our school values: Self-Confidence What are British values?
3 <sup>rd</sup> March	Ramadan World Book Day
10 <sup>th</sup> March	Holi
17 <sup>th</sup> March	Neurodiversity celebration week Comic Relief

24 <sup>th</sup> March	Eid
31 <sup>st</sup> March	Easter Celebrations

### Summer Term

<b>Week Beginning</b>	<b>Theme</b>
21 <sup>st</sup> April	Living our school values: Curiosity Vaisakhi
28 <sup>th</sup> April	Earth Day
5 <sup>th</sup> May	VE Day
12 <sup>th</sup> May	Buddha's birthday
19 <sup>th</sup> May	Walk to School Week – Healthy Lifestyles
Half Term	
2 <sup>nd</sup> June	Living our school values: Creativity Eid-al-Adha
9 <sup>th</sup> June	World Oceans Day
16 <sup>th</sup> June	World Refugee Day
23 <sup>rd</sup> June	Make Music Day
30 <sup>th</sup> June	Windrush Day
7 <sup>th</sup> July	Transitions
14 <sup>th</sup> July	Moving on and up

**Collective Worship Structure:  
Guidance for teachers leading Collective Worship**

NB 'Plug In' and 'Switch On' may form part of a wider assembly, with the act of collective worship comprising the 'Light Up' element.

<b>Plug In</b>	<p>Music can be a useful way of setting the right <b>atmosphere</b>. Welcome children as they arrive, encourage pupils to sit silently to show respect.</p> <p>Pupils should have something to <b>focus</b> on e.g. a candle, vase of flowers, a projection of an illustration, a sculpture, a natural object e.g. a shell, a symbol, a phrase. If possible, it should be linked to the theme. The same image could be used every day during a 'theme'.</p> <p>The collective worship could start by asking pupils to focus on the picture/item.</p>
<b>Switch On</b>	<p>Some examples of the <b>main content</b>:</p> <ul style="list-style-type: none"> <li>• Passages should be short e.g. a story, poem, piece of literature</li> <li>• A video</li> <li>• A personal account – that is relevant to pupils</li> <li>• A role play</li> <li>• A newspaper article</li> <li>•</li> </ul> <p>Try to draw out a key point that could apply to everyone, as well as a specific idea or value.</p>
<b>Light Up</b>	<p>Pupils must have an opportunity to <b>respond</b>. Ask questions about the passage. Expect a few responses. This could involve a 'brainstorm' or discussion (this may come at any time during the collective worship).</p> <p>There should be an opportunity to <b>reflect</b>. This could be a silent reflection, a 'meditation', a prayer, listening to music, a poem....</p> <p>Pupils should reflect on feelings, attitudes and beliefs. A final thought may be shared as pupils leave. Music could be played. The collective worship should end on a positive note.</p>
<b>Resources Required</b>	<p>e.g. music playback system, laptop, image or object, book or passage, names of any pupils involved, prayer</p>

**This policy and plan will be reviewed annually.**