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Headteacher: Miss E Charlton

Harefield Primary School Collective Worship Policy

Harefield Primary School is committed to providing opportunities for daily collective worship that is “wholly or mainly of a broadly Christian character” (1988 Education Reform Act). As a school, we will also reflect the religious backgrounds represented in our community.

Collective worship is a time when the whole school, or groups within the school, can join together to consider, reflect on and discuss events, issues and interests, and also share and enjoy celebrations. Collective worship offers the school community an opportunity to worship through engaging in relevant, meaningful experiences, providing opportunities for the pupils' spiritual, moral, social and cultural development. This supports our ethos as a Rights Respecting School by enabling our children to respect their, and others, right to think, believe what they wish and their right to an identity (UNCRC Articles 8, 12 and 14).

Purpose

The collective worship policy at Harefield Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority through its SACRE. Collective worship is a valued and valuable part of school life and is taken seriously, because it shapes our approach to others and to what we do in school.

Aims of collective worship

Collective worship in Harefield Primary School aims to provide opportunities for pupils and staff to:

- experience a variety of styles of worship;
- provide a time of quiet for reflection and sometimes encourages understanding of and invitation to prayer, which is introduced with a form of words that invites but does not coerce pupils to participate;
- look beyond the physical, material and measurable to explore feelings such as awe, wonder, love, joy and pride.
- to worship and experience the presence of God or consider seriously the possibility of God;
- reflect on human values;
- consider spiritual and moral issues and to explore their own beliefs;
- celebrate together e.g. festivals, school values, individual achievements;
- re-affirm, interpret and put into practice the values of our school community;
- build a sense of community both within and outside the school;

The Organisation of Collective Worship

Collective worship should be a distinctive, identifiable time in the school day. It will take place in a variety of groupings in the school hall, classrooms or within the school's outdoor environment as appropriate. Acts of worship usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.



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Collective Worship format at Harefield:

Monday: Whole School assembly (Senior Leadership Team)

This whole school assembly is an opportunity for our school community to share reflections based on current school themes, the Harefield school values and other important messages (see Appendices for themes).

Tuesday/ Wednesday/ Thursday:

Key Stage assembly (Phase Leaders)

This assembly will be will follow the weekly theme and support all the important aspects of our school's Vision and Values.

Class reflection and birthdays (Class Teachers)

Each class will have 2 class reflection times per week. During this time, the class teacher will talk with the children and re-establish the learning behaviours and reflect on the school values. They will have an opportunity to discuss philosophical questions as well as celebrate any class birthdays or current events.

Friday: Celebration Assembly (KS1 and KS2 separately)

A member of SLT will lead these assemblies where we celebrate good work by awarding class stars of the week and key stage attendance awards for best class.

What it looks like in practice (see Appendix A for further information):

- Within all of these times of assembly there will be a recognised indicator to designate a period of reflection. During whole school assemblies a candle will be lit at the front of the hall/ on zoom and may include an image displayed on screen. The same thing will be done in classrooms using individual Collective Worship LED Candles.
- The children will be welcomed into the moment to engage with the theme/ question/issue to enable them to connect with their own and others views/thoughts/opinions.
- The children will be invited to spend a time reflecting on the theme that has been presented during the assembly. Children will be encouraged to spend a few moments in silence either with their eyes closed or focusing on the visual aid.
- It is important that the impact of what has been discussed is taken away by the children by ensuring that they leave the moment with a sense of thought/ action regarding the theme.
- The end of collective worship is signalled by extinguishing the candle and for the children to move into another space/lesson in a respectful way.

The Management of Collective Worship

The Headteacher is responsible for the provision of collective worship, supported by and after consultation with the governing body. The following arrangements exist to co-ordinate, monitor and evaluate collective worship:

1. HT/DHT/delegated teacher draws up a rota for leading collective worship and themes for each week (See Appendices). The content of all acts of collective worship should be considered carefully to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils, as well as the balance between Christianity and other faiths.





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2. HT/DHT/delegated teacher observes at least 2 acts of collective worship (from a range of formats) per term to ensure that they comply with school policy and the law.
3. Visitors are welcomed to lead collective worship from time to time and should be given guidance on our worship policy. Leaders from faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

Right to Withdrawal

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory. Parents have a right to withdraw their children from all or any acts of worship and staff are also free to withdraw from involvement in this aspect of school life. Those who wish to exercise this right must inform the Head Teacher in writing so that school records are accurate. Those pupils who are withdrawn from worship will be cared for by a member of the school's staff; parents may provide suitable activities for children so withdrawn.

APPENDICES

Appendix 1 – Assembly themes 2023-4

Each assembly will have links to specific Articles from the United Nations Convention on the Rights of the Child. These rights will be shared, referred to and made specific throughout. Phase assembly themes will be linked to the key theme, the class assembly theme or other issues that come up within their phases throughout the year. If children wish to lead their own assembly on a particular theme they are able to do so in agreement with SLT.

Autumn 1			
Week	Whole school and phase assembly theme	Class Assembly theme led by Class Pupil Voice Representative	Linked focused Article from UN Convention for the Rights of the Child
1 3 days	Beginnings/ expectations Look at school rules and create/sign whole school charter AM ASSEMBLY	Create class charters and sign	Articles linked to our school rules: keep safe, listen, respect, try best (3, 17, 12, 28, 29, 31)
2 11/9	Democracy (link to PV elections)	First round Pupil Voice elections/ manifestos	Article 12 Children have the right to be listened to and taken seriously
3 18/9	Difference and Diversity (link to disability and Jeans for Genes day)	Elections of Pupil Voice representative	Article 23 Every child with a disability should enjoy the best possible life in society
4 25/9	Difference and Diversity	Black History Month	Article 2 All children have all these rights
5 2/10	Light/Diwali 10-14 Oct	How to use a suggestion box	Article 14 Children can choose their own religion
6 9/10	Wellbeing – looking after yourself and others link to World Mental health day	World Mental health day 10/10	Article 24 Children should have information about how to stay safe and healthy
7 16/10	Harvest festival SCM	Fire safety	Article 14 choose own religion and 24 stay safe





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Autumn 2			
Week	Whole school and phase assembly theme	Class Assembly theme led by Class Pupil Voice Representative	Linked focused Article from UN Convention for the Rights of the Child
1 30/10	Rights morning – focus on school rule: Try our best and develop our personalities Art focus AM	Guy Fawkes	Article 29 Education should fully develop their personalities, talents and abilities Article 14 stay safe
2 6/11	Remembrance	Safety – road/darkness	Article 14 stay safe Article 28 education
3 13/11	Anti-Bullying week	Children in need 15/11	Article 2, 12 and 19 I have the right to be protected from being hurt or badly treated
4 20/11	Well-being – healthy living	Equity	Article 24 Children should have information about how to stay safe and healthy
5 27/11	Advent	Christingle assembly	Article 14 Children can choose their own religion
6 4/12	Rights and responsibilities – follow up week 1	Rights and responsibilities – follow up week 1	Article 29 Education develops talents and abilities
7 11/12	Christmas	Share art work across school follow up wk 1	Article 29 Education should fully develop their personalities, talents and abilities Article 14 stay safe

Spring 1			
Week	Whole school and phase assembly theme	Class Assembly theme led by Class Pupil Voice Representative	Linked focused Article from UN Convention for the Rights of the Child
1 3/1 3 days	Rights morning – focus rule: active listening (RE focus) Introduce ABC debating	New Year Resolutions	Article 12 I have the right to be listened to and taken seriously
2 8/1	Democracy	Visitor: My story/ debating model ABC	Article 12 I have the right to be listened to and taken seriously
3 15/1	Wellbeing - mindfulness	P4C ABC debating	Article 12 listened to Article 24 stay safe
4 22/1	Race and Equality	P4C ABC debating	Article 23 Every child with a disability should enjoy the best possible life in society
5 29/1	Safeguarding – water safety and darkness	Primary Engineering week Share work across classes	Article 24 stay safe Article 28 education
6 5/2	Chinese New Year (9-24)	Children's Mental Health week - Sharing RE work across year groups active listening	Article 12 listened to Article 24 stay safe



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Spring 2			
Week	Whole school and phase assembly theme	Class Assembly theme led by Class Pupil Voice Representative	Linked focused Article from UN Convention for the Rights of the Child
1 19/2	Rights morning - focus school rule: keeping safe Focus internet/social media/ computing	Internet safety	Article 24 stay safe
2 26/2	Giving things up/ Lent (Christian)	Stand up to bullying day 25 Feb	Article 29 respect others Article 14 choose own religion
3 4/3	Holi (Hinduism) 8-10	7 march world book day	Article 14 choose own religion Article 29 own talents
4 11/3	Being a good friend	Fair trade fortnight	Article 29 respect others and help them to protect the environment
5 18/3	Ramadan (Muslim)	17 March Comic Relief	Article 14 choose own religion Article 24 best health care
6 25/3	Easter (Christian)	Follow up rights morning – sharing computing work across year groups	Article 24 stay safe Article 14 choose own religion

Summer 1			
Week	Whole school and phase assembly theme	Class Assembly theme led by Class Pupil Voice Representative	Linked focused Article from UN Convention for the Rights of the Child
1 15/4	Rights morning – focus school rule: Be respectful PSHE link	Wellbeing - relationships	Article 29 respect others
2 22/4	Safety – sun safety	22/4 Earth Day	Article 24 stay safe Article 29 environment
3 29/4	Saying sorry Parables (Christian)	Rights Respecting Schools	Article 14 choose own religion Article 29 respect others
4 6/5	Testing (SATS) (13/5/24) Proud to be me	8/5 Ocean Day	Article 29 environment Article 29 own talents
5 13/5	Testing (SATS) (13/5/24) Proud to be me	Rights Respecting Schools	Article 29 own talents
6 20/5	Follow up to right of the term – be respectful PSHE link	20/5 Walk to school week	Article 29 respect others



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Summer 2			
Week	Whole school and phase assembly theme	Class Assembly theme led by Class Pupil Voice Representative	Linked focused Article from UN Convention for the Rights of the Child
1 3/6	Rights morning – environment/ global issues – link to geography	World Environment Day 5/6	Article 29 environment
2 10/6	Wellbeing	Soccer Aid for UNICEF June	Article 31 rest Article 24 stay healthy Article 29 own talents
3 17/6	Looking after our environment	Outdoor Learning Week	Article 29 environment
4 24/6	Safety – safe relationships	World refugee day 20/6	Article 24 stay safe Article 22 refugees
5 1/7	New beginnings	Coping with change	Article 29 education health
6 8/7	Harefield's Got Talent	Everyone's a hero	Article 29 own talents
7 15/7	Farewell	Share geography work	Article 29 own talents health and environment



Appendix 2: Collective Worship in Practice Observations

1. Welcome into the moment and engage with the theme / question / issue	2. Connect with own and others views / thoughts / opinions
<p>What might be observed:</p> <p><i>A change in mood is often sensed at this point or a sense of importance of what is to come. This may be through welcoming into a room/hall with music, visual cue or more likely through a distinctive indicator that is recognised by all throughout the school</i></p>	<p>What might be observed:</p> <p><i>A teacher/ other adult visitor, pupil or group of pupils/media resource will give information or thought about the theme/ question/issue from their own or others perspective. It may be a current societal worldwide/national or local issue, it will provide information from a perspective – that may be similar or different so as to increase awareness or understanding. Pupils will actively engage in and connect with the material, for example, reactions, questions or responses to the input</i></p>
3. Time for reflection (may include invitation to pray if appropriate)	4. Takeaway - impact
<p>What might be observed:</p> <p><i>The moment will be taken seriously, pupils will be able to share, if they wish, what they thought about and considered either during collective worship or at a time after. All present will respect the moment and request from the lead. Sufficient time will be given for a response to be formulated.</i></p>	<p>What may be observed:</p> <p><i>There is likely to be a sense of calm/excitement – emotion conveyed relating to the theme. This may be through the strength of the question posed to them in reflection.</i></p>



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Appendix 3: Harefield Primary School - Collective Worship Observation Sheet

To Evaluate the Quality of a Specific Act of Collective Worship

Note: not every section of this form will apply to each act of worship

Date:	Grouping: (whole school, key stage, single class)
Time:	Leader: (HT, DHT, staff member, pupils, other)

1 - Outstanding

2 – Good

3 – Needs Development

Theme:	
PURPOSE AND DEVELOPMENT: Is the theme developed effectively? Are good visual aids, artefacts, etc. used?	
ATMOSPHERE: Is there a sense of order on entering and leaving? How does the manner of the leader contribute to the creation of atmosphere? Is there a visual focus?	
SOUND, SILENCE, SYMBOLS, DRAMA: Is there a balance of music, speech and silence? How great a part does non-verbal communication play? Are words of songs or hymns suitable for the pupils/theme? Is live or recorded music used appropriately	
PUPIL/STUDENT INVOLVEMENT: Is the provision appropriate for the age range, background, ability and age range of pupils? Are pupils engaged and well-motivated?	
STAFF: Are they involved, or are they spectators?	
SPIRITUAL DIMENSION: How would this contribute to the spiritual development of individuals? How are opportunities for prayer/reflection/quiet used?	
INTEGRITY: Is there a sense of respect for the integrity of individuals? How open are invitations to pray or sing? Does the occasion engender ease or discomfort among the participants?	
STYLE AND CONTENT: How does the act of worship help participants to develop an understanding of something beyond the physical, to experience a sense of awe and wonder	
CLOSE: Have pupils and adults been offered something to think about and take into the life of the school?	

Signed: _____



HAMWIC EDUCATION TRUST

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OBSERVATION SHEET

Notes for guidance

To Evaluate the Quality of a Specific Act of Collective Worship
Note: not every section of this form will apply to each act of worship

PURPOSE AND DEVELOPMENT Can you tell the purpose of the act of worship?
ATMOSPHERE How have the conditions in which worship can occur been created?
SOUND, SILENCE, SYMBOLS, DRAMA How have these various elements been used to contribute to the worship experience? Are the words of songs understood by the pupils? Are they appropriate for the pupil body bearing in mind family and faith backgrounds? Bearing in mind that schools may not have instrumentalists, is live or recorded music used appropriately?
PUPIL/STUDENT INVOLVEMENT Is the provision appropriate for the age range, background, ability and age range of pupils? Are pupils engaged and well-motivated?
STAFF Are they present? And engaged?
SPIRITUAL DIMENSION It is not to be assumed that the spiritual dimension of worship is just about the quietness and stillness and the effect upon individuals. Does it enable them to think about themselves, others, the planet, God? This can be in an active and lively way not just a quiet one!
INTEGRITY Are pupils/adults able to respond in a way that is right for them?
STYLE AND CONTENT Are bible and other stories used appropriate to the theme? Is there foci on particular symbols of faith? Which particular prayers (such as the Lord's Prayer) and songs have been used? Is any meditation and silence consistent with a sense of worship? Is there a commitment to ecumenism and interfaith issues – coming together with those of different Christian traditions and inviting visitors from other faith traditions to lead?
CLOSE Is there a question for pupils to think about as they leave, or a challenge set?