



Collective Worship Policy

All our policies are written to reflect, support and develop our ethos statement

Honeywell Ethos Statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

-  There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
-  There is a sense of belonging

There is care

1. Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
2. We understand our actions and nurture respect for each other and the environment

There is excellence

3. There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,
4. There is enrichment and high expectations beyond the curriculum

There is wonder

5. Every experience is more memorable than the last
6. Learning powers are nurtured and grow and grow
7. The implementation of the curriculum is rich, vibrant and creative

There is learning for life

8. There is an unstinting dedication to diversity and equality
9. There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
10. Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

Legislation and Guidance

The Collective Worship Policy at Honeywell Junior School is written in line with statutory requirements set out in the 1988 Education Reform Act and the 1996 Education Act which states that collective worship should be *'wholly or mainly of a broadly Christian character'*. To ensure the policy best reflects the rich cultural and spiritual diversity of the community we serve, Honeywell Junior School ensures that collective worship opportunities are centred on the aspects of Christian teaching that are shared with other faiths and connections between religious values and key beliefs are established.

The Collective Worship Policy also reflects the Wandsworth SACRE Guidance on Collective Worship, provided by the local authority which shares its strategic objective of *'building a prosperous, vibrant and cohesive community'*. Through promoting respect for the religious diversity of individual school populations, collective worship can make a significant and valuable contribution to achieving this objective. This policy adopts the rationale for collective worship set out in Wandsworth guidance: *'Good collective worship makes a strong contribution to pupils' spiritual, moral, social and cultural (SMSC) development. It stimulates intellectual curiosity and can create a sense of awe and wonder. It enables pupils to think about and reflect upon a variety of situations and issues and make a personal response. It encourages pupils to develop awareness of the universal moral principles of right and wrong, fairness and justice and concern for the fate of others and the world. It can strengthen, affirm and celebrate the values and ethos of the school. It enables pupils to reflect on what it means to be human, explore questions of meaning and purpose and deepen their understanding of personal beliefs and values. It can add to the pupils' development of both an awareness of and a sense of belonging to the school community. Good collective worship embraces the cultural and religious diversity of the school population and builds a more cohesive school community. It allows pupils to reflect quietly and make an internal response in the light of personal beliefs; this may include worship of God within each participant's own faith understanding. Indeed quality collective worship can affect adults present in these ways too. Underlying all of this is the principle that all collective worship needs to be inclusive so that all feel comfortable within it, their integrity is recognised and no-one feels threatened whatever faith they hold or, indeed, if they hold none.'*

The Collective Worship Policy is written in harmony with the ethos, philosophy and aims of the school set out above and is conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school. It is representative of other strands of the school's identity including our UNICEF Gold Rights Respecting School status and the strong emphasis Honeywell Junior School places on developing pupil's social, moral, spiritual and cultural development, as set out in the PSHCE and RE curriculum policies.

Aims and Purpose

The aims and purpose of collective worship are:

- to provide an opportunity for children to worship God;
- to enable children to consider spiritual and moral issues in both a broad sense and those pertinent to the current climate or world events;
- to enable children to explore their own beliefs, questioning and curiosity;
- to enable participation and response;
- to develop a sense of community spirit and cohesion;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to increase awareness of and encourage children to worship and engage meaningfully with reflection;
- to develop an understanding of and respect for a breadth of religions

Roles and Responsibilities

The Senior Leadership Team will:

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- Have a strategic overview of collective worship, including monitoring the breadth of topics and themes covered across a term to ensure the aims and purpose set out above are adhered to
- Keep the governing body informed about the developments in collective worship across the school
- Ensure that collective worship remains a high profile in the school's development work
- Ensure that the school's statutory duties regarding collective worship are met

The Curriculum Committee will:

- Review and ratify policy
- Make visits to the school and meet both senior leaders and relevant curriculum leaders, discussing areas for development and identifying areas of quality practice which can be built upon
- Act as a 'critical friend' and support and challenge the schools' development of collective worship

Subject Leaders in Partnership with Senior Leaders will:

- Lead, manage and monitor collective worship across the school
- Liaise with other leaders to ensure coherence across subject areas
- Develop and regularly update a collective worship timetable for the whole school
 - Regularly review where collective worship planning or scheduling may need to be adapted to meet changes to religious calendars or in response to developing global or local matters
 - Establish and maintain contacts beyond school, such as the Collaborative and community organisations
 - Facilitate parental involvement by organising opportunities for parents to participate in collective worship, through audience involvement or speakers/contributors
 - Work to achieve equality of opportunity throughout the school
 - Be enthusiastic about collective worship and demonstrate good practices
 - Ensure that collective worship remains a high profile in the school's development work
 - Organise, review and retain all collective worship based resources, ensuring they are readily available and well maintained

Health and Safety

Any leader of collective worship will always ensure the safe use of any equipment during collective worship and will undertake appropriate risk assessments as necessary (e.g.: a candle used for reflection).

Any visitors to the school for the purpose of leading or supporting collective worship, will follow all safeguarding procedures for visitors as set out in the school's Safeguarding Policy. It is the responsibility of the school member of staff who has arranged for the visitor to attend to ensure that the relevant school staff are informed of the visit to support effective safeguarding practice.

Inclusion [including Equal Opportunities, SEN, Gifted, Talented, and Race Equality]

Within collective worship, each child will have an equal entitlement to all aspects of it and will experience the range of learning and reflective opportunities available. We will use collective worship to challenge stereotypes and to foster good relations between those that belong to shared and differing protected characteristics within the Equality Act 2010 as outlined in the school's Equality, Diversity & Inclusion Policy.

Equal access to collective worship is facilitated through:

- Asking questions that are wide ranging and varied in style
- Using a blend of visual and auditory resources
- Ensuring a concerted effort is made to audit and quality check resourcing used so as it best reflects the diverse school community and is a tool for broadening pupil's experiences of the protected characteristics set out in the Equality Act 2010

- Supporting pupils with identified SEND during collective worship through the appropriate deployment of adults

Collective Worship Strategies and Structure

Collective Worship is not the same as an assembly, although they both include a gathering of pupils. An assembly can however be considered an act of worship, if there is time for pupils to reflect or pray within the time together.

- We hold a daily act of collective worship in our school which is either through a phase assembly or an in class session.
- We conduct these acts of collective worship in a dignified and respectful way and instil the shared understanding that this time is a period of calm reflection.
- We regard it as a special time and expect children to behave in an appropriate way that enables both themselves and others to engage thoughtfully and with purpose, through listening carefully to the morals, teachings and key messages within stories and presentations and responding with relevant comments and questions.
- Collective worship is led primarily by the head teacher and deputy head teacher, however all school staff are encouraged and invited to lead where the theme or objective is pertinent to an area of school provision they coordinate or their own passions, beliefs or experiences.
- We welcome representatives of local religious groups or members of the school community to lead collective worship and work in partnership with others to enrich the experiences and opportunities available to pupils.
- We take the themes from the traditions of the Christian faith and we often reflect the festivals and events of the Christian calendar. Sometimes the themes reflect and build on topics that we teach as part of the school curriculum, with a focus on key festivals and events in other major world religious calendars.
- Our Class Sharing Assemblies reflect the achievements and learning of the children which includes celebrating work across the curriculum, supporting pupil's self-esteem, pride in their learning and developing a deeper sense of belonging.
- We promote and explore the UNICEF rights and responsibilities of children and seek to develop pupil awareness of what it means to be 'rights respecting'.
- Through 'Achievement Assemblies', we offer an opportunity to acknowledge and reward children for their achievements both in and out of schools and recognise when they have been 'rights respecting role models', championing the ethos of our school and UNICEF. These play an important part in promoting the vision and values of the school.
- We welcome governors' attendance at any time and provide opportunities for parents and carers to attend the class sharing assemblies for their child.

Timetabling

Below as an example of the key themes and foci for a typical week of assemblies. Within assemblies, leaders are mindful of ensuring opportunities for collective worship are fostered and provided for pupils:

Monday	Tuesday	Wednesday	Thursday	Friday
Significant Events British Values/ Religious Festivals Current Affairs School Priorities	Music RRS/No Outsiders	PSHCE/RE	RRS/No Outsiders British Values	Achievement Class Sharing

See attached appendix 1 for guidance on which key events are explored through collective worship.

Links with Related Curriculum Areas

Although collective worship time is distinct from curriculum time, at Honeywell Junior School we strive to embed and extend pupil's learning across the curriculum in a variety of contexts. At times, collective worship will feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work carried out in classes and consolidating what pupils have learned. At times, collective worship will enrich classwork through its consideration of subject matter from different perspectives and may provide a spring board from which pupils are well placed to question and think critically. To ensure collective worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of collective worship and teaching strategies employed in the classroom can be used effectively in acts of collective worship too. A variety of resources are used, determined by the leader of the collective worship, and the style/method and resources for delivery are quality assured to ensure they are appropriate to the content, the age, aptitude and the background of the pupils. The content and process must be sufficiently stimulating in order to evoke a response in the individual and opportunity must be given to express this response through reflection or prayer.

Withdrawal

We endeavour to conduct collective worship in a manner that is sensitive and inclusive to ensure that all children feel comfortable to attend and participate accordingly. We expect and encourage all children to attend assembly however, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

Appendix 1: Example of Key Events that could be Explored

Autumn term 2024/25

WEEK		NATIONAL AWARENESS DAYS, RELIGIOUS FESTIVALS AND EVENTS THIS WEEK
1	2 to 6 September	• <u>International Literacy Day</u> (8 September)
2	9 to 13 September	• <u>International Day of Democracy</u> (15 September)
3	16 to 20 September	• <u>Jeans for Genes</u> (begins 16 September) • <u>The Prophet Muhammad's birthday</u> (16 September) • <u>International Day of Peace</u> (21 September)
4	23 to 27 September	• <u>European Day of Languages</u> (26 September)
5	30 September to 4 October	• <u>Black History Month</u> (begins 1 October) • <u>Yom Kippur</u> (begins at sunset on 1 October and ends at nightfall on 2 October) • <u>Mahatma Gandhi's birthday</u> (2 October) • <u>Rosh Hashanah</u> (begins at sundown on 2 October and ends at nightfall on 4 October) • <u>World Space Week</u> (begins 4 October) • <u>World Teachers' Day</u> (5 October)

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WEEK		NATIONAL AWARENESS DAYS, RELIGIOUS FESTIVALS AND EVENTS THIS WEEK
6	7 to 11 October	• <u>Ada Lovelace Day</u> (8 October) • <u>Walk & Roll to School Day</u> (9 October) • <u>World Mental Health Day</u> (10 October) • <u>World Homeless Day</u> (10 October)
7	14 to 18 October	• <u>National Braille Week</u> (begins 14 October) • <u>Sukkot</u> (begins at sunset on 16 October) • <u>World Food Day</u> (16 October) • <u>International Day for the Eradication of Poverty</u> (17 October) • <u>Anti-Slavery Day</u> (18 October)
8	21 to 25 October	• <u>International Stammering Awareness Day</u> (22 October)
HT	28 October to 1 November	• <u>Halloween</u> (31 October) • <u>Diwali/Deepavali</u> (1 November) • <u>All Saints' Day</u> (1 November)
9	4 to 8 November	• <u>Guy Fawkes Day</u> (5 November) • <u>Marie Curie's birthday</u> (7 November) • <u>World Science Day</u> (10 November)
10	11 to 15 November	• <u>Armistice/Remembrance Day</u> (11 November) • <u>Anti-Bullying Week</u> (begins 11 November) • <u>Disability History Month</u> (begins 14 November) • <u>World Diabetes Day</u> (14 November) • <u>BBC Children in Need</u> (15 November) • <u>Birthday of Guru Nanak</u> (15 November) • <u>Road Safety Week</u> (begins 17 November)
11	18 to 22 November	• <u>World Children's Day</u> (20 November) • <u>Mary Seacole's birthday</u> (23 November)
12	25 to 29 November	• <u>St Andrew's Day</u> (30 November) • <u>World AIDS Day</u> (1 December) • <u>Advent</u> begins (1 December)
13	2 to 6 December	• <u>International Day for the Abolition of Slavery</u> (2 December) • <u>International Day of Persons with Disabilities</u> (3 December)
14	9 to 13 December	• <u>Human Rights Day</u> (10 December)
15	16 to 20 December	• <u>Jane Austen's birthday</u> (16 December)

Spring term 2024/25

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WEEK		NATIONAL AWARENESS DAYS, RELIGIOUS FESTIVALS AND EVENTS THIS WEEK
1	6 to 10 January	• <u>Epiphany</u> (6 January) • <u>Stephen Hawking's birthday</u> (8 January)
2	13 to 17 January	• <u>World Religion Day</u> (19 January)
3	20 to 24 January	• <u>Dr. Martin Luther King Jr Day</u> (20 January) • <u>Burns Night</u> (25 January)
4	27 to 31 January	• <u>Holocaust Memorial Day</u> (27 January) • <u>Isra and Mi'raj</u> (27 January) • <u>Lunar New Year</u> (29 January) • <u>LGBT+ History Month</u> (begins 1 February) • <u>Candlemas</u> (2 February)
5	3 to 7 February	• <u>Children's Mental Health Week</u> (begins 3 February) • <u>World Cancer Day</u> (4 February) • <u>Rosa Parks' birthday</u> (4 February) • <u>International Day of Zero Tolerance for Female Genital Mutilation</u> (6 February) • <u>Charles Dickens' birthday</u> (7 February)
6	10 to 14 February	• <u>Safer Internet Day</u> (11 February) • <u>Darwin Day</u> (12 February) • <u>Tu B'Shevat (Arbor Day)</u> (13 February) • <u>Valentine's Day</u> (14 February)
7	24 to 28 February	• <u>St David's Day</u> (1 March) • <u>Ramadan</u> begins at sunset (1 March) • <u>Women's History Month</u> (begins 1 March)
8	3 to 7 March	• <u>Shrove Tuesday</u> (4 March) • <u>Ash Wednesday (Lent begins)</u> (5 March) • <u>World Book Day</u> (6 March) • <u>International Women's Day</u> (8 March)
9	10 to 14 March	• <u>Purim</u> (13 March) • <u>Pi Day</u> (14 March) • <u>Holi</u> (14 March)
10	17 to 21 March	• <u>St Patrick's Day</u> (17 March) • <u>National Child Exploitation Awareness Day</u> (18 March) • <u>International Day for the Elimination of Racial Discrimination</u> (21 March) • <u>World Down Syndrome Day</u> (21 March) • <u>World Poetry Day</u> (21 March) • <u>World Water Day</u> (22 March)

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WEEK		NATIONAL AWARENESS DAYS, RELIGIOUS FESTIVALS AND EVENTS THIS WEEK
11	24 to 28 March	• <u>Ramadan</u> ends at sunset (30 March) • <u>Mother's Day</u> (30 March)
12	31 March to 4 April	• <u>Eid ul-Fitr</u> (31 March) • <u>April Fool's Day</u> (1 April) • <u>World Autism Awareness Day</u> (2 April)=
Spring break	7 to 21 April	• <u>World Health Day</u> (7 April) • <u>Passover</u> begins before sundown (12 April) • <u>Palm Sunday</u> (13 April) • <u>Maundy Thursday</u> (17 April) • <u>Good Friday</u> (18 April) • <u>Easter Sunday</u> (20 April) • <u>Passover</u> ends after nightfall (20 April) • <u>Easter Monday</u> (21 April)

Summer term 2024/25

WEEK		NATIONAL AWARENESS DAYS, RELIGIOUS FESTIVALS AND EVENTS THIS WEEK
1	22 to 25 April	• <u>Earth Day</u> (22 April) • <u>Stephen Lawrence Day</u> (22 April) • <u>St George's Day</u> (23 April) • <u>Shakespeare's birthday</u> (23 April) • <u>Yom HaShoah</u> (25 April)
2	28 April to 2 May	• <u>World Press Freedom Day</u> (3 May)
3	5 to 9 May	<u>World Asthma Day</u> (6 May) <u>Bike & Roll to School Day</u> (7 May) <u>VE Day</u> (8 May)
4	12 to 16 May	• <u>Florence Nightingale's birthday</u> (12 May) • <u>International Day Against Homophobia, Transphobia, and Biphobia</u> (17 May) • <u>International Museum Day</u> (18 May)
6	2 to 6 June	<u>World Environment Day</u> (5 June) <u>Anniversary of D-Day</u> (6 June) • <u>Eid al-Adha</u> (7 June) <u>World Oceans Day</u> (8 June) <u>Pentecost</u> (8 June)
7	9 to 13 June	• <u>Millicent Garrett Fawcett's birthday</u> (11 June) <u>Father's Day</u> (15 June)
8	16 to 20 June	<u>World Refugee Day</u> (20 June) <u>Make Music Day</u> (21 June) <u>Windrush Day</u> (22 June)
9	23 to 27 June	• <u>Alan Turing's birthday</u> (23 June)
10	30 June to 4 July	• <u>Frida Kahlo's birthday</u> (6 July)

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WEEK		NATIONAL AWARENESS DAYS, RELIGIOUS FESTIVALS AND EVENTS THIS WEEK
11	7 to 11 July	• <u>Malala Yousafzai's birthday</u> (12 July)
12	14 to 18 July	<u>Emmeline Pankhurst's birthday</u> (15 July) <u>Mandela Day</u> (18 July)
Summer break	21 July to 29 August	<u>International Day of Friendship</u> (30 July) <u>International Youth Day</u> (12 August) <u>Katherine Johnson's birthday</u> (26 August)