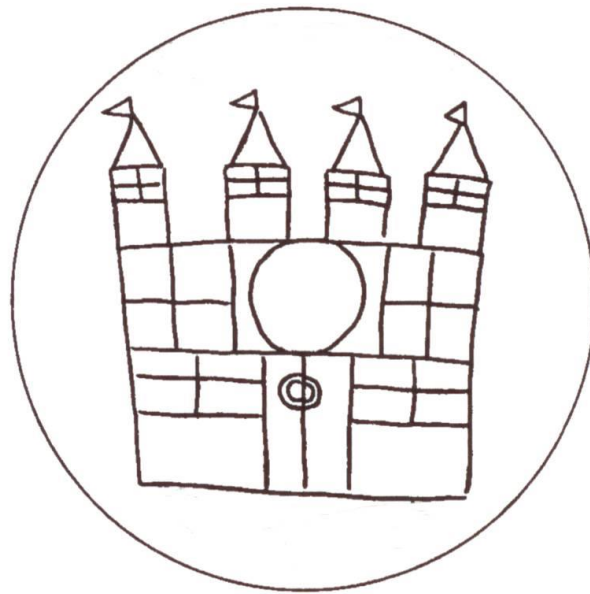


# HOLMWOOD SCHOOL



*"Bringing out the best in everyone"*

## COLLECTIVE WORSHIP POLICY

## **SCHOOL AIM**

"Bringing out the best in everyone"

## **TEACHER RESPONSIBLE:**

- Headteacher in conjunction with the whole governing body

## **AIM**

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

## **DEFINITION OF COLLECTIVE WORSHIP**

Worship is providing opportunities for personal reflection on the spiritual dimension of life, and responding to some of the traditions of religious life, such as prayer, hymns, scripture and stories.

## **LEARNING INTENTIONS**

The aim of collective worship is to provide the opportunity for pupils:

- To be able to worship God
- To be able to reflect on values that are of a broadly Christian nature, and on their own beliefs
- To be able to develop a community spirit, ethos and shared values
- To be able to consider spiritual and moral issues
- To be able to respond to the worship offered

## **STATUTORY DUTY OF SCHOOL**

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parent or guardian). This is usually provided within a daily assembly. Children who are not included in assembly on any occasion will be given the opportunity for collective worship in their classroom.

The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship, after consulting with the governing body. Daily collective worship will be wholly or mainly of a broadly Christian character, and in line with the LA guidelines. The precise nature will depend on the family background, ages and abilities of the pupils.

## **ORGANISATION/IMPLEMENTATION**

Collective worship, whether in assembly or in the classroom, will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils

An assembly file, which is regularly updated as appropriate, is located in the hall. This information contains guidance for themes covered throughout the year. These include and reflect:

- the school calendar
- local, national and international events
- religious and secular festivals and celebrations
- Every Thursday a question from The Milton Keynes Agreed Syllabus for RE is considered and these can be found in the assembly file.

## **TEACHING AND LEARNING**

The Milton Keynes Agreed Syllabus for RE following the Oxford Diocesan Board of Education scheme for KS1, SEAL, the National Curriculum and the Foundation Curriculum have been used to provide a framework of themes and topics appropriate for all of our children. (See Appendix 1)

## **EQUAL OPPORTUNITIES/SPECIAL NEEDS/INCLUSION**

All pupils will have access to Collective Worship on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

## **RIGHT OF WITHDRAWAL**

Under the 1944 and 1988 Acts, parents have a right to withdraw their children from the act of collective worship. Parents who wish to do so are encouraged to discuss this with the Headteacher.

## **MONITORING & EVALUATION**

The Headteacher and whole *Governing Body* are responsible for ensuring the appropriate policy statements, guidelines and statutory requirements are drawn up and met throughout the school.

**DATE WRITTEN**

Spring Term 2016

DIFFERENT WAYS OF DELIVERING COLLECTIVE WORSHIP

SLIDES/SINGLE SLIDE

QUOTATIONS

SILENCE/REFLECTION

VIDEO RECORDINGS (eg: BBC PROGRAMME "STOP AND THINK")

TAPE RECORDINGS

VISITORS

A VISUAL OBJECT TO FOCUS ON (eg: A LIGHTED CANDLE)

PUPIL ACTIVITIES (eg: SHARING FOOD)

PRAYER

SONGS

HISTORICAL ARTEFACTS

CLASSICAL/POP MUSIC

**HAVE YOU THOUGHT OF USING?**

RELIGIOUS ARTEFACTS

PICTURES/POSTERS

LITERATURE (eg: BIOGRAPHY/STORY POETRY)

EVERYDAY OBJECTS

INTERVIEWS/DESERT ISLAND DISCS (PUPILS, STAFF, VISITORS)

OHP ACETATES

JOKES

NEWSPAPER REPORTS/MAGAZINE ARTICLES

PERSONAL MEMORABILITY

PUPILS' PERFORMANCES (eg: DANCE/ DRAMA/ROLE PLAY/MIME)

PUPIL'S OWN CREATIVE WRITINGS

RADIO BROADCASTS (eg: THOUGHT FOR THE DAY)

RELIGIOUS WRITINGS

## Appendix 2

### Assembly Topics - Autumn 1 Term 1

NB Assembly Music is on a separate CD

Dates	Topics	Music	Religious and Multicultural Events	Thursday (Questions from the Milton Keynes Revised Syllabus for R.E.)
Week 1 Sept 5 - 7	New School Year/New Beginnings	Music: Florence and The Machine - 'Cosmic Love'		
		Song - Lovely Summers Day SFES		
Week 2 Sept 10 - 14	What does it mean to belong?	Music: Ludovico Einaudi - 'Another Life'	15 <sup>th</sup> International Day of Democracy	How do people belong to the Christian community?
		Song --' Sing a Rainbow' Apusskidu No 5		Going to church
Week 3 Sept 17 - 21	Autumn	Music: Buena Vista Social Club - 'Chan Chan'	17 <sup>th</sup> Rosh Hashanah (Jewish New Year) 21 <sup>st</sup> International Day of Peace 22 <sup>nd</sup> Autumn Equinox	How do people belong to the Christian community?
		Song - ' Big, Red Combine Harvester' ITTF		Reading the bible.
Week 4 Sept 24 - 28	Healthy Living	Music: The Verve - 'Bitter Sweet Symphony'	26 <sup>th</sup> Yom Kippur-Day of Atonement 29 <sup>th</sup> Michelmas	How do Christians use their place of worship?
		Song - Thank You God for The harvest ( ITTF)		Music

Week 5 Oct 1 - 5	Harvest	Music: Debussy - 'Au Clair de Lune'	1 <sup>st</sup> Sukkot	How do people belong to the Christian community?
		Song - Under The Harvest Moon - ( ITTF)		Shared celebrations- Harvest
Week 6 Oct 8 - 12	Recycling	Music: Mozart - 'Eine Kleine Nachtmusik'		What do Jews believe about how people should live with others?
		Sitting on the Bus - Track 9 Singing Sherlock Book 3		Caring for the world, shown in Shabbat and celebrations of harvest eg Sukkot.
Week 7 Oct 15 - 19	Our environmental area	Music: Ukelele Orchestra of Great Britain - 'Wonderful Land'		What do Christians believe about God, people and the natural world?
		Song- 'I'd like to teach the world to sing'- Apuskidu 2		The world is God's creation- story of Noah.
Week 8 Oct 22 - 25	Natural World/Awe and Wonder	Music - Ludovico Einaudi -I Giorni (Days)		What do Christians believe about God, people and the natural world?
		Song- Did you feed my cow? CD 1 track 17 SS BK3		Everyone is important to God- The Lost Son The Lost Sheep

## Assembly Topics - Autumn 2 Term 2

	Dates	Topics	Music	Religious and Multicultural Events	Thursday (Questions from the Milton Keynes Revised Syllabus for R.E.)
	Week 1 Nov 5 - 9	Bonfire Night	Music- 'Gold'-Spandau Ballet Song-Pumpkin Head -ITTF	5 <sup>th</sup> Bonfire Night	What special times do Sikhs celebrate? Divali (Guru Nanak's birthday)
	Week 2 Nov 12 - 16	Remembrance Sunday/ Road safety	Music-'Chariots of Fire' Vangelis Song Put your coat on- IWT	11 <sup>th</sup> Remembrance Sunday 13 <sup>th</sup> Divali	How do Christians believe they should treat other people? The Good Samaritan
	Week 3 Nov 19 - 23	My Friends	Music - 'Nessun Dorma!' (None shall sleep) Puccini Song -Thank You for my friends/ Christmas songs		How and why do symbols express meaning including religious meaning? How and why do Christians use symbols in places of worship and celebration? Light and candles
	Week 4 Nov 26- 30	My Senses	Music- 'Wonderful Life' Black Song -The Body Song- SFEO Christmas Songs	30 <sup>th</sup> St Andrews Day	What special times do Jews celebrate? Hanukkah
	Week 5 Dec 3 -Dec7	Christmas story	Music -'Erin Shore' (trad) The Corrs	2 <sup>nd</sup> Advent Sunday 9 <sup>th</sup> Hanukkah	What special times to Christians celebrate?



		Song- Christmas songs		Advent
Week 6 Dec 10- 14	Christmas	Music- 'Troika' Prokofiev		What special times to Christians celebrate?
		Song - Marching in the Snow- IWT		Christmas
Week 7 Dec 17-21	Christmas	Music - 'Faery Queen'- Clannad	Hanukkah - 2nd 21 <sup>st</sup> Winter Solstice	What special times to Christians celebrate?
		Songs - My Christmas Tree- IWT		Christmas

### Key

SFEA = Songs For Every Assembly

SFES = Songs For Every Season

SFEO = Songs For Every Occasion

LS = Lets Sing

SSL = Someone's Singing, Lord

ITTF = It's time to fly

On Wednesday, there will be an Assembly based on SEAL themes.

ITTF- It's time to fly

IWT- It's Winter Time

SFES = Songs for every season

LSII = Lets Sing II

SS3 = Singing Sherlock Bk 3

Appuskidu - new CD to accompany book

**Assembly Topics – Spring Term**  
**NB All songs on separate CD**

<b>Dates</b>	<b>Topics</b>	<b>Religious and Multicultural Events</b>	<b>Thursday (Questions from the Milton Keynes Revised Syllabus for R.E.)</b>
Week 1 Jan 4 – 8	New Year/New term (school)	100 Most Popular Classics 4 Track 1 Symphony No 5-Beethoven	What might it be like to belong to a Buddhist family?
		Selection of winter songs from ‘It’s Winter Time’	Buddhist shrine’s in homes and temples Buddhist festival of Wesak
Week 2 Jan 11 - 15	Winter	100 Most Popular Classics 4 Track 2 Brandenburg Concerto-Bach	What and how do Buddhists learn from influential Buddhist people?
		Selection of winter songs from ‘It’s Winter Time’	Boys spend time in monasteries Explore stories from the life of Gotama Buddha that teach Buddhists how to live <ul style="list-style-type: none"> <li>• The Money King</li> </ul>
Week 3 Jan 18 - 22	My School – work and play	100 Most Popular Classics 4 Track 3 Pavane- Faure	What do Buddhists learn from the example of Gotama Buddha?
		Song	Explore stories from the life of Gotama Buddha that teach Buddhists how to live <ul style="list-style-type: none"> <li>• The Buddha and the wounded swan</li> </ul>

Week 4 Jan 25 - 29	People who help us in school and locally	100 Most Popular Classics 4 Track 4 Waltz in A minor -Chopin	What and how can people learn from leaders and teachers, including religious leaders and teachers?
		Song of Blessing (SFEA)	Leaders who have influenced Jewish life- Abraham (trust in god), Moses (Ten Commandments)
Week 5 Feb 1 - 5	Thinking about peoples' feelings/ Good Behaviour, Role models	100 Most Popular Classics 4 Track 5 Peer Gynt- Morning- Grieg	What and how can people learn from leaders and teachers, including religious leaders and teachers?
		Think of a World Without any flowers LS - Track 3	The role of a rabbi The influence of grandparents and authors
Week 6 Feb 8-12	Healthy Living	100 Most Popular Classics 4 Track 6 Jesu joy of Man's desiring- Bach	What and how can people learn from leaders and teachers, including religious leaders and teachers?
		Where did the Pancake go? IMBS – track 7	<i>Visit from a rabbi</i>
Week 1 Feb/Mar 28- 04	Signs and Symbols	Spring Garden Classics – Track 1 Waltz of the flowers- Tchaikovsky	How are symbols important in the Jewish celebrations?
		Snowdrop Track 5 IWT	Magan David, menorah, mezuzah, tefillin
Week 2 Mar 07 - 11	Looking After Trees and Plants	Spring Garden Classics Track 2 Flight of the Bumble Bee	How and why do Christians use symbols in celebrations?

		– Rimsky-Korsakov	
		Mother's Day- Track 4 IMBS	Cribs, Christingle, Dove, water
Week 3 Mar 14 – 18	Mothers Day/ Families	Spring Garden Classics – Track 3 Music - Violin Sonata: Spring Beethoven	How do people belong to the Christian community?
		Today (SFEA)	Shared celebrations. Mothers Day
Week 4 Mar 21 – 25	Who am I? - Linked to Family/ The Church Family	Spring Garden Classics – Track 4 On wings of song Mendelssohn	What do Christians believe about what makes a person special?
		Song	Christians believe that they are all members of God's family- care for one another.
Week 5 Mar/April 28 - 01	Mothers Day/ Families Older People- linked to 'What does it mean to Belong?'	Spring Garden Classics – Track 9 Four Seasons: Spring - Vivaldi	How and why do Christians celebrate important times in the life of Jesus?
		Magic Penny	Easter- celebration of Jesus' resurrection.
Week 6 April 04- 08	Easter- How and Why do symbols express meaning, including	Spring Garden Classics – Track 5 Four Seasons: 'Spring ' Allegro- Vivaldi	How and why do Christians use symbols in every day life?

	Religious meaning?	Easter Bunny- Track 2 IMBS	Cross, crucifix, hot cross buns, Easter eggs.
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Key Easter Bunny- Track 2 IMBS

SFEA = Songs For Every Assembly

SFES = Songs For Every Season

SFEO = Songs For Every Occasion

IMBS = It Must Be Spring

LS = Lets Sing

LSII = Lets Sing II

**Assembly Topics – Summer Term**  
**Me and My Family**

**NB All Music is on the ‘Summer CD’**  
**Songs on separate CD’s**

<b>Dates</b>	<b>Topics</b>	<b>Religious and Multicultural Events</b>	<b>Thursday (Questions from the Milton Keynes Revised Syllabus for R.E.)</b>
Apr 16 – 20  Week 1	How and why are celebrations important to people, including religious Celebrations?  <b>Music –MENDELSSHON- ‘Wedding March’ - A Midsummer Night’s-Dream -Track 1</b> <b>Song- ‘Magic Penny’ (LS)</b>		How and why are celebrations important to people, including religious Celebrations?  Shared customs including weddings.
April 23-27  Week 2	Birthdays and see last week- continue. <b>Music-DAVE BRUBECK- ‘Unsquare Dance’-Tracks 2 and 3 (rept)</b> <b>Song – Springtime (SFES)</b>	23 <sup>rd</sup> st George’s Day	Why and how is a vicar, priest or minister important to Christians?  <i>Visit from a local vicar</i>
April/May 30 – 4  Week 3	Creatures Great/Small – animals <b>Music-BOOKER T AND THE MG’S-‘Green Onions’-Track 4</b> <b>Song ‘Caterpillar’ (HSH)</b>		Why do Christians believe they should care for the world?  The world is God’s creation- Creation story Genesis 1
May 7 – 11  Week 4	Water <b>Music –GEORGE GERSHWIN-Rhapsody in Blue-Track 5</b>		How and why do symbols express meaning including religious meaning?

	<b>Song :The Animals went in two by two</b> <b>Apuskidu track 38</b>		Symbolism of water Lourdes and Holy Water
May 14 – 18  Week 5	Plants – conservation <b>Music DELIBES –‘Flower Duet’-Track 6</b> –Song –‘Think of a world without any flowers’ (LS)	17 <sup>th</sup> Ascension Day	How and why do symbols express meaning including religious meaning?  Importance of dress- clerical dress, Salvation Army uniform
May 21 – 25  Week 6	<b>Summer</b> <b>Music –PACHELBEL- ‘Canon’ –Track 7</b> Song - When it’s a Sunny Day (SFES)		Why and how is Jesus important to Christians?  Life, example and teachings of Jesus
May/Jun 28 – 1  Week 7	Neighbourhood – caring for our surroundings <b>Music-CARL ORFF-‘Fortune, Empress of the world’ from Carmina Burana- Track 8</b> Song – Lovely Summer’s Day-(SFES)	27 <sup>th</sup> Pentecost June 2 <sup>nd</sup> Queen’s Diamond Jubilee	How do Christians learn from the example of other Christians?  Mother Teresa, Dr Barnardo, St Francis, work of individuals and charities
Jun 11 – 15 Week 8	Weather/Elements <b>Music – DAVE BRUBECK-‘Take 5’-Track 9</b> <b>Song ‘Now That Summer Has Come’ (SFES)</b>		What do Hindus believe God is like?  God takes many forms Hear stories about Hindu deities eg Rama as a child, Rama and Sita,
June 18 – 22 Week 9	<b>Healthy Living</b> <b>Music – MAURICE RAVEL-‘Bolero’-Track 1</b> <b>Song - ‘Wouldn’t it be funny’ (SFEA)</b>		What do Hindus believe about how people should live with others?  Stories teach about how people should live with one another Krishna the Butter Thief, stories about Ganesh
June 25 – 29	<b>Sports – The Olympics</b>	St Peter and St Paul’s Day – June 29 <sup>th</sup>	How do Hindus learn about God from their sacred writings?

Week 10	<b>Music – ERIC SATIE- Gymnopedie 1- Tracks 11 and 12 (rept)</b> <b>Song - ‘Together’ (SFEA)</b>		Stories teach about how people should live with one another and that God cares for the environment eg. Krishna and the Kaliya serpent
July 02 – 06 Week 11	<b>The Olympic Values</b> <b>Music –SIMON AND GARFUNKEL ‘Scarborough Fair’-Track13</b> Song ‘Today’ (SFEA)		What and how do Hindus learn about life from Hindu teachers/priests and stories about deities, values and practices? Acknowledge that Hinduism is linked with Indian culture including food, dress and language. Importance of showing respect and good manners to others eg use of greeting ‘namaste’
July 09 – 13 Week 12	Behaviour Towards Other People <b>Music – BOB MARLEY AND THE WAILERS-‘3 little Birds’-Track 14</b> <b>Song-‘Come with me to the Beach’ (HSH)</b>		What and how do Hindus learn about life from Hindu teachers/priests and stories about deities, values and practices? Find out about home shrines and puja performed there Consider lessons learned from stories about Hindu teachers eg Ganesh, Krishna, Rama- especially stories about their childhoods which illustrate family values. Think about how these values should influence daily life.
July 16 – 20 Week 13	<b>Holidays</b> Music – Ravel- Bolero Track 1 Song- ‘Picnic’ (HSH) Track 6	20 <sup>th</sup> Ramadan	How and why are celebrations important to Hindus? How are babies welcomed in Hindu families?

Key

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LS = Lets Sing

LSII = Lets Sing II

HSH = Happy Sun High