

# LADYBROOK PRIMARY SCHOOL



## COLLECTIVE WORSHIP POLICY

Date Policy Adopted by Governing Body			
Autumn 2012 (Teaching and Learning Committee)			
REVIEW SCHEDULE			
Date of Next Review	Date reviewed by Teaching and learning Committee	Change previous document Y/N	Date circulated (If changes are made)
Summer 2017	2/5/17	Y	20/4/17
Summer 2024	7/5/24	Y	29/4/24
Autumn 2028			

**Ladybrook Primary School**  
**Collective Acts of Worship Policy**

**Introduction**

Collective acts of worship at Ladybrook are designed to encourage children to discover a sense of worth within themselves, the school community, the wider community and the world. Although most acts of worship are of a broadly Christian nature, they also develop a positive attitude to other faiths and cultures.

**Statutory Requirements**

The 1988 Education Reform Act states that:

“Collective worship must be wholly or mainly of a broadly Christian character which means that it reflects the broad traditions of Christian belief. A daily act of collective worship must be provided for all pupils in attendance at a maintained school”.

**Organization of Collective worship**

Collective acts of worship are held throughout the week in different ways each day - see Appendix 1 for details

**Nature of Collective Acts of worship**

Acts of worship provide opportunities for children to meet together as a whole school, Key stage or year group to enrich moral, spiritual, personal, social and cultural understanding. They provide a time for reflection and discussion. Children can celebrate their values and beliefs within a caring community. Children develop self-awareness, empathy and skills in communicating feelings. They are encouraged to participate, ponder and respond with thoughtful contributions.

**Delivering Collective worship**

The content of Collective acts of worship has been agreed with all staff and includes: choice of music, use of artefacts, time for reflection, types of reflection, opportunities for celebration, active participation of children, themes and how they are delivered - see Appendix 2

**Rainbow Time**

Rainbow Time was introduced in 2011. The concept was created and developed by Ladybrook staff. Rainbow Time was developed to modernise the whole school assembly so that children could be more actively engaged in reflection, discussion, questioning and thought.

Rainbow Time promotes the family ethos within the school. It is rooted in the belief that the better children know and understand each other, the stronger the school community

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becomes. Behaviour also improves. Rainbow Time better reflects the active learning model which is evident in all classrooms.

Rainbow Time is designed to:

- Engage all children
- Promote discussion
- Improve relationships
- Improve behaviour
- Value children's opinions
- Encourage pupil voice
- Develop an understanding of philosophical questions
- Promote sharing
- Build in reflection time
- Improve understanding of self and others
- Develop children as leaders and role models

#### Organisation and delivery of Rainbow Time

- There are ten colour groups and each child is allocated to a colour
- Each child has a talk partner from a different year group
- Talk partners change each term
- Older children are paired with younger ones:
  - Year 6 - Year 2
  - Year 5 - Year 1
  - Year 4 - Reception
  - Year 3 - Year 3
- Ten mats are spaced on the hall floor. Each one has a coloured card on it. Key Stage 2 children collect their younger partner and enter the hall to find their colour of the rainbow. They sit on and around their colour mat
- Each colour group has an adult who sits with the children. Where adults are not available, a year 6 child takes responsibility for the group.
- Talk time and sharing ideas is integral to rainbow Time. Adults listen to the children's ideas and views. They monitor the behaviour of the group and ensure that all children participate.
- The children remain in their pairs and act as talk partners with each other. The older child will often act as a positive role model for the younger child, demonstrating good behaviour and active listening. Sometimes, it is the other way around! The older children also develop leadership skills as they explain ideas to their younger partner.
- It maybe that the whole team engage in an activity eg creating a poster together, sharing and debating ideas.
- The adult leading the Rainbow Time (Head teacher or Deputy Headteacher) has a red/green paddle. This visual aid helps to control the time for talk and time for listening. Opportunities for talk and debate are built into every Rainbow Time
  - Red - Stop talking
  - Green - Talk time
- Each week, the adult introduces a "Think for the week". This is a question with no right or wrong answer. It is rooted in Philosophy for Children and the children are encouraged to ponder and reflect on the Think. The following Rainbow Time usually begins with a discussion of the 'Think'.

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- The group structure of Rainbow Time allows more opportunities to engage children in deep thinking and reflection eg. a dilemma of problem is presented to the group and the children spend time working out a solution. Such an approach would not be possible in a traditional assembly structure

There is no doubt that Rainbow Time has been and continues to be an outstanding success! The children enjoy the structure and love the fact that they are allowed to talk! They know that they will have an opportunity to talk so they also actively listen because there is now a purpose for their listening. The younger children love being with their older partners and the older children respond with empathy and care. They value what their younger partner has to say and this is lovely for adults to witness. The children's overall behaviour in Rainbow Time is excellent - far better than in the traditional assembly structure. They have transformed whole school " assemblies" for the better and have strengthened the whole school community.

*Rainbow time was praised in an RE subject inspection (November 2011). The approach was considered as innovative and successful in encouraging children to actively participate in both deeper thinking and reflection.*

#### Circle Times and Moments of Wonder

The theme of Monday's Rainbow Time is often followed up in year group or class Reflection Times in the form of Circle or moments of wonder. By their very nature, moments of wonder are not planned for but occur during the learning process and in relationships of trust.

Teachers have discretion to decide when circle times takes place during the school day. Teachers also have the flexibility to choose their own focus which may reflect issues within their own class or in the local, national or international news.

#### Sharing Assembly

This whole school "assembly" is organised as a Rainbow Time each Friday, with the children sitting in colour groups with their partner.

On a rota basis, classes share their learning for the week or longer. This may take the form of children performing a dance, a piece of gymnastics, a song or share their understanding of a new concept using appropriate subject specific vocabulary. Over the course of the year – every child in the class who is comfortable to do so, leads new learning for the school community in this way.

This assembly of learning replaces what was the handing out of awards and certificates to a children as a way for children to articulate their understanding, growing knowledge and curiosity about the world. The audience are encouraged to ask pertinent questions of the leading class.

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#### **Equal Opportunities:**

Rainbow Times and their follow up reflections offer children the opportunities to explore, develop and share beliefs from various cultures and faiths. They encourage children to consider the needs of themselves and others and to really understand what it means to be part of a community.

We also offer the opportunity to interpret and put into practice the values of the school. Rainbow Times and Reflection Times are fully inclusive and are designed to affirm the equality of every individual regardless of gender, ethnic background, physical, mental or academic ability.

#### **Special Needs:**

Rainbow Times are designed to ensure that all children are able to access and be involved in the learning and discussion. Themes and resources are chosen carefully to ensure that they are appropriate and relevant to a range of abilities, aptitudes and interests.

#### **Right to withdraw:**

It is hoped that few parents will feel the need to withdraw their child from our school collective acts of worship as they are planned to be meaningful and relevant to all children regardless of their faith or ethnic background.

However, parents do have the right to remove their child, without explanation, from the collective acts of worship. Currently, no children are withdrawn.

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#### APPENDIX 1 - WEEKLY ORGANISATION

	<b>Timetabled</b>	<b>Planned by class teachers</b>
<b>Monday</b>	<b>Rainbow Time</b> <ul style="list-style-type: none"> <li>• Broadly Christian</li> <li>• Held in main school hall at 2.30pm</li> <li>• All classes Year 1-6</li> <li>• Reception join once settled into school</li> <li>• All staff present unless on PPA time</li> </ul> Head teacher or deputy head teacher to lead	Circle Times and moments of wonder in class or outside linked to general learning or specific discussion points around relationships, national and global issues. <ul style="list-style-type: none"> <li>• May follows up the Rainbow Time theme</li> <li>• May discuss Thank for the week</li> <li>• Teachers can decide focus which is relevant to their class</li> <li>• Held at various times of the day (See PSHE planning progression)</li> </ul>
<b>Tuesday</b>	<b>Celebration through Song</b> <ul style="list-style-type: none"> <li>• Combined KS1/2 – 2.50pm or</li> <li>• KS1 classes at 1.00pm</li> <li>• KS2 classes at 2.50pm</li> </ul>	
<b>Wednesday</b>	<b>Infant Rainbow Time</b> <ul style="list-style-type: none"> <li>• Using picture books as starting points for discussion</li> <li>• Held in main school hall at 1.00pm</li> <li>• All staff present unless on PPA time</li> <li>• Infant staff rotate responsibility for leading</li> </ul>	
<b>Thursday</b>	<b>Junior Rainbow Time</b> <ul style="list-style-type: none"> <li>• 2.50pm</li> <li>• A time for deeper reflection and the practice of thinking skills</li> <li>• Building empathy for others</li> <li>• National and international issues as well as local and personal, social issues are shared</li> </ul>	
<b>Friday</b>	<b>Sharing Assembly</b> <ul style="list-style-type: none"> <li>• Held in main school hall at 2.30pm</li> <li>• Children sit with Rainbow partners on colour mats</li> <li>• Celebration of learning</li> <li>• Promotes self esteem and confidence</li> <li>• Promotes public speaking</li> <li>• Head teacher or deputy head teacher to lead</li> </ul>	
<b>Class Assemblies</b>	<b>Class assemblies</b> <ul style="list-style-type: none"> <li>• Each class organises one class assembly during the year</li> <li>• Opportunity to plan, present, share, celebrate, appreciate and empathise within an agreed topic</li> <li>• Parents attend along with the whole school</li> <li>• Held on Thursdays at 2.30pm</li> </ul>	

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### APPENDIX 2 - AGREED CONTENT

- The use of music - as the children enter and leave the hall during the assembly, if appropriate (eg 100 classics)
- A time to reflect, think, pray - children and staff are asked to think about some words or a prayer which is spoken out loud. There is an opportunity to quietly reflect
- A time of celebration
- Active participation of children
- Use of artefacts and visual aids to help understanding
- Use of resources to include as appropriate:
  - Stories
  - Poems
  - Prayers
  - Hymn words
  - Interesting objects
  - Topical news item
  - Internet - Espresso, Youtube clips etc
  - SUMO
  - SEAL
  - Thank for the week
  - Music or song
  - Outside speakers
  - Philosophy for children web site
  - Global Learning materials