The Orchard Primary School

Nurture Learn Grow

Collective Worship Policy

Date	Review Date		GB Committee
Sept 2025	Sept 2026	HT	Curriculum and Community

Background

This Collective Worship Policy was initiated as a result of the amalgamation of Orchard Infant and Nursery School with Orchard Junior School in September 2008 and was written following discussions with staff and the Governing Body.

Each of the schools had a determination which enabled the acts of worship to reflect a wide range of faiths and traditions. It will be necessary to apply to SACRE for a determination to allow for the acts of worship to continue to be relevant and meet the diverse needs of our community.

Legal Requirements

In accordance with the legal requirements, the school provides a daily act of collective worship for all registered pupils. The act of collective worship takes place within an assembly that is part of the secular curriculum or in the classroom. It is understood that staff can withdraw from the act of collective worship but not from the assembly. It is also known that parents/guardians have the right to withdraw their child wholly or partly from collective worship and that they do not have to state their reasons for this.

Families who send their children to this school are from a range of faith backgrounds and some have non-religious backgrounds

Following discussion and consideration of the community served by the school the Governing Body agreed that it would apply to the local SACRE for a 'determination' for the whole school. A determination provides an exemption for the whole school from the requirement that the majority of acts of worship must be 'wholly or mainly of a broadly Christian character'

Collective worship at Orchard Primary School

Collective Worship at our school takes place every day within an assembly as a Key Stage or within the classroom. It plays a major part in establishing and promoting the ethos of the school. It is made to be a special time which is different from the rest of the school day where pupils have the opportunity to reflect and to consider a whole range of issues and feelings. During Collective worship we celebrate diversity also promoting a sense of cohesion, stability and shared values within school.

We recognise that we have to consider the background that our children come from and it is therefore not our practice to preach to or convert the children. The faith background of both the staff and child's family is respected at all times.

Aims and Principles

We believe that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in an appropriate manner.

We believe an act of collective worship should aim to:

- Provide opportunities for reflective thought – encouraging pupils to explore and review the variety of values, attitude, standards manifested in religions and society.

- Encourage pupils to reflect on dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful, solemn….;

- Provide the opportunity for the pupils to consider moral and social issues as well as local and world issues
- Encourage pupils to think about their own beliefs and to explore and develop their 'inner self'.
- Encourage respect for the beliefs of others
- Contribute to the positive ethos of the school.
- Celebrate the achievements of others within the school community and instil a sense of pride both individually and collectively.

We acknowledge that the act of collective worship makes a significant contribution to the pupils' moral and spiritual development. We believe it should provide a context within which they can experience feelings such as awe, wonder elation, appreciation, gratitude, respect and reverence and also, if appropriate, prayer.

Planning

The school has a termly programme of themes for assemblies and collective worship and these take place as a whole school, in phase groups or in a mixture of year groups. Some of the themes are based on SEAL (Social and Emotional Aspects of Learning) or aspects of The Orchard Child (see appendix 1. Assemblies and collective worship are led by senior staff and individual classes as well as by other staff and invited leaders or guests.

Creating the right atmosphere is crucial to the quality of the worship. The time is not over-dominated by school administration or moralising. We plan the time so that there is a variety of content and methods, allowing opportunity for quiet personal reflection.

We choose from a range of methods, including:

- Pupil's contributions
- Sacred and secular stories / readings
- Dance / drama
- Prayer / reflection / meditation / songs / hymns / music
- Artefacts / natural materials
- Visual aids / focal points
- Visitors

Organisation for 2025 / 2026

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Lowers Years 1-3 9.50	Led by DH	Class based	Led by HT	Class based Or led by class	Led by class (9.15)
Uppers Years 3-6 9.05	Led by DH	Class based	Led by HT	Class based Or led by class	Led by class

In class, pupils are given the opportunity to reflect upon the themes and issues raised in the main assemblies and time is given to discuss these further.

Whole school / Key Stage assembly and collective worship

- Assembly leader will ensure the hall is set up ready for the arrival of the pupils including playing music to create an appropriate atmosphere. (Year 5/6 to provide monitors to assist in setting up chairs etc.)

- Pupils will enter the hall in a calm and quiet manner and they are expected to listen to the music while waiting for everyone to arrive.
- Pupils are expected to sit quietly and listen during the assembly and collective worship.
- Pupils should only be allowed to leave the hall in exceptional circumstances
- It is the responsibility of the staff in attendance at the assembly to ensure that the pupils behave appropriately.
- The assembly may include discussion and a story related to the theme and may also include the pupils in active participation.
- The act of collective worship may be identified in a range of ways including the lighting of a candle, the playing of a piece of music, a period of silence or reflection, singing, dancing or the reading of a poem or prayer.
- Class teachers must ensure appropriate arrangements are made for pupils in their class who are withdrawn from collective worship.

Equal Opportunities

Collective worship is available to all children attending Orchard Primary School and is provided at a level appropriate to the age, ability and experience of the pupils.

The act of worship will

- Be without imposition and allow for freedom of own belief
- Show that diversity within each faith is recognised.
- Use resources which reflect the range of different faiths and communities.

Prayer / Reflection

We feel that prayer or reflection is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe so we use various forms of introductions to our reflections which enables all children to participate; e.g., 'And now a moment of stillness, listen to a particular piece of music, listen to the words of a well-known poem, prayer or reading. In this way we are able to use prayers and readings from different faiths and traditions

Resources

There is a range of books, posters, music, video and artefacts available to use. A number of specific assembly books are kept in the headteacher's office. An allocation from the budget each financial year will be made to allow for resources to be further developed and replenished.

In using artefacts, staff should always be aware that they do not cause offence to any pupil or adult by the way the artefacts are used or handled.

Health and Safety

Health and Safety issues mainly centre on the use of candles and matches. Every care should be taken to ensure their safe use and the safety of pupils.
Matches are kept in the Headteacher's or Deputy Headteacher's' offices.

Parent and Community Involvement

Parents / guardians are invited to attend assemblies on a regular basis. This gives them the opportunity to share in the way the school celebrates, value the pupils' achievements and helps them to understand the ethos and atmosphere of the school.

Throughout the year the school holds assemblies that acknowledge the major festivals of our faith communities and parents are also invited to attend these.

Parents have the right to request that their child may be excused from collective worship. They are however, encouraged to discuss this with the class teacher and the Headteacher before a final decision to withdraw is made.

The role of the co-ordinator

The school's standard job description for a co-ordinator includes such things as responsibility for implementing and monitoring policy and managing resources. In addition, the co-ordinator for collective worship must

- Establish ways to involve parents, governors and visitors in collective worship
- Draw up a termly Collective Worship programme.

Evaluation and Review

Monitoring occurs informally through staff discussion and valued feedback from parents and visitors. Collective Worship will be evaluated at least annually in the Summer Term as part of the whole school and end of year review. Any revisions to its organisation or content will then be agreed and implemented in the new academic year.

Class based collective worship will be monitored through discussion in team meetings and staff meetings with staff working together to ensure quality and consistency.

Success Criteria

At this school we evaluate our acts of worship against some of the following:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect, tolerance and understanding within the school community
- Positive response to shared experience
- An atmosphere which matches the theme
- A contribution to individual and community sense of well being
- A sense of occasion
- Good order
- A sense of challenge
- A place in the overall plan of the school
- Enrichment of pupil's experience

An application for a Determination will be made in November 2019 and if granted, this will be reviewed every five years.

September 2025

Appendix 1

The Orchard Primary School

Nurture Learn Grow

The Orchard Child

The Orchard Primary school was formed following the amalgamation of Orchard Infant and Nursery School with Orchard Junior School in September 2008. It is situated in the centre of Hounslow close to Heathrow Airport and serves a diverse local community which has high levels of mobility and a significant number of children from different ethnic backgrounds

The Orchard Child was developed in September 2008 to engender a whole school approach for the personal development of all the children in the newly amalgamated primary school. It was used to bring the staff from both schools together to think about all the children as pupils in the new school and think about how all the staff, who had not previously worked together could do so for the first time. All staff – teachers, teaching assistants, SMSAs, administrative staff, caretaker and cleaners – were involved in an event to develop our school aims and ethos and from this The Orchard Child evolved. This focusses on key qualities and characteristics which we consider important for our children as they progress through our school from Nursery to Year 6 and beyond.

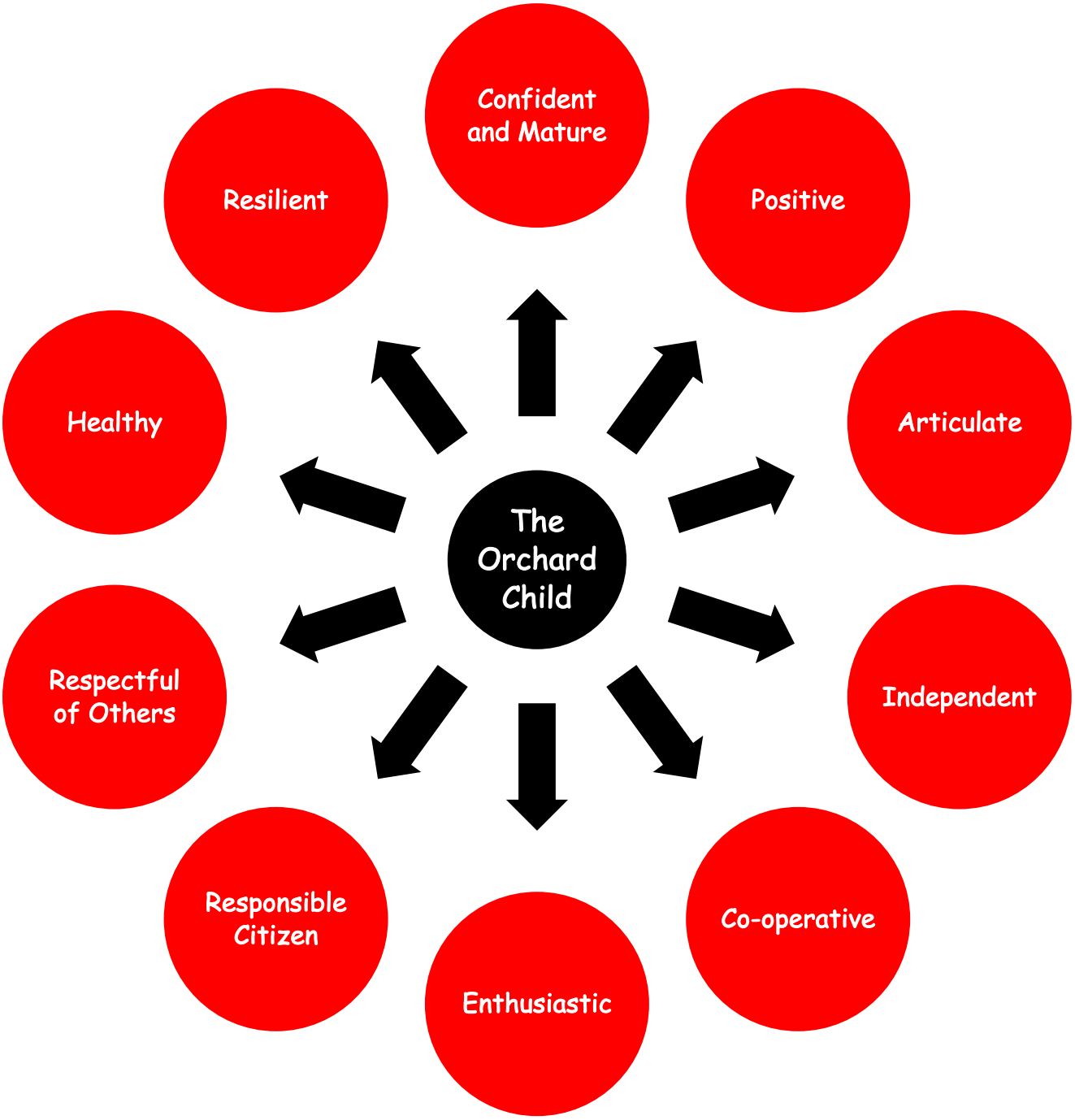
At the start and end of each year as part of staff induction and school review the Orchard Child is highlighted as an important feature of our school. The staff are directed to have a particular child in mind – usually a more vulnerable child for whom they have to give special consideration – and think about how they ensure that they provide opportunities for all children and for that child in particular to experience and develop all aspects of The Orchard Child.

The Orchard Child is displayed in all classrooms. It is specifically taught and reinforced in classes at the start of the school year and each term giving the children the opportunity to talk about their strengths in these areas. It is also regularly a focus in assemblies throughout the school with different aspects of the Orchard Child being referred to and developed. The staff award certificates to children for not only their efforts and good learning, but also for displaying characteristics of the Orchard Child on a day to day basis. It is always referred to in relation to learning and, although The Orchard Child does not refer to specific academic achievement, the children have a very good understanding of how these characteristics help them to improve their learning.
“The Orchard Child helps us to face hard challenges when we go to secondary school and grow up.”
Year 3 child

The Orchard Child is referred to by staff and children on a daily basis in a range of contexts.
E.g.: In resolving a dispute with his friend a child was heard to ask, “…are you being a good Orchard Child when you say that?’

We refer to The Orchard Child at induction meetings for parents and other key meetings with parents throughout the year so they are also aware of these important qualities and how they contribute to learning and development for their children.

As a result of the development of the Orchard Child, we have a very clear ethos which directly contributes to good learning behaviour and a positive learning atmosphere throughout the school. There is a shared sense of purpose for the children throughout the school which is not dependent on their age. They can all talk about the Orchard Child and all know what it means.



We recognise that all children are individuals with particular skills, talents and interests. We believe all children who leave Orchard Primary school should be:

Confident and mature
We would like the children to be self-assured, prepared to 'have a go' and approach new experiences and problems with interest and enthusiasm.

Articulate
We would like all the children to be able to communicate effectively with both adults and children

Independent
-able to use their initiative and thinking skills, make positive choices and work on their own when appropriate.

Cooperative
- Able to work as part of a group or team when necessary.

Enthusiastic about their learning
-Pupils will enjoy learning and be motivated to pursue their interests further when not at school.

Responsible citizens
-Prepared for the 'real' world with the necessary life skills for now and the future including the ability to take responsibility for their choices and actions.

Respectful of others
-Able to recognise and respect the diversity in the school and the wider community. -Able to empathise with the views and feelings of others.

Healthy-
-Have knowledge of healthy lifestyles and an awareness of the factors that will contribute to their own good health and wellbeing.

Resilient & Positive
Able to persevere and keep going when tasks become difficult and be determined to 'solve the problem'