Hillside Primary

and

Nursery School

A Flying High Trust Academy

Collective Worship

September 2025

Review date: September 2027

Principles and practise

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship at Hillside Primary and Nursery School in consultation with the governing body.

Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils.

However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

The Collective Worship Policy at Hillside Primary School pays due regard to statutory requirements, and has taken account of the guidance offered through its SACRE (Standing Advisory Council on Religious Education)

In addition this policy reflects Hillside's commitment to promoting British Values (see Appendix 1)

Definition of Collective Worship
Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests in order to reflect on humanity and issues that affect our local and wider communities. It is an educational activity which is inclusive, involving pupils of any faith and none, as a school is a community of people holding different beliefs. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

Aims of Collective Worship
For the School:
Collective Worship contributes significantly to the ethos of Hillside Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

For the Pupils:
We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual , moral, social and cultural issues
- explore their own beliefs
- Challenge and question their own views and those of others
- develop their own spirituality

- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human and unique

The Contribution of Collective Worship to aspects of the Curriculum
Collective Worship time is distinct from curriculum time and usually takes place in assemblies. However, in Hillside Primary our Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich class work through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy. Collective Worship provides opportunities for spiritual, moral, social and cultural development and addresses a wide variety of themes and topics. The Hillside values often provide a core framework for assembly themes. There are also opportunities for singing. At other times Religious festivals, special Christian days and wider national or international issues are used.

We use diverse stimuli and resources and provide pupils with the opportunity to 'respond' at their own level.

The Organisation of Collective Worship
Collective Worship is organised to provide a variety of groupings from whole school to separate phases (lower school and upper school), or sometimes individual classes/year groups and usually takes place in the school hall. Acts of worship usually last for approximately 20 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

Leadership
Different school staff and occasional visitors will be involved in leading the collective worship over the school year.

Planning Acts of Collective Worship
The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.
Our assembly rotas will list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.
Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at Hillside Primary School from the Headteacher. This may include people from the local Christian church.

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.

The Act of Collective Worship
A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used

effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which 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. This may not be visual, but opportunity must be given to express this response through reflection and in some instances -prayer.

Withdrawal
Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the headteacher but are not obliged to do so. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

Appendix 1

TEACHING BRITISH VALUES
Promoting British Values at Hillside Primary School and Nursery
The DfE have reinforced the need "*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*."
The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated over the years.

At Hillside these values are reinforced regularly and in the following ways:

Democracy
Pupil voice is the key instrument for delivering democracy at Hillside Primary and Nursery. At the start of the academic year, as part of our Induction practice, all classes decide their unique mission statement and targets for behaviour.
We have a school council which is run by year 5s. They are in groups of 5 and are allocated a class for the year. This is an opportunity to discuss any school based issues and to talk with each other about things that are going well or any problems. The expectation for the group and class is that they will vote to elect a leader, deputy, note taker and habit spotters to manage behaviour.
Children in KS2 can apply to be part of Hillside pastoral teams (Prefects,(Y6) Job Squad (Y3) and Playtime leaders (Y4)).The children are inducted into their role and are vocal in the running and organisation of the school.

The Rule of Law
The importance of Laws, whether they are those that govern the class, the school, or the country, are embedded in the Hillside curriculum. Our behaviour policy has at its core the principle of making the correct choices in life and positively challenging those that are wrong. Our pupils are taught the value and reasons for keeping our agreed rules as they govern and

protect our community. The children are encouraged to accept responsibility for their actions; they may make mistakes but must learn from them. We encourage the Hillside habits of Be Kind, Be ready, Be wise and these guide the way the children behave.
Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help us to ensure that the children know that there are laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty
Pupil's personal development and well-being is at the heart of what makes Hillside Primary and Nursery distinctive and is a real strength to the school. At Hillside, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for the children to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know that with rights comes responsibility. They are taught to value their personal freedoms and protect it. Our PSHE lessons and safety information prepares them for life, nurturing confidence, independence and resilience.

Mutual Respect
Mutual respect is at the heart of our Hillside values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. This is reflected in our behaviour policy and habits of be kind, be ready, be wise. We make every effort to challenge incidents of prejudice, bullying and harassment. Our behaviour code and behaviour policy enables us to monitor whether pupils from particular groups are more likely to be excluded or disciplined than others. We record instances of prejudice and bullying and address any issues straight away so that they do not happen again.

Tolerance of those of Different Faiths and Beliefs
Hillside Primary serves pupils that are largely white British. As a consequence we have created a curriculum which promotes common values and builds pupils' understanding of the diversity that surrounds them. It recognises and celebrates the similarities and differences between cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities are offered to discuss issues of identity and diversity to enable pupils to explore differences and challenge prejudice and stereotyping.
Pupils' understanding is enriched through visits where possible and the opportunity to discuss other faiths and learn about them.