



The
Hawthorns
Primary School

Collective Worship Statement

(incl. Spiritual, Moral, Social and Cultural Development)

Agreed and Adopted by the Governing Body on :...20-3-18

Signed : ...DNnabuife

The policy will be formally reviewed on: ...March 2021

THE HAWTHORNS SCHOOL

Collective Worship Statement

The Statutory Requirement

All maintained schools must provide daily collective worship for all registered pupils and promote their Spiritual, Moral and Cultural development.

In our community school, the statutory requirement for a daily act of collective worship is met by pupils attending it as a single group, as an age group or any group in which pupils are taught or take part in a school activity. It is the responsibility of the Headteacher for arranging collective worship after consultation with the governing body.

On special occasions, the governing body, after consulting the Headteacher, may arrange for the act of worship to take place somewhere other than the school. Ordinarily, however, it will take place on the school premises.

The act of collective worship must be 'wholly or mainly of a broadly Christian character'. In any school term, although most acts of worship must comply with this requirement, Schedule 20 of the School Standards and Framework Act 1998 makes it clear that not every such act need do so.

The parental right to withdraw a child from collective worship should be freely exercisable and a school must give effect to such as request. Parents are under no obligation to state their reason for withdrawal.

Aims

The aims of collective worship as defined in the DfE circular of guidance 1/94 is that schools should: "Provide the opportunity for pupils to worship God, to consider spiritual and moral issues, and to explore their own beliefs, to encourage participation and response, whether through active involvement in the presentations of worship or through listening to and joining in the worship offered, and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes."

We believe that collective worship should:

- Be respectful of pupil and staff integrity
- Be an educational experience
- Be relevant to the needs of pupils
- Encourage pupil participation
- Foster a thought provoking atmosphere allowing for spiritual reflection and response
- Foster a sense of community

Implementation

Recognising that our school community consists of people of different faiths or of no faith, we offer collective worship in accordance with these aims, in which all can participate.

A programme of suitable themes is prepared termly by the assembly co-ordinator. Staff leading an assembly use this as guidance but may use other themes or deal with different issues if appropriate.

While senior staff will be mainly responsible for leading assemblies, other teachers enable children to present weekly assemblies, and will also be encouraged to lead other assemblies. Assembly resources are also stored in the Robin (PPA) room.

Wherever possible and appropriate, we invite representatives of different faiths and ethnic communities to share their unique cultures and experiences with the pupils.

The Headteacher will monitor the assembly programme.

Our Spiritual and Moral Development Policy should be read in conjunction with this Statement. Appendix 1.

Management of this policy

This policy is a statutory policy required by law and has been determined to be reviewed by the schools governing body every three years.

The policy was agreed and adopted at a Governors Meeting on: ...20-3-18.....

This policy will be formally reviewed on: ...March 2021... ..

References

- Department for Education, Collective Worship in schools, England, January 1994
- Governors handbook, Collective Worship, Section 3.1.3, January 2015

Appendix 1.

A Policy for Spiritual, Moral, Social and Cultural Development

This policy will describe the school's approach to achieving the vision for Spiritual, Moral, Social and Cultural Development (herein referred to as SMSC).

Introduction

This policy sets out the school's aims, principles and strategies for the delivery of SMSC. It will form the basis for the development of SMSC in the school over the next three years. This policy was developed in summer term of 2016 by the curriculum leader with input from the teaching staff and governors.

Rationale

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school. It is taught through all subjects of the curriculum and in particular RE, PSHE and Philosophy for Children (P4C); and participation in assemblies including collective worship. It supports all areas of learning and can contribute to the child's motivation to learn. It is embedded in our Aspirational Qualities and our Fundamental British Values. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years, it can enrich the individual's appreciation of life's experiences and their relationships with others.

Defining SMSC

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

(Taken from the School Inspection Handbook, September 2015)

Hawthorn's Aims

We aim to ensure that:

- Everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of SMSC through the curriculum and the general life of the school
- A child's education is set within a context that is meaningful and appropriate to their aptitude and background
- Children have a good understanding of their responsibilities
- Through classroom discussion we will give the children opportunities to share their achievements and success with others, talk about personal experiences and feelings, and express and clarify their own ideas and beliefs
- Children speak about different events e.g. birth, death, bullying
- Children explore relationships with friends, family and others
- Children consider the needs of others, show empathy, develop self-esteem and a respect for others
- Children develop a sense of belonging

Curriculum Organisation

SMSC is developed within and outside of lessons. See Appendix (i) (SMSC Curriculum Map) showing how the curriculum is organised to deliver SMSC development in each year group.

Whole school approaches to developing SMSC:

- Creation of class charters and following the Hawthorns Code
- Weekly Headteacher's Award
- Aspirational Quality Award
- Work on growth mindset
- Participation in Forest School

- Writing to penpals in another school
- Electing members for school council and Fairtrade representatives
- Whole school projects. i.e. Take One Picture/Take One Country
- School trips
- Visitors to the school
- Extra-curricular opportunities
- Celebrate religious festivals or cultural milestones (i.e. elections, the Royal family)
- Environmental Week

See also Discovery RE for how SMSC is delivered within the RE curriculum.

Teaching Approach

At the Hawthorns Primary School, we recognise that the personal development of pupils spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Therefore, we aim to provide an education that presents children with opportunities to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour, a positive caring attitude towards other people and understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All curriculum areas have a contribution to the child's Social, Moral Spiritual and Cultural development (SMSC) and opportunities for this will be planned in each area of the curriculum. Values, principles and spirituality will be explored in the curriculum especially in RE, PSHE, Philosophy for Children and during collective worship. The integrity and beliefs of other religions will be respected and explored. The diversity of the spiritual traditions will be recognised and pupils will be given access to alternative views.

All adults will model and promote expected behaviour treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between rights and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This should be reflected in the teachers planning and learning resources.

The management of SMSC: Roles and Responsibilities

The curriculum leader will facilitate the development of SMSC in the following ways;

- By updating the policy
- By ordering/updating resources
- By providing CPD so that all staff are confident in how to deliver coverage of the subject and have sufficient knowledge
- By keeping staff abreast of new developments
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop capability and that progression is taking place
- By supporting staff in developing pupils capability
- By attending appropriate courses to update knowledge of current developments
- By contributing to the School Improvement and Development plan on an annual basis

- By monitoring the coverage of SMSC

Monitoring and review

Monitoring is carried out by the headteacher and the curriculum leader in the following ways:

- Informal discussion with staff and pupils
- Monitoring of planning
- Book scrutiny
- Classroom observation e.g. learning walks, drop-ins and formal observations

A review of the policy involving all staff will take place every three years with the Statutory requirement of the Collective Worship Statement.

Appendix (i)

SMSC Curriculum Overview

Year Group	Spiritual	Moral	Social	Cultural
EYFS	<p>Visitors to talk about their faith and traditions</p> <p>Stories which reflect different beliefs</p> <p>Circus skills to boost self-esteem</p> <p>Learning Journeys to support reflection on learning</p>	<p>Discussing right and wrong in circle times</p> <p>Stories with moral themes</p> <p>Use of puppets to model behaviour</p>	<p>Listening to each other and respecting one another in circle times</p> <p>Visit Morrison's (community participation)</p> <p>Visitors to talk about different jobs including policeman, vet and pilot</p>	<p>Visitors to talk about religious festivals</p> <p>Art/DT activities linked to cultures including making Diwas, Chinese lamps and Welsh cakes</p> <p>Cultural stories including George and the Dragon</p> <p>Topic linked to heritage including castles and pirates</p> <p>Celebrate individual languages with a display and learning how to say hello in different languages</p>
1	<p>Opportunities for self-reflection</p> <p>Philosophical discussions linked to texts in English: Where the Wild Things Are and The Little Red Hen</p>	<p>Moral discussions linked to texts in English: 'Where the Wild Things Are', 'The Three Little Pigs' and 'The Little Red Hen'</p> <p>Circle times on making the right choices and to discuss playtime issues</p> <p>Make posters about playground behaviour</p> <p>Collect for charity after Nativity play</p>	<p>Building relationships, working together and empathy in PSHE</p> <p>Opportunities for classes to share and play together fairly</p> <p>Diary writing project with toy tiger</p> <p>Learn turn taking</p> <p>team games in PE</p> <p>School trips to Brooklands, Emm Brook and Rushall Farm</p> <p>Collaborative working with Year 3</p>	<p>Learn about Guy Fawkes</p> <p>Make Mother's Day cards</p> <p>Nativity production</p> <p>Learn about Barcelona including Gaudi, the Spanish language and the Sagrada Familia</p>
2	<p>Questioning personal values in PSHE</p> <p>Diwali talk from member of staff</p> <p>Visit to Wokingham Baptist Church (Easter: The Last Supper)</p>	<p>Study stories with moral endings and traditional tales in English</p> <p>Look after tadpoles and butterflies</p>	<p>Understand differences and belonging to a group in PSHE</p> <p>Learn playground games in PE</p> <p>Make board games in Maths</p> <p>Reading buddies with Year 4 pupils</p>	<p>Study islands and Scotland in Topic</p> <p>Punch and Judy</p> <p>Study India with a link to cooking, batik art and palm puppets</p> <p>Look at our personal history and research family holidays</p> <p>Nativity play</p> <p>Learn country dancing in PE</p> <p>Visit the Ashmoleon Museum and St. Catherine's Church</p>

3	Learn about Christingle Yoga club Learn about Charles Darwin in Science and look for signs of Spring	Learn about traditional tales and fables in English	Trip to Oakwood to develop team building Learn about rules and laws, getting on and falling out and going for gold in PSHE Paired reading with Years 1 and 6	Chinese New Year assembly Homework project on a European country Learn about Christingle Study Ancient Egypt Learn dances from around the world in PE Learn to play the ocarina
4	Setting goals and reflecting on achievement in PSHE Study 'Journey' picture book in English Poetry including 'The Door' and 'The Listeners' Homework project on African animals	Study 'Friend or Foe' and 'Journey to Jo'burg' in English Debate issues such as keeping animals in zoos in English Learn about the law and the consequences of breaking it in PSHE Discuss racism	Understand the Islamic way of life Reading buddies with Year 2	Learn about the History of Ancient Islam, Africa and the Romans Visit Reading Mosque Study '1001 Arabian Nights' Visit Reading Museum Study the work of Stephen NJenga (African artist) Production: African folk tales Make flat bread and hummus
5	Kennet Court link for Harvest and Christmas Carols Study 'The Midnight Fox' Children team their peers their personal talents in PSHE	Victorian day Learn about deforestation when studying Brazil including a bring and buy sale to raise money for the Rainforest Alliance Sex and Relationships Education Life Education Bus Police visit to discuss e-safety	Kew Woods pupil visit Visit Ufton Court Learn about Victorians and life in the 19 th century Learn about democracy in Ancient Greece	Learn about Queen Victoria Learn about Brazil including the Olympics, tribes, music, art and traditional stories
6	Visit to the Baptist Church	Sex Education Drugs and alcohol education Discuss morals in English to inform debates and writing discussion texts Study evolution Study 'A Christmas Carol'	Police week Careers Relationship education Residential trip Paired reading with younger children Transition between Years 6 and 7 Year 6 production Playground friends and door monitors	Study 'The Jungle Book' Learn about democracy in PSHE Study different British artists in Art Learn about music from different cultures Study local history