

## Collective Worship DfE

All maintained schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.

Collective worship in schools should aim to 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 presentation 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**.

Collective worship in county schools and equivalent grant-maintained schools must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination.

Pupils who do not come from Christian families should be able to join in the daily act of collective worship even though this would, in the main, reflect the broad traditions of Christian belief. The law intends that, subject to the exceptions provided by section 9 of the 1988 Act (paragraph 83), all pupils will take part in such collective worship.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf)

*(Religious education and collective worship in England Date of Issue: 31 January 1994)*

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## CHRISTIAN CHARACTER AND MANLEY PARK

Christian character can be categorised by the **'Fruits of the Spirit'** (Galatians 5:22-23). Our school values which are embedded within our curriculum and daily practice align within the fruits of the spirit. Our values enable all pupils to consider spiritual and moral issues and the opportunity to explore their own beliefs, in line with their own religious and non religious views. It is our core school values that ensure we have community spirit, a common ethos, shared values and positive attitudes.

**MANLEY PARK SCHOOL VALUES: RESPECTFUL, UNDERSTANDING, COMPASSIONATE, RESPONSIBLE, PATIENT, POSITIVE**

**FRUITS OF THE SPIRIT:** LOVE | JOY | PEACE | PATIENCE | KINDNESS | GENEROSITY | FAITHFULNESS | GENTLENESS | SELF-CONTROL

**MANLEY PARK VALUES ALIGNED WITH THE FRUITS OF THE SPIRIT:**

**RESPECTFUL** - peace | love | kindness

**UNDERSTANDING** - generosity | patient

**COMPASSIONATE** - love | kindness | gentleness | generosity

**RESPONSIBLE** - self-control | faithfulness

**PATIENT** - patient | gentleness

**POSITIVE** - joy | kindness | generosity

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**DAILY ACTS OF WORSHIP**

Monday	Tuesday	Wednesday	Thursday	Friday
In class <b>PCG</b> reflection  <b>EYFS:</b> In class <b>PCG</b> reflection.	<b>KS2:</b> Whole school <b>Emotional Intelligence</b> assembly followed by in class follow up.	In class reflection on <b>British Values.</b>	In class reflection on <b>important messages.</b>	<b>Celebration</b> assembly.

	In class reflection on <b>important messages.</b>	In class reflection on <b>British Values.</b>	Whole school <b>Emotional Intelligence</b> assembly followed by in class follow up. <i>(Alternating weeks)</i>	<b>Celebration</b> assembly.
<b>KSI:</b> Whole school <b>Emotional Intelligence</b> assembly followed by in class follow up. <i>(Alternating weeks)</i>	In class <b>PCG</b> reflection.	In class reflection on <b>British Values.</b>	In class reflection on <b>important messages.</b>	<b>Celebration</b> assembly

- EMOTIONAL INTELLIGENCE ASSEMBLY

Our emotional intelligence assemblies follow a core value for each half term. Each half term the assemblies focus initially on 'ourselves', followed by 'others', leading on to 'as a learner'. Each of these is then followed up with an in class lesson which follows the whole school progression document.

- IN CLASS PCG REFLECTION

We want to help children at our school to develop:

- An understanding of Equality, Human Rights and Protected Characteristics.
- An acceptance that other people have differences to oneself and these should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour / language.
- An understanding of the importance of identifying and combating discrimination.

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics.

Age, Disability, Gender reassignment, Race, Religion or belief, Marriage or civil partnership, Sex, Sexual orientation, Pregnancy and maternity

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	Intro to PCG	Age	Disability	Race	Sex	Marriage or civil partnership
Reception	Intro to PCG	Age	Disability	Race	Sex	Marriage or civil partnership
Year 1	Intro to PCG	Age	Disability	Race	Sex	Marriage or civil partnership

Year 2	Intro to PCC	Age	Disability	Race	Sex	Marriage or civil partnership
Year 3	Age	Disability	Race	Sex	Marriage or civil partnership	Religion or belief
Year 4	Disability	Race	Sex	Marriage or civil partnership	Religion or belief	Pregnancy and maternity
Year 5	Race	Sex	Marriage or civil partnership	Religion or belief	Pregnancy and maternity	Sexual Orientation
Year 6	Sex	Marriage or civil partnership	Religion or belief	Pregnancy and maternity	Sexual Orientation	Gender reassignment

- IN CLASS REFLECTION ON BRITISH VALUES

DEMOCRACY:

- I can influence the way the school runs through the School Council, by talking to adults, using our in class worries and wishes boxes.
- I understand what is meant by democracy and how everyone is free to make their own choices, but must live with the consequences of their choices.

THE RULE OF LAW:

- I understand the school rules are used to teach us about the laws in society and how to be a socially responsible citizen.
- I recognise that there will be consequences for my actions.
- I understand how laws are used to ensure everyone is happy and safe.

#### INDIVIDUAL LIBERTY:

- I am free to think as I would like.
- I have the freedom to make choices that affect me but I recognise that my choices may affect others or myself in a positive or negative way.
- I take responsibility for all my actions, positive or negative.

#### MUTUAL RESPECT:

- I recognise that everyone is entitled to their opinion, as long as it does not promote extreme views and ideas that are a danger to others.
- I understand that everyone is entitled to a voice.
- I will listen and respond to others as I would like to be.
- I recognise that I am as equally responsible for my learning as the adults in school.

#### TOLERANCE:

- We all have a responsibility to promote and protect the wellbeing of others.
- I recognise that it is unacceptable to dismiss the beliefs and opinions of anyone.
- I understand that it is important to express my views in a way that will not upset others.
- I understand that it is important to listen carefully to the views of others, and try to see ideas from different perspectives.
- I understand that society is made up from many different cultures and faiths and that each person should be respected for who they are and what they believe.

<b>School Theme</b>	<b>Diversity</b>	<b>Values and Perceptions</b>	<b>Social Justice</b>	<b>Sustainable Development</b>	<b>Interdependence</b>	<b>Aspirations</b>
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School Value	Respect	Understanding	Compassionate	Responsible	Patient	Positive
British Value	Mutual Respect	Tolerance	Rule of Law	Individual Liberty	Democracy	Review (1 week on each)
EYFS	Enhance EI theme	Same and Different Me and you	Following Rules -Fairness for all	You and Me Taking turns and sharing	Making decisions -participate in simple votes to make decisions	Teacher choice cohort driven and BV learning over the year.
Year 1	Enhance EI theme	Disagreements / Conflict The naturalness of this. Compromise	School Rules -consequences of following or not -impact on learning environment	Feeling and Actions Knowing the difference and being in control of actions	Our School Council -how it works and how one can influence decisions	Teacher choice cohort driven and BV learning over the year.
Year 2	Enhance EI theme	Disagreements / Conflict Compromise and finding solutions, it is ok to want different things.	School Rules -consequences of following or not -impact on others, feel safe, learning environment	My Actions and Others Knowing how my actions impact others	Our School Council -how it works and how one can influence decisions and how this is similar to parliament.	Teacher choice cohort driven and BV learning over the year.
Year 3	Enhance EI theme	Faith in the UK Living in harmony	Rights and Responsibilities Children's rights and responsibilities	Choices I have and impact -school meals -playtimes	The Origins of Democracy -how it has changed over time.	Teacher choice cohort driven and BV learning over the year.
Year 4	Enhance EI theme	Faith in the UK Understanding similarities	Laws and Enforcing Laws and the punishment - changes over time	Choices I have and impact -school meals -playtimes -AFL -After School Clubs	Houses of Parliament -Commons, the executive seat of power	Teacher choice cohort driven and BV learning over the year.
Year 5	Enhance EI theme	Challenging Stereotypes Race, Age, Gender	Laws and Enforcing Civil and criminal law, the difference	Taking Responsibility Being accountable for actions and consequences, positive or negative.	UK Parliament -Voting system (nations that do not) -Commons and Lords	Teacher choice cohort driven and BV learning over the year.
Year 6	Enhance EI theme	Challenging Discrimination Race, Age, Gender	Laws and Enforcement -Rule of law is essential for the safety and well being of all citizens	Taking Responsibility Accountable for behaviour, showing initiative in being a valued member of class, school, community.	UK Parliament -how one can influence decisions. Understand the separation of power (judiciary and executive)	Teacher choice cohort driven and BV learning over the year.

- IN CLASS REFLECTION ON IMPORTANT MESSAGES

At the end of the school day (Thursday), children will be encouraged to consider and reflect on a **message or moral**, based on one of our six core values. Teachers will lead in identifying the message, saying the message and then turning this into a time for reflection. At times, it may be pertinent to **reflect on key successes** for the class, or individuals, or **think about people who are less fortunate** and would appreciate being thought about and considered by others as a way of helping them through their difficulties.

During this time of reflection, we will offer children the opportunity to close their eyes and we will share that 'during reflection you may choose to share your thoughts with your god, think of someone you would like to share these with or simply keep them personal.'

BASIC REFLECTION STRUCTURES:

- **Thinking Of Others Reflection:** I think.....would appreciate us thinking about them today and wishing them positive thoughts and support through their difficult time. Let's hope that things get better for them, and we wish them well.
- **Celebrating Success Reflection:** I think we need to celebrate the success of..... They have worked responsibly / supported others / been determined etc. We should learn from them to be the best version of ourselves.
- **Important Message Reflection:** Recently we have talked a lot about..... . The important message is..... . Let us all try to remember that message to help us be the best that we can be.

- CELEBRATION ASSEMBLY

Our school prefects will act as role models, escorting classes into the school hall, where they will be welcomed by the school choir, sometimes singing our school song. Children are free to join in the singing. Each teacher will award a certificate to a member of the class, celebrating their achievements from the week. A child from each class will also select a peer that they wish to celebrate.

We will conclude by promoting the importance of school attendance by recognising the highest attending class.