

Collective Worship Policy

Background

The 1988 Education Act requires that every school should provide a daily act of collective worship for all pupils. The majority of which, each term should be 'wholly or mainly of a broadly Christian character'. Collective worship should 'reflect the broad traditions of Christian belief without being distinctive of any particular denominations'.

Worship Policy Guidelines

Procedures

- On Mondays the Head teacher leads the Achievement Assembly with a focus on the celebration for good work, attendance, behaviour and out of school achievements.
- Tuesday morning assemblies focus on our School Core Values, reflecting on what we have done well and other ways we can do to follow them.
- On Wednesday each class carries out their own collective worship on the weeks theme.
- On Thursdays we have whole school singing and we celebrate birthdays.
- Fridays are used for class collective worship.
- The act of worship lasts for fifteen minutes. It is important that classes attend promptly so that assemblies can begin on time.
- A calm, still atmosphere is encouraged not only for collective worship itself but also for arrival and departure of the classes.
- During each act of collective worship we aim to provide an opportunity for a short period of quiet and stillness to think or pray for all that wish to do so. Children are invited, but never compelled to participate in prayer.
- Music is provided at the start of each assembly time and as the children leave the assembly hall.
- The singing of religious and other songs provides a valuable opportunity to share in celebration or reflection.
- Notices and school events to be celebrated are carefully integrated into the assembly with care taken to avoid creating an imbalance.

Planning

Our assemblies are often of a broadly Christian character. However, themes will be included that are from other faiths or secular in origin, particularly which reflect the variety of beliefs of the children in school. Themes are planned over a half term and link where possible to our SEAL work (Social, Emotional Aspect of Learning)

We ensure that our assemblies:

- Suit the ages and aptitudes of the children
- Are inspiring and appropriate
- Provide continuity and coherence
- Satisfy the legal requirements of the 1988 Education Reform Act.
- Enable a child to participate if they wish by:
 - Saying a prayer
 - Participating in a song or hymn
 - Repeat or recite a response
 - Have a period of silence and stillness for reflection
 - Feel part of the School Community

Principles

Our aims will be achieved by:

- Using the Bible and other writings and resources as a source for inspiration and learning.
- Observing the cycle of the Christian year: Harvest, Advent, Christmas, Lent and Easter.
- Being open to opportunities for worship afforded by the major festivals and holidays of other faiths.
- Provide opportunities to discover the value of meditation and silence.
- Experiencing the bond of community that encompasses gender, age, race and religious opinions. This could be expressed through a range of visitors who are invited to lead or attend school worship.
- An inclusive attitude towards those of other faiths, shown in the welcome we offer to all children, the taking of appropriate opportunities to affirm their particular religious or ethnic background and the celebration of shared values and beliefs.
- Using the school grounds as a source for inspiration and learning.
- Inviting parents and family members to share in our worship together, particularly to celebrate the major Christian festivals.

Monitoring

- Evidence of work undertaken is provided through the planning process for collective worship and the response of children to Acts of Collective Worship.
- A record of each act of collective worship will be kept in the form of a scheme with year group follow-up assemblies providing continuity with whole school assemblies.

Presentation can take a variety of forms

- Story telling
- An artefact
- Listening to music
- Focus on a poster/image
- Reflection on children's work
- A role play
- A discussion
- A remembering activity (of a shared visit or experience)
- ICT

People taking assemblies may include:

- The Headteacher
- Other members of the teaching staff
- The Clergy
- Representatives of other faiths
- A Class
- Members of the school's wider community

Visitors are:

- Personally known to the school, recommended from another school or met beforehand.
- Made welcome.
- Well-briefed on the school's requirements, particularly regarding the theme or focus, time allocation, hall layout, hymn or song arrangements and the aims of the school's collective worship policy.
- Familiar with the number of children involved, their ages and aptitudes.

Places for Worship

There is a deliberate intention not to limit worship to any one setting within the school. Instead, use is made of different venues in and around the school. The school hall is seen as the largest area within the school, being accepted as a place for worship. School worship also takes place in classrooms: a greater degree of intimacy can be achieved, as well as opportunities for quiet reflection. Within each classroom there is a spiritual table with resources to provide reflection and discussion opportunities. Use is also made of the outside environment to provide children with a place to reflect and take part in a spiritual experience.

Resources for Collective Worship

Provision is made each year within the school's delegated budget to adequately fund the development of worship through the purchase of music, artefacts, pictures and other resources. Music is held in the hall. All other resources are held in the RE storage area.

Worship in the curriculum

Our worship involves the children in a wide range of aesthetic, ethical, linguistic, social, physical and spiritual activities. The planning of worship takes into account how children think and learn, being sensitive to the development of concepts, attitudes and skills. Therefore, we encourage opportunities for enhancing the worship experience through discussion within the classroom setting.

Inclusion

Every child unless withdrawn by parents is expected to attend assembly. However class teachers can use their discretion for pupils who find it very difficult to sit for long periods. In such cases a Teaching Assistant must work with these children, developing appropriate behaviours on activities which still have a spiritual nature.