



Calow Church of England (V.C.) Primary School

Collective Worship Policy

Context

Calow Primary serves an area that is mostly Christian and the majority of children and their parents are white and nominal Christian. We recognise pupils are not immune from developments and influences in a wider world through family and personal contacts, the media and from their education.

Collective Worship is a core practice of any Church school community. It is part of the aims of our School to address the needs of all pupils, offering a wide ranging education to prepare them for life, not only in the community but in a wider world. To this end, collective worship is seen to be part of the school's broadly based and balanced curriculum.

Legal Requirements

(for details see ERA 1988 Ed Act 1993 and Circular 1/94)

All pupils must take part in a daily act of collective worship, unless they have been withdrawn from it by their parents.

Parents have the right to withdraw their children from collective worship.

As the School is a county School, collective worship must be "wholly or mainly of a broadly Christian character", that is be within the broad traditions of Christian beliefs, on the majority of occasions.

Aims for Collective Worship

Collective worship is an essential element in the school's promotion of the spiritual and moral development of pupils as required by ERA 1988:

(Worship is understood as an act of collective worship in a county School and can be interpreted very openly and widely as an act which brings a school group to a point where they are able to make a shared reflective response to a divine being, power, ideal or value of some worth, wholly or mainly within the broad traditions of Christian belief on the majority of occasions)

Aims have been agreed with the governors to be the following:

- To establish, affirm and celebrate the common and shared values of the School.
- To nurture and identity and nature of the School as a community.
- To develop in pupils an awareness of and a sense of belonging to, the many different dimensions of the School's community.
- To provide a daily focal point in the life of the School for transmission and development of all that the School stands for in terms of beliefs, values, moral codes and community ethos.
- To develop positive attitudes among the pupils.
- To provide an opportunity for pupils to worship God.
- To enable pupils to come to terms with their own beliefs, values and commitments and with those of others.
- To create an experience which promotes thought and reflection and which promotes pupils' spiritual, moral, social and cultural development.
- To provide a chance to reflect on a variety of situations and to make a personal response.
- To create a sense of gathering for a purpose.

- To support and enhance other whole School curriculum policies through worship focus on areas being covered in classroom lessons.

Approaches

Daily worship is provided on the School premises, in the hall (for the whole School) or in the other classrooms, through the following means:

- Acts or worship in class
- Acts of worship by key stage group assemblies
- Whole school acts of worship and assembly

The Act of Worship, whether in the hall or classroom, will follow a recognisable format:

- The worship should last approximately ten to fifteen minutes.
- There will usually be songs in an appropriate place which, wherever possible will relate to the theme of the worship. Songs will mainly be displayed using a laptop and overhead projector.
- There will be a quiet time for reflection and a prayer. Prayers may be taken from Common Worship, other collections of prayers, teacher's own resources or children's own work. They may also be extemporary.
- The worship will have a clear focus linked to the weekly theme.
- Engagement will include children as worship leaders. This may involve interactive prayer and children taking responsibility for spiritual journey.
- Elements in the worship may include music (C.D.'s, singing, instruments etc.), listening to stories, Bible Readings and other relevant passages, use of movement, mime, drama, artefacts and audio-visual material.
- Any notices will be clearly separated from the act of worship.
- Children will be expected to walk in and out of the hall in an attitude of quiet reflection. Music will be played and the children encouraged to listen thoughtfully while they are waiting for the act of worship to begin.

Leaders

Collective Worship is led by the Headteacher and teachers (on a rota basis). Reverend Kevin Ball leads Worship each Wednesday on a weekly basis. From time to time Worship is led by invited visitors e.g. Mr. Michael Fentem and Mr. and Mrs. Briddon of the Matlock Area Schools' Trust.

Management

The Governors hold overall responsibility for ensuring that the legal requirements for worship are met. Responsibility for collective worship in the School on a day to day basis is delegated to the Headteacher.

The Headteacher carries out the following:

- To prepare suggested themes for collective worship for each term and attend specific senior management meetings to participate in planning the extension and detailing of these themes.
- To establish and maintain a resource base.
- To ensure the provision of a rota of leaders of worship either in class, key stage or whole school.
- To provide weekly record sheets to be completed by worship leaders.
- To assist in liaison with local community in terms of visitors.
- To attend courses relevant to collective worship and inform staff of their content.
- To attend collective worship as far as practicable.

The Planning of Collective Worship

Collective worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. The content and methodology of Collective Worship should be varied and there should be evidence of this in planning.

Each week there is a theme for Collective worship. Those leading worship are encouraged to relate their worship to this theme. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints. Alternatively class teachers may develop their worship from themes and events that occur during the week.

This pattern is flexible and on occasions it is recognised that teachers may feel that they need to respond to local or national events.

All those leading collective worship are asked to plan their act of worship as they would any other learning activity.

We seek to encourage pupils to voice their views on collective worship and to be part of the evaluation process. The school council regularly seeks the views of their fellow pupils and reports these findings to the school council.

Methods

There should be a suitable variety of methods for collective worship to enable the experience to be as valued and relevant to pupils as possible.

- Readings from suitable sources, including the Bible, but also other sources of worth.
- Storytelling, Drama, Dance.
- Involvement of children in presenting their own prayers and thoughts, participating in any of the above and in moments of reflection and silence.
- Worship focus on areas of the curriculum being followed in classrooms, thus providing support of and involvement in other whole School policies.
- Use of visitors – when visitors are invited to speak to School assemblies and acts of collective worship, they will be informed, in good time, by letter, of what is required in terms of content, presentation and time to make the experience as effective and educational as possible for all concerned.
- An act of worship should be recorded by the leader (or member of staff responsible if a visitor is leading) on the weekly sheet to be found in the R.E. Planning File. Class assembly records should be included in weekly planning sheets by the class teacher.
- The Headteacher maintains a file of Collective Worship evaluations

Contribution to Social Moral Spiritual and Cultural development

We recognise that although SMSC development should be fostered across the whole curriculum, acts of Collective Worship provide a multitude of opportunities in this area. For example, children will be encouraged to reflect on and celebrate the deeper meanings of life, consider their own behaviour and recognise the need for forgiveness, appreciate the contributions of others and respond to their needs, value their own culture and the cultures of others.

Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical or sensory disability. We therefore aim to make Collective Worship accessible to all and accommodate individual needs when appropriate.

Monitoring

The Headteacher will attend class collective worship in rotation. Members of the Leadership Team and Collective Worship/R.E. Subject Leader may attend worship and evaluate terms themes and acts of worship.

Evaluation and recording needs to be an integral part of the collective worship process. Worship can be evaluated by those leading the worship, other staff, the pupils for whom the worship is intended or members of the governing body (including the Associate Governor responsible for Collective Worship). Feedback from any of these groups will help to improve the quality of worship offered to the pupils. Staff leading collective worship are responsible for completing the evaluation form. This forms part of the monitoring process.

Right of Withdrawal

We expect all children to attend Collective Worship. Any parent can request permission for their child to be excused from religious assembly and the School will make alternative arrangements for the supervision of the child during that part of Collective Worship. This right of withdrawal complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. Parents are reminded in the School Prospectus of the right to withdraw their child from Collective Worship.

Evaluation

This policy will be reviewed as appropriate. Its implementation and effectiveness will be monitored by the school community.

Policy review: February 2009
November 2012
January 2014
September 2016

Appendices

Appendix: 1

Resources

The R.E. Curriculum Guidelines within the School Scheme of Work.

Box Files containing information on topics and specific religions and issues.

Artefacts – to include:

Christian
Hindu
Muslim
Buddhist
Jewish Sikh

(further purchases to be made in all religions)

Advice on care of artefacts:

- Jewish and Muslim items should not be put together.
- Never put shoes on or near artefacts displays.
- Leather is not acceptable for Hindus and never put it on a Hindu display

Please ask R.E. Subject Leader for further details about the above.

- Posters and pictures to depict aspects of festivals, worship, family celebrations, sacraments, religious events, personages, sacred places and stories.
- Reproductions of paintings, mainly Christian and about Christmas or Easter.
- Videos – School programmes on topics and specific religions.
- Photocopiable and information books on world religions.

Appendix: 2

Collective Worship

Pointers in Good Practice in School Assembly for Visiting Speakers.

The following guidelines have been prepared for speakers in school assemblies to clarify what is required in terms of content, presentation and time to make the experience as effective and educational as possible for all concerned.

- Do think carefully about what you are going to say; consider the main points that you wish to convey and how to do this as clearly as possible.
- Think about the ages and abilities of the pupils, and the relevance of what you are saying to their lives.
- Involve the pupils wherever possible; think of imaginative ways of communicating with them;
- Please remember that the pupils present represent a wide variety of beliefs; while you may share your own beliefs with them it is not appropriate to seek to convert them to a particular way of thinking. It is illegal to attempt to indoctrinate pupils or present collective worship that is distinctive of a particular denomination;
- Allow pupils time to reflect; a time of silence may be no less spiritual than spoken prayer;
- Try to make any necessary arrangements concerning music, readings etc. well in advance so that the act of worship runs as smoothly as possible.