



COLLECTIVE WORSHIP POLICY

Date reviewed	March 2020
Frequency	Every 2 Years
Next review date	March 2022
Reviewed by	Academic Standards, Safeguarding, SEN and Educational Trips Committee

Signed: *Dafed*
Chair of Governors

Dated: 7/5/2020

Signed: *Ax Galt*
Principal

Dated: 7/5/2020

Rationale

Our aim is to create an atmosphere in which pupils' own beliefs are valued and each one has the opportunity to respond in their own way. We aim to encourage the children's sense of self-awareness as a basis for self-respect and their development of personal attitudes, values and beliefs, together with an awareness and understanding of the world around them and a respect for the cultures and beliefs of others.

Collective worship provides a focus for the school community and helps to reflect the tone and ethos of the school.

Legal Requirements

The Education Reform Act of 1988 sets out the law regarding collective worship and Circular 1/94 provides further guidance.

The law states that collective worship in schools should aim to:

- provide the opportunity for pupils to worship God
- consider spiritual and moral issues and to explore their own beliefs
- encourage participation and response, whether through active involvement in the presentation of the worship or through listening to and joining in the worship offered
- develop a community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

The terminology has been interpreted as follows:

- **collective** – recognises the pluralism in the Academy reflecting the fact that our academy has a collection of different individuals and beliefs.
- **worship** – The word “worship” comes from the Anglo Saxon word ‘weorthscipe’ and can be defined as either ‘the adoration of God or a Supreme Being’ or ‘to honour, value and praise someone or something of worth’. Furthermore, worship is a word derived from the word ‘worthship’ and it includes that which the Academy community feels has worth or value or it is worthwhile.
- the inclusion of the word **Christian** does not imply that the audience or leader has to be a Christian and the Act requires worship and not Christian worship. The phrase ‘**broadly Christian**’ is intended to give learners of the Academy the opportunity of participating in acts of worship which have formed a part of the traditions of this country.

In addition to this, OFSTED Guidance **published** September 2014, states that:

- Non-faith academies must provide collective worship that is wholly or mainly of a broadly Christian character. Inspectors should note any requirements of their funding agreements.

- A school can reflect the religious backgrounds represented in its community in its collective worship and RE, as long as the majority of provision is broadly Christian.

Moreover:

Ofsted assesses the contribution of collective worship to the spiritual, moral, social and cultural development in the school. The celebration of success and worth is important and should be an integral part of school life. Inspectors will consider how well leadership and management ensure that the curriculum includes a rounded programme that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong.

Brief definitions of Spiritual, Moral, Social and Cultural Education

Inspectors assess the extent of the support and enhancement of the corporate life of the school and the importance of celebrating that which is worthy and good within the school.

The following are some examples of what might be involved in promoting pupils' spiritual, moral, social and cultural development in the academy.

To promote pupils' **spiritual** development is actively to encourage:

- the growth of pupils' inner life, their capacity to relate to others and their non-material well-being; for example, their self-respect, their creativity, their will to achieve their full potential and their ability to ask, and try to find answers to, life's major questions, including questions about the existence and nature of God;
- pupils' acquisition of the knowledge, understanding, skills, attitudes and qualities they need to foster their own inner lives and non-material well-being throughout life.

To promote pupils' **moral** development is actively to encourage:

- pupils' understanding of the difference between right and wrong, the will to do what is right and their willingness to consider others with concern and compassion;
- pupils' acquisition of the knowledge, understanding, skills, qualities and attitudes they need to do what is right and to cope with moral conflict.

To promote pupils' **social** development is actively to encourage:

- pupils' understanding of the responsibilities and rights of being a member of families and various communities, local, national and global;

- pupils' acquisition of the knowledge, understanding, skills, qualities and attitudes they need to live up to these responsibilities and exercise these rights.

To promote pupils' **cultural** development is actively to encourage:

- pupils' understanding of the cultural influences that affect them and others, a sense of belonging to local, regional, national, global cultures, and their appreciation and response to a range of aesthetic experiences;
- pupils' acquisition of the knowledge, understanding, skills, qualities and attitudes they need to understand, appreciate and contribute to their own and different cultures.

Parents have the right to withdraw their children from collective worship. To exercise this right one or other parent must make their request in writing to the principal.

Teachers also have the right of withdrawal on grounds of religious conscience.

Guidance to staff

The child may withdraw in one of two ways:

- i) for a limited time, during a religious observance, e.g. a prayer, before returning to the group. In this case the child should be asked to wait quietly outside the classroom/Hall for the necessary short period.
- ii) for the duration of the assembly, where the theme may conflict with their culture/beliefs/ values (e.g. Remembrance Day). The child should withdraw to the school library to engage in private reading/study.

Aims

Collective worship in schools helps to develop spiritual awareness and understanding; respect and tolerance for each other; focuses on commonly held values and concerns; and provides opportunities for reflection. It must be wholly or mainly of a broadly Christian character, but may reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian. In the context of worship in the academy, the aim is to provide experiences which deepen the inner senses and engender feelings of self worth and the uniqueness of the individual, giving pupils a purpose and meaning to life, awe and wonder of the natural world, reverence and respect and a sense of belonging to the community.

School collective worship can be an activity that:

- fosters a sense of fellowship and community by bringing together pupils with a wide variety of beliefs and attitudes;
- encourages a reflective approach to life;
- increases sensitivity so that pupils are more aware of the search for meaning and understanding within personal, community or global events;
- encourages pupils to consider themselves and others in an honest and open atmosphere;
- helps pupils develop respect and tolerance.

Intended outcomes

In order to develop satisfactory and meaningful collective worship there should be:

- provision for a daily act of collective worship, in accordance with statutory requirements;
- pupils participating as fully as possible;
- opportunities for pupils to express their ideas and responses in a variety of different ways;
- a rich and varied assembly experience using a variety of forms of presentation;
- opportunities for visitor/subject specialists to lead, or contribute to, assemblies;
- consideration given to creating an appropriate atmosphere.

Channels

Channels for the delivery of the act of collective worship include:

1 Collective Daily 'Thought'

A member of staff is responsible for the planning of variety of a week's worth of collective thoughts to be shared with pupils.

Each day, the daily bulletin provides the act of collective worship based on that week's theme. This is presented in a variety of ways: video clips, power point presentations, images, quotations, etc. The information shared with pupils is then followed by a series of questions/thought-provoking statements that provide pupils with an opportunity to reflect and express their responses to the daily thought. This response may take place through paired/group discussion; whole-class feedback or individually through a written activity or personal reflection time. This act of collective worship is compulsory and is delivered by all form tutors during registration every morning.

All staff, according to their subject specialisms, religious views, and interests may contribute towards the Collective Worship. Guidance on the aims and intended outcomes are shared with all contributors.

Additionally, students are also invited to contribute to the production of the Collective Worship power point for the week.

The themes reflect mainly Christian character, e.g. Harvest and Thankfulness; Acceptance; Remembrance, but also include other religious festivals as represented by the backgrounds of pupils within our school community, e.g. Divali, Hannukah, etc.

2 Religious Education

An understanding and appreciation of different cultures, beliefs and major Christian Festivals forms part of the R.E. curriculum. (please refer separately)

3 Assemblies

The assembly is a focus and expression of the educational, spiritual and social life of the school. It is not peripheral in educational matters but a vital community experience. As such it should aim to do several things:

1. To expose and contemplate those ideal values which run through the school as a community and which form the basis of a Christian experience.
2. To provide an opportunity to look outwards to the wider community - geographically, culturally and spiritually.
3. To use information, expertise and talents from departments, staff and pupils as individuals or in groups, since much of what is explored in the classroom can be fruitfully developed and shared by the school as a whole.
4. To celebrate festivals with dignity.
5. Celebrate success both in and outside of school.

Assemblies should not be seen as an experience for pupils only but as an experience for staff too since they are a focal point for the school community as a whole.

Year group assemblies take place weekly and the Head of Year takes responsibility for their delivery. Within the weekly assembly, the week's Collective Worship theme is addressed, with pupils taking an active part in responding to the ideas shared.

Key Stage Assemblies takes place throughout the year and cover mainly Christian themes, e.g. Harvest, Remembrance, Christmas, Easter. These are often delivered by the Principal.

All staff are expected to attend assemblies to ensure their good management by supervision and organisation of pupils as appropriate.

Pupils excused attendance on religious grounds will go to the Library.

Links to other school policies and procedures:

This policy is intended to be used in conjunction with the school's

- Anti-bullying Policy
- Code of Conduct Policy
- E Safety Policy
- Pastoral Care & Behaviour Policy
- Race Equality Policy
- SMSC documentation
- Religious Education Policy
- PSHE Education Policy