

# Collective Worship Policy

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## 1. RATIONALE

The aim of the collective worship policy is to provide the opportunity for pupils to:

- worship God
- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered.

## 2. AIMS

So that no one will take part in an act of collective worship that is not understood, or that compromises presently held beliefs, the aims of this policy are as follows.

- To reflect the “wholly, broadly Christian character of Collective Worship that is required by law, whilst becoming aware of and taking into account, other religions.
- To have involvement in, and the opportunity to worship and/or reflect.
- To foster a reverent, thoughtful atmosphere where spiritual and moral issues may be addressed.
- To encourage positive behaviour and attitudes.
- To encourage students to see the world as it is and how it could be.
- To include all students, whether or not their background lies in a religious tradition.
- To be educational and contribute to the Religious Education of the pupils.

## 3. STATUTORY DUTY OF SCHOOL

All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**). This is usually provided within a daily assembly. The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part

in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

#### **4. IMPLEMENTATION**

Collective worship, whether in assembly or tutor time, will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils.

#### **5. PLANNING**

The content of Collective Worship will be set out in themes as laid out in the Policy Statement (Content)

The themes are flexible enough to allow for topical issues, which may arise from time to time.

The act of collective worship may or may not have accompanying hymns and prayers. Where these are used, they will be co-ordinated with the theme as far as possible,

A record will be kept for inspection purposes.

#### **6. OPTING OUT**

It is understood that both children (at parents' request) and staff, may opt out of Collective Worship but not out of Assembly. The right of withdrawal from RE and collective worship is set out in section 71 of the School Standards and Framework Act 1998. Pupils who opt out at parents request will be supervised and will return for Assembly when appropriate.

#### **7. COLLECTIVE WORSHIP (CONTENT)**

The content of the collective Worship policy will address issues of a spiritual and moral nature, relating to everyday life. Account will be taken of stories and experiences from different religions, traditions and philosophies.

## **A. WHOLE SCHOOL COLLECTIVE WORSHIP**

There are implicit difficulties in presenting whole school collective worship to children with an age range of 4 –17 years. It is intended that students will benefit from the act of Collective Worship at their own level, and indeed to encourage tolerance among the senior pupils, who may feel that any presentation is too childish for them.

With this in mind, there will be separate assemblies for Primary and Secondary pupils once a week and whole school assemblies on the other days which may incorporate:

- i) Songs
- ii) Prayers
- iii) Any suitable theme (see list)
- iv) Any other topic that is appropriate

The chosen topic or theme should reflect DCSF guidelines of a “Broadly Christian Character“ with reference to other religions where appropriate.

## **B. PRIMARY/SECONDARY COLLECTIVE WORSHIP**

This will address in particular, the Christian element of Collective Worship and the themes may be presented at a suitable level for the age and the ability of the pupils.

Examples of possible choices are:

- Jesus the Teacher
- Jesus the Healer
- Jesus the Story Teller
- Jesus The Miracle worker
- Jesus the Friend
- The apostles and their work
- Paul the Missionary (include conversion)
- Stories from the Christian Tradition
- Saints
- The Christian Calendar to include Christmas, Easter etc.
- Respect
- Love
- Family
- Understanding
- Learning

- Forgiveness
- Choosing Heaven
- True Happiness
- Thinking
- Determination
- Selflessness
- Listening

These themes are broadly based and may be presented by using stories and experiences from many other cultures.

### **C. CLASS BASED ACTS OF WORSHIP/SHARING TIME**

It is intended that this will take place as outlined, with each class teacher and the class. Class sharing time may take the form, which the class teacher feels, appropriate to meet the needs of the class. There will be no set theme, so that the approach may be flexible, allowing the children to share their thoughts to think, to listen, and also have time for stillness, quiet and where possible, reflection.

Ideas for presentation may include:

- A story with a moral
- A thought for the day
- Consideration of a spiritual/moral issue

#### **Suggestions for possible themes**

Not an exhaustive list but one that allows for other topics to be discussed as appropriate.

Using Talents	Families and friends
World leaders	Hobbies and skills
Aesop's Fables	Living with other people
Proverbs	The environment
Volunteers	News and current events
Saints	Stories from other religions
Conservation	Prayer
Rules	Art
Different generations	Peace and War
Comparative religions	Animals
Old Testament people	Stories and parables
New Testament people	Myths and legends
Festivals/Celebrations	Famous people

Growing and changing

Emotions

Behaviour

Becoming a peacemaker

Making the right choices

Making goals for the future

World issues

The natural world

Religious experience

Learning to cooperate

Living the healthy life

Learning to think and use the brain

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