



Collective Worship Policy

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Author/owner: School Community Board
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General Statement

Under the remit of the Education Reform Act 1988 schools must provide a daily act of worship for all pupils. The Act requires it to be '**wholly or mainly Christian**' and '**not distinctive of any denomination**' (3)

The DfES Circular 1/94 gives the current advice of the Department on collective worship. It clearly sets out the aims of collective worship in the mind of the government. (Please see appendix 1. Sacre Guidance)

At Newport Community School Primary Academy, we understand the meaning of 7.2 of the Act which states that Collective Worship should '**reflect the broad traditions of Christian belief**' to mean the underlying principles that Christian belief encompasses. These are ideals common to all humanity including love, joy, peace, hope, truth, trust, forgiveness, service, compassion, justice, respect of individuals, respect for life and personal and social responsibility.

We aim to provide acts of worship so that all members of the school community will feel able to attend under the Education Act 1988. Teachers and staff employed by the school have the **right to withdraw** from observing acts of collective worship and parents have the right to withdraw their children from collective worship. Parents should inform the school in writing of their intention to withdraw from collective worship.

Pupils who are withdrawn from collective worship should participate in purposeful learning activities which support the Academy's curriculum.

Definitions

The word **Worship** has at least two distinct meanings.

- a) Adoration offered by believers to the Supreme Being
- b) Concerns, concepts, principles and conduct worthy of celebration as examples of the highest achievements of the human spirit.

We should provide opportunities for both.

Collective Worship in schools is not like corporate worship in churches, which is the activity of a faith community. We conduct worship in an educational context and it is therefore not appropriate to evangelise. The term assembly refers to an act of collective worship and is the term used by the children and staff.

Aims

Through the daily act of collective worship, we aim to:

- Sensitively evoke those feelings from which it might be said that worship most naturally arises for example. a sense of beauty, awe and wonder, a feeling of pride, shared sadness, a sense of peace or spirituality, a sense of thankfulness and a sense

of stillness in the midst of a busy existence.

- Provide opportunities for the whole school community to celebrate, building up a sense of group identity and making visible the school's leadership team.
- Develop a sense of responsibility for ourselves and inner awareness as inter-relating members of a local, national and global community that affect each other and the natural world.
- Encompass the wide aspects of school life including all curriculum areas and also reflecting the school's ethos.
- Explore together the human condition and encourage the development of compassion and charity, difference and understanding.
- Provide a meeting time to explore the themes described in our assembly cycle

Planning for Collective Worship

Format

We think that Collective Worship should allow for spontaneity, so that the provider's natural enthusiasm or interpretation of the given subject on the **rolling programme** (see appendix 2) should be taken into account. This allows for news items local, world or indeed individual, to be given appropriate time and consideration.

The session could follow this given pattern:

- Introduction to the theme
- Short illustrative anecdote to provide a time for understanding
- A child's voice/contribution
- A Christian/world faith/ moral story to help reflection and consolidation
- A song or hymn/period of reflection to provide a notion of stillness or praise/uplift
- Prayer or period of reflection with clear indication to a higher being

The candle can be used to provide a focus throughout or can be lit at a special time within the session to give an extra sense of awe/stillness. Attention can be drawn to the lighting of the candle.

We endeavour to keep this to a 20-minute session but feel that it is more important to maintain a sense of spirituality rather than be pressured by time. Achievement assembly will last for approximately 25 minutes.

The Rolling Programme

The rolling programme provides a framework for our collective worship to help to avoid repetition and provide a range of ideas. We have developed a programme based on a variety of themes to dovetail with the work in PSHE and support the SMSC (Social, Moral and Spiritual provision)

- **Monday** whole school assembly including teachers and TA's (unless directed to other duties) to be led by the Head Teacher or other leader/teacher, following the theme suggested by the rolling programme. Spontaneous assemblies which reflect current school community events or national/international current affairs may be led without reference to the rolling programme.
- **Tuesday/Wednesday/Thursday** a class or year group assembly is held for approximately 5 minutes exploring a thought for the day building on the theme from Monday's assembly
- A weekly phase/singing assembly with short reflective prayer at the end led by a teacher. Teachers support the lead teacher as appropriate
- **Friday** Achievement Assembly is a celebration of children's work or achievements and a reflection of the week, usually led by the Head Teacher.

Achievement Assembly

The Achievement Assembly should in most part celebrate the personal journey of a group or individual in making progress in both the curricular or extra-curricular activities. For instance, a child who has struggled to overcome barriers such as improving resilience or concentration or progress in learning which could include home learning. The teacher nominating the child will support the school leader in suggesting why they have been nominated. In other words, it is about the learning process and associated characteristics of learning not just participating and producing work.

All children should be included at a Friday celebration assembly at least once a year if not more often. The class teacher will be responsible for ensuring a fair distribution of children from their class and keep a simple record to show adherence to this policy.

Time allocation for Collective Worship per week is 1hr and 20 minutes

- Monday -20 minutes
- Weekly Phase Assembly c 15 minutes.
- Weekly Phase Singing Assembly c 15 minutes
- Weekly Class/Year group Prayer Reflection time 5 minutes
- Friday c. 25 minutes

Notices, messages etc should come only at the end or beginning of the Collective Worship and there should be a distinct break between assembly and other messages.

If a member of staff is leading a theme which may be considered as contentious or provoke a possible reaction they must discuss the assembly with the Head Teacher and ensure that at least one other member of staff is present.

Staff may move away from the expected theme in response to school, local, national or

international events.

Monitoring and Evaluation

Collective Worship is recorded in a Collective Worship Rolling Programme Planner. The main theme for the week is taken from the rolling programme. The content is set by the Head Teacher. The quality of collective worship is the subject of discussions between the School Community Board and the Head Teacher.

The Collective Worship Leader monitors assemblies once a year or on request for example if a new visiting speaker is attending for the first time.

<u>Cycle A</u> <u>Theme bank</u>	<u>Cycle B</u> <u>Theme bank</u>	<u>Cycle C</u> <u>Theme bank</u>
1. Beginning – new starts	1. Achievement and Talent	1. Creation
2. Relationships	2. Aggression and Hate	2. Children's Rights
3. Bullying including e safety	3. Bullying including e safety	3. Perseverance
4. Independence	4. Care and Caring	4. Bullying including e safety
5. Wisdom	5. Choice and Decisions	5. Thank you – Harvest
6. Harvest	6. Communication	6. Light
7. Changing World	7. Courage	7. Good versus Evil – Diwali
8. Respect	8. Education and Learning	8. Influence
9. Safety	9. Forgiveness	9. Tolerance
10. Responsibility	10. Fun and Enjoyment	10. Faith
11. Ourselves	11. Giving up and Going on	11. Wisdom
12. Creation	12. Guilt and Suffering	12. Protest
13. Listening	13. Happiness is.....	13. Courage
14. Love	14. Haves and Have-nots	14. Help
15. Endeavour	15. Helping Hands	15. Failure
16. Christmas – the story	16. The Message of Christmas	16. Christmas – around the world
17. Cape Diem	17. Humour	17. New start
18. New Year Resolutions	18. Illusion and Reality	18. Persistence
19. Pride	19. In the News	19. Light
20. Tolerance	20. Joy and Sorrow – Easter	20. Promises
21. Community	21. Key People	21. Listening
22. Rules	22. What's it worth?	22. Food – Lent
23. Spring	23. Friendship	23. Neighbours
24. Lent	24. Listen!	24. Kindness
25. Easter – the story	25. Opportunity	25. Easter – new life
26. Easter – the story II	26. Out of One's Depth	26. Thinking ahead
27. Giving	27. Parents and Children	27. Different people
28. Despair	28. Pride, Humility and Prejudice	28. Feelings
29. Wonder	29. Proverbs	29. Partners
30. Families	30. Rewards and Punishment	30. Pentecost
31. Possessions	31. Rights and Responsibilities	31. Problems
32. Success	32. Risk	32. Communication
33. Hope	33. Rules	33. Sports
34. Vision	34. School, School Life, Opportunity & Tradition	34. Summer
35. Understanding	35. Special Books	35. Authority
36. Imprisoned	36. Strength and Weakness	36. Speaking
37. sharing	37. The Unexpected	37. Change
38. Peace	38. Us and Them	38. Endings

The Collective Worship Leader will devise a more detailed breakdown at the start of each term. Saints days, thought for the day to support the central themes, as well as multi faith events will be detailed on the termly timetable.

Staff may move away from the theme in response to school, local, national or international events.

Thought for the Day

A thought for the day, lasting approximately 5 minutes will be led by class teachers once weekly unless assemblies are cancelled due to school events. The format for this short assembly (collective worship) should vary to retain interest, but should include a period of reflection and prayer (see prayer section). The thought or the day should wherever possible support the collective worship theme or respond to community, national or international events. Here a child can develop a voice and participate more easily than a much larger assembly. Children may wish to lead a prayer where suitable or reflection time.

Visiting Faith Leaders/Visitors

Visitors who wish to take assembly should be approved by the Head Teacher to ensure that messages in a child centered environment are appropriate. There is a duty to safeguard children and ensure visitors are adequately supported. Where possible a range of faith leaders should be invited, but it is important that guidance is given by the Head Teacher to the content of collective worship.

Prayer

As part of our ethos to encourage children to make decisions for themselves and to support an inclusive approach to collective worship, prayer is led by a teacher or where relevant children. Prayer should promote stillness and reflection.

A candle may be lit during prayer or children may pray with hands together and eyes closed. Children who do not wish to pray may sit silently and show respect to others. If they wish to own the prayer they can use a closing word such as 'Amen'.