

# NEWPORT COMMUNITY SCHOOL PRIMARY ACADEMY



# COLLECTIVE WORSHIP POLICY

**Date Adopted:** 29<sup>th</sup> November 2018  
**Author/owner:** Local Governing Body  
**Anticipated Review:** Autumn 2019

## 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Pupils who are withdrawn from collective worship should participate in purposeful learning activities which support the Academy's curriculum.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 15 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** 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 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. Awards made by a recognised club external to the school will be recognised by the Assembly every fortnight. Awards will be taken to the class teacher and forwarded to the Assembly box if they are suitable.

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 25 minutes

Monday –15 minutes

Phase Assembly c 15 minutes. Singing Assembly Prayer Reflection 5 minutes

Friday c. 25 minutes

Thought for day in classes or year group c 5 minutes

A visualiser can be used to show work to the assembly hall.

**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 Curriculum & Community Committee 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 2017-18</u>	<u>Cycle B 2018-19</u>	<u>Cycle C 2019-20</u>
<p><b><u>Theme bank</u></b></p> <ol style="list-style-type: none"> <li>1. Beginning – new starts</li> <li>2. Relationships</li> <li>3. Bullying including e safety</li> <li>4. Independence</li> <li>5. Wisdom</li> <li>6. Harvest</li> <li>7. Changing World</li> <li>8. Respect</li> <li>9. Safety</li> <li>10. Responsibility</li> <li>11. Ourselves</li> <li>12. Creation</li> <li>13. Listening</li> <li>14. Love</li> <li>15. Endeavour</li> <li>16. Christmas – the story</li> <li>17. Cape Diem</li> <li>18. New Year Resolutions</li> <li>19. Pride</li> <li>20. Tolerance</li> <li>21. Community</li> <li>22. Rules</li> <li>23. Spring</li> <li>24. Lent</li> <li>25. Easter – the story</li> <li>26. Easter – the story II</li> <li>27. Giving</li> <li>28. Despair</li> <li>29. Wonder</li> <li>30. Families</li> <li>31. Possessions</li> <li>32. Success</li> <li>33. Hope</li> <li>34. Vision</li> <li>35. Understanding</li> <li>36. Imprisoned</li> <li>37. sharing</li> <li>38. Peace</li> </ol>	<p><b><u>Theme bank</u></b></p> <ol style="list-style-type: none"> <li>1. Achievement and Talent</li> <li>2. Aggression and Hate</li> <li>3. Bullying including e safety</li> <li>4. Care and Caring</li> <li>5. Choice and Decisions</li> <li>6. Communication</li> <li>7. Courage</li> <li>8. Education and Learning</li> <li>9. Forgiveness</li> <li>10. Fun and Enjoyment</li> <li>11. Giving up and Going on</li> <li>12. Guilt and Suffering</li> <li>13. Happiness is.....</li> <li>14. Haves and Have-nots</li> <li>15. Helping Hands</li> <li>16. The Message of Christmas</li> <li>17. Humour</li> <li>18. Illusion and Reality</li> <li>19. In the News</li> <li>20. Joy and Sorrow – Easter</li> <li>21. Key People</li> <li>22. What's it worth?</li> <li>23. Friendship</li> <li>24. Listen!</li> <li>25. Opportunity</li> <li>26. Out of One's Depth</li> <li>27. Parents and Children</li> <li>28. Pride, Humility and Prejudice</li> <li>29. Proverbs</li> <li>30. Rewards and Punishment</li> <li>31. Rights and Responsibilities</li> <li>32. Risk</li> <li>33. Rules</li> <li>34. School, School Life, Opportunity &amp; Tradition</li> <li>35. Special Books</li> <li>36. Strength and Weakness</li> <li>37. The Unexpected</li> <li>38.Us and Them</li> </ol>	<p><b><u>Theme bank</u></b></p> <ol style="list-style-type: none"> <li>1. Creation</li> <li>2. Children's Rights</li> <li>3. Perseverance</li> <li>4. Bullying including e safety</li> <li>5. Thank you – Harvest</li> <li>6. Light</li> <li>7. Good versus Evil – Diwali</li> <li>8. Influence</li> <li>9. Tolerance</li> <li>10. Faith</li> <li>11. Wisdom</li> <li>12. Protest</li> <li>13. Courage</li> <li>14. Help</li> <li>15. Failure</li> <li>16. Christmas – around the world</li> <li>17. New start</li> <li>18. Persistence</li> <li>19. Light</li> <li>20. Promises</li> <li>21. Listening</li> <li>22. Food – Lent</li> <li>23. Neighbours</li> <li>24. Kindness</li> <li>25. Easter – new life</li> <li>26. Thinking ahead</li> <li>27. Different people</li> <li>28. Feelings</li> <li>29. Partners</li> <li>30. Pentecost</li> <li>31. Problems</li> <li>32. Communication</li> <li>33. Sports</li> <li>34. Summer</li> <li>35. Authority</li> <li>36. Speaking</li> <li>37. Change</li> <li>38. Endings</li> </ol>

**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 centred 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'.

A prayer/reflection space will be made available in the school for use in play or lunchtimes, where a child may wish to go to seek prayer. This space will be comfortable, accessible, non faith based and known to the children.

Each term the Head Teacher will reinforce the school's approach to prayer and the purpose/use of the prayer space.