

Forest Edge Learning Federation



Collective Worship Policy

Name of School:	Breamore CE Primary, Hale CE and Hyde CE Primary.
Name of Responsible Manager/Headteacher:	Tracy Allen – Executive Headteacher
Data Policy approved and adopted:	November 2024
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“The fairest thing we can experience is the mysterious. It is the fundamental emotion which stands at the cradle of true art and true science. He who knows it not and can no longer wonder, no longer feel amazement, is as good as dead, a snuffed out candle.”

Albert Einstein

Introduction

This policy is an agreed statement of the values and aims of collective worship in our federation. Although Hale Primary school is not a church school, the children still take part in daily acts of collective worship as the law requires. This policy has been prepared by the governors and executive headteacher with assistance from other staff and diocesan advisers. Collective worship is valued as a central aspect of the life of our school, through which children grow spiritually, emotionally, morally and culturally.

What is collective worship

Collective worship is a meaningful and worthwhile aspect of school life and is part of the educational provision of the school. It can provide a sense of rhythm in the school day and can develop a sense of unity and belonging as well as a moment to pause from the restlessness of life to reflect, celebrate and recollect - it can provide a sanctuary in time for all to share together.

What the law requires

The 1988 Education Reform Act laid down the legal requirements for collective worship in schools. The main organisational requirements are that:

- Collective worship must be daily for all registered pupils
- It can be at any time of the school day
- It can be in whatever grouping the school wishes
- As a rule, it must take place on the school premises. Any acts of collective worship off the school premises must be in addition to the statutory daily act of collective worship.
- The term 'collective worship' is important to use and should not be confused with 'corporate worship' of a faith community. The word assembly never appears in the Act.
- It is the duty of the headteacher and the governing body to see that the arrangements for collective worship is carried out.

- Regard must be taken of the pupils' ages, aptitudes and family backgrounds
- The majority of acts of worship should be 'wholly or mainly of a broadly christian character' but they should be non-denominational.
- Parents retain the right to withdraw their children from parts of or all acts of collective worship
- All schools have a duty to provide both religious education (RE) and collective worship.

The inspection frameworks for schools that have been derived from the Education (Schools) Act 1992 require registered inspectors to comment on collective worship as part of children's spiritual, moral, social and cultural (SMSC) development.

Worship and spiritual, moral, social and cultural development (SMSC)

Collective worship has an important part to play in a schools' SMSC provision.

The **spiritual development of pupils** is shown by their;

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves and others and the world around them.
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

The **moral development of pupils** is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social development of pupils** is shown by their:

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

The **cultural development of pupils** is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciating the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Collective worship is an integral part of a school's life and careful planning of worship across the year can help contribute positively towards all of these areas.

How we achieve our aims

We aim to promote collective acts of worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- Creating a sense of occasion and reverence
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the setting community at some time
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; festivals and celebrations, our school values
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children's interest

- Encouraging children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy
- Providing opportunities for children and adults to reflect, contemplate their own thoughts, feelings and beliefs
- Involving young children and members of the wider community to participate in collective worship
- Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

Planning and Organisation

Collective worship is planned systematically, so that there is continuity and variety and a clear focus on our school vision and values. Themes may be broad and last for half a term, or be quite specific and last only a week or even a day. For example, friendship, respect, compassion, positivity, justice, peace, trust.

Worship is led by a variety of people that include school staff, pupils, governors, representatives from the parish church, members of different faith communities and members of the local community. The normal expectation within our school is for all staff to view collective worship as an important part of their own well-being and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly. The executive headteacher is responsible for co-ordinating the programme of induction and training for staff and is also responsible for planning and organising collective worship.

What does an act of collective worship include

We will endeavour to fulfil the following 'central attributes' of worship:

Gathering

Making worship a special time of the day

Engaging

Using the best available techniques to stimulate interest in the content

Responding

Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways

Sending

Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship.

The centrality of prayer and reflection

During the collective worship there will be a time for response and reflection, to ponder on a question, statement or thought. At Breamore and Hyde, this may also be reflected in an invitational prayer, offered spontaneously by a child or adult, read out or recited. This prayer may be displayed and used in class and reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their lives and the life of the school community
- Children know that prayer contributes to the spiritual development of individuals and the whole school community

The school has a designated 'reflective area' to engage and promote individual young children and adults, as well as individual designated special spaces in classrooms.

The right of withdrawal

Parents have a legal right to withdraw their child from acts of worship. We ask for this to be discussed with the executive headteacher so the exact nature of worship is understood by the parents before this becomes a permanent arrangement; alternative activities can be provided for worship time in consultation with parents.

Communication

The school communicates with parents about our our collective worship themes via display boards and our weekly parent letter.

Monitoring and evaluation

Monitoring and evaluation of collective worship is undertaken by young children, governors and staff. This process supports the school's self-evaluation and staff development and appraisal. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.