

THE CANONS CE PRIMARY SCHOOL



Collective Worship Policy

**Adopted by Governors
September 2015**

‘Come let us bow down in worship, let us kneel before the Lord our Maker; for he is our God and we are the people of his pasture, the sheep of his care.’

AIM

The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship.

CONTENT

Collective Worship

We understand worship to be a special act or occasion whose purpose is to show reverence to God. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.

In line with the 1988 Education Reform Act, which states that collective worship should be ‘wholly or mainly of a broadly Christian character’, we normally base our assemblies on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school and may make reference to the beliefs of others.

While the majority of acts of worship in our school are Christian, we also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.

Organisation of collective worship

We hold a daily act of collective worship in our school. This forms part of each daily assembly.

We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully in prayer and hymns. We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children.

Pupils are invited out to say spontaneous prayers during assemblies and are also encouraged write prayers, either in lessons or voluntarily at home, which may be read out by them or the adult in charge if they prefer. Prayers are also said before lunch and

at the end of the day. Pupils learn and say together from memory our School Prayer, The Lord's Prayer, The Grace, Lunchtime Prayer and Home time prayer.

The head teacher or other members of staff normally conduct assemblies, but on Thursdays and some Mondays local clergy or other representatives of local religious groups conduct them instead. Pupils are also invited to lead assemblies, based on the theme for the week.

We use plans and thematic units for collective worship, which are based on the Values for Life programme – this includes reflection of the festivals and events of the Christian calendar. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum. I.C.T. links are made and suggested resources are clearly identified.

Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of schools. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. The Canon CE Primary School is a successful school and we shall celebrate the successes of all the children in assemblies

We welcome governors' attendance at our assemblies at any time.

We welcome parents' attendance at our Celebratory assemblies held at Harvest, Christmas, Mother Day, Easter and the end of the school year and class assemblies lead by the children throughout the year. They sometimes take place in church and are jointly led by the Vicar and the Head teacher.

Collective Worship Committee members have an active role in helping to organise assembly: we have an Evaluation Journal which children complete. They also set up the altar in the morning and light the Trinity Candles. They also monitor class worship lead by the children, which are recorded in their Collective Worship scrap book.

The Collective Worship coordinator manages the timetables and planning at the beginning of each term, ensuring staff assembly leaders have copies of the required planning to ensure breadth, balance, continuity and coverage and to ensure each assembly is different in content but based on the theme for the week. The coordinator also liaises with Collective Worship Committee and maintains the Collective Worship display board in the hall.

A period of quiet reflection is included in all assemblies. Three candles are lit at the start of assemblies to represent the Holy Trinity, the children are familiar with this process and what this represents.

Each Classroom has a Reflection Corner, whereby Collective Worship is reinforced and provides opportunities for children to extend their prayer and thought processes. Within these reflection areas, children have recorded their own symbols to represent the Holy Trinity.

Contribution to SMSC development

We recognise that although SMSC development should be fostered across the whole curriculum, acts of Collective Worship provide a multitude of opportunities in this area. For example, children will be encouraged to reflect on and celebrate the deeper meanings of life, consider their own behaviour and recognise the need for forgiveness, appreciate the contributions of others and respond to their needs, value their own culture and the cultures of others.

Right of withdrawal

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

The head teacher keeps a record of all children who withdraw from collective worship.

Monitoring and review

It is the role of a named school governor with responsibility for religious education and collective worship to monitor the policy and practice of collective worship. The governor concerned liaises with the head teacher before reporting to the governors on religious education and collective worship and supports the school with all issues relating to SIAMS.

Evaluation

Children complete regular evaluations of Collective Worship in reflective Journals, monitored by the Collective Worship Subject Leader. In these reflections, they write freely about their thoughts and feelings on the assembly they have just attended, however, they are encouraged to consider the following criteria:

- Is there usually a calm and peaceful atmosphere?
- Are children comfortable with silence?
- Do children participate freely and enthusiastically?
- Are the activities used sufficiently interesting for the children's interest to be engaged?
- Are children able to articulate what 'collective worship' is about?
- Is there a clear distinction between 'collective worship' and 'assembly'?
- Are all who attend able to feel comfortable and in no way compromised by the content presented and the expectations of the leader?
- Is there a link between 'collective worship' and the way pupils treat each other around school?

Evaluations of collective worship are also completed by members of staff and monitored by the Collective Worship subject leader.

School worship underpins the corporate life of this school and seeks to provide challenge and mental stimulation for all those involved, adults as well as children. Alongside National Curriculum subjects, Religious Education, Citizenship and Personal Social and Health Education it plays a key part in seeking to achieve out school's aims.