Collective Worship Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	March 2024
Review Date:	March 2027

Additional School Procedure – N/A	
Committee:	
Procedure Adopted:	
Review Date:	

Broadening Horizons Together

Rationale

Coastal Learning Partnership schools are motivated by a strong moral purpose and committed to the continuous improvement of pupils, staff and communities. This is captured in the Partnership's commitment to '*Broadening Horizons Together'* by providing inclusive and inspiring educational experiences. All our schools offer children and staff opportunities to encounter and engage with the Christian faith, as well as chances to explore other faiths and world views.

Coastal Learning Partnership (CLP) is committed to nurturing all children to achieve their potential; morally, spiritually, socially, culturally, and academically; regardless of their educational needs and their social, economic, religious, or cultural background. Worship in our schools offers the opportunity for the school community to be encouraged and challenged by the message of the Christian faith. It encourages the whole school community to work towards a fairer world for everyone.

Collective Worship

Gathering for Collective Worship is central to the life of any school community and CLP embraces the legal requirement for all registered pupils to participate in an act of Collective Worship every school day. Some of the Partnership's schools are community schools whilst others have a distinctive Christian character. The approach to Collective Worship varies slightly between the two categories of school. In our community schools, worship is of a '*wholly or mainly of a broadly Christian character'*
The Terms of Union document for church schools means that worship in these schools will be '*a real act of Christian worship in accordance with the faith and practice of the church'*, whilst being sensitive to, and respecting, all religious traditions.

Collective Worship in CLP schools aims to be inspiring, engaging, and interactive for pupils. It will be non-judgmental, life affirming, appropriate, and having regard to the ages, aptitudes, and family backgrounds of the pupils.

Responsibilities

Trust Board

- Ensure that Partnership schools comply with all aspects of Circular 1/94 pertaining to Collective Worship (paragraphs 55-88) found here.
- Receive and approve the Collective Worship policy on a triennial basis.

Local Governing Body

- Check the organisation of the school's approach to Collective Worship.
- Include information about Collective Worship on the school's website.
- For schools with a distinctive Christian character, monitor the delivery of Collective Worship at least annually (see appendix B).

Headteacher

- Assign a member of staff to oversee the implementation of the Collective Worship policy.
- Secure provision of daily Collective Worship for pupils.
- Give effect to parent requests to withdraw their child from Collective Worship.
- Provide an update to governors at least annually on the school's provision of Collective Worship.

Aims of Collective Worship in CLP schools

Worship in all CLP schools aims to foster a shared commitment to love and kindness and seeks to promote a love of 'life in all its fullness.' Collective Worship in CLP schools is inclusive, and respectful of the variety of religious traditions (including being of no faith). It makes no assumptions about personal commitment - and will not seek to coerce or require a response. Collective Worship in CLP schools is intended as more than an activity provided for the pupils. It aims to help develop the nature and ethos of the wider school community.

In all CLP schools, worship will:

- Foster a shared sense of belonging through drawing the school community together to celebrate the shared values and ethos of the school.
- Provide a shared insight about human existence including the varied aspects of life and the ability to foster empathy for others.
- Provide opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience.
- Celebrate the experience of being a part of a caring community and having the confidence and trust to explore ideas and reflections.
- Provide opportunities for prayer and reflection.
- Give opportunities for celebration, thanksgiving and sharing emotional experiences and time to share successes and failures in personal, school and community life.
- Provide opportunity for pupils to experience 'spirituality' by enabling them to develop a worshipful attitude as demonstrated by feelings such as awe and wonder, elation, appreciation, gratitude, respect, failure, forgiveness and of being uplifted.
- Give opportunities for pupils to foster an awareness of the world around them and a sense of their place within it.
- Offer a shared consideration for the needs, beliefs and values of others locally, nationally and globally.
- [1]Provide opportunities to hear from appropriate visitors to the school.

In schools with a distinctive Christian character, worship will also offer opportunities for pupils and staff:

- To explore and develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit.
- To reflect on shared Christian values.
- To develop personal spirituality especially through prayer.
- To be engaged in an exploration of the relevance and application of the Christian faith.
- To experience worship in a Church building.
- To experience, participate and develop an understanding of the distinctively Christian nature and language of worship.
- To experience a range of different Christian approaches to, and experiences of, worship.
- To experience Collective Worship and activities within the parish which include members of the wider community.
- To observe the cycle of the Church's Year – for example, Lent, Pentecost, Harvest and Saints Days.
- To use simple Anglican liturgy at levels appropriate to pupils' age.

[1] Visitors to the school should be subject to appropriate vetting in line with local safeguarding arrangements and national policy requirements

- To experience Christian symbolism in worship and reflecting on its meaning eg. cross, crucifix, and candles.
- Provide opportunities for prayer, silence and reflection.

Organisation of Collective Worship

The timetable for Collective Worship will be the responsibility of each school. The following is an example of what a weekly worship plan might include:

Monday Whole school – The theme for the week is introduced. New message and life applications. Headteacher/Teacher and pupil led.	**Thursday** Class Worship- Children discuss the week's theme and evaluate their class 'target' for the week. Children follow up discussions from Tuesday. Teacher or pupil led.
Tuesday Class Worship- Children discuss the message from Monday and evaluate their class 'target' for the week linked to the theme. Teacher or pupil led	**Friday** Lively celebration whole school Sharing Worship- parents may be invited to attend. Achievements associated with the school values are celebrated so that everyone leaves school for the weekend on a positive note.
Wednesday Singing Praise - New songs to be introduced and the words to be studied to gain meaning. Led by teachers. This may also be the day on which a member of clergy or other visitor leads worship.	

Responsibilities

Those responsible for planning, leading and evaluating Collective Worship should have access to training.

CLP Schools are encouraged to make use of resources and research to enhance Collective Worship provision. Church of England schools will seek the advice, support and guidance of their relevant Diocesan Board of Education.

The staff member with responsibility for Collective Worship should:

- Create termly plans for Collective Worship themes and, where appropriate, associated scripture and links to Christian/school values.
- Explore and arrange for appropriate people from beyond the school to deliver or speak in worship sessions.
- Ensure Collective Worship addresses Christian festivals and Anglican Church seasons (festivals and stories from other faiths may be used as comparisons during worship).
- Ensure that a prayer, or time for reflection, is part of every worship session and a variety of approaches are used.
- Arrange delivery of worship that provides variety in the forms of communicating the message e.g. art, music, drama, story and activities for pupils and staff to participate in.

- Source and provide a variety of music and songs to support engagement and reflection.
- Ensure some worship sessions can take place outside of the school building.
- Make certain that parents are kept informed of the themes and messages of Collective Worship, for e.g. via the school website or newsletters
- Arrange for contributions from children in Collective Worship to be recorded and used to support assessment and evaluation of Collective Worship.
- Ensure that worship and its organisation is regularly evaluated through pupil, staff and governor consultation and evaluation. To ensure that the results of any evaluation form part of whole school improvement.

Withdrawal of pupils from Collective Worship
(See the Education Reform Act 1988 and DfE's circular 1/94)

Worship offered in CLP schools is intended to be accessible to all and aims to be fully inclusive. However, all parents have a right in law to withdraw their children from worship and CLP is committed to respecting this.

Any parents who wish to withdraw their children from Collective Worship should submit their request to the Headteacher. The Headteacher will meet with the parents to ensure that they are aware of the Collective Worship Policy and program and its intention to be open to and respectful of all pupils' personal beliefs. Confidential notes of these meetings should be kept.

The decision to withdraw the pupil remains with the parents and they are not required to give any reason for withdrawal. Parents should state whether it is their wish that the pupil is withdrawn from all Collective Worship or from specific acts of worship only. Schools have a responsibility to arrange supervision of any pupils withdrawn; though not to provide extra teaching or to incur extra cost. If parents who choose to withdraw pupils from Collective Worship wish to provide material from another religious tradition for their children to read while withdrawn, they may do so.

Pupils will not be withdrawn from worship to participate in other school activities.

Monitoring and Evaluation

In Community schools, Ofsted inspectors look to make judgements about pupils' spiritual, moral, social and cultural development (SMSC). All schools in England must show how well their pupils develop in SMSC. Collective Worship may play a part in overall decisions about the quality of SMSC development.

In schools with a distinctive Christian character, Collective Worship will be inspected and evaluated under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) arrangements.

Regular monitoring and evaluation of Collective Worship takes place in CLP schools. Each school will have its own strategies for monitoring and evaluation, but all will include receiving the views of pupils, parents, staff and governors. In Church of England schools (and, if felt appropriate, in other schools too) diocesan representatives may also participate in evaluation. (See Appendix A and an evaluation document for church school worship as Appendix B)

Appendix A- Collective Worship organisation at St Mark's CE Primary School

To be revised annually

Organisation of Collective Worship in the individual school:

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style / method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made.

Themes for Collective worship in the individual school:

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly worship rotas including a range of themes, special occasions and events will be followed, but will be flexible to allow the inclusion of current and topical issues.

School vision and values, Picture News and other Christian values and Bible stories are the themes of our whole school and class based collective worship sessions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly overview	Whole school – Vision and Values	Whole School – Reverend Dave The Cycle of the Christian Year with Christian songs	Visiting Clergy Session	Class worship – Picture News	Celebration Worship

Arrangements for monitoring and evaluation of Collective Worship in the Individual School:

The Collective Worship coordinator will monitor the school's provision on a termly basis and provide a written update to the LGB on an annual basis. Monitoring should consider the extent to which the Collective Worship cycle is being delivered whilst taking into account the aims of worship, the timing of worship, the balance of different approaches and the impact on pupils

What should we consider when monitoring and evaluating collective worship? Creating the right atmosphere for worship is essential to ensure that pupils respond in a positive way.

Timing

- Is it carefully planned with a theme, music and a time for prayer or reflection?
- Is it too long or too short?
- How do pupils assemble? Do they have to wait around? Are the times pupils leave their classrooms staggered?

Aims

- Does it contribute to personal development?
- Does it foster a whole school identity?
- Does it enrich emotional responses by giving a sense of a 'special' occasion and focusing on matters beyond the 'everyday' to enhance spiritual growth?

Balance

- Is there a balance of music, speech and silence? Is there a balance in the use of all 5 senses?
- Is the content a balance of Christian teachings, celebration and festival, teachings from other faiths and issues relating to spiritual, moral, social and cultural education, matching the ethos of the school?
- Is it educational, inclusive and enjoyable?
- Are pupils given the message that it is an important time of the school day when all the community attend?
- Is there a variety of leadership e.g. head teacher, staff, visitors or pupils?
- Is there a clearly defined break between worship and assembly?

Resources

- Is suitable music used - not just as a background?
- Is there a focus on a table or chair - pictures, symbols, artwork, candles or artefacts?
- Is there a focus for the weekly or termly worship theme in the hall or each classroom, e.g. a display board for prayers, prose, photos, quotations and reflective artwork all contributed by pupils.
- How is available space used? What are the acoustics and sight-lines?
- How are the pupils arranged? In year groups or mixed?
- Are they standing, sitting on chairs, or sitting on the floor? Is pupil comfort considered - the hall floor is hard soare PE mats used to cover the floor if they are sitting?

Name of the person responsible for overseeing the implementation of Collective Worship in the individual school: **Katy Astle, Headteacher**

Appendix B

Collective Worship – observation form for church schools

School:

Leader: Observer:

Worship Theme:

CRITERIA	ASPECT	COMMENT
Key Aspect **Gathering**	Is there a real sense of a marking the start of a very special time in the school day? Immediate impact, relevant, welcoming, stimulates interest or Dull, uninteresting, lacks focus.	
Key Aspect **Engaging**	Does the worship leader capture the attention of the children and staff so they become actively engaged in the content? Excellent - well expressed, stimulating or Poor communicator Convincing, enthusiastic, warm or Lack of rapport.	
Key Aspect **Responding**	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
Key Aspect **Sending**	Does the leader send us out with a clear "thought for the day" something that changes our behaviour in some way? Clear summary, learners given opportunity to reflect or Unclear what the message was.	
In addition		
Content	Clear Christian content and teaching Woolly, lack of structure, largely secular	
Summary		

Gathering	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	whether greetings exchanged and introduction made
	Atmosphere	extent to which Act of Worship is portrayed as special and important
Engaging	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which message is clear and compelling or words lack power and appear as paying lip service
Responding	Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
	Singing	whether there was appropriate hymn / song, quality, enthusiasm of participation
	Reflection	learners given time to pause and reflect
	Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sending	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an Act of Worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?