

Holywell Village First School

COLLECTIVE WORSHIP POLICY 2018

Formulated : March 2016

Adopted: 8th May 2018

Review date: Summer 2018

Chair of Strategic Policy and Direction Committee:

Introduction

The Policy & Guidelines for Acts of Collective Worship in Community Schools issued by Northumberland County Council are comprehensive, covering all aspects of policy.

The following policy for Holywell Village First School sets out to highlight the pertinent aspects of the County Council's Policy & Guidelines in a form that is easier to digest and administer.

Some parts of Holywell Village First School's policy have been lifted directly from both the County Council Policy & Guidelines, as well as from "Collective Worship", the guidance for church schools in the Newcastle Anglican Diocese.



Collective Worship Policy 2018

The aim of the collective worship policy is to provide the opportunity for pupils to:

- worship God
- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered.

Statutory Duty of School

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly. The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

Implementation

Collective worship, whether in assembly or classrooms, will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Policy Adopted: 8th May 2018

Date of review:

Date of next review:

Signature of the Chair of Governors:

School Policy for Collective Worship includes:

- a statement concerning the status of the school (including acknowledgement of the legal requirements, the existence of trust deeds and any guidance or other documentation that derives from the local authority or, if relevant, the Anglican or Catholic diocese)
- a definition or description of collective worship - Attachment 1
- the aims of collective worship - Attachment 2
- the contribution collective worship can make to the curriculum, and the role of collective worship in the life of the whole school, as well as
- the contribution collective worship can make to the cross-curricular themes and dimensions and the SMSC development of pupils - Attachment 3
- information about the management of collective worship
- information about planning for and delivery of collective worship, including the Worship Schedule or Cycle of Themes - Attachment 4
- information about the recording, monitoring and evaluation of collective worship
- information about the right that parents have to withdraw their children from collective worship and, if appropriate, the right of sixth form students to withdraw themselves
- guidelines for visiting speakers - Attachment 6

The policy will be reviewed on a regular basis. The policy will be submitted for approval to the governing body every time it is amended.

Summary of the Legislative Requirements for Collective Worship

A daily act of collective worship (ACW) must be provided for all registered pupils in full-time education, except for pupils withdrawn at the wish of their parents or sixth form students who have withdrawn themselves (this includes pupils in reception classes and students in schools with a sixth form. Special schools are to meet the legislative requirement for daily worship “so far as is practicable”).

A sixth form student is any pupil who has ceased to be of compulsory school age and is receiving education suitable to the requirements of pupils over compulsory school age.

Daily ACWs may be organised for separate groups of pupils (e.g. they can be provided for individual class groups or for year groups or for key stages rather than for the whole school) and can take place at any time during the school day (e.g. first thing in the morning, just before or after morning break, just before or after lunch or at the end of the day).

Over every term, a majority of ACWs must be wholly or mainly of a broadly Christian character, though not distinctive of a particular Christian denomination.

ACWs that are broadly Christian must reflect the broad traditions of Christian belief to an extent and in a way which gives them a Christian character.

All ACWs must be appropriate to the family background, ages and aptitudes of the pupils involved.

Where it is difficult to reconcile these requirements, either in the case of the whole school or a particular category of pupils, the head teacher may apply to the SACRE for a determination that the requirements for Christian ACWs should not apply in the case of the school or a particular category of pupils within it (determination is normally reviewed by the SACRE after five years).

In cases where the SACRE supports the school's application, a non-Christian ACW, suitable for the whole school or a particular category of pupils, must be provided.

Pupils withdrawn from Christian ACWs must be provided with an alternative ACW on a daily basis. However, the ACW must not be distinctive of any particular denomination of any religion, but may be distinctive of a particular religion.

Teachers, including head teachers, have the right to withdraw from the ACW. Teachers who exercise this right should not be disqualified from employment or discriminated against in any way.

The school prospectus or brochure must contain information about the provision for ACWs, the parents' right to withdraw their children and, if appropriate, the right of sixth form students to withdraw themselves.

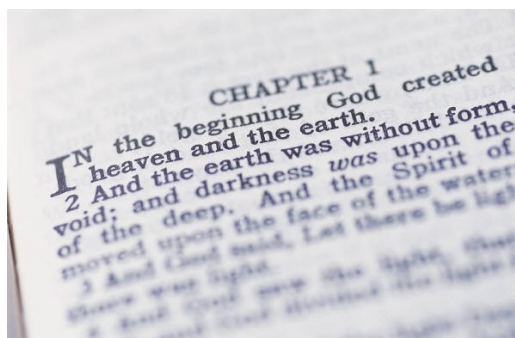
Responsibility for ensuring that the legislative requirements relating to ACWs are met rests with the head teacher in consultation with the governing body.

Summary of the Advice in Circular 1/94

Circular 1/94 was issued to offer non-statutory guidance on legislation concerning Religious Education and Collective Worship. It is not in itself a legal document.

Sections of the Circular that apply to collective worship contain a number of clear principles and expectations. These are important for schools as they attempt to convert the legal requirements into manageable and effective practice within the existing constraints. To ensure schools provide high quality collective worship:

- collective worship must be inclusive
- collective worship should promote a sense of community
- collective worship should enable participants to be actively involved
- collective worship should promote pupils' SMSC development
- collective worship should be a special time
- collective worship should be high quality
- collective worship should provide an opportunity for pupils to worship God/gods
- most acts of collective worship should contain some elements which relate specifically to the traditions of Christian belief and which accord special status to Jesus.



ATTACHMENT 1

Our Description of Collective Worship

Rationale

Collective Worship at Holywell Village First School takes place daily in accordance with the provisions of the School Standards and Framework Act, 1998.

This policy has been prepared by the governors and headteacher with assistance from the teacher co-ordinating Collective Worship.

Aims

We seek always to reflect that our worship will be broadly Christian and be acceptable to the whole community, staff and pupils. Children are helped to understand the meaning of Christian Worship and we hope that believers will be able to share in it and that others will reach the 'threshold of worship'.

Our central aims of Collective Worship are:

- to provide our pupils with regular opportunities for stillness, reflection and prayer;
- to promote children's spiritual, moral, social and cultural development;
- to celebrate the values and worth of this school and community including the sharing of the gifts and talents of all our pupils;
- to help children develop respect and understanding both of the nature and language of Christian worship;
- to help children develop respect and sensitivity to the beliefs and values of others;
- to help children understand and demonstrate 'British Values' in the context of the school, local, national and international communities.

We support the broader curriculum through the use of the highest standards of music, art, drama and literature. Collective Worship is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is often a very busy, active day for our pupils.

Practicalities

The whole school, including members of staff, meets together in the hall 3 times per week or when the class teachers conduct worship in their own rooms. Worship usually lasts approximately 15 minutes.

Various people can assist the head in conducting whole school worship. Visitors play an important part in the life of our school and regularly contribute to acts of worship.

The incumbent or curate of the parish is frequently invited, as are members of charitable organisations offering their expertise to the school.

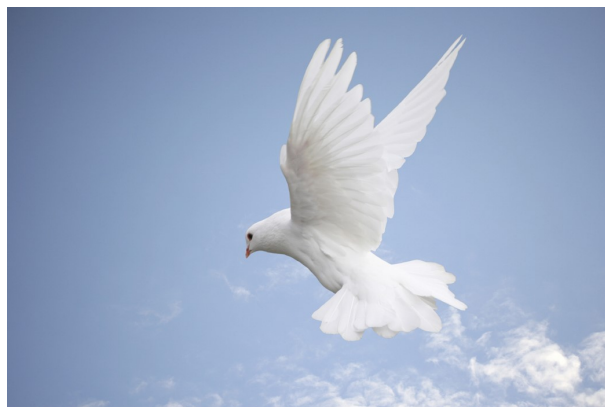
At Harvest, Christmas, Easter, the whole school may visit St Mary's Church, Holywell for an act of worship. Twice per year, maintain a prayer tree at St Mary's Holywell for the use of the community, church and school.

ATTACHMENT 2

Aims and Objectives of Acts of Collective Worship

Northumberland County Council believes that, for ACWs to be truly beneficial and to provide worthwhile educational experiences, they should:

- Be planned, prepared and delivered in a manner which ensures that parents do not feel compelled to withdraw their children and sixth form students to not feel compelled to withdraw themselves.
- Be inclusive occasions which reflect the beliefs, practices, aspirations and achievements of the whole school community.
- Provide opportunities to examine the beliefs and practices of our increasingly diverse community locally, regionally, nationally and globally.
- Provide opportunities for pupils to examine and reflect on their own beliefs and values and the beliefs and values of others (including British Values).
- Examine both that which unites as well as divides the human family.
- Encourage tolerance and respect for diversity.
- Foster a respect for truth based on reason, evidence, discussion and debate.
- Where appropriate, provide opportunities to examine a variety of ultimate questions and relevant moral, political, religious and social issues.
- Provide opportunities to celebrate human achievement.
- Cultivate a sense of wonder and awe.
- Be occasions that are meaningful and worthwhile from an educational point of view.
- Where appropriate, encourage pupil participation.
- Where appropriate, make use of outside speakers representing a variety of viewpoints.
- Contribute to the SMSC development of pupils.
- Where appropriate, provide opportunities to revere or venerate a divine power or being.



ATTACHMENT 3

The role of collective worship

The role of collective worship in the life of the school

Collective worship provides an opportunity for the school community to reflect on important issues. It also:

- Reinforces a sense of group and community identity
- Gives pupils the experience of being still and quiet
- Provides an opportunity for celebrating success and times of joy
- Provides an opportunity for being together in times of sadness and sorrow
- Provides an opportunity for highlighting and reflecting on core human and school values such as truth, justice, respect, personal integrity and accountability
- Provides an opportunity to mark significant points in the year such as festivals and important international, national, local and school events.

Collective worship contributes to pupils' spiritual development by providing opportunities to:

- Reflect on the value, purpose and meaning of life and our existence
- Experience times of quiet and stillness in the midst of the busyness and activity of the school day and school life
- Experience ideas, stories and insights from religious and other sources which suggest that there is more to life than the immediate and the material

Collective worship contributes to pupils' moral development by providing opportunities to:

- Reflect on issues of right and wrong
- Hear about people in whom goodness, moral awareness and rightness are exemplified
- Learn about religious and other teachings concerned with right and wrong

Collective worship contributes to pupils' social development by providing opportunities to:

- Gather with others for a common purpose
- Share times of joy and sadness with the school community
- Learn how to behave appropriately within a particular social setting

Collective worship contributes to pupils' cultural development by providing opportunities to:

- Hear music and stories from a range of cultures, times and places
- Reflect upon ideas concerning beauty and what is pleasing to the eye and the ear
- Appreciate the range of talents and gifts found within the school community and wider society

Collective worship contributes to pupils' intellectual development by providing opportunities to:

- Think and to expand their knowledge and understanding
- Have ideas, beliefs, preconceptions and prejudices confirmed or challenged
- Reflect upon the nature of learning and the value of education.



Holywell Village Schools' Worship File

Our content and approach illustrates a range of themes and topics for Collective Worship throughout the year. The themes and topics are presented in a variety of ways giving teachers ideas for devising appropriate acts of Collective Worship. The Schools' Worship File also provides teachers with a rationale for Collective Worship. The themes outlined in the 'Worship File' are:

A Major Christian Festivals

1. Harvest <ul style="list-style-type: none"> • Helping • Breakfast • Journeys • Third World • Harvest of the sea • Pollution • Stewardship of creation 	1. Advent <ul style="list-style-type: none"> • The Jesse Tree • Christingle • Light
2. Christmas <ul style="list-style-type: none"> • Journeys • Gifts • Around the world to Bethlehem 	3. Epiphany <ul style="list-style-type: none"> • Gifts • Giving
4. Lent, Holy Week and Easter <ul style="list-style-type: none"> • Palm Sunday • Good Friday • New Life at Easter • Temptations • Mothers' Day • Self control • Suffering • Holy Week journey • The Easter story 	5. Ascension/Pentecost <ul style="list-style-type: none"> • Kingship and Authority • Language, imagery and symbolism • The birthday of the Church • The symbols of the Holy Spirit • The Easter story

B Minor Christian Festivals

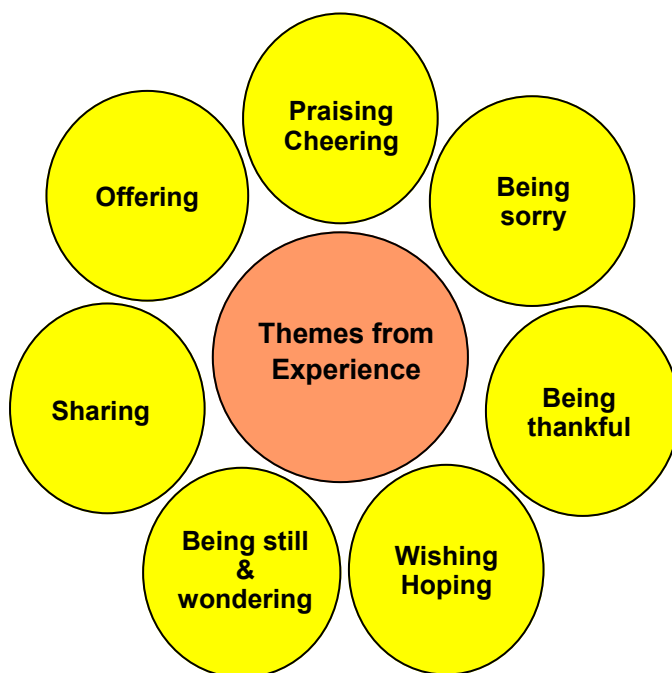
1. All Souls <ul style="list-style-type: none"> • Fear and how we cope with it 	2. All Saints <ul style="list-style-type: none"> • A procession of the Saints • Local saints • Modern Day Saints
3. Remembrance	4. Saint Valentine's Day

ATTACHMENT 4a

Spiritual Development

For worship to contribute to the spiritual development of pupils it should:

- Celebrate all that is good and lovely and express thankfulness for the joy of being alive;
- Provide opportunities for pupils to share what is meaningful and significant to them, including the 'darker' side of life;
- Ensure the experiences provided are relevant to the age, aptitude and family background of the pupils;
- Give time for silent reflection and exploration of inner space;
- Illustrate forms of worship that others have found helpful in their spiritual development e.g. silent contemplation, dance, singing;
- Provide a rich variety of forms of expression e.g. art, drama, music, story and give pupils the opportunity to experience these at their 'own level' rather than teachers imposing their own interpretations;
- Take place in an environment that is conducive to worship, which is professionally co-ordinated and properly resourced;
- Always invite, never coerce, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.



The Assembled School sharing its collective experiences

ATTACHMENT 5

Act of Collective Worship Planning and Recording Sheet

Name of Leader: _____ Date: _____

Theme of the week: _____ Pupil Grouping _____

Theme for Act of Collective Worship: _____

Aim:

Introduction:

Key Points:

Conclusion:

Resources Used

Story/Poetry

Biblical Material

Factual Accounts

Prayers

Drama

Songs/Hymns

Pictures

Artefacts

Video

Recorded Music

Radio/TV

Pupil Involvement

Responding to questions

Reading (Story/prayers)

Drama/Mime

Singing

Silent Reflection

Saying/Repeating Prayers

Showing Paintings/Models

Evaluation

ATTACHMENT 5a

Daily Worship Diary

Week beginning: _____

Monday

Date
Year Groups
Leader
Theme
Content
Resources
Music
Evaluation

Tuesday

Date
Year Groups
Leader
Theme
Content
Resources
Music
Evaluation

Wednesday

Date
Year Groups
Leader
Theme
Content
Resources
Music
Evaluation

Thursday

Date
Year Groups
Leader
Theme
Content
Resources
Music
Evaluation

Friday

Date
Year Groups
Leader
Theme
Content
Resources
Music
Evaluation



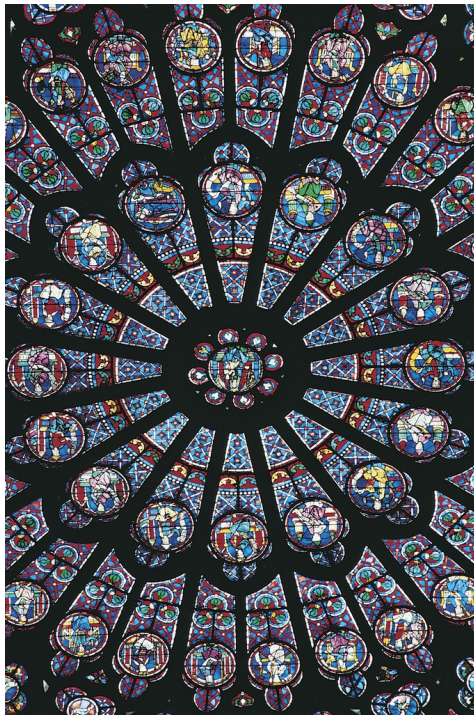
ATTACHMENT 6

Visitors and Collective Worship

It is helpful if visitors:

- Are familiar with the school and class, e.g. through a prior visit;
- Are clear about their brief and keep to it;
- Have prepared their material thoroughly;
- Know where they stand in relationship to other members of their community;
- Arrive promptly;
- Provide prior warning about equipment and resources they require;
- Are articulate and easily heard, use words and materials at a level appropriate to the age ranges, and pause at various points;
- Are 'pupil friendly', i.e. not patronising, aware of the cultural sensitivities of some pupils about touch, gestures or eye-contact, are visible to all pupils, convey a sense of enjoyment and a sense of humour, and use artefacts and visuals;
- Are prepared to receive questions from pupils, some of which might be awkward, and are sensitive to the response of the class to what is being taught;
- Do not use the opportunity to influence pupils unfairly, or to attempt to win them over to their faith stance;
- Are aware of, and help to break down, some of the stereotypes about their community;
- Receive feedback from teachers on positive points about their contribution and those which might be developed or altered.





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