



Collective Worship Policy

2018

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Revised	
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Adopted by GB	17.04.2018
Signed on behalf of GB by COG	

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Definition

The word worship comes from the Anglo Saxon word 'weorthscipe' and can be defined as either 'the adoration of God or a Supreme Being' or 'to honor, value and praise someone or something of worth'.

Although we are a non-faith school, we are passionate about and have a responsibility to deliver broad and balanced Social, Moral, Spiritual and Cultural education. Staff will link collective worship to observing key events in the six main religions of: Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism as well as Our Community Values and Fundamental British Values; appropriate issues in the wider world related but not limited to humanity such as natural disasters, poverty, fair trade and aid crisis overseas.

What will this look like in our School?

In the context of worship in Callands Community Primary School, the aim is to provide experiences which deepen the inner senses and engender feelings of self-worth and the uniqueness of the individual.

We will aim to give pupils a purpose and meaning to life, a sense of awe and wonder of the natural world, reverence and respect and a sense of belonging to the community as well as respect and tolerance for all faiths and beliefs. This will be supported through the deliverance of Collective Worship.

Staff will aim to create an atmosphere in which genuine worship may take place and where pupils' own beliefs are valued and each one has the opportunity to respond in their own way. This response may be shared during Collective Worship, back in class or through the response area on the RE board.

Children should be encouraged to reflect on the ways in which worship affects the values, attitudes and spiritual dimensions of themselves, the learning community and society. It should be a celebration and a time for reflecting on things that have worth and meaning to the community.

To give pupils the message that this is an important time of the school day, all teachers lead and participate in Collective Worship. This is a shared time when the community affirms its worth and togetherness by exploring its shared humanity.

Our School Prayer (which has been written by our children) will be communicated in Collective Worship and displayed in classrooms.

Collective Worship will take place as;

- Whole school celebration assemblies on a Friday
- Key Stage assemblies
- Bucket Filling in Class one day a week

Collective Worship one day per week is class based. Children complete Bucket Filling. The philosophy is based upon the belief that we all carry an invisible bucket which is where we hold our thoughts and feelings about ourselves. Our buckets are constantly filled or emptied, depending on what others say or do to us or how we treat others. When our bucket is full, we feel happy and when it is empty, we feel awful.

During this time, children fill each other's or their own small buckets by saying or writing kind and caring things to make them feel happy. Children use a variety of 'bucket notes' and pompoms to fill their buckets and will reflect on how their actions can affect others and any changes they can make to be kinder to others. More information about Bucket Filling can be found in our Proud to be Kind and Caring Fill-osophy, Anti-Bullying Policy.

We see school worship as an educational opportunity with clear objectives and we will use this time to encourage pupils to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions together
- Show concern for the daily happenings in school life, the local community and the wider world
- Share appreciation of worthwhile projects undertaken by groups within the school
- Explore and review the variety of values, attitudes, standards, manifested in religions and society
- Reflect upon dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful, solemn....;
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

Legal Requirements:

1. DFE Circular 1/94 contains the current requirement for a daily act of collective worship, the majority of which should be wholly or mainly of a broadly Christian character that is "reflecting" the "broad traditions of Christian belief" without being denominationally biased. However, head teachers must take into account the students' ages, aptitudes and family backgrounds.

2. This must be provided for all registered students of compulsory school age or above.

3. The act of collective worship can take place at any time during the school day and with any grouping of students the school wishes to use (though not faith groupings).

4. Parents in all schools have a legal right to withdraw their children from collective worship. Any such request must be made in writing to the Head Teacher, following this a meeting with the Head Teacher will be arranged to discuss before agreement of the detail.

5. Teachers, including head teachers, have a contractual duty to attend assembly but they have the right to withdraw from collective worship and cannot be discriminated against for doing so.

6. In a County or Community school (or an academy of a non-religious denomination) it is the responsibility of the Head Teacher, in consultation with the governors, to see that these arrangements are carried out.

7. This policy will be revised in line with guidelines from the DfE and Ofsted regarding a school's responsibility to promote social, moral, spiritual and cultural development and British values, as and when they are published.

Right to withdraw

Parents have a right to withdraw their child from collective worship on the grounds of religious conscience. The child should attend the 'assembly' part of the proceedings, i.e. the general school notices and information, but can then withdraw from the worship.

Parents might wish to provide some material from their own faith for the child to study.

Policy Aims

This policy aims to clarify roles, responsibilities and expectations for Collective Worship in Callands Primary School. It also defines good practice and should be a reference document for teaching and support colleagues.

Principles of Worship

As outlined in guidance from Warrington Borough Council, Collective Worship should;

- be inclusive

Acts of collective worship should be appropriate for all pupils (and teachers), whatever their religious commitments or lack of religious commitments and should celebrate and affirm difference and diversity.

Pupils (and teachers) should not be placed in positions where they are made to feel uneasy or where their personal integrity is not respected.

Pupils (and teachers) should not be asked to pay lip-service to faith statements which they may not understand or to which they do not themselves adhere.

- encounter the traditions and beliefs mainly of Christianity but also of other religions

No one pattern of worship from a particular Christian denomination or religious faith should predominate. The law allows considerable flexibility and freedom. Good practice should include a diversity of worship forms e.g. music, meditation, silence, reflection, story, visiting speakers...

- provide opportunities to worship

Participants can be given the space and opportunity to worship. They may choose not to do so. This ensures that collective worship in schools is as appropriate for atheists, agnostics and those with non-religious stances as for believers.

- establish a sense of belonging to the school community and its values and visions

Collective worship should be an integrating and enriching element within the whole curriculum. It can be used as a time to make explicit the values and assumptions underpinning the day to day life of the school, fostering a sense of group identity. Themes of justice, tolerance, mutual respect, equality, co-operation and responsibility can be explored.

- have a sense of occasion

Collective worship can be a special time with its own distinct atmosphere: a more formal time set apart from the ordinary school activities. It can provide the opportunity to celebrate achievements, festivals and community events. This may be achieved by awareness of appropriate setting, music, seating or lighting.

- promote spiritual, moral and cultural development

Spiritual opportunities e.g. questioning, time to reflect, moral opportunities e.g. stories with a moral theme, discussions about right and wrong cultural opportunities e.g. stories from diverse cultures nationally and internationally

Delivering Collective Worship

To distinguish between the assembly and the worship a symbol or sound should be displayed so pupils are aware the worship has begun and again when it has ended.

Collective worship should include the following 4 main areas

- exploration of a theme or focus - this will link to the SMSC planner and termly Collective Worship rota on the school website
- reflection
- celebration
- Pupil participation – this should be during the worship where possible but the opportunity for response could extend to the class room or an area of the school.

Planning

Collective worship should be planned for using the template in Appendix D by the member of staff or pupils (supported by staff) delivering the Collective Worship. Planning should follow the schools SMSC planner/ Collective Worship Rota. Resources can be found on the staff shared area as well as artefacts in the RE cupboard. Some suggestions for themes can be found in Appendix B

Roles and responsibilities

1. **The Head Teacher** is responsible for ensuring the daily act of collective worship is carried out. At Callands, this has been delegated to the **Deputy Head Teacher and RE Lead** who are accountable to the **Head Teacher**.

2. **The Deputy Head teacher and RE Leader** are responsible for organising a rota for assemblies, linking content to the whole school vision and ensuring they meet their stated purpose. He / She also monitors their quality, ensuring all staff are aware of their responsibilities and fulfil them.

3. **Teaching and support staff** are responsible for ensuring students arrive on time and enter assembly in an appropriate frame of mind. They also need to model appropriate, respectful behaviour and the values of the school, whether they are delivering content, managing the environment or supervising students.

Each staff member has the responsibility to make themselves aware of the upcoming themes on the SMSC planner and know when it is their turn to deliver Collective Worship.

Staff members should prepare and select appropriate materials/resources in advance of the Collective Worship and where possible these should be ready before pupils enter the hall.

4. **Governors** are responsible for appointing a member of the governing body to ensure that their statutory duty with regard to collective worship is carried out.

5. **The Head Teacher** is responsible for working with the **RE Lead** to ensure that practice at Callands Primary School meets requirements as recommended by SACRE and is kept under regular review

6. **Students** have the responsibility to engage fully with assemblies and to contribute to all aspects of their delivery under the guidance of teaching staff.

Evaluation and monitoring

Monitoring the quality of assemblies is the responsibility of the Deputy Headteacher and the RE Lead, working through the structures of whole school monitoring of the curriculum and the school's promotion of social, moral, spiritual and cultural development and British values.

The Collective Worship Checklist will be used by staff on a half termly basis as a tool to evaluate good practice and identify areas to be improved.

Schedule

The collective worship planner will be displayed on the school website and in each classroom.

It is the responsibility of the Deputy Head Teacher and RE Lead to update this and the Head Teacher to add to the website. Staff should make themselves familiar with when they appear on the schedule. Any changes should be authorised by the HT or DHT

Visitors

Visitors are a valuable asset and can add and promote a real life dimension to Collective Worship.

Before arriving at the school they should be made aware of the following;

- the nature of collective worship
- the theme of the proposed worship
- particular subject matter
- approach
- age of the pupils
- Time length of the worship
- whether they will be expected to lead prayers
- resources you will provide
- an understanding that they are not there to proselytise.

They should be greeted on arrival and made aware of housekeeping arrangements in case of fire alarm as well as toilets. All visitors must read and sign the visitor's book and School Visitor Protocol Policy, a copy of which can be found in the school office and Staff Shared Area. They will need to wear a visitor's badge for the duration of their visit. They should be shown the arrangements for Collective Worship and afterwards offered refreshments and be given some feedback on their contribution. It is good practice to arrange for a letter of thanks to be sent, maybe from some of the pupils.

Appendix A

Festivals through the school year

Term	Major Christian festivals	Major saints days	Festival days of other faiths	Other anniversaries
Winter	September 29 Michaelmass Michael and All Angels Late Sept/Early Oct <i>Harvest</i>	September 8 The Birth of the Blessed Virgin Mary 14 Holy Cross Day 21 Matthew, Apostle and Evangelist	September Hindu- Janamashtami Ganesh Chaturthi Jewish-Rosh Hashanah Yom Kippur, Sukkot Islam-The prophets journey to Jerusalem and ascension	September
Winter	October Week of prayer for world peace	October 4 Francis of Assisi, Friar, Deacon, Founder of the Friars Minor, 1226 18 Luke the Evangelist	October Buddhist-Kathina Day Islam-Ramadan starts Hindu-Navaratri, Durga Puja Jewish- Simchat Torah	October 6 William Tyndale, Translator of the Scriptures, Reformation Martyr, 1536 12 Elizabeth Fry, Prison Reformer, 1845 12 Edith Cavell, Nurse, 1915 24 United Nations Day 31 Martin Luther, Reformer, 1546 Black History Month
Winter	November 1 All Saints' Day Remembrance Day	November 2 Commemoration of the Faithful Departed(All Souls' Day 29 Day of Intercession and Thanksgiving for the Missionary Work of the Church 30 Andrew the Apostle	November Hindu- Divali Sikh- Divali Birthday of Guru Nanak Martyrdom of Guru Tegh- Bahadur	November 5 Guy Fawkes 6 William Temple, Archbishop of Canterbury, Teacher of the Faith, 1944 25 Isaac Watts, Hymn writer, 1748
Winter	December 1 Advent starts 24 Christmas Eve 25 Christmas Day	December 6 St Nicholas 13 Lucy, Martyr at Syracuse, 304 Jewish- Hannukah 26 Stephen, Deacon, First Martyr	December Buddhist-Bohdi day	December 31 Hogmanay

		27 John, Apostle and Evangelist 28 The Holy Innocents 29 Thomas Becket, Archbishop of Canterbury, Martyr, 1170 31 John Wyclif, Reformer, 1384		
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Spring	January 6 The Epiphany Christmas for Eastern Orthodox Armenian, Rastafarian 18-25 Week of Prayer for Christian Unity	January 1 The Naming and Circumcision of Jesus 25 The Conversion of Paul 26 Timothy and Titus, Companions of Paul 28 Thomas Aquinas, Priest Philosopher, Teacher of the Faith, 1274	January 26 Hindu-Saraswati puja 5 Sikh-Birthday of Guru Gobind Singh Chinese New year	January 13 George Fox, Founder of the Society of Friends (the Quakers), 1691 15 Martin Luther King Day 27 National Holocaust Day 30 Charles, King and Martyr, 1649
Spring	February 2 The Presentation of Christ in the Temple (Candlemas) Ash Wednesday/Lent	February	February Islam-Eid-ul-Adha Al-Hijra Jewish-Tu B'Shevat	February 14 Valentine, Martyr at Rome, c.269 17 Janani Luwum, Archbishop of Uganda, Martyr, 1977
Spring	March Lent Mothering Sunday-middle Sunday of Lent (The date of Easter is not fixed, and can take place in March or April according to the year)	March 1 David, Bishop of Menevia, Patron of Wales, c.601 17 Patrick, Bishop, Missionary, Patron of Ireland, c.460 19 Joseph of Nazareth 25 The Annunciation of Our Lord to the Blessed Virgin Mary	March Baha'i-Naw-Ruz Jewish-Purim Hindu-Birthday of Ramakrishna Holi Sikh-Holla Mahalla	March 8 Geoffrey Studdert Kennedy, Priest, Poet, 1929 21 First day of Spring 24 Oscar Romero, Archbishop of San Salvador, Martyr, 1980
Spring	April Palm Sunday Maundy Thursday Good Friday Easter Day	April 23 George, Martyr, Patron of England c.304 25 Mark the Evangelist	April Jewish- Pesach Sikh-Baisakhi Hindu-Hanuman Jayanti	April 1 All Fools Day 9 Dietrich Bonhoeffer, Lutheran Pastor, Martyr, 1945

			Ch'ing Ming, Chinese Festival of Pure Brightness	25 Shakespeares birthday 27 Christina Rossetti, Poet, 1894
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Festivals through the school year

Term	Major Christian festivals	Major saints days	Festival days of other faiths	Other anniversaries
Summer	May Christian Aid week Ascension Day Pentecost	May 1 Philip and James, Apostles 14 Matthias the Apostle 31 The Visit of the Blessed Virgin Mary to Elizabeth	May Baha'i-declaration of the Bab Islam-Prophet Muhammad's birthday Jewish-Shavuot	May Bab 1 May day 24 John and Charles Wesley Evangelists, Hymn Writers, 1791 & 1788 30 Josephine Butler, Social Reformer, 1906 30 Joan of Arc, Visionary, 1431
Summer	June Corpus Christi	June 11 Barnabas the Apostle 24 The Birth of John the Baptist 29 Peter and Paul, Apostles	June Buddhist-Wesak Sikh-Martyrdom of Guru Arjan	June 5 Boniface (Wynfrith) of Crediton Bishop, Apostle of Germany, Martyr, 754 12 Anne Frank day 21 Midsummer solstice
Summer	July	July 3 Thomas the Apostle 22 Mary Magdalene 25 James the Apostle 26 Anne and Joachim, Parents of the Blessed Virgin Mary	July Baha'l-martyrdom of the Bab Rastafarian-birthday of Haile Selassie	July 6 Thomas More, Scholar, and John Fisher, Bishop of Rochester Reformation Martyrs, 1535 14 John Keble, Priest, Tractarian, Poet, 1866 15 Swithun, Bishop of Winchester, c.862 30 William Wilberforce, Social Reformer, 1833
Summer	August	August 6 The Transfiguration of our Lord 15 The Blessed Virgin Mary 24 Bartholomew the Apostle	August Hindu-29 Raksha Bandhan Sikh- anniversary of the Guru Granth Sahib	August 7 John Mason Neale, Priest, Hymn Writer, 1866 11 Clare of Assisi, Founder of the Minoresses (Poor Clares), 1253 13 Florence Nightingale, Nurse, Social

		29 The Beheading of John the Baptist		Reformer, 1910 14 Maximilian Kolbe, Friar, Martyr, 1941 20 William and Catherine Booth, Founders of the Salvation Army, 1912 & 1890 30 John Bunyan, Spiritual Writer, 1688
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Appendix B



Possible themes

Themes					
Achievement	Conflict	Good News	Memories	Remembrance	Ultimate Questions
Advent	Courage	Greed	Miracles	Respect	Understanding
Age	Creation	Green Living	Mistakes	Rewards	United Nations
Aims	Customs	Handicap	Music	Risks	Us and Them
Ambition	Darkness	Happiness	Natural World	Roots	Values
Anger	Day and Night	Harvest	Naughtiness	Rules	Victims
Animals	Death	Hearing	Neighbourhood	School	Victories
Art	Diaries	Heroes and	New life	Seasons	Virtues
Authority	Disasters	Heroines	New Year	Secrets	War
Autumn/Harvest	Disciples	Hobbies	Old and New	Selflessness	Water
Awareness	Discovery	Holidays	One World	Sharing	Ways of Seeing
Awe and Wonder	Divali	Holocaust	Opportunities	Sins	Wealth
Barriers	Easter	Homelessness	Ourselves	Slavery	Why are we here?
Beginnings	Education	Honesty	Outsiders	Sorry	Wisdom
Beliefs	Endings	Hope	Parables	Spirituality	Wonder
Birth	Environment	Humility	Parents	Strength and	Words
Blindness and	Expectations	Ideals	Patience	Weakness	Work
Sight	Explorers	Imagination	Patriarchs	Sukkot	Worship
Books	Failure	Influences	Patterns	Surprises	Xenophobia
Bridges	Faith	Injustices	Peace	Symbols	You and Me
Bullying	Families	Inspiration	People	Team work	Youth and Old
Candlemass	Famous	Inspirational	Pilgrimages	Temptations	Age
Candles	People	Writings	Poetry	Ten	Zero Tolerance
Caring	Fantasy	Jealousy	Possessions	Commandments	
Celebration	Fear	Jesus	Poverty	Thanks	
Challenges	Feelings	Journeys	Praise	The Gurus	
Change	Festivals	Justice	Prayer	The Mool Mantra	
Charity	Followers	Key People	Prejudice	The Past	
Children	Food and	Kindness	Promises	The Unknown	Faith Festivals
Choices	Fasting	Language	Prophets	The Word	from all faiths
Christmas	Forgiveness	Laws	Proverbs	The X Factor	(see appendix
Co operation	Freedom	Leaders	Quiet	Thoughtfulness	C).
Commitment	Friendship	Lent	Ramadan	Time	
Communication	Future	Light	Reflection	Tolerance	
Community	Gifts and	Listening	Refugees	Trials	
	Talents	Loneliness	Relationships	Trust	

	Giving and Receiving God Good and Evil	Loving Loyalty		Truth Turning Points	
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Appendix C

Collective Worship Checklist	Yes/No
Does your Collective Worship;	
Have carefully planned with themes, music and a time for prayer or reflection?	
Contribute to personal development?	
Foster identity?	
Enrich emotional responses by giving sense of a 'special' occasion and focusing on matters of worth which are beyond the 'everyday'?	
Enhance spiritual growth?	
Is it educational, inclusive and enjoyable?	
Are you giving the children a message that it is a very important time of the school day?	
Is there a time when success and achievement is celebrated?	
Is there a variety of leadership of collective worship – head teacher/staff/visitors/children?	
Does the involvement of children and them leading collective worship need to be emphasised more?	
Is there a focus for worship with a clearly defined break down between worship and assembly?	
Is the content of the collective worship a balance of Christian teachings from the Bible, celebration and festival, teachings from other faiths and issues relating to spiritual, moral, social and cultural education, matching the ethos of the school?	
Are suitable materials available, artefacts/candles/pictures/music- CDs and Live, visitors?	
Does it link with other events or celebrations in the school	
Does it link back to some of the learning on the schools religious education programme	
Are children of all faiths esteemed by mention of their festivals?	
Are pupils' and staff's views taken in to account in the evaluation process?	

Date:	Leader:	Group: Whole School / EYFS / KS1 / KS2
Big Idea of the session:		
Please highlight the relevant topic and resources below:		
Topic of Collective Worship: Shared Human Experience Beliefs and Values Religious traditions Search for Personal Meaning Christianity Buddhism Hinduism Islam Judaism Sikhism British Values Community Values School Ethos /Mission Statement Right Respecting Schools Charities SMSC focus from the calendar (e.g. International Women's' Day/ Black History Month) Please state.	Resources: Music Stories Images Artefacts Visitor Video clip Reflection Symbol School Reflection	
		What do you want the children to take away from the session? 

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