

HARBOURSIDE LEARNING *Partnership*

Collective Worship Policy

Committee:	Achievement and Standards
Policy Ratified:	28 th November 2018
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Additional School Procedure	
Committee:	
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Harbourside Learning Partnership

Policy for Collective Worship

1 Basic approach to Collective Worship

1.1 Gathering for Collective Worship is central to the life of any school community and Harbourside Learning Partnership gladly embraces the legal requirement for all registered pupils to participate in an act of Collective Worship on each school day. It is something which is separate from ordinary school activities and which is capable of drawing a response from pupils. It is a profound and unifying moment which gives pupils space to develop a reflective approach to life, and to learn to express those reflections.

1.2 Collective Worship at those schools which are not of religious character is wholly or mainly of a broadly Christian character. In such schools, Collective Worship is a time where the whole school, or groups within the school, meet together to consider and reflect on common concerns, issues and interests. In those schools which are of religious character, worship is explicitly Christian; it underpins the distinctive Christian character of the school, and it draws principally from its Anglican foundation.

1.3 Collective Worship in HLP schools is an inclusive enterprise which seeks to engage and provide for all members of the school community by bringing them to the 'threshold' of worship and inviting and enabling them to participate to the extent to which they are able. It is respectful of the variety of religious traditions (including 'no religion') of the pupils; it makes no assumptions about their personal commitments and will not seek to coerce them or require a response which is anything other than freely given. Collective Worship is not the same as the 'corporate' worship of adherents of a particular faith, in which all participants have chosen freely to be present and share basic assumptions and commitments.

1.4 Collective Worship in HLP schools is an act of the school community and not just an activity provided for the pupils. It is about developing the nature and ethos of the community as a whole, and it will enhance the pupils' understanding of its importance if adults in the school are seen to be participating fully (notwithstanding this aspiration HLP fully recognises the right of staff to decline to participate in Collective Worship on conscientious grounds should they so wish).

2 The characteristics, entitlements and opportunities of Collective Worship

2.1 In all HLP schools Collective Worship offers a range of entitlements and opportunities. In these and other ways HLP schools enable pupils to learn how to 'be' in worship and this is an important component of Religious Education. Further, they promote the spiritual, moral, social and cultural development of pupils. In particular spiritual development is promoted through the use of traditional religious practices as well as a variety of methods of engagement with the inner life: personal

reflection, awareness, awe and delight. Worship is characterised by, among other things:

- A shared sense of belonging through drawing the school community together to celebrate the values and ethos of the school;
- A shared sense of wonder and awe and an appreciation of the transcendent which, for some pupils will be identified with God;
- A shared concern for the needs of others locally, nationally and globally;
- A shared insight about the varied aspects of life and death and the ability to foster empathy for others;
- A shared opportunity to reflect on the wisdom; spiritual traditions, and writings of religious and non-religious belief systems;
- The experience of being a part of a caring community and the confidence and trust to explore ideas and reflections;
- The opportunity for celebration, thanksgiving and sharing emotional experiences and time to share successes and failures in personal, school and community life;
- An opportunity for reflection on the fundamental questions of life, including such things as creativity, diversity, meaning, change and death and focus attention away from the concerns of the moment to those things which are of eternal concern to human beings;
- An 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, reverence, trepidation, failure, forgiveness and of being uplifted;
- An opportunity to begin to shape and articulate personal beliefs and spirituality;
- Opportunities for pupils to develop an enquiring mind and express and explore their own views openly and honestly;
- Opportunities for pupils to foster an awareness of the world around them and a sense of their place within it;
- An opportunity to hear from visitors to the school (eg Clergy and representatives of other religious traditions). Visitors will always be briefed clearly on what to expect and what is asked of them and advised about how to make their contribution effective;
- An opportunity to reflect through use of a variety of resources, among them: story, drama, music, art, ICT, video material, artefacts.

2.2 In schools of a religious character worship offers opportunities for pupils and staff:

- To explore a relationship with God as Father, Son and Holy Spirit;
- To reflect on explicit shared Christian values;
- To develop personal spirituality especially through prayer, and also through a range of other experiences;
- To be engaged in an exploration of the relevance and application of the Christian faith;
- To hear theological terms being used and to begin to identify tensions which are sometimes evident;

- To experience worship in a Church building;
- To experience, participate and develop an understanding of the distinctively Christian nature and language of worship.

2.3 The following may be described as Christian elements of collective worship:

- Using the Bible as a source of knowledge and inspiration for themes and stories;
- Observing the cycle of the Church's Year – Advent, Christmas, Lent, Easter, Pentecost, Harvest and Saints Days;
- Learning and saying Christian prayers from a number of sources, for example, the Lord's Prayer and the Grace;
- Using simple Anglican liturgy at levels appropriate to pupils' age;
- Singing a wide variety of Christian hymns and songs;
- Experiencing Christian symbolism in worship and reflecting on its meaning e.g. cross, crucifix, bread and wine and candles;
- Using prayer, silence and reflection;
- Celebrating the Eucharist/Holy Communion;
- Welcoming Clergy and others from the school's Parish Church and other Christian communities.

3 Legal provisions and responsibilities for Collective Worship

(See the Education Reform Act 1988 and DfES circular 1/94)

- All registered pupils must participate in an act of collective worship each day unless withdrawn by their parents;
- The worship should take place in school, though schools of religious character may arrange collective worship elsewhere, for instance in their local Church;
- Worship may take place at any time of day and in varied groupings of pupils. (See appendix A);
- In any one term, in schools which are not of a religious character, acts of worship should be 'wholly or mainly of a broadly Christian character'. That is, most (or all) of the acts of worship must reflect the broad traditions of Christian belief without being distinctive of any one Christian denomination. Worship which is broadly Christian includes some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ and his teachings. This means that most school worship should reflect Christian beliefs, not necessarily Christian worship practices. It is not necessary for every act of worship to be wholly or broadly Christian;
- In schools of religious character, all worship is explicitly Christian and denominational;
- Collective Worship must be appropriate having regard to the family backgrounds, ages and aptitudes of the pupils;
- Teachers are entitled to withdraw from participation in Collective Worship on grounds of religious conscience;
- It is the right of parents to withdraw their children from Collective Worship if they so wish;

- In schools which are not of religious character the responsibility for arranging Collective Worship rests with the Headteacher after consultation with the Local Governing Body. In schools which are of religious character the responsibility rests with the Local Governing Body in consultation with the Headteacher;
- In schools which are not of religious character Collective Worship will be inspected under Ofsted criteria which look to make judgements about SMSC and so Collective Worship may play a part in their decisions. In schools which are of religious character Collective Worship will be inspected and evaluated under the SIAMS arrangements.

4 Withdrawal of pupils from Collective Worship

4.1 Parents have the right to withdraw their children from Collective Worship should they wish to do so. HLP hopes that the worship offered in its schools will be accessible to all and that none will feel the need to withdraw, especially in those schools which are of religious character. However parents have this right in law and HLP is committed to respecting it.

4.2 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 in order to ensure that they are aware of the Collective Worship Policy and Programme and its intention to be open to and respectful of all pupils' personal beliefs.

4.3 The decision to withdraw the pupil remains with the parents and they are not required to give any reason for withdrawal. The parents should state whether it is their wish that the pupil is withdrawn from all Collective Worship or from specific acts of worship only. It is for the school 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.

4.4 Pupils should not be withdrawn from 'Assembly' so, if the Act of Worship is arranged as part of an Assembly in which matters of organisation or celebration are also discussed, pupils may be withdrawn from the worship but should be present for the rest of the Assembly.

4.5 Pupils are not withdrawn from worship in order to participate in other school activities.

5 Implementation

5.1 Collective Worship may be arranged at any time of day and in a variety of different groupings of pupils. The content of Acts of Worship will be carefully planned and structured with reference to school determined themes and resources, regular community events; the Christian calendar; national commemorations etc. and also with a view to making links with classroom Religious Education.

5.2 Appendix A sets out individual school themes and arrangements as well as information about who takes responsibility for organising Collective Worship.

6 Monitoring and Evaluation

6.1 Regular monitoring and evaluation of Collective Worship takes place in HLP schools. Each school will have its own strategies for monitoring and evaluation which will including receiving the views of pupils, parents, staff and Governors (See Appendix A)

Appendix A

To be revised annually;

Organisation of Collective Worship in the individual school:

Themes for Collective worship in the individual school:

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

Name of the person responsible for overseeing the implementation of Collective Worship in the individual school:

APPENDIX A (to be revised annually)

Organisation of Collective Worship at Oakdale Junior School

Collective Worship is an important part of our school ethos. Whilst our collective worship has a broadly Christian focus, as a non-church school, we also include speakers and the teaching of different festivals from other faith groups, as well as looking at global and national topics of interest.

Linked with our RE teaching, we encourage our pupils:

- to consider the ultimate meaning and purpose of life, beliefs (religious and non-religious) about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- to develop their knowledge and understanding of Christianity, other principal religions, religious traditions and non-religious worldviews, looking at how these contribute to people's identity, sense of belonging, values and commitments
- to develop their own sense of identity and belonging, to act with personal responsibility and as citizens in a pluralistic and global community;
- to develop personal reflection and spiritual development, encouraging the ability to be still, to think deeply and to reflect
- to challenge pupils to reflect on and consider issues of truth, values, belief, faith and ethics

Our Collective Worship follows the following pattern:

Monday – Whole school assembly, to be led by either Head, deputy head or assistant heads. To take place in the hall.

Tuesday – Years 5 and 6 - Year group assembly. Members of the year group to lead. To take place in the hall or music room.
Years 3 and 4 – class based assembly

Wednesday – Years 3 and 4 - Year group assembly. Members of the year group to lead. To take place in the hall or music room.
Years 5 and 6 – class based assembly

Thursday – Whole school singing. Wider management team to lead, with Mr Hanmore to continue to lead the singing. To take place in the hall

Friday- Whole school celebration assembly. Wider management team to lead in the hall.

Collective Worship Themes and Ideas for 2018

Person responsible	Month	Date	Area of focus	
	January	6 th	Christian	Epiphany
		16 th	RE	World Religion day
		22 nd	Global	Big Energy Saving week
		27 th	English	National Storytelling week
	February	7 th	ICT	Safer Internet day

		13 th / 14 th	RE	Shrove Tuesday Lent begins
		16 th	RE	Chinese New Year
		17 th	PSHCE	Random Acts of Kindness day
		26 th	PSHCE	Fairtrade fortnight
	March	1 st	National	St David's day
		2 nd	English	World Book day
		3 rd	Hinduism	Holi
		10 th	Science	British Science week
		11 th	Christian	Mothering Sunday
		12 th	Maths	World Maths day
		17 th	National	St Patrick's day
		17 th	PE	Sports Relief
		20 th	PSHCE	International day of Happiness
		21 st	English	World Poetry day
		22 nd	Global	World Water day
		31 st	Judaism	Passover
	April	1 st	Christian	Easter
		23 rd	National	St George's day
Person responsible	Month	Date	Area of focus	
	May	13 th	National	National Children's day
		16 th	Islam	Ramadam
		21 st	PE/PSHCE	Walk to School week
		29 th	Buddhism	Wesak
	June	5 th	Global	World Environment day
		13 th -17 th	National	School Grounds week
		18 th -24 th	Global	Recycle Awareness week
		19 th	National	Father's day
	July	6 th	Art	Children's Art day
	September	10 th	Judaism	Rosh Hashanah
		13 th	English	Roald Dahl day
		19 th	Judaism	Yom Kippur
	October	7 th	English	National Poetry day
	November	1 st	Christian	All Saints day
		5 th	History	Guy Fawkes day
		7 th	Hinduism	Diwali
		11 th	History	Armistice day
		15 th -21 st	Cross - curricular	National Enterprise week
		18 th	National	Children in Need
		21 st -27 th	PSHCE	Anti-Bullying week
		21 st -27 th	PSHCE	Road Safety week
		30 th	National	St Andrew's day

	December	1 st -24 th	Christian	Advent
		2 nd -10 th	Judaism	Hannukah

Arrangements for monitoring and evaluation of Collective Worship

The RE Co-ordinator and members of the SLT monitor and oversee the Collective Worship on a daily basis within the school to ensure that it adhered to the policy.

An annual report is also sent to the Governing Body, detailing coverage of the RE curriculum and Collective Worship.

Name of the person responsible for overseeing the implementation of Collective Worship

Mrs Linsey Hancock (RE Co-ordinator)

Mrs Eileen Bissell (Head teacher)