



Collective Worship

January 2017

Our Vision

- We value every child's individuality
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community.
We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

Introduction

The school complies with the requirements set out in the 1988 Education Reform Act regarding Collective Worship.

The statement below clearly describes the rights of parents from different religious and cultural groups, e.g.

- if a predominance is placed upon Christianity during collective worship or RE lessons and if that is unacceptable to those children who follow a different faith, parents may request that their children be withdrawn from such collective worship or RE lessons
- if the predominant faith in the School community is non-Christian and the majority of parents and school governors so wish, then the 1988 Education Reform Act allows the Headteacher to seek/obtain permission from the local Standing Advisory Council on Religious Education for the character of RE and worship to be that of the predominant faith in the School.

Assemblies and other acts of collective worship contribute significantly to the delivery of some aspects of the National Curriculum - particularly the 'Spiritual, Moral, Social and Cultural development' and certain aspects of the Personal, Social and Health Education and RE curriculums. These are all realms which pupils have an entitlement to experience throughout their education.

An Act of Collective Worship will take place every day. The time at which this takes place and the form of the Collective Worship (whole school, team or class groupings) may vary from day to day and year to year.

There are three fundamental principles underlying the provision of our acts of Collective Worship. These principles are broadly outlined below:

1. inclusive in nature
2. broadly educational in content
3. specifically spiritual, moral, social and cultural in content

INCLUSIVE - this means that we want our assemblies to:

- recognise and celebrate the diversity of cultures, life styles and religions which exist in our multicultural society. However, the majority of the Acts of Collective Worship will be mainly of a broadly Christian character
- have an atmosphere in which everyone feels valued and safe
- be suitable for every child to attend unless withdrawn by his/her parents/guardians
- focus on issues and experiences which are relevant to the children
- include active participation by pupils, parents and members of the local community - either in preparation or in performance

EDUCATIONAL - this means that we want our assemblies to:

- reflect the aims of the School, and foster a sense of shared values
- be valuable learning experiences and, as such, to be included in Schemes of Work and curriculum planning
- to enhance, complement and extend the curricular work
- to provide an opportunity to celebrate the academic, social, personal or sporting achievements of the children
- to provide an opportunity to learn how to behave in a large social gathering

SPIRITUAL, MORAL, SOCIAL AND CULTURAL - this means that we want our assemblies to:

- provide a brief period of relaxation from the busy life of school, when children will have time to pause for thought in an atmosphere of peace and quiet. This involves a quiet and well ordered arrival and departure
- provide the children with an opportunity to contemplate the spiritual dimension of their life through music, images and words. The writings of the world's great religions, their prophets and followers provide a source of meaningful stories and philosophies for life
- provide an opportunity for private, quiet contemplation and prayers
- have a sense of occasion that separates them from the rest of the school day

Approved: January 2017 (Curriculum)

Next Review: January 2019