



**Greystoke**  
Primary School

Enabling our children to reach  
their full potential

## Collective Worship Policy

### Introduction

This policy is carried out within the context and spirit of the school's aims. It supports and reinforces the aims of Greystoke Primary School, valuing all children equally.

The ethos of the school, encompassing all that we stand for, is reflected in and expressed through Collective Worship: it derives from the Christian tradition and seeks to activate our beliefs and values which are set out, clearly, in the School Prospectus.

### Definitions

**Collective Worship:** is a gathering of a collection of people of diverse, religious, agnostic and non-religious backgrounds and does not pre-suppose any particular religious commitment. We note that Collective worship and assembly is not the same thing.

### Rationale – legal

The 1988 Education Reform Act states that Collective Worship should be part of a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and society.

All maintained schools, including church schools, must provide a daily act of Collective Worship for all registered pupils.

### Aims

Collective worship should:

- have a sense of occasion.
- provide experiences within which pupils' spiritual development may flourish.
- be a means of expressing the ethos and values of the school
- be educational and should contribute to the religious education of the pupils
- be shaped to the needs of the school
- provide a varied pattern of worship to broaden pupils' experiences

- recognise that the school includes children from different religious and non-religious backgrounds
- recognise that during collective worship some will be worshipping and some will be experiencing something approaching worship: others will be finding out what it is like to worship by being with those who are.

### **Objectives**

The objectives of collective worship are to:

- introduce pupils to the practise of religious worship through music, art, story, poetry, movement and prayer.
- create a warm, caring and respectful atmosphere in assemblies, conducive to worship: including the manner of entry and exit.
- encourage in children a thoughtful and reflective attitude.
- help pupils experience a sense of awe, wonder, reverence and inner stillness
- enable pupils to use silence for reflection and contemplation.
- raise pupils curiosity about the ultimate mysteries of life.
- enable pupils to learn about and consider in depth Christian teaching, Christian festivals and biblical materials.
- help pupils appreciate that we are 'stewards' of God's world.
- enable pupils to reflect upon their own beliefs in relation to those of others.
- enhance pupils' spiritual, moral and cultural development.
- guide children towards the spiritual and religious options open to them.
- help children distinguish between right and wrong.
- affirm pupils' personal worth and responsibility.
- celebrate individual and collective achievements
- develop a sense of community within school.
- celebrate religious festivals and special occasions with specified worship.

### **Management of Collective Worship The Governing Body** is responsible for:

- ensuring that the policy is put into practise and monitored by the appropriate Governor.

### **The Co-ordinator** is responsible for:

- managing the worship on a day to day basis, ensuring that all legal requirements are complied with. The coordinator will keep in touch with national developments in school worship and act in an advisory capacity to support colleagues.

## Organisation

Daily acts of Collective Worship take place as part of the school assembly in the school hall from 8.55am to 9.15am every day and are combined with elements of Personal Social Education. Informal collective worship may take place in classrooms.

Each week the worship follows a planned theme.

The structure of assembly includes music, a song of praise, a story or talk, a reading, a period of reflection and/or a prayer.

Monday	whole school singing	Music Coordinator
Tuesday	Whole school	Head teacher
Wednesday	whole school	teacher rota
Thursday	Class based	Class Teacher
Friday	whole school	Celebration assembly.

The school also celebrates all major festivals including Harvest, Christmas and Easter. Special assemblies may also be held with visiting speakers.

## Elements of Worship

We recognise and seek to provide:

**Atmosphere** is all-important in creating the right foundation for Collective Worship. Quiet, orderly behaviour and respectful attitudes on entering,

leaving and throughout the assembly are expected. Staff enhance the atmosphere by their presence and participation.

**Music** is played at the beginning and the end of assembly.

**Stories and talks** are carefully chosen to fulfil the objectives of collective worship. Stories of a religious or secular nature may be used. Particular emphasis is laid upon helping children to understand themselves better, to develop empathy and to face up to moral issues.

**Songs** are chosen from a wide variety of traditional and modern hymns and songs of praise. Some are learned by heart and actions are incorporated, whilst others are displayed on the overhead projector.

**Prayer and reflection** are the most personal part of an act of worship. Collective worship in school should provide opportunities for children to be taken to the threshold of prayer, and cross it if they wish, in a way that respects the integrity of all present. Participation in prayer can never be imposed but we stress the need for stillness, reflection and respect for others. Silence, written prayers, impromptu prayers, the Lord's Prayer and children's prayers may be used. A large candle is sometimes lit as a focus from pupils thoughts. Reflection and thinking time are given some direction by the leader in order to concentrate pupils' responses.

**Scripture** sentences may be quoted from the Bible and, where appropriate, from sacred books and writings of other faiths. Longer passages may be used as readings.

**Presentation** sets the tone within the act of worship. In keeping with the reverent atmosphere, use is also made of visual aids, artefacts, drama, demonstrations and video

## Content

**Planning** for Collective Worship is the responsibility of the Co-ordinator. Plans are approved by the Head. The music co-ordinator may be asked to collaborate on hymns/songs and music.

**Themes** are organised annually and a theme list is produced.

**Links** with RE and the curriculum are incorporated wherever possible. Common themes link to RE., apt choices of story can link to other subjects. Assemblies can be followed up in class by further discussion and emphasis during the day. Content may alter as some spontaneous occasions may need to be experienced.

### **Resources**

Music and songs are kept with the music centre in the Hall.

### **Records and Assessment**

The themes for collective worship are noted on the assembly rota which all staff receives, and an additional copy is on the notice board in the staff room. All assemblies including class assemblies are entered on the collective worship planning sheets and a copy is put into the Assembly File.

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Assessment of Collective Worship is carried out by the Head teacher through:

- Checking that practice matches aims and objectives
- Observations of children's' attentiveness and level of interest
- Classroom feedback from children
- Comments from parents, visitors and governors
- The extent of influence on pupils behaviour throughout the school day

### **Equal Opportunities**

All pupils have equal opportunity to take part in Collective Worship and to benefit from the experience. The school informs parents of their right to withdraw pupils from Collective Worship and any such pupils would be supervised in another part of the school.

### **Multiculturalism**

A variety of multicultural material is available throughout the school. Stories are shared and festivals celebrated in accordance with the major faiths. Tolerance, respect and understanding of other religions is encouraged.

### **Role of the Co-ordinator**

- To write the school policy for Collective Worship in consultation with the Head teacher, staff and governors
- To ensure that all staff are aware of and use the policy document
- To review the policy on a regular basis
- To plan the themes and rotas for assembly
- To involve colleagues, visitors and pupils in collective worship
- To advise of planning, ideas and resources
- To administer the budget for Collective Worship
- To monitor and evaluate, with others, Collective Worship in all forms
- To report to head teacher and Governors
- To arrange inset for staff
- To keep up to date with recent publications, attend courses and disseminate material to the staff
- To liaise with the incumbent, governing body and Diocesan Officers on matters relating to Collective Worship