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## Bacup and Rawtenstall Grammar School



## Collective Worship Policy

# Collective Worship Policy

## 1 AIMS

- To meet the legal requirements for Collective Worship as outlined below
- To ensure that Collective Worship arrangements are inclusive for all concerned

### 1.1 The Legal Requirements – as set out in the 1993 Education Act.

1. In line with the School Standards and Framework Act 1998, all pupils are required to take part in an act of Collective Worship on each school day.
2. Collective Worship may be held at any time during the school day.
3. Separate acts of Collective Worship may be arranged for different age or school groupings.
4. Collective Worship must take place on school premises
5. Most acts of Collective Worship taking place in any one term must be ‘wholly or mainly of a broadly Christian character’. That is, the worship must reflect the broad traditions of Christian belief without being distinctive of any one Christian denomination.
6. Collective Worship must be appropriate having regard to the family backgrounds, ages and aptitudes of the pupils.
7. Where worship which is wholly or mainly of a broadly Christian character is inappropriate, the headteacher and governors may apply to the local SACRE for permission to arrange worship for all or some of the pupils which is not wholly or mainly of a broadly Christian character.
8. Parents have the right to withdraw their children from Collective Worship.
9. Teachers cannot be compelled to lead or participate in Collective Worship, but it is the responsibility of the headteacher to ensure that it takes place.

### 1.2 Application: The nature of Collective Worship

As this is not a faith community, it is impossible therefore, to expect all pupils to ‘worship’. Those with or without a faith commitment are gathered together, and given the opportunity of making a reflective response, which for those of faith could be considered to be ‘worship’.

DFE Circular 1/94, section 50 says:

*“Collective Worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values and reinforce positive attitudes.”*

In any one term, the acts of worship are in the main of a ‘wholly, mainly or broadly’ Christian character but in selecting ‘wholly’ Christian material or ‘mainly’ Christian material or any other material, it is important to ensure that acts of worship are ‘inclusive’.

## **2 OBJECTIVES**

1. To achieve ‘inclusive Collective Worship ’by ensuring that:
  - the focus relates to the experiences, concerns or interest of all pupils present
  - difference and diversity are explored and celebrated
  - pupils are invited to listen to the words of a prayer and reflect on it.
  - at times, the focus will centre on the traditions, practices and celebrations of a faith/s represented in the school or local community
  - pupils are affirmed in their faith or non-faith stance
  - pupils’ needs are taken into account in the planning and delivery
  - inclusive language is used
  - pupils should not be withdrawn from Collective Worship for any reason other than it is the wish of their parents.
2. To make a significant contribution to the ethos of the school by encouraging the school community to:
  - contribute to the development of the child as a ‘whole’ person
  - share common aims and values
  - celebrate achievement and special times
  - explore together the world in which we live and all its wonders and worries.
  - reflect on what it means to be human

## **3 PRACTICE**

To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should be varied, address a wide variety of themes and topics, use a wide variety of stimuli and resources and provide pupils with the opportunity to ‘respond’ on their own level. Special assemblies are delivered for the main Christian festivals of Easter and Christmas, and Remembrance and Holocaust week are remembered each one over several days.

Forms are encouraged to take responsibility for delivering assemblies in both main school assembly and in year assemblies. Involving pupils in the planning and delivery of acts of Collective Worship is very important. It increases motivation, promotes self esteem, enhances skills, develops their understanding and creates further opportunities for spiritual development

### **3.1 Contribution of the curriculum to Collective Worship**

Drawing from all areas of the curriculum, and feeding into them, is sound educational practice and provides valuable experiences in Collective Worship. There will be times when all pupils can gain by reflecting on the work done by particular classes or individuals. There will be times when Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

Religious Education and Citizenship probably have more to contribute or gain from Collective Worship than other areas of the curriculum; however, the time must not be used as a vehicle to deliver Religious Education or any other curriculum subject.

## **4 OVERVIEW OF ROLES**

### **4.1 The Headteacher and Governors are:**

- aware of their legal responsibilities in regard to Collective Worship, taking account of the requirements of the Education Reform Act 1988, Education Act 1996 and the School Standards Framework Act 1998.
- take account of the policy and guidelines for Collective Worship issued by Lancashire County Council
- ensure that governors and staff are informed and receive training to enable the school to implement statutory requirements and the Authority's policy on Collective Worship
- ensure that the legal requirements for Collective Worship are met and that a daily act of Collective Worship takes place. The responsibility for managing Collective Worship is designated to a deputy head.
- through the school brochure or prospectus, inform parents of their child's entitlement to a daily act of Collective Worship and their right to withdraw their child if they wish (see Withdrawals). This statement should be distinct from the statement on Religious Education.

### **4.2 The Collective Worship Co-ordinator:**

School has appointed a deputy head to co-ordinate the organisation and delivery of Collective Worship to ensure that the statutory provision offers pupils worthwhile experiences. A team shares the responsibility for delivering Collective Worship on a voluntary basis.

Details of themes used over the last few years are kept on the school's computer network.

### **4.3 Parents and the withdrawal of pupils**

Parents have the right to withdraw their child from attending Collective Worship on religious grounds. Parents should make their wishes known to the headteacher who will arrange that any pupils who are withdrawn will be supervised appropriately during the acts of Collective Worship.

Only parents have the right to withdraw pupils, either wholly or partly from acts of Collective Worship. Pupils should not be withdrawn so that they may participate in other activities.

## **5 ORGANIZATION**

A corporate act of worship (Years 7 – 11) includes normally one or two year groups in the hall, with other year groups meeting separately within their form rooms. There are also fortnightly year assemblies in the dining room. The sixth-form meet separately, with the director of sixth-form having responsibility.

Themes are prepared a year in advance and all form groups lead an assembly on a variety of broadly Christian themes.

**5.1** Visitors should never be left alone with groups of pupils during the act of Collective Worship while staff are engaged elsewhere.

## **6 MONITORING and EVALUATION**

In the first instance, monitoring the provision and quality of Collective Worship is the responsibility of the co-ordinator, taking account of:

- examples of acts of Collective Worship from each type or grouping
- comments from teachers regarding the support they receive
- comments from pupils on their involvement and reactions to the experiences offered
- comments from other members of the school community or visitors on their perceptions of the Collective Worship experience
- documentation for Collective Worship, which should be current and reflect practice. It should include a policy statement, and evidence of planning and recording.
- input from visitors as to whether this was appropriate to the identified aims in the Collective Worship policy
- resources in terms of leaders, materials, artefacts, visual aids, etc.