



CORPUS CHRISTI
CATHOLIC SCHOOL

Collective Worship Policy

September 2022

INTRODUCTION:

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI CATHOLIC SCHOOL

The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life. 'Collective Worship in a Catholic school acknowledges and celebrates the life-giving presence of the Trinity (Father, Son, Holy Spirit) in our lives. It is how we, as a community of faith, come together to give glory, honour, praise and thanks to God. It is through acts of shared Worship, prayer and liturgy, that the Catholic identity of our schools are shaped and sustained. Sacramental aspects of the Church's liturgical life, especially the Eucharist and the sacrament of reconciliation, must be intrinsically woven into the fabric of a school's Catholic identity. It is therefore expected that all schools will have a schedule of liturgical events which will include planned for participation in Mass and other Eucharistic liturgies such as Adoration, and the opportunity for its members to participate in the sacrament of reconciliation during the seasons of Advent and Lent.

Acts of Worship in our Catholic schools should endeavour to:

- give praise and honour to God;
- give pupils meaningful opportunities to engage in the Sacramental Life of the Church
- give pupils and students positive liturgical experiences, appropriate to their age, aptitude and family context in order to prepare them for the liturgical life of the Church.
- be of high quality, fundamental to the life of the school and its Catholic character;
- be examples of good practice, which should enable pupils and students to develop skills so that they can prepare, organise and lead Worship.

POLICY STATEMENT:

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1944
- Education Reform Act 1988
- Education Act 1993
- Education (Special Schools) Regulations 1994
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Religious Education and Collective Worship (Circular Number 1/94) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that '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'.
(Religious Education and Collective Worship (Circular Number 1/94) (DfE))

We have a legal requirement to provide religious education and daily collective worship for all our registered pupils but with the exception of those pupils who are withdrawn from these activities by their parents.

We are aware that there are many who object to any form of collective worship, but until the law changes, it is still a legal requirement and can be used to promote pupils' spiritual, moral, social and cultural awareness.

We understand collective worship to be a special act or occasion whose main purpose is to show reverence to God and involves pupils and teaching staff (and at times parents, governors and other visitors) coming together every day.

We will ensure that collective worship, which can take place at any time during the school day, will be wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief without being connected to any particular Christian denomination.

We are aware that when we are planning collective worship we must ensure, by law, that we take in to account the ages of the pupils, their aptitudes and their family and religious backgrounds.

We acknowledge that parents have the right to withdraw their child from collective worship and we will, therefore, agree to any such requests. Alternative supervised arrangements will be made for all pupils' excused collective worship.

We believe that in our daily collective worship when all members of the school come together, we try to create an occasion which produces a variety of responses, one of which is worship. We understand worship to be a special act or occasion whose purpose is to show reverence to God.

However, we believe we must conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school. Therefore, throughout the academic year we will hold collective worship that reflects other world religions as we want all children to feel included whatever their beliefs or background.

We would like everyone to take an active part in our collective worship but we are aware that teachers have the right to withdraw from the religious element of collective worship. We acknowledge the right of parents to withdraw their children from collective worship.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We acknowledge that children's entitlement to acts of collective worship should not be affected by gender, culture, race or special needs. We will ensure that there are no barriers to this equality of opportunity.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

AIMS AND OBJECTIVES:

- The ultimate aim of Collective Worship in the Catholic school is to provide the space and tools for our
- young people, within the context of the Catholic faith and traditions:
- to contemplate the mystery of God;
- to develop an understanding of Salvation History through meaningful engagement with the Eucharist and the sacrament of Reconciliation;
- to reflect on spiritual and moral issues;
- to foster and nurture relationships;

- to respond to and to celebrate life;
- to experience a sense of belonging and to develop community;
- to nurture a common ethos and shared set of values;
- to enrich religious experience;
- to grow in liturgical understanding and development;
- to reinforce prayers which are part of the Catholic tradition;
- to seek appropriate responses to the love of God;
- to take time out 'to wonder at', 'to come to terms with' and 'to give worth to'.

RESPONSIBILITY FOR THE POLICY AND PROCEDURE

Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure collective worship takes place in the school;
- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the school council in:
 - determining this policy with the governing body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the governing body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the governing body every term;
 - annually report to the governing body on the success and development of this policy.

- responsibility for celebrating the effort, success achievements of pupils and school personnel;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- ensure that all school personnel, pupils, and parents are aware of and comply with this policy;
- nominate a member of staff to be responsible for the organisation and development of this policy but is aware that teachers cannot be directed to conduct collective worship;
- ensure that daily collective worship will:
 - be well planned;
 - be of a high quality;
 - take place at a set time every day;
 - take place as a whole school, phase group or a year group;
 - be broadly Christian;
 - incorporate reflection, prayer, song and readings;
 - take in to account the ages of the pupils, their aptitudes and their family and religious backgrounds;
 - be sensitive to the individual faith and beliefs of all members of the school;
 - promote a sense of community;
 - be a special time in the school day;
 - engage with everyone;
 - be educational;
 - promote spiritual, moral, social and cultural development.
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the governing body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- plan collective worship for the school year by thinking carefully about the inclusion of the following:
 - High days and holidays.
 - Saint Days.
 - Feasting for Festivals.

- World Faiths.
- National Events.
- World Events.

- present to all school personnel a plan of the proposed collective acts of worship before the end of each half term;
- try to include some of the following activities when planning collective acts of worship:

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|-----------------------------|-----------------------|
| • Singing | • Music for listening |
| • Readings and storytelling | • Prayer |
| • Rituals | • Responses |
| • Drama | • Interviews |
| • Audio-visual presentation | • Symbols |
| • Dance | • Visiting speakers |

- work closely with the headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments to ensure:
 - fire exits are clear and not blocked by furniture;
 - pupils are supervised at all times;
 - pupils enter and leave the school have in an orderly manner;
 - pupils sit away from trailing electrical cables;
 - pupils are kept a safe distance away from lit candles;
 - pupils are aware of the evacuation of the school building procedure.
- review and monitor;
- annually report to the governing body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- during assembly time pupils be:
 - dignified and respectful;
 - calm and reflective;
 - able to behave in an appropriate manner;
 - quiet, thoughtful and to listen carefully.
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

We want children to participate not only in the hymns and prayers but to show their work and to raise issues that they have discussed in class.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be aware of their right of withdrawing their children from collective worship;
- be invited to attend class assemblies;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

Organisation

The Education Reform Act states that collective worship need no longer be at the start of the school day, and worship may take place in a single act of worship or separate acts of worship in different age groups.

We have decided to hold a daily act of worship in each key stage and at different times. Children say daily prayers in the morning, at lunch and at the end of the day. Each class has a class saint who is also referenced during prayers.

There will be occasions when worship, because of unforeseen circumstances, will take place in individual classrooms and be conducted by class teachers.

Length, Time and Pace

We are aware that we have to fulfill a statutory amount of teacher-pupil contact time. Collective worship is not included in this time. Therefore, our collective worship will be kept to 15 minutes

with several minutes being allowed for the pupils coming in making a maximum of no more than 20 minutes.

Composition

Music will be played at the beginning and end of collect worship which, if possible, fits in with the theme for the week.

Hymns/songs will be chosen to reflect the theme for the week or the day. Pre-recorded hymn singing will be used for the children to sing along with when it is not possible to use piano accompaniment.

The children will be introduced to several prayers which we expect them to learn. The compilation of pupils' prayers are made into a book of prayers which is distributed to the Year 2 children.

Periodically a number of providers will be used to lead collective worship such as the headteacher, deputy head, class teacher, pupils, priest, or outside speaker.

Involvement of Local Religious Groups

We believe that the involvement of local religious groups is vital to the development of our pupils. Therefore, speakers from local religious groups will be invited to speak to our pupils when we celebrate collective worship.

Involvement of Others

We actively encourage the involvement of outside speakers, such as the local police, local councilors, members of parliament etc., who will be invited to take an active part in our collective worship on a set theme.

Involvement of Parents

Parents will be invited to attend their child's class assemblies which take place every week, and special services such as the Carol Service, Nativities and Easter play.

Achievements Assembly

The assembly on Monday morning is an occasion when the whole school meets to share together the successes and achievements of individual pupils either in or out of school. Also, house points, Child of the Week, House points, tournaments, sports prizes and curriculum rewards are awarded and celebrated.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School handbook/prospectus.
- School website.
- Staff handbook.
- Headteacher reports to the governing body.

- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- School events.
- Meetings with school personnel.
- Written communications with home such as weekly newsletters and of end of half term newsletters.
- Annual report to parents.
- Information displays in the main school entrance.
- Text messages.
- Email.
- Social media:
 - Instagram
 - Twitter

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - All aspects of this policy
 - Ethos
 - Spiritual, Moral, Social & Cultural Development
 - Celebrating Success
 - Curriculum
 - Health and Safety
 - Risk Assessments
 - Equal opportunities
 - Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
 - that highlights the knowledge gaps in the training;
 - that shows how those knowledge gaps were corrected.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

Linked Policies

- Celebrating Success
- Curriculum
- Ethos
- Health and Safety
- Novel Coronavirus (COVID-19)
- Risk Assessments
- Spiritual, Moral, Social & Cultural Development

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings.

Date:	1.11.22	Review Date:	1.11.23
Subject Leader:	M Kelleher	Nominated Governor:	Fr. M O’Gorman

Addendum

We understand that:

- the findings of a 2021 census has revealed that fewer than half the population in England and Wales described themselves as Christian, while 37% said they had no religion;
- many now feel that:
 - as England and Wales are not predominately Christian anymore, that the daily act of worship in schools should now end;
 - the law on collective worship which was passed in 1944 is archaic and discriminatory.
- the Department for Education has stated that:
 - there are no plans to review this law and that collective worship encourages pupils to reflect on the concept of belief and the role it plays in society;
 - schools are able to tailor their provision to suit their pupils’ needs;
 - they will investigate any alleged breach of the legal requirement for schools to provide an act of collective worship.

We will continue to provide daily collective worship and to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs.