



# Haydon Wick Primary School

## Collective Worship

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All maintained schools are legally required to provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents)

### **Legal Status of Collective Worship**

The Principal, Chris Neal is responsible (under the School Standards and Framework Act 1998 section 70) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character (The School Standards and Framework Act 1998 defines 'broadly Christian' to mean that it should 'not be distinctive of any particular Christian denomination'). The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the Principal may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted. This has been deemed not to be the case at Haydon Wick Primary.

By broadly Christian at Haydon Wick, we mean that we will:

- create an atmosphere in which every child feels secure in their own beliefs and has respect for the beliefs of others, whilst acknowledging the broadly Christian traditions of the country
- provide opportunities to acknowledge and celebrate festivals of major world religions - ensure that collective worship topics are presented in relation to one or more religions (or from a moral or spiritual aspect), exploring key concepts common to Christianity and other religions, e.g. love, trust, forgiveness, mercy, humility, courage and integrity, respect for life, value of an individual, justice, co-operation and service, honesty and truthfulness. The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall on each day take part in an act of Collective Worship'. We seek to do our best to keep the spirit of this legislation seeking to provide as many high quality acts of worship as is practically possible.

To provide pupils with variety in their experience of worship, acts of worship may take the form of a whole school act of worship for all pupils or separate acts of worship for students

in different age groups or school groups. Collective Worship may be held at any time during the school day.

## **Withdrawal**

In accordance with the School Standards and Framework Act 1998 section 71, parents have the right to withdraw their children from acts of collective worship on religious grounds. Parents should make their wishes known to the Principal who will ensure that any pupils who are withdrawn are appropriately supervised while the act of collective worship takes place. Alternative stimulus for reflection should be provided by the parent/guardian. Pupils can be withdrawn wholly or partly from acts of collective worship only by parents.

## **Definition of Collective Worship**

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

## **Aims of Collective Worship**

Collective worship can both reinforce and contribute to the ethos of the school, in addition to offering a unique occasion in the school day to pause and explore life beyond the prescribed curriculum. It encourages members of the whole school community, teachers and learners together, to challenge assumptions and reflect upon issues, which transcend normal day-to-day experiences. It aims to broaden understanding of and contribute to our search for meaning in life. It can make a significant contribution to the ethos of the school by reinforcing and reflecting the beliefs and values, which bind the school community together. It can inspire, uplift, celebrate and give a sense of purpose and direction. By enabling pupils to acknowledge the value of diversity in terms of race, gender, culture and differing abilities, it fosters inclusion, breeds tolerance and nurtures respect. It allows those with religious commitment to enter into worship, those who have no such commitment are offered an opportunity to sense what worship can mean and reflect personally

1. To provide the opportunity for pupils to reflect on values that is of a broadly Christian nature and on their own beliefs
1. To reflect and strengthen the caring ethos of the school.
2. To provide a special time in the school day for children to develop a reflective approach to life.
3. To encompass all aspects of school life and all areas of the curriculum so that every pupil and every member of staff may feel involved.

4. To develop their respect for others feelings and beliefs.
5. To develop the feeling of belonging to a community and a shared understanding.
6. To develop thinking about moral and spiritual issues and questions regarding equality, social justice, human rights and conflict.
7. To celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.

Haydon Wick Primary School is a school where collective worship is an important part of the school day as it gives us the opportunity to come together as a community. It is attended by pupils, staff and any visitors in school are very welcome to join in.

Children and staff at Haydon Wick come from a wide range of religious backgrounds and whilst our policy is in line with the legal requirement, we draw on beliefs and traditions from a variety of faiths many of which share characteristics with Christianity. The faith background of both staff and the child's family is respected at all times.

### **The Contribution of Collective Worship to aspects of the Curriculum**

Collective Worship time is distinct from curriculum time. However, in Haydon Wick Primary School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy, which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development, it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

Acts of Collective Worship at Haydon Wick Primary School take into account the student's ages, aptitudes and family backgrounds.

The school recognises that there is a difference between Acts of Collective Worship and the assembly of students. On some occasions, assembly may proceed or follow an Act of Collective Worship. When this happens, the transition from assembly to worship will be marked in some suitable way e.g. the lighting of a candle or reflecting on an image on the OHP, moment of silences etc.

### **Planning Acts of Collective Worship**

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. As a values-based school, we use our monthly value to structure some of our weekly assemblies to teach the value explicitly.

Fundamental British Values of democracy, justice, rule of law and respect are incorporated into assemblies.

### **Assemblies**

Assembly will:

- be inclusive of the beliefs of every child and adult.
- include a variety of elements at different times but maintain a standard format
- involve the pupils
- include a song, story or other reflection

The Principal and Governors are responsible for ensuring that this policy is implemented.

### **Organisation**

Assemblies are led by a senior member of staff or on occasion another member of staff. Once a year each class led by their teacher delivers an assembly, which is related to their class topic. Visitors may take an assembly from time to time or contribute to a special assembly e.g. Harvest, Christingle.

As part of the assembly, there may be stories, drama, singing, music, readings and times for quiet reflection.

### **Example of an assembly and collective worship timetable**

Monday values based whole School assembly

Thursday singing assembly KS1 and KS2

Wednesday classroom based assembly

Tuesday KS2 assembly led by KS2 teacher, KS1 assembly led by KS1 teacher

Friday Celebration of work and values whole school assembly

On days when there are no assemblies, it is the expectation that teachers plan a period of collective worship in their class

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness.