



Belswains Primary School Collective Worship Policy

**AGREED BY THE GOVERNING BODY
Autumn 2023**

**NEXT REVIEW DATE
Autumn Term 2026**

DW Reviewed: 16 April 2023

BACKGROUND TO COLLECTIVE WORSHIP AT OUR SCHOOL

It is a legal requirement that all registered school age pupils take part in an act of 'collective' worship each day. These acts of worship must be "wholly or mainly of a broadly Christian Character" for most of the time. They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils."

Families who send their children to this school are from a range of faith backgrounds, including Christian, Hindu, Muslim, and Judaism. In addition, there are children who are from non-religious backgrounds. We recognise that in asking our children to worship, we must consider the background that our children come from, and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is always respected.

The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school, the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the Headteacher and make the request in writing. Teachers may also withdraw from collective worship.

SOME DEFINITIONS

Collective worship

Worship from within a faith tradition has a specific definition. A school community is not a worshipping community, and the law recognises this by requiring "collective" not "corporate" worship. Broadly, worship is more appropriately referred to as worthship, and Christian worship is 'giving God his worth.' This might encompass what is offered in a spirit of admiration, celebration, and respect to God and/or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worthy of celebration as examples of the highest achievements of the human spirit.

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive, but remains, as indicated above, 'of broadly Christian character.'

Worship of a broadly Christian character

Most acts of worship must be of a "broadly Christian character," and those that are, must reflect the broad traditions of Christian belief without being denominational. Paragraphs 60-63 of the DFE Circular 1/94 asks schools to define this as according a special status to Jesus Christ.

If we are to be inclusive in our worship in this school, taking the family backgrounds of the children into consideration, then, when according a special status to Jesus Christ, all pupils, whatever their beliefs, need to be respected. It is therefore appropriate in this school to tell stories of the life of Jesus, but inappropriate for all children to be required to address Him in prayer.

Many of the characteristics of Christianity are shared by all the faiths. It is important to concentrate on these as well as those specific to Christianity.

VALUES AND AIMS

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally, and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Through our collective worship we aim to provide a caring and supporting environment for children to:

- Become increasingly aware of themselves as individuals and groups within the school and wider community!
- Grow in understanding of the feelings of other people in everyday situations and beliefs.
- Explore the language which people use to express their feelings.
- Deepen their sense of wonder about the world around them.
- Grow in confidence when making a presentation to the group or whole school.
- Respond freely to religious and/or spiritual stimulus.
- Acknowledge diversity and affirm each person's life stance, whether it be religious or not

Worship both reflects and nurtures the ethos of the whole school. It encompasses all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. School worship here develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

OBJECTIVES

We see school worship as an educational opportunity with clear objectives. We use this time to encourage pupils to:

- Show interest in, and a concern for, members of the school community.
- Celebrate special occasions together.
- Show concern for the daily happenings in school life, the local community, and the wider world.
- Share appreciation of worthwhile projects undertaken by groups within the school
- Explore and review the variety of values, attitudes, standards, manifested in religions and society.
- Reflect upon dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful, solemn.
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.
- Reflect upon world issues (e.g., war, poverty, politics) and world celebrations (e.g., New Year, Christmas, Easter, royal events) bringing ‘spiritual’ language and comment to such issues.

PLANNING

In this school we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework.

The headteacher usually leads the whole school worship, with a rota of other staff leading worship on other days. Pupils are encouraged to take an active part in both planning and leadership.

The school year will be divided into themes which encompass religious festivals, known national or international events, and aspects taken from the school calendar. Staff leading worship can then plan around the themes and a development of ideas can build up.

We believe that creating the right atmosphere is crucial to the quality of the worship. Therefore, the time is not over-dominated by school administration or moralising. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship.

We choose from a range of methods, including:

- Pupil’s contributions

- Sacred and secular stories/readings
- Dance/drama
- Prayer/reflection/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence
- Visitors

SUCCESS CRITERIA

At this school we evaluate our acts of worship against some of the following:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect and tolerance within the school community
- Positive response to shared experience
- An atmosphere which matches the theme
- A contribution to individual and community sense of wellbeing.
- A sense of occasion
- Good order
- Staff affirmation
- A sense of challenge
- A place in the plan of the school
- Enrichment of pupil's experience
- Awareness of world and local issues

SOME CHALLENGES

Music and Song

Music and song are a powerful means of creating the right atmosphere and unifies and uplifts the school community. We have a bank of music from which to draw, taken from a variety of cultures and types. Likewise with the songs we sing. We are careful with our songs to recognise that there might be some words which some of our children would find offensive to sing. We have changed the words of some songs to make them more inclusive. We select our music and songs carefully to match the theme.

Every alternate week we have a singing practice. During this we take time to carefully consider the words of one of the songs and make this into a worshipful experience by reflecting on and responding to that song.

Prayer

The use of prayer has led to a great deal of debate. We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distances children, but gives them the opportunity to participate if they so desire, e.g., 'And now in a moment of stillness, listen to the words of a well-known Christian/ Hindu/ Muslim prayer/poem/reading...' In this way we can use prayers from many different traditions.

It is not always necessary to have a prayer and the use of regular moments of silence and reflection provides opportunities for some pupils to respond in a personal way if they so wish.

Visitors

We enjoy the fresh approach which visitors can bring to our school worship, but we require them to adhere to our values. All visitors are issued with this policy and, unless otherwise agreed, will fit into the theme for the week. The policy will be discussed with 'new' visitors or groups, who have not previously led assemblies in the school. Any conduct that falls outside this policy by a visitor will be raised by the Headteacher with them, and that visitor not invited back or assurance of future compliance with the policy sought, at the discretion of the Headteacher. (Note 1)

(Note 1)

See SACRE Guidance and Protocols on Faith Visits and Visitors.
<http://www.thegrid.org.uk/learning/re/sacre/#visits>