



Collective Worship Policy

Approved by: Governing Body

Date: September 2022

Last reviewed on:

Next review due by: September 2024

The Collective Worship Policy at Sherwell Valley Primary School follows the guidance of:

- Circular 1/94 Religious Education and Collective Worship

In the light of the Christian traditions of Great Britain, collective worship is to be wholly or mainly of a broadly Christian character. (ERA 1988, Education Act 1993)

ERA (1988) and the Education Act (1993) state that acts of worship may contain certain elements drawn from a number of different faiths, but that within each term the majority of acts of worship must be wholly or mainly of a broadly Christian character.

At Sherwell Valley Primary School our Collective Worship is broadly Christian but is distinct from corporate worship within a faith group. There are occasions when other faiths are the focus during collective worship, for example, festivals, Holy Days, special events etc.

The Purpose of Collective Worship

- To contribute to a sense of unity and community for the school as a whole.
- To promote spiritual, cultural and moral development.

Aims of Collective Worship

- To provide opportunity for an experience of worship
- To reflect on values and concerns of the school community and the community it serves
- To deepen and widen a child's emotional response
- To enable children to gain insights into ways people express themselves within their faith commitments and to be sensitive to those different ways of responding

Objectives of Collective Worship

To develop a sense of:

- Awe, wonder and mystery
- Interdependence with the natural world
- Pattern, sequence and order
- Self-worth and value of others

To develop an awareness:

- That life involves choices of belief/ attitude/ behaviour/ relationships
- That there are issues of meaning, purpose and value in life

At Sherwell Valley Primary School collective worship is based on the principle that it should be:

Inclusive – It should:

- Be pupil centred, related to pupils own experience and relevant to pupils' concerns
- Acknowledge diversity
- Involve pupils as active participants
- Match the needs of pupils
- Foster a sense of community

Educational – It should:

- Be a learning experience
- Be related to pupils own experience
- Be properly planned
- Relate to other curriculum activities
- Have a purpose and celebrate educational achievements
- Be consistent with the aims of the school

Spiritual – It should:

- give time to be still and reflect
- be a special time – conducive to worship
- include a variety of words, music and images
- provide opportunities for pupils to take part in a variety of spiritual experiences
- provide a time for reflection
- provide an opportunity for pupils to take part in worship

and contribute to the spiritual, moral, social and cultural development of children. They include worship and/ or Christian Worship and are seen as special times when children can feel secure and relaxed and share with others to foster a feeling of community.

The Frequency of Collective Worship

The legal requirements for collective worship state that it must be provided daily for all pupils, apart from any withdrawn by parents. It may take place at any time of day and may be a single gathering for all pupils or be separate for smaller groups.

In the event of an application, arrangements will be made for children who are withdrawn from Collective Worship.

At Sherwell Valley Primary School assemblies will take place in the halls every day.

Assemblies will be led by the Head Teacher, Deputy Head, class teachers, classes, visitors and outside teams such as 'Open the Book'. During 'Open the Book' assemblies a class teacher will always be present.

If the halls are being used for a special event then collective worship for that day will be arranged by the class teacher.

The Conduct of the Meetings

Pupils are expected to enter and leave quietly.

While the pupils are in the hall they sit in classes on the floor.

Appropriate music is played at the beginning and end of worship.

Collective Worship will begin with an appropriate greeting from the presenter.

A hymn/song will follow .

A prayer or time for reflection will be held after the presentation of the theme or story.

Whenever appropriate, opportunities will be taken to celebrate individual, group and whole school success.

Messages from members of staff will be relayed following the Collective Worship.

Special Times

There will be special services for:

Christmas – All year groups present a production, based on the theme of Christmas, to parents and children.

Leavers – The Year 6 pupils, with the Head Teacher, present the service in their last week in school. The service normally includes pupils' memories chosen from the last seven years. Parents of Year 6 pupils are invited.

Occasionally a guest speaker is invited into Collective Worship.

Planning

Collective Worship is planned on a weekly basis to follow a theme which promotes spiritual, cultural and moral development. They include examples from various religious cultures. These themes are linked to: religious events, special days, special events in the life of the school, topics being undertaken in school and are linked to the calendar of religious festivals for the year.

In school there is much to say thank you for, much to praise, much to hope and request and we will place these as high priorities.

Resources

Religious education materials and music to be played during Collective Worship are available in the school shared drive.

Review of the Policy

The policy will be reviewed annually by the Head Teacher and the Religious Education Co-ordinator.

Appendices

- i) What exactly is spiritual and moral development?
- ii) Themes for worship

Appendix 1

WHAT EXACTLY IS 'SPIRITUAL & MORAL DEVELOPMENT'?

- A DISCUSSION PAPER (NCC April 1993)

“The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.”

“The term needs to be seen as applying to something fundamental in the human condition which is not necessarily experienced through the physical senses and/ or expressed through everyday language.”

“It has to do with the relationships with other people and, for believers, with God. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering beauty, and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.”

There are many aspects of spiritual development.

- (a) **BELIEFS** – development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives.
- (b) **SENSE OF AWE, WONDER AND MYSTERY** – being inspired by the natural world, mystery or human achievement.
- (c) **EXPERIENCING FEELINGS OF TRANSCENDENCE** – feeling that may give rise to belief in the existence of a divine being, or the belief that one’s inner resources provide the ability to rise above the everyday experiences.
- (d) **SEARCH FOR MEANING AND PURPOSE** – asking ‘why me?’ at time of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
- (e) **SELF-KNOWLEDGE** – an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; development of self-respect.
- (f) **RELATIONSHIPS** – recognising and valuing the worth of each individual; developing a sense of community; ability to build up relationships.
- (g) **CREATIVITY** – expressing innermost thoughts and feelings through, for example, art, music, literature and crafts.
- (h) **FEELINGS AND EMOTIONS** – the sense of being moved by beauty or kindness; hurt by injustice; a growing sense of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth.

Appendix 2

Possible Themes for Collective Worship

These themes do not assume any particular faith and they are intended to provide a starting point which is inclusive for a plural school population. They can be a vehicle to explore, affirm and celebrate the school's values. They also suggest opportunities to explore and reflect on a wide range of ideas, beliefs and values i.e. religious and non-religious views, including those of a broadly Christian character. Most of these themes can be interpreted in a manner suited to the age, aptitudes and experiences of the pupils and which will leave open the option for pupils to respond in a way which is consistent with their own faith or commitments.

Achievement and talent	Ambition	And now for the good news
Advice and guidance	Aims and purpose	Animals
Aggression and hate	Attitudes	Autumn and harvest
Barriers	Beauty	Building bridges
Beginnings	Blindness and sight	Beliefs and ideas
Care and caring	Change (and decay)	Creation
Celebrations	Choice and decision	Customs
Celebration of talent	Conservation	
Challenge	Courage	
Darkness and light	Disability	Disappointment
Determination	Discovery	Duty
Education and life	Enlightenment	Exploring
First and last	Food for thought	Faithfulness
Fear	Freedom and responsibility	
Fun and enjoyment	Forgiveness	Freedom and slavery
Giving up and going on	Good and evil	Grief and loss
Gifts and giving	Generosity	Greed
Giving & receiving (Christmas)	Growing up	
Happiness is ...	Helpers	Honesty
Harvest	Hearing and not hearing	
Home and family	Have's and have-not's	Heroes and heroines
Hope and despair	Head, heart and hands	Holidays and recreation
Humour	Healing	
I believe ...	Injustice	Imagination
Illusion and reality	In the news	
Journeys	Joy and sorrow	
Kindness		
Leaders and leadership	Little things can mean a lot	
Looking back	Leisure	Living and loving
Loneliness	Life and death	Living together
Love	Life on earth	
Memories and reflections	Morality matters	Mystery of life
Natural world	New life	New year resolutions
Neighbours	New school year/ term	
One planet' many worlds	Other people	Overcoming difficulties
Old and New	Ourselves	Outsiders
Opposites	Out of one's depth	
Parents	People I've met	Pride and humility
Parting of the ways	People who help us	Prophets and teachers
Past and future	People with a purpose	Proverbs and sayings

Patience	Pollution	Prayer and meditation
Patterns and role models	Power and spirit	Perseverance
Peace	Prejudice	
Qualities	Quietness	
Rights and responsibilities	Rewards and punishments	
Rules	Right and wrong motives	
Remembering	Rhyme and reason	Red letter days
Risk	Reconciliation	
Sacrifice and new life	Senses	Stepping stones & stumbling blocks
School and community	Selfishness	Searching
Signs and symbols	Strengths and weakness	
School and opportunity	Special books	Stillness
Seasons	Spirit of adventure	Success and failure
Seeing and not seeing	Spirituality	Spring and new life
Thanks and thanksgiving	Them and Us	Turning points
Talents	Truth	The best things in life are free?
Use of Time	Useful or Useless	Unity
Victory and defeat	Violence	Variety
War and Peace	What do I value?	Wisdom
Waste	What a wonderful world	
Wonder	Wealth and riches	What am I good at
World about us		