

# **Tow Law Millennium Primary School**

## **Collective Worship Policy**



### **INTRODUCTION**

This policy on collective worship takes into account Tow Law Millennium Primary's need to comply with its legal requirements, requiring all pupils in maintained school to attend a daily act of collective worship. *(1988 Education Reform Act and reiterated in the 1996 Education Act.)*

These daily acts of worship are to be wholly or mainly of a broadly Christian character but must not be distinctive of any denomination. To constitute worship as normally defined in common English parlance, collective worship in school must, in some sense, reflect something special and separate from ordinary school activities: it should be concerned with reverence or veneration paid to a being or power regarded as supernatural or divine; and the pupil, at his or her level, should be capable of perceiving this.

"Taking part" in collective worship implies more than simply passive attendance. It follows that the act of worship provided must be one to which the pupil is capable of responding, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered (even though on a particular occasion some of the pupils may not feel able to actively identify with the act of worship).

Collective worship should help to promote the spiritual, moral and cultural development of the pupils. It has significance in the intellectual and emotional growth of pupils through the contribution it can make to their personal development and the fostering of attitudes.

### **AIMS**

The following aims of collective worship should be delivered in a manner appropriate to primary children and includes, for example:

- varied forms of prayer, set of prayers, children's prayers in response to a topic or theme, poetry, silent reflection, sung prayers
- time for reflection
- use of story and written tradition both sacred and non-sacred
- use of a wide range of music
- worship in the form of celebration linked to festivals, saints' days, special events concerning the school, the community or the nation
- worship in the form of thanksgiving related to a school, community or national event, for example, a charity activity held in the school and through which there may be the opportunity to raise multi-cultural understanding and issues of caring

- worship in the form of remembrance linked to a school, community or national event
- presenting the children with the beliefs of the Christian faith
- exploring ideas of good and evil
- exploring and permitting expressions of emotions
- developing personal growth.

A celebration of values could be regarded as religious worship if, in addition, there is an opportunity for reflection and response on the part of the child with the possibility that this response could include a private prayer, and a link should be made to the concerns of the faiths of the world with such values, eg a celebration of a project on care for the environment could be linked to how a faith community should care for God's creation. But for the act of worship to be broadly Christian, there would have to be clear reference to the Christian belief on which the act of worship is based, and that reference would have to occupy a significant part of the collective worship.

Not every act of worship need be of a "broadly Christian character" so long as, within each term, the majority are. In any school term, some acts of worship may take as a theme some aspect of a non-Christian faith; e.g. assemblies linked to religious festivals from other faiths. Where children from non-Christian faiths are present in school, it would be inappropriate to let the festivals of their faith pass unnoticed.

We should attempt to educate our pupils in all aspects of human experience and, as worship and an awareness of the transcendent are a part of the experience of the majority of humanity, it is appropriate that pupils gain an understanding of what worship is, and have an opportunity to gain some insight into the spiritual dimension of life. Worship can perhaps only be experienced through participation, though participation need not imply commitment and the level of pupil's commitment to the worship is a personal matter. Our collective worship should aim to be a vehicle for education by:

- celebrating the themes and topics arising from classroom work, not just from RE
- valuing the creative work produced by pupils
- involving the pupils in dance, drama, music, speaking, reading, choral speaking and singing and role play
- reporting back on visits to places of worship from other cultures

and through attempting to help the development of the whole person by:

- stimulating concerns for the needs of others
- challenging pupils to reflect on their own beliefs and values
- challenging pupils to explore social and life issues and concerns
- enabling pupils to understand alternative viewpoints, cultures and beliefs
- developing pupils' sense of worth and self-assurance
- making use of their skill.

Our worship should help to build up a sense of community and feelings of belonging. Worship can provide the opportunity for any of the following to take place:

- showing interest in, and concern for, members of the school community

- celebrating special occasions together
- showing concern for the daily happenings in school life, the local community and the wider world
- showing appreciation of worthwhile projects undertaken by groups within the school
- exploring and reviewing the variety of values, attitudes and standards manifested in school or society
- giving expression to those common values which underpin the school community.

Our worship may provide opportunities for the involvement of the wider community in the life of the school. Governors, local clergy, parents or individuals in the community could all have expertise or insights to offer to our school worship programme.

## **ORGANISATION OF WORSHIP**

As stated at the beginning of the policy, collective worship must be provided for all pupils daily, and the majority of acts of collective worship over a term should be wholly or mainly of a broadly Christian character.

Collective worship will be held at the end of the day daily either as a whole school, separate key stages or individual classes. Different sized groupings provide the opportunity for different approaches to worship.

Staff have the right to withdraw themselves from collective worship if they so wish.

Worship may be led by either the Head Teacher, another member of staff or by a visitor. A rota is available to all staff as part of the planned collective worship programme for the term. This programme is provided by the Senior Management Team but is intended as a working document which will build up a resource bank for staff.

## **WITHDRAWALS**

The Education Reform Act allows parents to withdraw their children from collective worship. He, she or they may be withdrawn to the vestibule area or adjacent classroom and work on chosen activities. If a pupil is withdrawn from collective worship to complete work, the provision must be made by the teacher to ensure that the child has the opportunity to take part in collective worship at another point in the day.

## **INVOLVEMENT OF THE WIDER SCHOOL COMMUNITY**

The school should seek to involve the whole school community in collective worship at some point. This might include the vicar, school nurse or police. Invitations to special festival days may be extended to all adults employed/involved within the school. Parents are invited to attend whole school family assemblies, which are sometimes linked to festival celebrations or religions studied in school.

## **PRAYER**

In worship that is "broadly Christian" these prayers would be addressed to God or Jesus.

The resources should be varied and of a high quality. The co-ordinator should seek to review and add to them and suggestions from staff are encouraged.

## TIMETABLE

Monday	-	whole school (2.45 - 3.10pm)
Tuesday	-	class assembly
Wednesday	-	class assembly
Thursday	-	whole school (2.55 - 3.10pm)
Friday	-	family assembly (2.40pm - 3.10pm)

Implemented	-	Summer 2024
Review Date	-	Summer 2026

Signed: .....

Date: .....

If you require this information summarised in another language or format please contact the school office on:



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