

Barlborough Primary School Collective Worship Policy

(Reviewed May 2019)

The aim of the collective worship policy is to provide the opportunity for pupils to:

- worship together
- reflect on values that are of a broadly Christian nature
- reflect on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered
- develop the children spiritually, morally, socially and culturally and prepare them for life in modern Britain.

Statutory Duty of School

The school provides daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**). This is usually provided within a daily assembly.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship is wholly or mainly of a broadly Christian character. 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 head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

Implementation

Collective worship, whether in assembly or class, will:

- be acceptable to the whole community, staff and pupils
- include a variety of elements at different times
- involve the pupils.

Collective worship at Barlborough Primary School is based on a Christian value such as justice, trust, forgiveness. A different value is chosen each term. Stories are used to explore the value; many of these are from the Bible but some are from other religions and cultures as well as non-religious books. Singing is an important part of our collective worship. We also use this time to recognise the achievements of our pupils, both linked to the chosen value and in other areas. By celebrating what the children have done well they develop a sense of pride and self-worth as well as learning to value the achievements of others.

The children are involved in the assembly in ways other than just joining in with singing and prayers. Involvement is informal and formal. Informal involvement includes times of quiet reflection, answering questions or contributing to role play or discussions. Formal involvement involves preparing and leading the assembly.

Assemblies are sometimes led by visitors, including the local vicar.

The Management of Collective Worship:

The head teacher will plan, monitor and evaluate acts of Collective Worship.

The Organisation of Collective Worship:

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or the classroom. Acts of worship will usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate. Collective acts of worship are incorporated into whole school assemblies, RE and PHSE lessons.

Leadership:

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

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.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. These ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

The Act of Collective Worship:

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

Monitoring, Evaluation and Review

This policy will be reviewed again in May 2021.