



# Collective Worship Policy

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## **COLLECTIVE WORSHIP at Woodwater Academy (without a religious character)**

### **BACKGROUND TO COLLECTIVE WORSHIP AT OUR SCHOOL**

It is a legal requirement that all registered school age pupils take part in an act of worship each day. These acts of worship must be “wholly or mainly of a broadly Christian Character” for the majority 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, some children are from practising Christian families, in addition, there are children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship we have to 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 respected at all times.

The Head of School 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 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wholly or partly excused from attending collective worship at the school the school must comply unless the request is withdrawn.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 Head of School. Teachers may also withdraw from collective worship.

### **SOME DEFINITIONS**

#### **Collective worship**

Worship from within a faith tradition has a very specific definition. A school community is not a worshipping community and the law recognises this by requiring “collective” not “corporate” worship. Broadly, worship in school is more appropriately referred to as worth-ship. 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.

## **Worship of a broadly Christian character**

The majority of 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 every day 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. In particular 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.

## **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 whole school meets together on Monday, Wednesday, Thursday and Friday and this is generally between 9:10 to 9:30:

Monday assembly: is themed and led by the Head/Deputy of School and in the main focuses on major events in the Christian calendar e.g. advent and personal, social and moral issues.

Tuesday assembly: each key stage group meets together and shares a story or reflection centred around a Christian theme.

Wednesday assembly: is led by a teacher and is our hymn practice/singing assembly.

Thursday assembly: is a Christian assembly, led by our local priest.

Friday assembly: is an assembly where we celebrate the achievements of children in our school.

All assemblies end with a silent reflection (this might be a prayer).

### **We choose from a range of methods, including:**

- Pupils' 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 co-operation within the school community
- Positive response to shared experience
- An atmosphere which matches the theme
- A contribution to individual and community sense of well-being
- A sense of occasion
- Good order
- Staff affirmation
- A sense of challenge
- A place in the overall plan of the school
- Enrichment of pupils' experience

## **SOME CHALLENGES**

### **Song/music**

Song/music is a very 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 accept that some children may not choose to sing songs with a religious message that does not match their own belief. We have changed the words of some songs to make them more inclusive. We select our songs/music carefully to match the theme.

### **Prayer/time for reflection**

We have not set an expectation that a prayer is said in assemblies, but we do expect a "time for silent reflection". When a prayer is shared, pupils are not required to say or affirm them, e.g. by saying "Amen". We have developed various forms of introductions to our time for reflection/prayers, giving children the opportunity to participate if they so desire; e.g., 'And now we will have a time for you to reflect/listen to the words of a well-known Christian/ Hindu/ Muslim prayer/poem/reading...' In this way we are able to 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 and where appropriate, a range of visitors may lead assemblies across the school year, including our local priest.