



Escrick Church of England Primary School **Collective Worship Policy**

Rationale

Escrick C of E Primary School is a Church of England Voluntary Controlled Primary School.

Collective Worship is undertaken according to the legal requirements of the 1988 Education Act.

Although our worship is distinctly Christian and celebrates these values, which are held to be important to the ethos of the school, it also seeks to develop compassion in children – an awareness and sensitivity to the varying needs of different cultures and faiths.

Collective Worship takes place in a supportive environment, where children are able to participate in a collective experience, whilst retaining individuality (as unique creations made in the image of God).

Aims

- To contribute to each child's personal development
- To enhance their spiritual and moral development
- To encourage all children to explore and question their own beliefs and respect the beliefs and feelings of others with compassion
- To build a community identity and spirit within which each child feels valued as unique creations
- To give pupils the opportunity to celebrate, reflect and consider issues, which are important to the ethos of this school and the wider community
- To be inspiring and thought-provoking
- Include a range of creative opportunities e.g. music, silence, drama

Guidelines

Collective Worship is planned to take into account the experiences, backgrounds, ages, abilities and aptitudes of all children. It reflects some of the essential features of Anglican tradition.

Themes are planned and distributed to staff and take into account major festivals, the Christian year, personal development linked with SEAL (Social and Emotional Aspects of Learning) and the ideas of the children. The theme is introduced in whole school Collective Worship on the first Monday of each half term and is developed through the rest of the half term.

Collective Worship on a Friday celebrates the achievements of the week and certificates are awarded. These are based on the CORE values of our school.

However, themes may be amended to respond spontaneously and sympathetically to significant world or local events.

As a school we follow 'Roots and Fruits' which cover the following Christian Value themes:

- Year A – Generosity, Compassion, Courage, Forgiveness, Friendship and Respect
- Year B – Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness
- Collective Worship is planned to provide opportunities for our children to experience:
 - Time for thinking
 - Time for sharing
 - Time for listening
 - Time for stillness and silence
- Collective Worship is planned so that it is:

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- Curricular and part of the whole curriculum
 - Educational and not evangelistic
 - Shaped to the needs of the school
- Collective Worship is planned so that it is a special time and has a sense of occasion, by incorporating some or all of the following:-
 - Using display as a focal point – candle, flowers, bible, artefacts etc. Each class has a Collective Worship table to use as a focal point for Class Collective Worship. There are drapes available in the Collective Worship box for each table to reflect the Liturgical year.
 - The playing of entrance and exit music.
 - The lighting and extinguishing of a candle to mark the beginning and end of Collective Worship
 - By avoiding announcements of a general nature (whilst the candle is lit)
 - By displaying the theme for Collective Worship in school.
 - Most acts of Worship will be approximately 10-20 minutes long.

We follow a certain structure when delivering Collective Worship:

- **Welcome** – We gather, light our candles and introduce the root of the worship e.g. Bible story.
- **Learning** – This is where we teach the children and offer new possibilities and different perspectives through the use of drama, visual images, poetry and puppetry, based on Bible stories or other texts.
- **Reflecting** – This is where we encourage everyone to consider the stimulus and usually searching questions are offered as a focus for reflection. We often have moments of silence to think about what we have learnt.
- **Responding** – We often link back to the main Collective Worship theme and send the children from the hall with something to think about. Children are challenged to play their part in making a difference in the world either as individuals or as part of the whole school community.

Equal Opportunities

- Collective Worship in our school is inclusive and provides an experience to which all children can contribute and gain
- All teachers have the right of withdrawal from Collective Worship
- Parents have the right to withdraw their children from all or part of the daily act of Collective Worship
- At our school our children are given the opportunity to make a personal choice as to whether or not they take an active part in prayer or reflection.
- We expect all children to attend Collective Worship. However, any parent can request permission for their child to be excused from religious worship, and the school will make alternative arrangements for the supervision of the child during that part of the assembly. Parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act. The Headteacher will keep a record of all children who have been withdrawn from Collective Worship.

Resources

- Collective Worship books are kept in the Headteacher's Office and Store cupboard.
- Religious artefact boxes are kept in the Store cupboard.
- Display table and candle are kept in the Hall / Cupboard.

Monitoring and Evaluation

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One of our Foundation Governors attends Collective Worship on a regular basis to monitor effectiveness and evaluate the impact of Collective Worship. Our Vicar, Reverend Richard Kirkman, delivers Collective Worship once per fortnight.

Our Collective Worship Group meet weekly to reflect and evaluate Collective Worships. They also help plan and deliver our Collective Worships. The group consists of children who have volunteered from Years 5 and 6.

Reviewed February 2019

To be reviewed February 2021