



Escrick Church of England Primary School
Collective Worship Policy

Rationale

The law requires the headteacher and governing body of every school to provide a daily act of collective worship which is in line with the schools Trust Deed and Foundation. This daily act of worship is considered an integral and important part of school life.

In accordance with the School Standards and Framework Act 1998, the daily collective worship shall be “wholly or mainly of a broadly Christian character”, though not representative of a particular Christian denomination. This policy has due regard to statutory legislation including, but not limited to, the following:

a) The School Standards and Framework Act 1998 b) DfE (1994) ‘Religious Education and Collective Worship’ (see page 21 para. 60)

Escrick C of E Primary School is a Church of England primary school. Our worship reflects the variety of traditions found in the Church of England, and will recognise and follow the Christian liturgical year.

Parents have the right to withdraw their children from acts of worship and this is stated on the school website. Parents needs to discuss this with the headteacher.

Worship is independently inspected by law under Section 48 of the Education Act 2005 in consultation with the Diocese of York(SIAMS).

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; and 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.

Aims

The daily Christian act of worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the overall spiritual, moral, social and cultural development of the whole school community. Our collective worship should:

- contribute to each child’s personal development;
- help all learners to understand Anglican and other Christian traditions found in the UK and worldwide;
- enhance spiritual and moral development;
- encourage all children to explore and question their own beliefs and respect the beliefs and feelings of others with compassion;

- regularly include biblical material and Christian teaching and this should explore and relate to the school's core Christian values;
- be inspirational and inclusive;
- have a strong focus on God as Father, Son and Holy Spirit enabling all learners to embark on an understanding of the Trinity;
- build a community identity and spirit within which each child feels valued as unique creations;
- give pupils the opportunity to celebrate, reflect and consider issues, which are important to the ethos of this school and the wider community;
- engage all learners and they should be able to talk about the impact it makes on their relationships and on life in the school;
- include a range of creative opportunities e.g. music, silence, drama and
- be an opportunity to celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals.

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, our Jigsaw scheme of work and the ideas from 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. There is a rota for staff to deliver collective worship and the main book used to plan and deliver the worship is Roots and Fruits.

Collective worship on a Friday celebrates the achievements of the week and certificates are awarded. These are based on the FLOURISH 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:
 - 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 a 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 (delivered once a week). There are drapes available in the collective worship box for each table to reflect the time in the Liturgical year;
 - the playing of entrance and exit music is often linked to the theme or season;
 - 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) and
 - by displaying the theme for collective worship in school.
- Most acts of worship will be approximately 15-20 minutes long.

We follow a certain structure when delivering collective worship:

- **Gather** – We gather, light our candles and introduce the root of the worship e.g. bible story.
- **Engage** – 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.
- **Respond** – 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.
- **Send** – 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 staff room.
- Religious artefact boxes are kept in the store cupboard.
- Display table and candle are kept in the hall / cupboard.

Monitoring and Evaluation

One of our Foundation governors attends collective worship on a regular basis to monitor effectiveness and evaluate the impact of collective worship. Members of the local clergy deliver collective worship once a month and Open the Book lead on collective worship every 4th Tuesday.

Our collective worship group meet fortnightly to reflect and evaluate collective worships. They also help plan and deliver our collective worships. The group consists of children in Years 4, 5 and 6 who have volunteered.

Reviewed January 2022

To be reviewed January 2024