



Shaftesbury C of E Primary School

Collective Worship Policy 2023

Shaftesbury C of E Primary School is a Church of England School. Collective Worship is therefore an important part of the school day as it gives the opportunity to come together as a school community to worship. It is attended by all students and staff; and any visitors in school are very welcome to join in. All acts of worship are in accordance with the school's Trust Deed and reflect the Anglican status of the school. In addition to daily school worship, special celebrations take place in Church. It is the right of every pupil to attend a collective act of worship every day.

The following is a brief summary of the legal requirements set out in the Education Reform Act 1988, together with interpretation offered in DCSF Circular 1/94 and subsequent acts.

Legal Requirements

1. DFES Circular 1/94 contains the current requirement for a daily act of collective worship, the majority of which should be wholly or mainly of a broadly Christian character that is "reflecting" the "broad traditions of Christian belief" without being denominationally biased (Education Reform Act 1988). However, head teachers must take into account the pupils' ages, aptitudes and family backgrounds.*
2. This must be provided for all registered pupils of compulsory school age or above. The term 'registered pupils' includes all classes in the school.
3. The act of collective worship can take place at any time during the school day and with any grouping of pupils the school wishes to use (though not faith groupings).
4. Parents in all schools have a legal right to withdraw their children wholly or partly from collective worship. Any such request must be complied with. (link – see Right of withdrawal, doc)
5. Teachers, including Headteachers, have a contractual duty to attend assembly but they have the right to withdraw from collective worship and cannot be discriminated against for doing so.
6. If a school believes that the Christian character clause is inappropriate for the whole school or certain pupils within it, application can be made to the Standing Advisory Council on Religious Education (SACRE) for a determination order to have the clause lifted or modified.
7. In a County school it is the responsibility of the Headteacher, in consultation with the governors, to see that these arrangements are carried out. In a Voluntary school, it is the responsibility of the governors, in consultation with the Headteacher.

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences driven by the Christian faith but not exclusively. It provides opportunities for the pupils' spiritual, moral, social and cultural development.

All pupils have the right to experience and, be a part of Collective Worship every day. At Shaftesbury C of E Primary School, worship will commence with the

lighting of a candle and our and will contain opportunities to reflect on the content and to pray.

Aims of Collective Worship

It is our aim at Shaftesbury C of E Primary School is that worship should: -

- Reflect the schools' Trust Deed
- Reflect the Ethos Statement and/or Mission Statement of the school
- Be clearly planned
- Be appropriate to the ages, aptitudes and backgrounds of the pupils
- Offer opportunities to worship praise and reach out to God
- Be inclusive and an occasion where each individual's integrity is respected
- Offer opportunities for pupils' spiritual, moral, social and cultural development
- Reflect some of the practices and traditions of the local church
- Be regularly monitored and evaluated
- Underpin the Christian values and ethos of the school
- Celebrate the values and worth of the school community
- Be an opportunity for pupils to reflect on human existence
- Help children explore and develop their own spirituality
- Enable children to explore and evaluate their own beliefs
- Offer opportunities to share worship with parents, governors and members of the local community
- Celebrate special occasions in the Church year and the life of the community
- Show appreciation for the God given gifts and talents of the school community.
- Experience stillness and quiet.
- Respond to Christian language and symbolism.
- Experience a variety of forms of prayer and meditation. These might include: praise, seeking forgiveness, asking on behalf of self and others, and quiet reflection.
- Helping pupils begin to understand the nature and purpose of worship.

The Planning of Collective Worship

Collective worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. The content and methodology of Collective Worship should be varied and there should be evidence of this in planning.

The planning for Collective worship contains values and themes based on Roots and Fruits / Open the Book. These are shared at the beginning of the school term. Those leading are encouraged to relate their worship to these values / themes yet may approach or deliver it from their own perspective. One worship each week is led by Y6 pupils, based on Roots and Fruits; this act of

worship is recorded and a [link](#) is shared with all staff to allow pupils to watch within their own classes and reflect through smaller discussion groups. This will mean that by the end of the week, all pupils will have had opportunity to reflect on the theme from a variety of viewpoints.

The weekly routine is flexible as, on occasions, it is recognised that the school may feel that it needs to respond to local or national events.

All those leading collective worship plan their act of worship in as much detail as they would any other learning activity.

Members of the Foundation Governors committee have the role of monitoring Collective worship at the school. (See Appendix 1 and 2)

We seek to encourage pupils and staff to voice their views on collective worship and to be a part of the evaluation process. Our Y6 pupils evaluate whole school worship and all classes are able to post comments and evaluate upon pupil led worship videos. The Worship Ambassadors will be able to regularly seek the views of their classmates and share these findings with the school council and staff. (See Appendix 3)

The school is mindful to ensure that the pupil's ages, aptitudes and backgrounds are considered. During the early stages of induction and settling of the new reception year group it is though appropriate that they do not attend immediately full school collective worship but have a special time for reflection and prayer in their classrooms. During the first half of the summer term, Reception children will begin a transition period of Collective Worship transition, where they will watch and discuss the class worship videos (as the rest of the school does). In addition to this, they will attend our weekly Friday worship, sitting with their Y6 buddies for support and guidance.

Rights of Withdrawal

At Shaftesbury C of E Primary School we seek to be an inclusive community however, we respect the right of parents to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the Headteacher followed by written confirmation of withdrawal.

The school has a system of suitable supervision for pupils withdrawn from Acts of Collective Worship, allowing them space and time for their own reflection

All teachers in VC Schools, including the Headteacher, have the right of withdrawal from the Act of Collective Worship, but the Headteacher, should he or she wish exercise this right, maintains statutory accountability for Acts of Collective Worship in Shaftesbury C of E Primary School.

Structure and leadership of Collective Worship

See Appendix 4

Resources

Resources for worship are organised by the worship co-ordinator / those leading particular worship. The school has a budget specifically to develop these resources.

Monitoring

Collective Worship will be monitored by:

1. A regular discussion at the governor's Foundation Committee to which all Foundation Governors are invited
 - Review of content and methodology
 - Suitability for age, aptitude and ability, variety of styles, groupings and leadership.
 - Links to curriculum and classroom experience.
 - Resources and budget
 - INSET
2. Annual review of job description and role of the collective worship leader will be subject to the established process of performance management
3. Attendance at worship by Foundation Governors for monitoring purposes
4. Asking, are the requirements of law being met?

Appendix 1

Questions about Collective Worship for the Staff and Governing Body

- Is there a clear policy document for Collective Worship?
- Does the school policy relate to the school's Ethos and/or Mission Statement?
- Is the policy for Collective Worship being followed?
- How is the worship organised?
- Does the school have a named person responsible for Collective Worship alongside the Headteacher?
- Is there a governor with responsibility for Collective Worship?
- Does the school prospectus clearly reflect the legal position of Collective Worship?
- Does the school prospectus refer to the school's Trust Deed?
- Does the prospectus and other school documentation reflect the value that the school and the governing body place on Collective Worship?
- Is the Collective Worship clearly planned?
- Is there a budget set aside for Collective Worship?
- Is the worship professionally resourced?

- Have staff received in-service training on Collective Worship?
- Does the Collective Worship offered in the school underpin the school's Christian ethos?
- Is the Collective Worship provided underpinned by Christian values?
- Is the Collective Worship regularly monitored and evaluated?
- Does the worship take place in a variety of groupings?
- Are staff present for Collective Worship?
- Are support staff present for Collective Worship?
- Are there opportunities for governors and parents to be present for worship?
- Are there opportunities for individual class worship within the classrooms?
- Does the pattern of worship reflect the broad spectrum of the Anglican tradition and Christian heritage?
- Does the worship allow the pupils to encounter some of the wide range of art, music and artefacts within the Christian tradition?
- Does the quality and provision of Collective Worship offer opportunities for pupils' spiritual development?
- Does the worship offer opportunities for pupils' cultural and multi-cultural development?
- Does the worship give opportunities for the pupils to explore the worldwide Christian Church?
- Does the worship provide pupils with an opportunity to worship God?
- Does the worship take place in an environment conducive to worship?
- Does the worship offer pupils opportunities to encounter the more challenging experiences of life and death?
- Does the worship provide opportunities for the pupils to share and reflect upon things that are significant and meaningful to them?
- Does the worship provide experiences that are relevant to the pupils' ages, aptitudes and family backgrounds?
- Does the worship give time for silent reflection and an exploration of inner space?
- Does the worship link into other areas of the school curriculum e.g. PSHE and circle time?
- Do the classrooms have a 'sacred space' or a table set aside with a cloth and a candle as a vehicle for prayer and reflection?
- Have the school considered other vehicles for prayer and reflection e.g. an anonymous prayer box?
- Are pupils, governors, clergy or other visitors involved in leading Collective Worship?
- Does the governing body provide guidance for visitors who lead worship?
- How does the school involve understanding of the Eucharist for pupils?[SW1]
- Does the school have any links with other Christian denominations?
- Does the worship celebrate all that is good and express thankfulness and joy at simply being alive?

Appendix 2

Example of an Observation framework to assess the quality of a specific act of collective worship. [SW2][PL3][PL4][PL5]

(Not all sections of this form will apply to each act of worship).

Groups Present:

(Whole School/ Key Stage/Year/Class etc.)

It may be helpful to grade your observations in each section on the following scale, though this would not be appropriate for every aspect.

- **Outstanding**
- **Good**
- **Satisfactory**
- **Inadequate**

Date:	Time:	Leader:
Theme		
Purpose and Development • <i>Was the purpose of the act of worship clear to all present?</i> • <i>Was the theme developed effectively?</i> • <i>Were visual aids or different elements used in presentation?</i> • <i>Was worship integral to the school day?</i> • <i>Was the act of worship conducted at an appropriate pace?</i> • <i>Was visual art used or children's creative work shown and celebrated?</i>		
Atmosphere • <i>Was there a sense of order on entering and leaving?</i> • <i>Were candles, flowers, a cross or other visual focus used?</i> • <i>Was there a relaxed, secure atmosphere?</i> • <i>Did the leader contribute to the atmosphere with language, attitude and tone?</i> • <i>Is there a distinction between the assembly and an act of worship?</i> • <i>Was there a balance of music, speech and silence?</i>		
Spiritual Dimension • <i>Could this act of collective worship have contributed to the spiritual and moral development of individuals?</i> • <i>Were there opportunities for prayer/reflection/quiet? How were they used?</i>		
Integrity • <i>Was there a sense of respect for individuals?</i> • <i>Was there openness, or compulsion, in invitations to pray or sing?</i> • <i>Did the occasion engender ease or discomfort among the participants?</i> • <i>Were the words of songs or hymns appropriate for the pupils and the theme?</i>		
Pupil/Student Involvement • <i>How wide was the age range?</i> • <i>Was the delivery appropriate for the interests, background, ability and age range of pupils?</i> • <i>Were the pupils engaged and well motivated?</i>		

Staff • <i>Were teachers present (how many?) or was this seen as non-contact time?</i> <i>Were they involved or spectators?</i>
Parents, Governors, Visitors, Clergy • <i>Were any parents, governors or visitors present?</i> • <i>If so, what role did they play?</i> • <i>Were links with the local church referred to?</i> • <i>If a visitor led the worship: was it evident that the briefing has been adequate?</i> • <i>Was the visitor introduced properly?</i> • <i>Was the visitor's contribution appropriate in content?</i> • <i>Were the concepts and language used appropriate to the children present?</i>
Close • <i>Was the timing good?</i> • <i>Did the occasion clarify and affirm the values for which the school stands?</i> • <i>Did it offer pupils/adults something to think about and take into the life of the school?</i>
Additional points for future development

Overall, how would you rate this act of worship?

Appendix 3

Current [Pupil Questionnaire](#) for the Evaluation of Collective Worship
Worship [evaluation sheets](#) for pupils

Appendix 4

Please see separate [planning](#) for Collective worship.

There may be special occasions and opportunities when other individuals / groups lead or are invited into Collective Worship.