

Signed: 
Chair of Governors

Date adopted: 5th December 2018

Date of Review: December 2021

At The Vaynor First School we believe 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 daily worship.

We aim to develop the feeling of belonging to a community which we believe is essential for personal development and spiritual growth.

We value this special time in the school day, for the opportunity it gives our children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

At The Vaynor First School our Collective Worship Policy is consistent with the philosophy and aims of the school as expressed in the school prospectus.

The Aims and Purpose of Collective Worship

Through our collective worship we aim to provide a caring and supporting environment for children to:

- *Create a positive inclusive atmosphere based on mutual respect for people's differences, and promote a common ethos and shared values*
- *Become increasingly aware of themselves as individuals and groups within the school and wider community*
- *Grow in understanding of the feelings of the other people in everyday situations and beliefs*
- *To consider spiritual and moral issues and to explore their own beliefs*
- *Explore the language which people use to express their feelings*
- *To develop personal worth and identity and reinforce positive attitudes*
- *To prepare pupils to be full citizens in today's multi ethnic society*
- *Deepen their sense of wonder about the world around them*

Objectives

We see collective 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, 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*
- *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 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. There is a yearly plan to ensure consistency, marking themes, special occasions and events, but this can be adapted 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.

Assemblies reflect and refer to **both** the traditions and liturgical calendar of the Christian Churches (e.g. Christmas, Easter), **and** the religious traditions and calendars of all other faiths that are represented in the school and the wider community (e.g. Eid, Chinese New Year). Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum, such as the Social and Emotional Aspects of Learning.

Legal Requirements

All maintained schools should provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents), which is wholly, or mainly of a broadly Christian character. At The Vaynor this is usually provided within a daily, whole school, Key Stage assembly or year group assembly. This allows pupils to reflect in different groupings, and also allows for personalisation in the smaller groups.

Collective worship should offer the opportunity for pupils to:

- *worship God*
- *reflect on values that are of a broadly Christian nature and on their own beliefs*
- *develop a community spirit, a common ethos and shared values*
- *consider spiritual and moral issues*
- *respond to the worship offered.*

The Collective Worship Policy pays due regard to statutory requirements, and has taken account of the guidance offered through Worcestershire's SACRE (*Standing Advisory Council on Religious Education*).

Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the Head.

The Management of Collective Worship

The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body.

The Organisation of Collective Worship

Collective Worship will usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

Leadership

Members of the school staff and visitors will also be involved in leading acts of worship. Visitors will be invited to lead Collective Worship, as we enjoy and value the fresh approach which they can bring. However, visitors are required to adhere to our values and are issued with this policy guidance. Unless otherwise agreed, visitors will fit into the theme for the week.

Songs & Music

This 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 select our songs/music carefully to match the theme.

Every week each Key Stage has a singing practice. During this we take time to consider the words of one of the songs and make this into a worshipful experience by reflecting on and responding to that song.

Reflection & Prayer

At The Vaynor First School we feel that prayer is a good way of enabling children to reflect and focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We value a range of introductions to our prayers which distances children, but gives them the opportunity to participate if they so desire; e.g. "Listen and think about the words from this well-known Christian prayer. If you would like make this prayer your own you can join in with amen at the end" 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 provides opportunities for pupils to respond in a personal way if they so wish.

The Contribution of Collective Worship to Aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich class-work through its consideration of subject matter from different perspectives. This will be reflected in our weekly whole school, year group and celebration assemblies.

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. Leaders will choose the style/method and resources, which are appropriate to the content, the age, aptitude and the background of the pupils.

Equality

All children have an entitlement to access to Collective worship, no matter what their learning need, background or personal belief structure and all children will be given the opportunity to participate in activities. Assemblies will reflect a multi-cultural society, without stereotyping or discrimination.

Evaluation

Acts of worship are evaluated against some of the following:

- Sense of involvement, enjoyment and pupils attention
- The children's ability to respond appropriately, including through expressions and emotional responses
- The growth of respect and tolerance 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
- A sense of challenge
- Enrichment of pupil's experience