



Collective Worship Policy

This policy was ratified:	Autumn 2020
Implemented on:	Autumn 2020
Review date:	Autumn 2022
Signed by the Headteacher:	Rachael Schofield / Vicky Tyas
Signed by the Chair of Governors:	H Hodge

The Education Reform Act 1988 sets out as the central aim for the school curriculum that it should promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepare pupils for the opportunities, responsibilities and experiences of adult life.

All maintained schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.

Collective worship in county schools and equivalent grant-maintained schools must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination.

The collective worship policy at Bassingbourn Primary School pays due regard to statutory requirements and has taken account of the guidance offered by the local authority through its SACRE (Standing Advisory Council on Religious Education). Collective worship is a valued and valuable part of school life and is taken seriously, because it shapes our approach to others and to what we do in school.

Aims of collective worship

Collective worship in Bassingbourn Primary School aims to provide the opportunity for pupils and staff to:

- experience a variety of styles of worship
- celebrate together e.g. festivals, school values, individual achievements
- build a sense of community/foster corporate identity;
- develop a reflective approach to living, which sometimes encourages understanding of and invitation to have quiet reflection time;
- look beyond the physical, material and measurable
- reflect on human values;
- consider spiritual and moral issues and to explore their own beliefs;
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship
- feel safe and affirmed in doing any of the above

Statutory requirements

By law, collective worship must:

- take place for every child not withdrawn by their parents every day
- be wholly or mainly of a broadly Christian character (as outlined by the DFE)
- take account of the ages, aptitudes and family backgrounds of the pupils
- take place on the school premises, except on occasions, with agreement of governors

Therefore, at Bassingbourn Primary School our collective worship reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Not every act of collective worship must comply with this; just the majority so we can include material from other religions and non-religious world views.

Collective worship and the curriculum

Collective worship time is distinct from curriculum time given to any subject including religious education. However, at Bassingbourn Primary School, we aim to enable collective worship and aspects of children's classroom learning to be mutually supportive.

Collective worship provides opportunities for pupils' spiritual, moral, social and cultural development in line with school policy. To achieve this, it addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with opportunities to 'respond' at their own level.

The management of collective worship

The Headteacher is responsible for the provision of collective worship, supported by and after consultation with the governing body. The following arrangements exist to co-ordinate, monitor and evaluate collective worship:

1. The PSHE lead teacher draws up a rota for leading collective worship and themes for each week.
2. HT/AHT/delegated teacher observes at least 6 acts of collective worship (from a range of formats) per term to ensure that they comply with school policy and the law.
3. Teacher, pupil and, where appropriate, parental views are collected annually to evaluate the quality and impact of collective worship and to identify ways in which it might be improved.

The organisation of collective worship

Collective worship takes place in a variety of groupings in the school hall, or one of the multi-purpose rooms, or the classroom. Acts of worship usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate. Due to Covid-19 restrictions, it may be necessary for assemblies to take place in a socially distanced manner within classrooms using Zoom or Teams.

Leadership

Every member of the school staff, pupils and visitors may be involved in leading acts of worship at some point in the school year.

The content of all acts of collective worship is considered carefully to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils, as well as the balance between Christianity and other faiths. Termly planning sheets list themes, special occasions and events, but there is flexibility to allow the inclusion of current and topical issues.

Visitors are welcomed to lead collective worship from time to time and are given guidance on our worship policy. Leaders from faiths within the area help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

The act of collective worship

We use a variety of styles, active and interactive methods and a range of resources in our acts of collective worship. Leaders make decisions about these elements according to what is most appropriate to the content, the ages, aptitudes and the backgrounds of the pupils.

Where prayer is included in our acts of worship it is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers follow the same format: 'We are now going to bow our heads for quiet reflection time. If you would like to say Amen at the end of our prayer, please join in, but you do not have to.'

We invite pupils who prefer not to pray to use these moments to reflect on the important messages shared in our worship.

Collective worship should not be confused with assembly. We often take the opportunity of pupils gathered together to share announcements and notices and to watch performances and hear visitors speak. At the end of assemblies, we take the time to participate in collective worship. Using a variety of strategies e.g. music, silence etc. we indicate clearly to all present when worship begins and ends.

Withdrawal

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory. Parents have a right to withdraw their children from all or any acts of worship and staff are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Head Teacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff.

Child Protection Statement

At Bassingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

Equalities Impact Statement

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| 1. Has this policy fully considered the School's Equality objectives and statement? | Yes |
| 2. Are there any impacts of the School's Equality objectives and statement on this policy? | Yes |
| 3. If "Yes", are these clearly described and their impact assessed within the policy document? | Yes |