



Carre's Grammar School
A Robert Carre Trust School

Collective Worship Policy

Background

The 1988 Education Act requires that every school should provide a daily act of collective worship for all students, the majority of which, each term, should be “wholly or mainly of a broadly Christian character”. Collective worship should “reflect the broad traditions of Christian belief without being distinctive of any particular denomination.”

Collective worship is not the same as corporate worship. Corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. A community school is not a worshipping community as the students who have a faith are diverse in what they believe, in what they believe God is and what they believe worship to that God or Gods should entail.

To be meaningful for students collective worship enables them to reflect on:

- what it means to be a human being;
- questions of meaning, purpose and value;
- the best that human beings can be - inspirational, exemplars (people of faith or not) who have demonstrated through their actions, lives and qualities. Examples will come from religious and non-religious sources;
- personal beliefs and values.

The collective worship that we deliver will recognise and value the cultural, linguistic and religious diversity of our school population and will be conducted within our Equal Opportunities policy.

School Aims for Collective Worship

- to enable students to reflect on, and question, issues such as belonging to the school community, the wider community and to humanity as a whole (citizenship);
- to reinforce a sense of community and cohesion through appreciating those things we have in common;
- to develop a reflective approach to life;
- to support students in the development of spiritual, cultural and moral perspectives;
- to develop a sense of the individual's place in the world beyond the physical, material and the 'here and now';
- to provide time to consider values and beliefs - both their own and those of others;
- to raise awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
- to provide opportunity to celebrate achievement and to share times of celebration;
- to support students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses;
- to support those who have particular needs or who are engaged in times of crisis;
- foster an awareness and understanding of British Values.



Collective worship will reinforce the sense of the school community, by giving students the opportunity to share things of worth with each other, within a reflective space.

Those students who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate, whilst those students who don't have a religious belief will have the opportunity to reflect and make a personal internalised response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and non-believers to appreciate each other's stances.

The language of invitation to reflect will be open and inclusive, ensuring that no student or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

Delivery

This can include work produced by the students, and the students themselves can be involved. Other possibilities are:

- the spoken word: story, poetry, personal experiences and anecdotes, interviews, discussion, religious writings, factual accounts, debate;
- performance – mime, drama, roleplay;
- music – classical, pop, folk; performed live, background, mood setting;
- silence – reflection, contemplation and, if appropriate, prayer;
- assemblies will provide the opportunity for personal and collective reflection upon issues, values, behaviour, morality and spiritual development;
- assemblies can provide us with opportunities to reflect on our educational purpose and to celebrate a range of educational and personal achievements.

Content

- marking the celebration of a broad range of religious and cultural festivals that reflect the diversity of faiths contained within the community;
- examples of lives of people of faith and other good human beings;
- stories supporting themes from a range of sources, including sacred texts, faith communities and secular books;
- response to key local, national and international events;
- providing an opportunity to think about their own beliefs whether religious or otherwise;
- consideration of questions you wouldn't think about elsewhere, not necessarily with easy or definitive answers;
- putting things into practice e.g., supporting charities;
- providing a moment for silent reflection or prayer;
- celebration of successes of members of the school community;
- performances or presentations from members of the school community;
- input from visiting speakers / experts;
- providing knowledge, skills and understanding to prepare students to play a full and active part in society (citizenship);
- foster an awareness and understanding of issues such as democracy and government and how laws are made and upheld (citizenship).

Organisation

- The school should be clear about what values, attitudes and concepts, beliefs and behaviours are being promoted and developed in assemblies;

- A full-school assembly takes place at least once every half-term and Year Group assemblies occur on a weekly basis, other than in those weeks where there is a full-school assembly;
- A termly diary of assemblies and the allocation of the member of staff responsible for leading an assembly is the responsibility of Deputy Headteacher;
- A theme for each class assembly will be identified which will reflect broadly Christian beliefs and concepts and/or themes relating to becoming a good citizen and making a positive contribution to society;
- All assemblies provide learning opportunities linked to the lives of students in the school and are both educational and inclusive. These learning opportunities may take the form of individual reflection; listening and thinking about the world, themselves and others. Students may also be introduced to the use of symbolism and religious language to express feelings and beliefs;
- In addition there will be opportunities to share in experiences of, e.g., sadness, excitement, joy, thankfulness, community where we can celebrate the shared values of the school;
- The monitoring and evaluation of this policy is the responsibility of the Deputy Headteacher and Heads of Year. The monitoring and evaluation of acts of Collective Worship can be undertaken by:
 - i. discussing with staff and pupils as to the relevance and impact of acts of worship;
 - ii. observing acts of worship to assess the appropriateness of the content and presentation;
 - iii. monitoring and developing resources;
 - iv. identifying any appropriate training needs amongst staff;
 - v. ensuring that the legal requirements for collective worship are being met.

Along with the parental right of withdrawal, teachers retain the right to withdraw from collective worship, but they may be required to attend assembly in a supervisory capacity under the 1981 Teachers' Pay and Conditions of Service Regulations.

Visitors

When visitors are invited to contribute to assemblies, the ethos and framework found in this school policy document will be expected to operate.

Planning and Monitoring

- Themes for Year Group assemblies are noted on the rota issued by the PSHEC Coordinator
- Assessment of Collective Worship is carried out by the Deputy Headteacher who will check that practice meets the aims of Collective Worship.

Approved by the CGS Local Governing Body on 27 January 2020

Review date: March 2024 (4 years)