



Collective Worship Policy

Aims

To outline the practice of collective worship at Cronk y Berry School. The school has a statutory duty to make arrangements for collective worship. This policy outlines the nature of this legal requirement and how such worship is to be planned and delivered in this school.

Families who send their children to this school are in the main 'nominally' Christian. There are children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship we have to consider the background that our children come from and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is respected at all times.

Statutory Duty of School

In order to meet the requirements of the 2001 Education Act, the school will provide for regular collective worship for our pupils (Education Act 2001, Part 2, Section 13). This should be a single act of worship attended by all pupils at the school unless the Department (or governing body in the case of a maintained school) considers that the school premises make such an assembly impracticable (Section 13.2). The collective worship shall be wholly or mainly of a broadly Christian character, but shall not (in a provided school) be distinctive of any particular denomination. Collective worship can take place at any time in the school day.

A pupil may be wholly or partly excused from attendance at collective worship at the request of a parent or carer (Education Act 2001, Part 2, Section 14.1).

Collective worship - definition

Worship from within a faith tradition has a very specific definition. A school community is not a worshipping community and the law recognises this by requiring "collective" not "corporate" worship. Broadly, worship in school might encompass what is offered in a spirit of admiration, celebration and respect to God and/or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worthy of celebration as examples of the highest achievements of the human spirit.

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and



Cronk y Berry School

cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive.

Objectives

We see school 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, solemn
- 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 their God and other people.

In our school we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. Assemblies will take place in the hall as a whole school, in floor groups and in year groups or key stages.

Day	FS/KS1	KS2
Monday	Whole School or Key Stage Assembly SMT/Visitor Led	
Tuesday	Class/Year group/Floor Assembly led by class teacher/Floor Leader	Class/Year group/Floor Assembly led by class teacher/Floor Leader
Wednesday	Key Stage/Singing Assembly	Key Stage/Singing Assembly
Thursday	Whole School or Key Stage Assembly SMT/Visitor Led	
Friday	Year Group celebration assembly for whole school or Key Stage Celebration Assembly (Superstars)	Year Group celebration assembly for whole school or Key Stage Celebration Assembly (Superstars)

SMT - Senior Member of Staff



Cronk y Berry School

We recognise the value of the whole school, including staff being involved in our school worship, this takes place on Thursday during our whole school assembly where all staff and pupils come together. During the Monday assembly staff have the opportunity to meet with their colleagues (this assembly will be led by a member of the SMT/Visitor).

Planning and Delivery

We plan the assembly time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship.

We choose from a range of methods, including:

- Pupil's contributions
- Sacred and secular stories/readings
- Dance/drama
- Prayer/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence
- Visitors

Staff

School worship and assemblies are usually led by school staff. *Leading Assemblies and Acts of Worship notes for staff* (see Appendix 2), taken from the *DEC Collective Worship Model Policy* are made available for staff to familiarise themselves with.

Visitors

We enjoy the fresh approach which visitors can bring to our school worship and we have good links with those who visit us regularly to lead worship. These include Mr Geoffery Weir (Vicar), the Scripture Union and the 'Open the book' team.

Visitors who lead assemblies are made aware of the school's values and may choose to use the values as a focus for their assembly. Themes which encompass religious festivals, known national or international events, and aspects taken from the school calendar are also used by staff/visitors leading worship. Visitors are also given a copy of the *Leading Assemblies and Acts of Worship notes for visitors* (see Appendix 1), taken from the *DEC Collective Worship Model Policy*.

Further information for parents about our visitors into school who take assemblies, is available from the school office.

Prayer

The use of prayer has led to a great deal of debate. We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be



Cronk y Berry School

required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distance children, but give them the opportunity to participate if they so desire; e.g..I am going to pray, please listen if you want to join in at the end you can say Amen , or 'And now in a moment of stillness, listen to the words of a well known Christian/ Hindu/ Muslim prayer/poem/ reading...' 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 and reflection provides opportunities for some pupils to respond in a personal way if they so wish.

Use of Music/Song

Song/music is a powerful means of creating the right atmosphere and can unify and uplift the school community. A range of music, from a variety of cultures and types is used.

Every week we have a singing practice. During this we take time to consider carefully the words of the songs and make this into a meaningful experience by reflecting on and responding to that song. In addition, children may take part in singing activities, which incorporate religious themes as part of their school plays or as a member of the school choir.

Links to other Policies

DEC Collective Worship Model Policy 2011

Policy written: September 2017

Policy to be reviewed: September 2019



Cronk y Berry School

Appendix 1 Leading Assemblies and Acts of Worship notes for visitors (taken from the DEC Collective Worship Model Policy)

LEADING ASSEMBLIES & ACTS OF WORSHIP. Notes for our visitors

Welcome to our school and thank you for considering taking some of our assemblies.
The following points might help make this a good experience for both you and the pupils.

1. Do speak to the pupils respectfully. Be friendly but not casual since the pupils will see you as a teacher. Decide how you want to be known to pupils (eg Rev Jones, Mike etc). If there are any behaviour problems they will be dealt with by members of school staff, so do not feel you have to cope with discipline.
2. We are all learning through our assemblies. You will occasionally make mistakes and so will we. We can cope with the occasional disaster if we feel we can talk this over with you. Similarly if we do not give you enough information, or fail to provide the right equipment we would expect you to tell us.
3. If we seem suspicious please do not be offended. This is part of our pastoral role. Please appreciate the fact that we do not let just anybody into our school to lead assemblies. If we check you out it is only to safeguard the children.
4. Please consider the practical details. Organise with us the time, date, venue and duration of the assembly. Make sure you know the age group you are talking to. Telephone us a day or so beforehand to reassure us you are coming, and to make any necessary arrangements. Be clear about how the assembly starts and how you are introduced.
5. Make sure that your assembly uses suitable language (avoid jargon) and ideas for the age group in your audience and that any resources or visual aids you decide to include are also suitable for the age group. Remember that many pupils may never have attended a church service.
6. If you use props or visual aids make sure they add to the assembly. Do make visual aids and writing large enough to be seen from the back. Small pictures, tiny writing and small objects will cause confusion and loss of interest.
7. Do not undermine the school in the remarks that you make, for example: "We all know how horrible school dinners are."
8. Take the same care over your language as teachers do. Do not make sexist or racist comments. Ask girls to help as well as boys, and encourage girls to answer questions as well as boys.
9. A school is not a church. Do not assume belief or familiarity with Christianity or another faith.
10. Remember that the children do not volunteer for assembly. You can help them explore faith but do not 'push' faith in an inappropriate way. Please do not seek to use your contact in school as a means of seeking a commitment to faith from the children.



Cronk y Berry School

11. If you wish to include a very short prayer, you can expect children to listen respectfully but it would be inappropriate to make them join in a prayer. Perhaps an appropriate invitation would be: "Listen carefully to the words of this prayer. You can join in with the Amen (I agree) at the end if you wish".
12. Do bear in mind our members of staff, who have their own faith commitment. You can either be a great encouragement to them or make life difficult. Remember it is they who will hear the comments after you have left.
13. A successful assembly is one that has a captivating beginning and a clear sense of purpose. It manages to engage the pupils, captures their attention and is memorable for them.



Cronk y Berry School

Appendix 2 Leading Assemblies and Acts of Worship notes for members of staff (taken from the DEC Collective Worship Model Policy)

LEADING ASSEMBLIES & ACTS OF WORSHIP. Guidelines for members of staff

Avoid tying religious faith and pupil behaviour too tightly. Of course there is a close connection between faith and action but faith should never be used to manipulate. Children will rightly resent such attempts. Religious faith should be seen as something that changes both the child's and the adult's behaviour. Religious faith should not be used to bolster school rules. Example: Christians do not run in the corridor or drop litter.

Do not put people in a corner. Both adults and children need to feel that their identity is protected. Do not say "You should....." or "We all.." Use a non offensive phrase such as "Christians believe," or "Jesus said".

Such phrases allow people to emotionally opt in or opt out of an assembly. They allow people to decide their attitude to an assembly and either identify with the faith being explored or to explore that faith from a greater distance.

Do speak to their world. Even in the short space of an assembly the rule of starting where the children are and finishing where they are not still applies. Start from the known to lead them towards the unknown. Move from the familiar to the unfamiliar.

Don't make derogatory comments about other faiths, agnostics or atheists.

Don't go into areas that are highly controversial for your colleagues. Assembly is not the place for such controversy. No one can disagree with you if you are taking the assembly and the rest of the staff might feel you are abusing your platform.

Only raise areas of pastoral concern if you are prepared to follow up the assembly pastorally. Subjects such as war, death, divorce and similar matters may begin to open up children's emotions. You cannot leave them with questions and feelings that disturb and confuse them. Always end the assembly positively.

Do not make casual allusions you cannot follow up. Asides confuse people, stick to the subject and do not deviate from it.

Assemblies are very short and people understand things better if they come in small parcels. Choose one subject and deal with it well, rather than ranging over a large area.

Will you have a prayer or a moment of reflection to conclude the assembly? This can be a good way to pull together the strands of the assembly and summarise the key points. Do not make children pray; ask them to listen while you pray or read or say a prayer. An acceptable formula might be something like this: "I am going to pray (or read a prayer) I would like you to listen carefully to the words. Those of you who wish to can join in with the Amen (I agree) at the end."

In this way pupils are not joining in prayers against their will but they are listening respectfully and possibly thinking about the prayer.



Cronk y Berry School

Music and songs can create a great atmosphere, and can often aid understanding. It is important to remember that the pupils are heading straight back to class after your assembly. Choose your music carefully: if they get too fired up you may be unpopular with your colleagues!