



Ownership	HT
Created	September 2018
Approved by Governors	2018
Updated (if apt)	September 2021
To be reviewed	September 2024

A Policy for Collective Worship

Aims

- To foster a sense of fellowship and belonging within our school community.
- To provide opportunities for celebration and thanksgiving.
- To foster a sense of awe and wonder at the beauty, mystery and power of the natural world.
- To provide our children with regular opportunities for stillness and reflection.
- To promote spiritual, moral, social and cultural development and to explore and reinforce own beliefs.
- To provide pupils with opportunities to worship God by active or passive involvement.
- To develop community spirit, promoting a common ethos and shared values to celebrate the gifts and talents of our children.
- To help children develop an understanding of both the nature and language of worship.
- To help children develop respect and sensitivity to the beliefs and values of others.
- To support the broader curriculum through art, music, drama, story and other visual and oral means of communication.

Introduction

At our school we hold a daily act of collective worship. It is of a broadly Christian character reflecting the traditions of Christian belief. The 1988 Education Act provides for both R.E and Collective Worship. They are separate activities, although they can often reinforce each other. This act requires collective worship to be mainly or wholly of a broadly Christian character. Collective Worship at Stower Provost School underpins the idea that Christians share many beliefs, practices, attitudes and customs with those of other faiths and also those of none. People may come to a greater awareness of others, themselves and their world in the light of which they may go out to live and work in the community. They will be enabled to develop an awareness of the basic questions of life that are raised by human experience. By using their own experiences, they can respond to those questions. Through the incorporation of songs, drama, dance, story, music, prayer, readings and thoughts we can help pupils and possibly parents to come to a deeper understanding of the spiritual dimension of their lives. Children are encouraged to respect the rights of everyone regardless of belief.

Worship

Inward response of each person constitutes worship, not merely the repetition of songs and prayers. These may assist worship, but they are not worship itself. Staff, parents and pupils should be given opportunities to respond in their own way so that no one is excluded by reason of culture, social, religious or non-

religious stance. Collective Worship at Stower Provost School complies with the DFEE Circular 1/94 'Religious Education and Collective Worship' which states that

Collective Worship:

- Is intended to be such that children from a non-Christian background can take part.
- Must contain some element which can be related to the Christian tradition
- Must accord some element which can be related to the Christian tradition
- Must not be denominational
- May contain some non-Christian element.

A balance should be sought during each term. Beliefs which are 'broadly Christian' yet common to other major faiths include 'God, justice, love, peace, evil, greed, poverty, pollution, morality, tolerance, cooperation, selfishness, war, prejudice. Through themes such as these, spiritual awareness of each individual may be developed. In part these are considered through the Social Emotional Aspects of learning (SEAL linked to our Personal Social and Health Education (PSHE) We offer children opportunities to explore and share beliefs, to consider the relevance of ideas, beliefs and values to their own lives and to think about the needs of others and what it means to be part of a community.

Elements of Collective Worship

Acts of collective worship can include many elements such as:

- Music, songs and hymns
- Music can help set the scene and create an appropriate atmosphere. It can be listened to, so helping pupils to reflect on a theme. It can be played or sung.
- Sacred Scriptures and stories
It is important to remember to choose stories/passages that are appropriate to the age of pupils as well as being in harmony with the theme.
- Reflection Techniques
There are many ways other than music to help create an atmosphere. These include using art or artefacts, flowers, plants, lighting a candle as a focus or using an OHP or video. A focus table provides a centrepiece.
- Prayer
Prayer can involve words but does not have to. It can be still and a time for quiet reflection. We must also be aware of the rituals of prayer. By asking the pupils to put their hands together and close their eyes' we fail to respect that pupils from other religious traditions have different positions that they assume for prayer. Possibly by saying 'Let us pray' or something similar will help to overcome this problem.

Organisation see Appendix 1

Monday	10.40am	Whole school Head's assembly
Tuesday	10.40am	Local church link assembly.
Wednesday	10.40am	Class presentation or teacher
Thursday	10.40am	Music appreciation eg: Hymns interpretation and singing.
Friday	9.00am	Praise – Celebration of pupils weekly achievements.

The whole school including all teaching and non-teaching staff attend end of term assemblies and other 'special' assemblies and celebrations as arises, throughout the year. On occasions, outside agencies, charities, ministers of

local churches and individuals are invited to participate in school assemblies.

Equal opportunities

Collective Worship at Stower Provost School is about sharing what is meaningful and significant in our lives. It is also sharing common concerns and responsibilities and developing positive attitudes and values. It affirms the equality of each individual, irrespective of gender, ethnicity, physical or social background.

Withdrawal Children

Parents have a legal and moral right to withdraw their child(ren) from Collective Worship. When this occurs we will ensure these children have adequate supervision. This is stated in the Parent Handbook.

Policy Date agreed September 2018, reviewed September 2021

This policy will be reviewed again in September 2024