



# **COLLECTIVE WORSHIP POLICY**

**Chair of Governors:**

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# Collective Worship Policy

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It is written so that all staff, parents, governors and Authority Inspectors are aware of the purpose, nature and management of Collective Worship at Ysgol Bryn Derw.

## Aims of collective worship

Collective worship in school must “in some sense reflect something special or separate from ordinary school activities: it should be concerned with reverence or veneration paid to a divine being or power... However, worship in school will necessarily be of a different character from worship amongst a group with beliefs in common....”

It should be “broadly Christian” in nature. In practice collective worship at school: -

### **AT YSGOL BRYN DERW THIS WOULD BE EXPRESSED THROUGH:**

- Promoting spiritual development
- Contributing to personal development
- Benefitting the whole school community
- Linking the school community to the local community
- Sharing successes and happiness together
- Enhancing awareness of global citizenship

### **MUST:**

- Be appropriate to the family backgrounds of the pupils.
- Be appropriate to their age, ability and understanding.

### **MUST NOT:**

- Exclude or alienate pupils from non-Christian families
- Be denominational or sectarian

## **MIGHT:**

- Contain non-Christian elements without being deprived of its broadly Christian character
- Include a minority of acts of worship within a term which do not fit this 'broadly Christian' base
- Include elements common to Christianity and one or more other religions
- Require record keeping by the Headteacher in case of queries

Collective worship in schools should aim to provide the opportunity for pupils to worship a God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

In accordance with pupils' entitlement and levels of understanding the following represent the main aims of reflection time and assemblies at Ysgol Bryn Derw.

- To allow pupils the opportunity for participation in a shared experience in a variety of ways
- To foster a sense of community
- To encourage a reflective approach to life
- To promote the spiritual development of pupils
- To provide an educational experience
- To encourage a sense of responsibility towards other people and the environment
- To encourage sensory exploration and thought about wonders and mysteries of the world
- To develop and enhance understanding for one's own thoughts/beliefs and the thoughts/beliefs of others
- To create an atmosphere in which those who wish to worship can do so

## **Statutory duty of school**

All maintained schools must provide daily collective worship for registered pupils. This is provided as part of an assembly or class circle time activity. Some pupils with complex health needs, who require therapies or those with challenging behaviour may not attend all 5 daily collective worships because their therapies take priority or the emotional demands are too high. If this is the case, then an appropriate experience will be offered in according to individual needs.

The Religion, Values and Ethics (Humanities) AoLE manager supports the Headteacher and class teachers by supporting the planning of the daily collective worship, after consultation with the Governing Body.

## **Assembly**

### **PLANNING**

Classes undertake collective worship at the appropriate level for learners in the class. Assemblies are led by the Head teacher, senior leaders and teachers and their class pupils.

The assemblies provide many opportunities for pupils to consolidate and practice their literacy skills and personal and social skills.

### **LONG TERM PLANNING**

On an annual basis, themes for each week's assemblies are planned to link to special occasions, festivals, or important issues as they occur in daily life. This helps to make the themes accessible and meaningful to the pupils. The themes link very closely with the SEAL curriculum (Social and Emotional aspects of learning)

### **MEDIUM TERM PLANNING**

On a termly basis, a planning sheet including key concepts/thoughts/activities which link to each theme is circulated to all teachers, along with the teachers' rota.

### **SHORT TERM PLANNING**

With reference to the medium term planning sheets, teachers consider the needs of the pupils and decide to what extent and to what depth they will cover each theme. e.g. for some pupils learning to sit still and quietly with others may be the primary focus and the theme a secondary focus. This being the case, the depth of information covered will lessen.

## **Collective worship**

### **REFLECTION/ MEDITATION/ RELAXATION TIME**

This special time is marked by an object of reference, (candle, a light, picture or a special object). The whole school or class gather together while sitting quietly and still. All present are encouraged to share a special prayer / thought for the day, linked to the theme of the week. The school has two core prayers, one in English and one in Welsh that are shared in assemblies.

Individual pupils will access Collective Worship at a level appropriate to their levels of understanding, their individual programme priorities (therapies) and their emotional and social development.

## **Foundation level (routes for learning / P1 – P3)**

Pupils at the early stages of development cannot be expected to access the specific theme of the week's content. At this level learning will focus on developing core attitudes and skills;

- belonging to the school community
- developing social skills
- sitting in a quite, still, calm manner with support, or for short periods
- sensory exploration of a range of natural and man- man materials / objects
- being aware of a quiet, calm, reflective atmosphere

## **Access level (P4 – P6)**

Individual pupils will access Collective Worship by practicing the attitudes and skills outlined above and by accessing the content of the specific theme of the week's assembly at a level appropriate to their needs and abilities.

Pupils will require a total communication approach. They will participate in the assembly by interacting with the materials/objects used by the teacher. They will pay attention with occasional prompts.

## **Extension level (P7 and above)**

Individual pupils will be expected to demonstrate a good ability to sit quietly and reflect on the specific theme of the week's assembly. Pupils will be able to remember the theme from day to day. They will be able to offer information / comments / views and ask questions. At the end of the week they will be able to answer simple questions on the theme.

## **Delivery – teacher guidance**

Changes to the environment help to meet the aims of collective worship and promote an appropriate environment for reflection / prayers time. Pupils should be able to notice a change to the environment, via,

- a candle
- dim light
- reflection / prayer

Rules of Assembly - Creating the Right Atmosphere - A Sense of Occasion

- Good sitting – sit quietly
- Good Listening
- Hands up to answer – no shouting out
- Hands together and eyes closed or look towards the candle for prayers
- Wait to finish / (blow out candle, lights up)
- Leave calmly and quietly

## **Guidance to teachers – assembly format**

- Greeting and introduction to theme and key learning objectives
- Song
- Activity linked to the theme (based on medium term planning sheets circulated to teachers)
- Song
- Reflection / Prayer – light school candle and lead group in reflection linked to theme, include each school prayer at least once a week.

Presentation / Activity should incorporate a Total Communication Approach and can comprise one of the following:

- Dance / drama / mime
- Role Play
- Demonstration
- Discussion
- Scripted drama
- Puppets
- Story
- News
- Poetry
- Scriptures
- Story telling
- Improvisation
- Singing
- Games
- Video
- Photographs
- Projections
- Pupils work
- Displays
- Posters
- Artefacts
- Objects
- Sensory experience
- Visitors
- People/animals

### **Monitoring, evaluations and review**

The school will review this policy within a three-year period and assess its implementation and effectiveness. Governors will be advised of any amendments.