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## **Collective Worship Policy**

The Collective Worship Policy at King Arthur's Community School pays due regard to statutory requirements, and has taken account of the guidance offered by the LEA through its SACRE

### **Background**

The 1988 Education Act requires that every school should provide a daily act of collective worship for all students. The majority 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, such as King Arthur's, is not a worshipping community as the students who have a faith are diverse in beliefs and what worship should entail.

The Collective Worship Policy of King Arthur's Community School is consistent with the Philosophy and aims of the school as expressed in the school prospectus and other documents.

### **Definition of Collective Worship**

Collective Worship is a time in the school schedule when groups within the school (upper school, lower school, year groups and specific groups such as tutor groups) meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship engaging in:

- Relevant, meaningful experiences
- Experience spiritual, moral, social and cultural development
- Reflecting on aspects of our lives, the community (at different scales) or the world in general which give rise to emotional, moral and/or spiritual response
- Sharing experiences which enhance student perceptions of the world and events within it including moral and spiritual actions
- Helping students to develop their own framework of values in the light of the collective worship experience which is informative and balances, according to various religious traditions of the world and specifically the United Kingdom.

### **Aims of Collective Worship/Rationale**

To be meaningful, collective worship contributes significantly to the ethos of King Arthur's Community School. It is a time when the school community can:

- Share common aims and values
- Celebrate achievement and special times
- Reflection

- Portray what it means to be a human being
- Offer questions of meaning, purpose and value
- Demonstrate the best that human beings can be – inspirational, examples (people of faith or otherwise) who have demonstrated through their actions, lives or qualities. Examples can come from religion and non-religious sources
- Understand people of personal beliefs and values
- Help develop community spirit
- Explore together the world in which we live

The collective worship that King Arthur's delivers will inherently recognize the value of cultures, language and religious diversity within our school and will always be conducted within our equal opportunities policy. In a country school, such as King Arthur's, the "act" of collective worship for Section 6, Subsection (1) need not always apply and therefore can reflect the broad traditions of Christian belief.

### **How collective worship will enrich the experiences of students**

King Arthur's therefore aims through collective worship in a contributory manner the development of the "whole" person by providing opportunities to:

- Consider and develop a reflective approach to life
- Worship that which is considered worthy
- Explore their own beliefs
- Develop their own spirituality
- Provide time to consider values and morals – both their own and those of others
- Enable students to reflect on and question issues such as belonging to a school community, the wider community and to humanity as a whole
- Support students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses
- Support those who have particular needs or who are engaged in times of crisis
- For students to identify in themselves and others Pastoral groupings enabling them to subscribe to the idea of "belonging". In other work being "inclusive"
- Raise awareness of students of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community
- Develop with students a sense of the individual's place in the world beyond the physical, material and the here and now
- Reinforce a sense of community and cohesion through appreciating those things we have in common
- By listening: to words spoken or otherwise
- By interpreting: identifying from collective worship presentations. Significant and appropriate knowledge, principles and benefits
- Appreciating: values expressed
- Observing: to words, visuals, music etc to enhance the collective worship experience
- Reflecting: consider how the new or developed understanding and awareness may impact upon every day life and attitudes in general

- Responding: positively appreciatively and with appropriate actions when necessary

## **The contribution of collective worship to aspects of the curriculum**

Collective worship time is distinct from curriculum time. However, in King Arthur's school, collective worship will at times feature aspects of the curriculum, which will enhance the experiences of students by reflecting on the work done in classes. At times, collective worship will enrich classwork through its consideration of subject matter from different perspectives.

## **Venues**

Collective worship will be organised to provide for the variety of groupings in school and will take place in the school Hall, the PEC or other specified rooms (when appropriate). Acts of collective worship will begin at 9.00am and completed by 9.10am, although it is recognized that "timings" can be shortened or lengthened when necessary

## **Content**

The content and presentation methods are broad and should have variety.

Examples drawn upon:

- Marking the celebration of a broad range of religious and cultural festivals that reflect a diversity of faiths contained in their community
- Examples of lives of people of faith and other good human beings
- Stories/anecdotes supporting, themes from a range of sources
- Response to key local, national and international news
- Putting things in to practice, ie. supporting charities
- Input from visiting speakers/experts
- Performances or presentations from members of the school community ie. music starters
- Providing moments for quiet reflection/prayer, ie. Remembrance
- Looking at others in our society and those contrasting from our own using respect and acknowledgement
- Relate to the 'life cycle' of students with effective, often moral messages to motivate, reflect and develop an inherent awareness of schools place in their lives
- Cross-curricular themes are expected and devised
- Emphasising citizenship and the role of young people within it
- Promoting community diversity and cohesion at every opportunity
- Consideration of questions to think about you wouldn't normally think about – from elsewhere and not necessarily with easy, definitive answers
- Provided an opportunity about their own belief whether religious or not
- Presenting regularly and consistently various aspects of the school ethos relating to attitudes, work capacity, respect, politeness, being prepared and most important aiming to "being the best I can be"
- Relating to issues, concerns about the welfare of our planet and ways forward we can all contribute to managing it to the benefit of all
- Presenting and promoting, the importance of everyone having parity and equality in all aspects of life within school and out

- Giving opportunities to raise awareness of our culture with its variety and diversity throughout our history and current times
- Celebrate success at every opportunity

## **Organisation**

Collective worship and assemblies are overseen by the Headteacher.

### 1. Termly

Every member of staff is issued with the “rota” schedule including grouping and venues. A schedule of staffing and themes is drawn up with due reference to the annual festival cycle and key activities within the school year

### 2. Weekly

All students will experience two formal assemblies each week. Tutors are expected to give students experiences of “collective” assembly within the tutor group

### 3. Daily

- (a) Large group assembly “collective worship” take place either in the Hall or the PEC. Cordial appropriate behaviour throughout the assembly experience is expected. In some assemblies chairs are provided. All students sit down on arrival and stay so until dismissed from the venue. Assembly is taken by members of the Senior Management Team, Year Leader or specific staff. Outside speakers can also lead assemblies, including representatives from the Wincanton family of churches on a regular basis. In fact leaders from faiths can raise the awareness of the students.
- (b) Year group specific gatherings are held in the PEC under the direction of the Year Leader or Head of Lower/Upper School.

If announcements are to be given in the assembly “act of collective worship” then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made (a change of personnel, music, amount of silence etc).

For those students who wish it, the principles of spirituality having worth and recognition including individual reflection are catered for in the “Chaplaincy” drop in centre (venue Drama Room on Thursdays). This service is administered and run by our community of churches in Wincanton and works under the standard rules of monitoring meetings, i.e. confidentiality.

Visitor acts of worship are agreed upon before hand and work within the collective worship policy and it being made clear that time cannot be used to proselytise.

**Resources**

Staff conducting assemblies can place, use and show resources from books, focus artifacts, posters, music, people, internet, newspapers, videos etc. Some commercial ideas can be found on “Teachernet” ICT programmes.

Staff are encouraged to use visual presentations and placed on the Assembly file on the school ICT system.

**Withdrawal**

Any parent or guardian who objects to their child attending an act or acts of collective worship may request that their child is withdrawn. Requests should be formed ie. letter and parents are strongly encouraged to discuss this with the Headteacher. Any pupil who is withdrawn from an act or acts of collective worship will be supervised during that time by a member of staff.

**Monitoring and Evaluation**

The Headteacher or appointed member of SLT monitors assembly by attending a range of assemblies to ensure the Policy is put in to practice rigorously and is of good quality and follows the law.

Policy drafted 21/03/11

Agreed by Headteacher .....

Agreed by Governors .....

Review date: March 2013