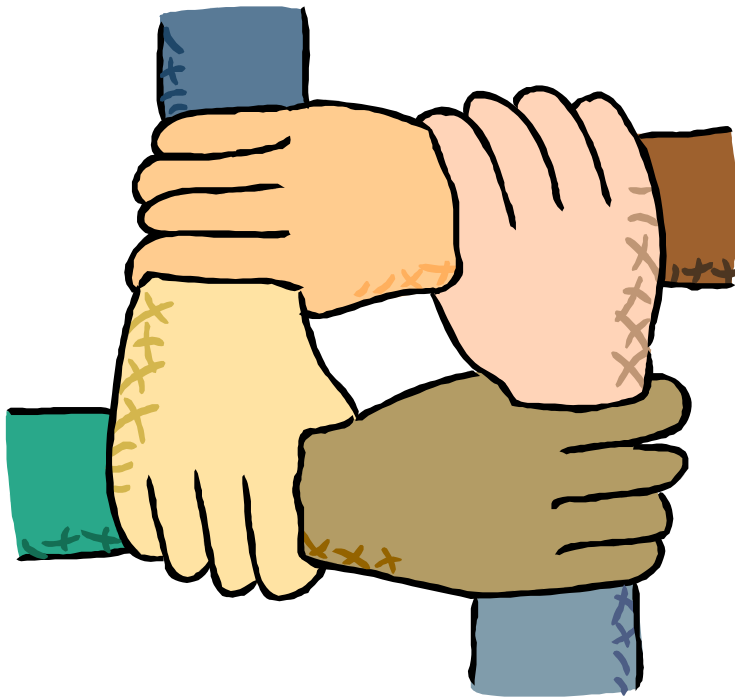




WOOLGROVE SCHOOL COLLECTIVE WORSHIP POLICY



Michelle Swift
February 2013

'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'

COLLECTIVE WORSHIP POLICY

1. Background

Collective worship is seen as a very valuable part of the curriculum, affording an opportunity for the school to come together and to reflect on the values underpinning a Christian society.

Very few staff or pupils belong to other faiths and so the legal requirement to focus on Christianity presents no difficulty. However, we believe that pupils should develop a respect for those who follow other major religions and references are made to other faiths, and assemblies held as appropriate. The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the Governing Body. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school, the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the Headteacher. Teachers may also withdraw from worship.

2. The School Aims:

- To raise people's self-esteem, so that they are able to make the most of their Abilities and talents.
- To foster a sense of curiosity and love of learning, so that all will develop a determination to achieve and Succeed.
- To work in Partnership with parents, other schools and the wider community, to promote a more inclusive education system and a sense of citizenship.
- To promote Independence and encourage intellectual, emotional, spiritual and healthy growth, so that everyone can become lifelong learners.
- To work together in an atmosphere of trust and mutual Respect, so that all feel equally safe and valued.
- To provide a challenging and Enriching curriculum which addresses individual needs.

ASPIRE

Every Child Matters: Safety, health, achievement, independence, citizenship

3. Values and Aims

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child, is reflected in our worship. We pay attention to the children's spiritual, moral, social, cultural and intellectual development. We value this special time in the school day, for the

space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

- Through our collective worship we aim to provide a caring and supporting environment for children to:
- Become increasingly aware of themselves as individuals and groups within the school and wider community
- Grow in understanding of the feelings of the other people in every day situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school.

4. A Definition of Collective Worship by SACRE (Standing Advisory Council on Religious Education)

The law on collective worship (a summary)

The delivery of collective worship in community schools is guided by the law which states that:

- *collective worship must be provided daily (separate arrangements may be made for nurseries and special schools);*
- *collective worship may take place at any time of the school day; schools may decide on the age/groupings of pupils and these may vary from day to day; the times decided for the delivery of collective worship may vary for different groups from day to day;*
- *generally collective worship should take place on the school premises; the content of the majority of acts of collective worship in a term should be wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief.*
- *the choice of content should have regard for the family backgrounds, ages and aptitudes of pupils; parents may withdraw their children from collective worship; teachers may withdraw from collective worship; in a community school the responsibility for managing the provision for collective worship is with the Headteacher after consultation with the Governing Body; and every maintained school is required under the Education (Schools Information)*
- *Regulations 1996 to include in its annual prospectus information about the collective worship provided by the school and how parents may withdraw their children from it.*

Collective Worship involves staff and pupils coming together to:

- reflect on God and His creation.
- understand and value the life of Jesus.
- learn to care for and respect each other and for all living things.

5. The Aims of Collective Worship

- To provide a time each day when pupils can become aware of themselves, of each other and of the school as a community.
- To explain the main events in the Christian calendar in terms the children may be able to understand.
- To deepen pupils' sense of wonder when they think about God's universe and their place within it.
- To increase their awareness of the needs of others and to understand how their own actions affect other people and, consequently, themselves.
- To learn to accept and value that each person is different and has his or her own contribution to make to the community.

6. Objectives

During Collective Worship, pupils are encouraged to:

- sit quietly and listen to speakers and to each other,
- contribute when given the opportunity,
- show a concern for each other,
- show an interest in the wider world,
- think about and experience a range of feelings,
- explore new ideas.

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

7. Themes for Collective Worship

There is a theme for each term, which is based on the topics covered by SEAL (Social and Emotional Aspects of Learning). The themes are set out in Appendix 1 (SEAL themes).

8. A week at Woolgrove

Monday

At the start of each week, the whole school joins together for Collective Worship, which is taken by the Headteacher, a member of staff, a class, or a visiting speaker e.g. the local Curate.

Tuesday, Wednesdays, Thursdays

Collective Worship is held separately for Juniors and Infants. It is led by the staff taking the "Morning Workout".

Thursday Collective Worship/Hymn Practise

The Junior school have an opportunity to learn new hymns and to practise known ones. During this, we take time to consider carefully the words of all of the songs and make this into a worshipful experience by reflecting and responding to that song. (A list of the hymns and carols currently taught is given in Appendix 2).

Friday

There is an additional Star Assembly for the Junior's when pupils' achievements are celebrated. (The Infants' assembly takes place on a Wednesday).

9. The Content of Collective Worship

At the beginning of a new term, the SEAL theme is introduced. On subsequent Mondays, a topic for the week is talked about and then referred to throughout that week. A similar format is followed each Monday, so that pupils know what to expect and what is expected of them.

Use is made of:

- pupils' contributions,
- visitors,
- live and recorded music,
- pictures, plants and artefacts,
- hymns, carols and songs,
- dance and drama,
- poems, stories and readings,
- writing with symbols and signing.

The music played at the beginning and end covers aspects of the National Curriculum, such as recognising different instruments, hearing composers from different periods and countries, and becoming familiar with a variety of genres (see Appendix 3).

10. Recording

The Headteacher/Senior Teaching Assistant is responsible for ensuring that a record is kept of the daily acts of Collective Worship. (A pro forma for this appears in Appendix 4).

11. Evaluating Collective Worship

At this school, we evaluate our acts of worship against some of the following:

- involvement, enjoyment, attention, reaction of pupils,
- the growth of respect and tolerance within the school community
- positive response to share experience
- an atmosphere which matches the theme,
- a contribution to individual and community sense of well being

- a sense of occasion
- that the Worship is cross curricular (links to PHSCE etc)
- enrichment of pupil's experience.

While some of the effects of Collective Worship will be intangible, an effort is made to evaluate the way pupils respond to Collective Worship at the end of each week. Changes are made to the topics, or the way they are presented, depending on the pupils' response, which is gauged both by their visible reaction and by their comments afterwards.

APPENDIX 1

THE YEARLY CYCLE OF THEMES SEAL THEMES

Year 1 (Starting 2009, then 2011, 2013 etc)

- Autumn - New Beginnings
- Spring - Good to be me
- Summer - Getting on and falling out

Year 2

- Autumn - Changes
- Spring - Going for Goals
- Summer - Relationships

APPENDIX 2

HYMNS

Some of these hymns are sung at Woolgrove.

All the nations of the earth
All things bright and beautiful
Be Strong, Be Bold
Can you hear the raindrops
Colours of Day
Friends, friends, friends
From the tiny ant to the elephant
From the tiny ant to the elephant
Give me oil in my lamp
He's got the whole world in his hands
I love the sun, it shines on me
I'm gonna lay down my sword and shield
Jesus Love is very wonderful
My God is so big, so strong and so mighty
One more step along the world I go
Peace is flowing like a river
Peace Perfect Peace
Praise Him, praise Him
Rise and Shine
Shalom
Sit up, clap hands, say thank you Lord
Thank you
Thank you Lord for this New Day
The wise man built his house upon the rock
Think of a world without any flowers
Think, think, think on these things
Water of Life
When I needed a neighbour
Who built the ark?
Who made the twinkling stars?
Who put the colours in the rainbow?

CHRISTMAS CAROLS

Away in a manger
Go tell it on the mountain
Here we go up to Bethlehem
Little donkey, little donkey, on the dusty road
Mary had a baby, yes Lord
Silent night
We three kings
We wish you a merry Christmas
While shepherds watched their flocks by night

EASTER

We have a King who rides a donkey

HARVEST

The farmer comes to scatter the seed

DIVALI

Divali is here

WELCOME NEW STAFF/PUPILS

We welcome you to Woolgrove School

APPENDIX 3

Assembly Music

Autumn Term Different instruments :

- Western, non-European, the Voice

Spring Term Different periods :

- Early Music, Baroque, Classical and Romantic, Modern

Summer Term Different genres :

- Symphonies, Concertos, Opera, Ballet

APPENDIX 4



Woolgrove School Events and Activities

***Event/Topic:**

***Music:**

***Hymn/Song:**

***Visitors:**

***Hosted by:**

***Date:**