



COLLECTIVE WORSHIP POLICY

- The aim of the collective worship policy is to provide an invaluable opportunity for the school community to focus on and reaffirm those values which are considered to be of supreme worth and importance. Values which are regularly re-visited as themes for collective worship include: care, co-operation, commitment, courage, empathy, honesty, forgiveness, friendship, loyalty respect, responsibility, sacrifice and self-worth.
- We believe that our times of collective worship can play an important role in deepening the spiritual awareness of our pupils. Collective worship, at its best, provides pupils with an opportunity to reflect upon the value, purpose and meaning of things. Pupils are led into an experience of quietness to counterbalance the busy activity which generally marks the rest of the school day. Such quiet times will often lend themselves to the nurturing of a sense of awe and wonder, especially with regard to the natural world (eg the power of the seed to grow or a candle glowing in the darkness). We are also able to sensitively explore issues of loss and suffering, limitation and frustration. Collective worship at Bassenthwaite School gives pupils the opportunity to hear stories and words from religious and other literature which suggest that there is more to life than meets the eye.
- We will often consider values which are shared by different faiths. More specifically, we encourage the children to reflect on the character and achievements of Jesus, as recorded in the Christian Bible.
- In addition to the above, special times of collective worship are planned in the school year to acknowledge the significance of key religious festivals from the main religions represented in the school. In line with legislation that collective worship should be "wholly or mainly of a broadly Christian character", we place particular emphasis on the Christian festivals of Harvest, Christmas and Easter. However, it is important to note that whether we are dealing with Diwali or Eid, Pesach or Baisakhi, our concern is always to explore the reasons for celebration.

At Bassenthwaite Primary School, we also believe that collective worship makes a vital contribution to the development of pupils in the following areas:

- Collective worship contributes to the **moral** development of pupils by providing them with an opportunity to:
 - reflect on matters concerning right and wrong;
 - hear about incidents in which, and people in whom, goodness or right are exemplified;
 - learn about religious and other teachings concerning right and wrong.

- Collective worship contributes to the **social** development of pupils by providing them with an opportunity to:
 - gather with others for a common purpose;
 - share times of joy and sadness with others;
 - learn how to behave appropriately within a specific social setting;
 - increase self-confidence in public speaking / dramatic performance.
- Collective worship contributes to the **cultural** development of pupils by providing them with an opportunity to:
 - hear and respond to music from a range of times, places and cultures;
 - reflect upon ideas concerning the concept of beauty;
 - appreciate the range of talents and gifts found within the school community and beyond.
- Collective worship contributes to the **intellectual** development of pupils by providing them with an opportunity to:
 - learn and to engage with their minds;
 - have ideas concerning values confirmed or challenged;
 - reflect on the importance of learning in the context of our school community;
 - consider the power of words.

Principles & Practicalities

When leading assemblies, teachers are asked to note the following principles and practical considerations. The main consideration is of course that an assembly is properly prepared, presented and evaluated.

1. **Variety in presentation** is important. Tools to aid delivery can include: video, recordings (tapes and CDs), OHP, slides, drama (rehearsed or spontaneous), music, dance and religious or other artefacts. Stories can be told as well as read.
2. **Good timing** is essential, especially with the increasing demands of the curriculum. The entire assembly, including the focus, the supporting song and notices, should not exceed 15 minutes. This clearly has an implication for **all class teachers**, since it is important to quietly and calmly lead each class into the hall by **9.05am**, in order to finish by **9.20am**.
3. There should be **no attempt at eliciting acts of assent or corporate public response**.

Responses are private, conditional and may well be reflective in nature and are certainly open to subsequent review. Therefore it is important not to put pressure on the children. Similarly, it is important to phrase statements carefully. Rather than "We believe" or "It is true that...", it is more appropriate to say, for example, "Christians believe" or "Hindus believe". Equally appropriate is the term, "I'd like you to listen to these words."

Record-keeping

To provide evidence of daily collective worship and a means of review, simple record sheets - outlining content and method of delivery - are completed. These record sheets are kept in a folder in the school office and should be filled in as soon as possible after the assembly.

Right of Withdrawal

Parents/guardians have the legal right to withdraw their child from collective worship, provided they give written notification to the school. Teachers can also exercise their right to withdraw from leading or attending acts of collective worship, but attending 'assemblies' is part of a teacher's contractual duty.

CHAIR OF GOVERNORS -----

HEADTEACHER-----

November 2013

To be reviewed November 2016