



Charlestown Primary School

Policy for Collective Worship 2016

Co-ordinator Stephen Gibson

Charlestown Primary school serves a town located in an almost totally and mostly nominally Christian area of South West England. However pupils are influenced by developments in a wider world through family and personal contacts, the media and their education. The school offers a wide ranging education to prepare pupils for life not only in their own community but in a wider world.

Legal Requirements:

Its legal requirement for the school to offer an act of daily worship. Children can be withdrawn for this by parents.

Aims for Collective Worship:

The aim of collective worship is to provide opportunities for pupils to:

- Provide an opportunity for pupils to worship
- Reflect on values that are of a broadly Christian nature and on their own beliefs
- Develop a community spirit, a common ethos and shared values
- Nurture the identity and nature of the school as a community
- Develop positive attitudes among the pupils
- Promote the spiritual, moral, social and cultural developments of pupils
- Enable pupils to come to terms with their own beliefs, values and commitments, and with those of others.

Collective worship, whether in whole or part school assemblies or in class time, will:

- Be acceptable to the whole community, staff and pupils
- Include a variety of elements at different times
- Involve the pupils

Worship is understood as an act of collective worship in a county school and can be interpreted very openly and widely as an act which brings a school group to a point where they are able to make a shared, reflective response to a divine being, power, ideal or value of some worth, wholly or mainly within the broad traditions of Christian belief on the majority of occasions.

Collective worship is an essential element in the schools' promotion of the spiritual and moral development of pupils as required by ERA 1988.

Practice:

Monday	Assembly based on a hymn
Tuesday	Visiting Clergy or based on a bible story
Wednesday	Key Stage Assembly based on Golden Rules
Thursday	What's in the news – based on current – espresso news broadcast
Friday	Celebration Assembly

Management:

The management of Collective Worship is the responsibility of the Headteacher.

The school has a termly theme which will be shared with staff and visiting speakers to give continuity (see appendix B)

Methods:

A variety of methods are used for collective worship to enable the experience to be as valid and relevant to the pupils as possible. There will also be a ritual element associated with some of these methods to allow the pupils to benefit from the security and pattern of worshipping together. These will include the following as is appropriate to the nature of the occasion:

- Music on entry and exit
- Hymn singing
- Use of prayers/reflection
- Readings from suitable sources
- Video and online media resources

Resources:

The school maintains a resource base for Collective Worship in the Teachers Preparation Area.

The school has access to various web sites

Monitoring, Evaluation and Review:

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The school will record themes of assemblies in the Collective act of worship book. This will be kept on the overhead projector trolley in the hall.

Appendix A: Withdrawal from Collective Worship

Parents of a pupil at our 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 any act of Collective Worship at the school must comply unless the request is withdrawn. This should be in the form of letter making the wishes of the parent clear to the school.

A school remains responsible for the supervision of any child withdrawn from Collective Worship, unless the child is lawfully receiving religious education, or taking part in collective worship elsewhere. The school needs to have clear practice so that children know where they should go when the rest of the school gathers.

Parents do not need to explain their reasons for seeking withdrawal. The Department recommends that to avoid misunderstanding, a headteacher may wish to clarify with any parent wanting to withdraw:

- The religious issues about which the parent would object their child being taught
- The practical implications of withdrawal
- The circumstances in which it would be reasonable to accommodate parents wishes
- If a parent will require any advanced notice of such issue in the future and if so, how much.

Appendix B

The following should not be seen to be a complete programme:

Time	Theme	Cross cultural contribution
Autumn Term	<p>New beginnings</p> <p>Harvest – creation</p> <p>Light – the need for physical light and spiritual enlightenment, concepts of the Fall in Christianity – our less than perfect humanity and the need for redemption and a saviour</p> <p>Bible stories from the Old Testament</p> <p>Advent – looking forward to the future and what the world could be</p> <p>Christmas – Christian belief about God’s love for the world, Incarnation</p>	<p>Jewish New Year</p> <p>Jewish Festival of Sukkot</p> <p>Hindu and Sikh Festival of Divali, themes from Buddhism, Chanukah in Judaism</p> <p>Old Testament stories</p> <p>Christian season around the world, Christingle</p> <p>Christmas around the world</p>
Spring Term	<p>The festival of Epiphany – God revealed to humanity</p> <p>Christmas in the Eastern Orthodox tradition</p> <p>Holocaust Memorial Day</p> <p>Season of Lent – the importance of self discipline (fasting), taking stock of your life (prayer) and responding to the needs of others (almsgiving)</p> <p>St Piran’s Day – celebrating our Cornish Celtic Christian heritage</p> <p>Passiontide – Christian belief about God’s love for the world and where God is to be found in the world, Salvation and Redemption</p> <p>Easter – celebration of the Resurrection of Jesus for Christians and new life</p>	<p>Epiphany celebrations around the world</p> <p>Orthodox communities in Cornwall</p> <p>Fasting in Islam - the month of Ramadan (this will change from year to year and schools might like to do it at the appropriate time or here to support the theme of Lent)</p> <p>Passover in the Jewish tradition – celebration of freedom</p> <p>Spring festivals for Hindu’s and Sikhs (Holi and Hollah Mollah)</p>
Summer Term	<p>Eastertide – season of Christian joy</p> <p>New Testament stories</p> <p>St George – patron saint of England and also an international saint</p> <p>Pentecost – focus on inspiration, what inspires us in what we do, what we aspire to and what motivates us, Sanctification</p> <p>The end of the school year, what we have achieved, who is moving on, the marking of time, a celebration of who we are</p>	<p>Easter around the world</p> <p>St George’s day around the world</p> <p>Jewish festival of Shavuot – giving of the Torah</p> <p>Looking at people who have contributed significantly to humanity from around the world</p>

