



CAYTHORPE PRIMARY SCHOOL

COLLECTIVE WORSHIP POLICY

Date Agreed: Updated March 2021

To be reviewed: March 2023

Appendix 1 – Structure of Collective Worship at Caythorpe Primary School

Appendix 2 – promoting British Values at Caythorpe Primary School

1 Aims and purpose

1.1 The aims and purpose of collective worship are:

- to provide an opportunity for children to celebrate their achievements and the achievements of others
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos, with shared values, and to reinforce positive attitudes;
- to teach children how to reflect.

2 Collective worship

2.1 Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly. All present should feel valued whatever their faith or personal beliefs. Under no circumstances will pupils be asked to accept beliefs that are contrary to their family backgrounds..

2.2 In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our assemblies on the teachings of Christ and the traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the faiths and beliefs of all members of the school.

2.3 While most acts of worship in our school are Christian, we also hold assemblies that reflect the traditions of other religions that are represented in the school and the wider community.

3 Organisation of collective worship

3.1 We hold a daily act of collective worship. This forms part class or whole school assemblies.

3.2 We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time, and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful, to listen carefully to the teachings, and to participate fully in prayer and hymns. We create an appropriate atmosphere to focus the attention of the children.

3.3 The assemblies are normally conducted by the head teacher or other members of staff, but are sometimes led by local clergy or visiting speakers.

3.4 We take the themes of our assemblies from the traditions of the Christian faith, and we observe the festivals and mark the events of the Christian calendar. Sometimes the themes of our assemblies are related to topics that we teach as part of the school curriculum or are informative for how children can keep themselves safe and form part of our Safeguarding agenda.

3.5 Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in the assemblies by showing their work to the other children, and by raising issues that they have discussed in their classes. Assemblies provide an opportunity to reward children for their achievements both in and out of school. They also play an important part in promoting the ethos of the school, which is that all children are valued, and all achievements are recognised.

3.6 On occasions there are particular assemblies that parents are invited to attend. We encourage their attendance, as this promotes community spirit, and shows the school and the homes working together in support of the children's achievements.

3.7 Governors' attendance at our assemblies is always welcome.

4 Right of withdrawal

4.1 We expect all children to attend assembly. However, any parent can request permission for their child to be excused from religious worship, and the school will make alternative arrangements for the supervision of the child during that part of the assembly. Parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.

4.2 The head teacher keeps a record of all children who have been withdrawn from collective worship.

5 Monitoring and review

5.1 Monitoring the policy and practice of collective worship is the role of a named school governor, who is also responsible for religious education. The governor concerned liaises with the headteacher before reporting to the governors.

5.2 A record of assembly themes is logged and monitored to ensure British Values are promoted and a range of themes, issues and cultures explored and reflected on.

5.3 This policy will be reviewed at least every two years.

Appendix 1

Our assemblies at Caythorpe Primary School reflect religious and cultural learning, our values, our ethos and our school rules. We also focus on “What it means to be British” through recognition and celebration of fundamental British values. We are also very lucky to have special visitors join us to deliver some of our assemblies. Assemblies are planned and focus on our School’s Golden Values. Additionally, assemblies at Caythorpe primary School recognise the need to respond to and discuss world events as they occur.

Day	Assembly Type	Information	COVID risk factors
Monday	Whole school assembly led by headteacher or senior leader	Key themes to promote British Values and SMSC. Significant Christian festivals are also celebrated – Christmas and Easter. Theme may also reflect PSHE Scheme of work – Jigsaw.	Via TEAMS
Tuesday	Whole school singing assembly led by class teacher	Children practise a range of songs and hymns	No singing – class assembly
Wednesday	Class assembly led by class teacher	Themes linked to PSHE scheme of work or class issues	
Thursday	Whole school assembly led by class teacher	Related to specific religious events, important occasions and current issues	Class assembly
Friday	Whole school celebration assembly led by headteacher or senior leader	The celebration assembly will celebrate children’s achievements throughout the week, both inside and outside of school. The assembly will also celebrate reward points, sporting achievements and attendance.	Via TEAMS

Appendix 2

Promoting British values at Caythorpe Primary School

Our assemblies promote various British values including democracy (local, national and international), the rule of law, mutual respect, individual liberty and tolerance of different faiths and cultures. This includes national and internationally celebrated religious events and notable national and international days and events.

Good Practice at Caythorpe Primary School

The following are rules of good practice;

- Clear objectives/intentions
- Suitable timings at appropriate point in the school day
- A variety of groupings over the course of the week
- Wide staff and pupil involvement no matter what their personal beliefs
- Use of visitors
- Substantial forward planning in terms of themes, leaders, curriculum connections etc.
- Appropriate resources
- Generating the right atmosphere
- A time of quiet for personal reflection/worship
- Having guidance for visiting speakers
- A contribution to the whole school ethos
- A variety of methods/activities

Assemblies should;

- Not be over-dominated by school administration
- Not be over-moralising

Objectives and Methods

Ideally school collective worship should encompass all aspects of school life and all areas of the curriculum so that every member of staff and every pupil may feel involved. It must reflect and nurture the whole ethos of the school. In particular, assembly (the usual context for collective worship) develops the feeling of belonging to a community which is essential for personal development and spiritual growth.

Each school has to respond positively to its own particular needs but all schools should see assembly as an educational opportunity with clear objectives as stated in our aims and purposes in our Collective Worship policy.

A range of method includes;

- Pupil contributions
- Stories/readings/video or film
- Dance and/or drama
- Prayer, meditation and reflection
- Songs, hymns and music
- Sacred and/or secular readings
- Artefacts and/or natural materials
- Visual aids and/or focal points
- Dialogue and/or creative silence

Success Criteria

When we evaluate and monitor our collective worship against a set criteria, some of the criteria suggested are;

- Involvement, enjoyment, attention and reaction of pupils
- Respect and tolerance
- Positive response to shared experience
- A sense of challenge
- An atmosphere which matches the theme
- A sense of occasion
- Good order
- A place in the overall plan of the school
- Enrichment of pupil's experience

Making Collective Worship Special at Caythorpe primary School

Collective worship should exhibit certain characteristic elements. Generally, pupils should be able to appreciate that this is a special time in the day. Some helpful strategies to ensure this include;

- Use of a symbol to introduce and conclude the act of collective worship e.g. lighting a candle, showing a special object, revealing a setting or focal point etc.
- A period of silence prior to and/or following the act of collective worship – a moment of quiet reflection
- A short piece of music to separate the act of collective worship from other school business
- A hymn/song
- A prayer