

VISITORS

We encourage visitors to lead or contribute to part or lead acts of collective worship. We are further developing this area of collective worship and envision involvement from the local community in these reflection sessions. We also make a point of taking children to the local Churches and Mosques to gain experience of different buildings of worship.

ASSEMBLY THEMES

These presentation assemblies follow a format of shared learning and should include music, drama and song. We aim to “pitch” the content to enable our youngest children to take part fully in the assembly. Like all other acts of Collective Worship, this presentation should contribute towards the spiritual, moral or cultural development of those taking part and reflection time should be included as part of the format – to conclude or inspire.

LINK BETWEEN THE SCHOOL CURRICULUM AND COLLECTIVE WORSHIP

In our Federation, RE and collective worship are understood to be different aspects of school provision. We understand that different legislation surrounds each aspect. However, we accept that children’s learning does not happen in isolation and that learning in RE and collective worship will often be interlinked and enrich the spiritual, social, emotional, cultural, moral and intellectual development of the learners.

WITHDRAWAL FROM COLLECTIVE WORSHIP

Parents have the statutory right to withdraw their children from worship. This can be

- total – that is where the children would be wholly excused from all acts of collective worship.
- partial – that is, where children are excused from certain kinds of collective worship only or from certain elements within an act of collective worship.

In our Federation, we believe that collective worship has a unifying role and although parents do not have to *justify* requests to withdraw, the Headteacher will speak to the family in person.

ELEMENTS OF COLLECTIVE WORSHIP

Acts of collective worship in our Federation include many elements. Some of these are:

- **Music/Songs** - Music can help to set the scene and create an appropriate atmosphere. It can be listened to, so helping pupils to reflect on a theme. It can be played or sung.
- **Stories of the faiths** - In our Schools we remember to choose stories/passages that are appropriate to the age of the pupils, as well as being in harmony with the theme.
- **Reflection Techniques** - During collective worship music and a range of techniques can be used to help create a reflective atmosphere. These include using art or artefacts, using flowers, plants or natural objects, sharing information from Espresso on the interactive whiteboards, having children act out stories and situations and sharing a range of stories from the many faiths that make up our multicultural community.
- **Prayer** - To most people prayer is the central part of worship. Prayer can involve words, but doesn’t necessarily have to. Prayer can be a still and quiet reflection. We are aware that the rituals of prayer vary between different religions and we respect these differences. In our Federation we invite children to reflect in an appropriate way by respecting each other and sitting quietly in order to concentrate on their own thoughts and beliefs.

Collective Worship Policy



To the spiritual development of pupils by providing them with an opportunity to:

- reflect upon the value, purpose and meaning of life and experience;
- experience times of quiet inactivity to counterbalance the activity which generally marks the rest of the Federation day

To the moral development of pupils by providing them with an opportunity to:

- understand the important values shared by all major world faiths;
- reflect on matters concerning right and wrong;

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 times of sadness with others;
- learn how to behave appropriately within a specific social setting,

To the cultural development of pupils by providing them with an opportunity to:

- hear music from a range of times, places and cultures;
- reflect upon ideas concerning beauty and that which is pleasing to the eye and ear;
- appreciate the range of talents and gifts found within the Federation communities and beyond.
- celebrate different cultural groups, the different celebrations and festivals throughout the year,

To the intellectual development of pupils by providing them with an opportunity to:

- have ideas and beliefs confirmed or challenged:

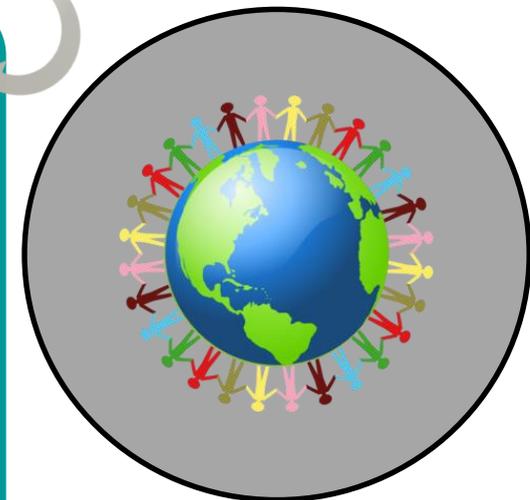
The 1988 Education Act provides for both R.E. and Collective Worship. They are separate activities, although they can often reinforce each other.

AIMS OF COLLECTIVE WORSHIP

Collective worship occupies an important and unique place in the life of the Federation. It provides an opportunity for members of the Federation communities to pause from activity, to gather, to remind themselves of and to reflect upon the beliefs and values which bind the Federation community together. It also allows those with a religious commitment the possibility of entering into worship and those of different views to reflect deeply.

In particular, collective worship in the Federation:

- provides an opportunity for all members of the Federation communities to stop activity, to pause and to reflect on important values and issues;
- provides an opportunity to appreciate the important values that we share: respect for life; caring; tolerance and nonviolence;
- foster a sense of fellowship and belonging;
- builds up the sense of group identity, fostering concern for the needs of each other;
- gives pupils the experience of being still or silent;
- provides an opportunity for celebrating times of success or joy;



High Aspirations ○ High Standards ○ High Achievement

