

A decorative graphic on the right side of the page features three blue circles of varying sizes and two thin blue lines. One large circle is at the top, a smaller 3D-style circle is in the middle, and another large circle is at the bottom right. The lines connect the top-left and bottom-right corners to the circles.

Whartons Primary School Collective Worship Policy

Date of Policy: June 2022

**Member(s) of staff: Julia Dickson
Responsible:**

Review Date: June 2023

1 Aims and purpose

- To enable children to explore their own beliefs
- To enable children to consider spiritual and moral issues
- To promote a common ethos with shared values and to reinforce positive attitudes
- To encourage participation and response
- To provide an opportunity for our pupils to worship
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To participate fully
- To make time to ‘wonder at’, ‘to come to terms with’ and ‘to give worth to’

2 Collective worship

2.1 We understand worship to be a special act or occasion. Collective worship involves members of the school coming together and participating in an assembly.

2.2 In line with the 1988 Education Reform Act, our collective worship is ‘wholly or mainly of a broadly Christian character’. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

3 Organization of collective worship

3.1 We hold a daily act of collective worship in our school. This takes the form of either a whole-school assembly or key-stage assembly.

3.2 We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection and we expect children to behave in an appropriate way by being quiet and thoughtful. We invite them to participate by answering questions, talking to partners and joining in with songs and reflections.

3.3 The headteacher or other members of staff normally conduct assemblies, but sometimes local clergy or other representatives of local religious groups conduct them instead. We also invite other guest speakers, such as representatives from voluntary organisations, and local public services such as the local police.

3.4 We take the themes of our assemblies from the traditions of the Christian faith and we often reflect the festivals and events of the Christian calendar as well as those of other religious faiths represented in our community. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum, reflecting the importance we place on global communities and diversity as well as stewardship of the natural world through ‘Window on the World’ assemblies or are based on Jigsaw, our PSHE scheme and its themes e.g. Being Me in My World.

3.5 Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children

for their achievements both in and out of school. They 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 Parents/ Carers and governors are invited to attend special assemblies.

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 attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

4.2 The headteacher keeps a record of all children who withdraw from collective worship.

5 Monitoring and review

5.1 The Teaching and Learning Committee will monitor the policy and practice of collective worship.