



Cranbrook
Primary School

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Collective Worship Policy

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Introduction

Collective worship is for all pupils. It normally forms a part of an assembly or reflective time in class. Collective worship has the potential to unite the whole membership of the school and therefore to develop community cohesion. Collective Worship is part of Cranbrook Primary's contribution to promoting the spiritual, moral, social, cultural and intellectual development of every child. It is a good time to celebrate the worth and value of every single person in the school community.

The Purpose of Collective Worship

During collective worship, we are working towards creating experiences which recognise the integrity and dignity of all members of the school community, both those who adopt a religious life stance and those who do not. These experiences should be educational and stimulate the possibility of a person's inward reflection which can lead them to the development of an outward and open lifestyle in which they live generously with others.

A broad and flexible approach should be adopted for collective worship as with any other activity within the school.

Collective Worship

Provides an opportunity for all members of the school community to stop activity, to pause and to reflect on important issues;

- builds up a sense of group identity;
- gives pupils the experience of being still or silent;
- provides an opportunity for celebrating times of success or joy;
- provides an opportunity for meeting at times of sadness or sorrow;
- provides an opportunity for highlighting and reflecting upon core school
- Values - such as striving to be honest and truthful, trying hard in all things, respecting oneself as well as other people, striving to be fair and just; Offers the opportunity to mark significant points in the year, such as festivals and school events.

Collective worship contributes to the spiritual development of pupils by providing them with the opportunity to:

- Reflect upon the value, purpose and meaning of things. Experience times of quiet inactivity to counterbalance the activity which generally marks the rest of the school day.
- Hear stories and words from religious and other literature which suggest that life is full of rich and varied experiences.
- 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:

- 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 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 and beliefs confirmed or challenged
- Reflect upon the nature of learning and education.

Statutory Requirements

Collective worship complies with legal requirements as set out in the 1988 Education Reform Act. The law states that “Collective worship must be wholly or mainly of a broadly Christian character which means that it reflects the broad traditions of Christian belief”.

However, it is fundamental that collective worship be flexible enough to encompass the age, aptitude and background of all pupils at the school. Therefore “an act of worship which is “broadly Christian” need not contain Christian material only” (DfEE 34).

Teaching British Values

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent strategy.

As a school, Cranbrook actively promotes tolerance, fairness and respect for other faiths and the rule of law and democracy through a range of studies and is embedded across the curriculum.

Tolerance of those of Different Faiths and Beliefs

Cranbrook is a diverse school where over 40 languages are spoken. We actively promote diversity through our celebrations of different faiths and cultures in year group assemblies. We host special Easter and Christmas assembly which are led by partners from the Christian education project.

Collective Worship and Assembly

Collective worship and assembly are not the same thing but it is usual for an act of collective worship to take place during an assembly, either as a part of the assembly or its entirety or during class assemblies. Collective worship is a special time for pupils to reflect upon their life experiences and to seek out answers to ultimate questions as far as their intellectual and spiritual capacities will allow them.

Collective worship at our school endeavours to encourage the development of these areas in every child. It is a time when the individual child can be celebrated for his/her social and academic achievements and a time to foster the positive values held at the school, the local community and the wider world.

An assembly is a gathering of part or all of the school. It is concerned with administrative matters and other announcements about school life, although it is usually in practice more than that.

It is of utmost importance that collective worship is seen to be distinct from those parts of the assembly that are concerned solely with administration. Collective worship is a context for allowing an individual to make a spiritual response freely if it is appropriate for them.

At our school most assemblies incorporate an act of worship which aims to be inclusive, curricular and educational where all pupils are capable of responding. It should contribute to the education (in its broadest sense) of all pupils and there needs to be a sense of occasion. Sometimes music is also played at the beginning and end of assembly.

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.

Variety in presentation is important. Tools to aid delivery can include: video, recordings (tapes and CDs), slides, drama (rehearsed or spontaneous), music, dance and religious or other artefacts. Stories can be told as well as read.

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 20 minutes unless of special circumstances. This clearly has an implication for all class teachers, since it is important to quietly and calmly lead each class into the hall.

High expectations of behaviour are expected throughout the assembly. This is made easier when class teachers bring their class into the hall promptly and in an orderly fashion, having walked down the corridor quietly and calmly. It is the school's expectation that children will sit quietly and wait for the assembly to begin, listening to the music being played. This preliminary 'quiet space' is an important aspect of preparing for collective worship.

Programme Elements

In order for collective worship to be delivered effectively, careful preparation, good organisation, time, resources and training are all necessary elements.

Reflection Time

Opportunities are given for children to reflect and consider the work they have completed during the week. This is a time to share and join together in a relaxed and calm atmosphere. It is a chance to reflect on their own experiences and a chance to look forward at future events, this can take place anytime throughout the week in classrooms.