

## Collective Worship Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	May 2019
Date agreed by Governing Body	May 2019
Date of next review	July 2022
Lead Member of Staff	M Pickup, Deputy Headteacher

## AIMS

To provide the opportunities and experience:

- to assist the whole school in reflecting upon and learning from the school's ethos, values and mission and in so doing to encourage the unity of the whole school;
- to enable spiritual, moral, social and cultural learning gained in the rest of the curriculum to be celebrated together with staff and pupils;
- to support the spiritual, moral, social and cultural development of pupils in the widest possible sense;
- to encourage the school community to reflect upon its own beliefs and values and to enrich spiritual, moral, social and cultural development;
- to consider and celebrate the richness of Christianity and other faiths;
- to consider and celebrate British Values: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- to inform and develop an appreciation of the local, national and international community; and
- to create and foster a sense of belonging and an opportunity to share individual experiences about living in and responding to the world;
- to promote and embrace the principles of equal opportunity.

## CORE PRINCIPLES

Collective worship should comply with the Education Acts and associated DfE Circulars. This means that all pupils should take part in a daily act of collective worship which is broadly Christian and provides a rich context for the following principles:

- In this context, worship cannot mean what it does for a single faith community. It will **include** awareness and understanding of, and respect for, Christian beliefs and values, with an opportunity for personal reflection.
- The act of worship will contribute to the provision of a spiritual, moral, social and cultural framework which will also enrich the lives of pupils by creating opportunities and appropriate freedom for the sharing of other beliefs, values and life stances.
- The act of worship will contribute to the promotion of fundamental British Values.

## DELIVERY

- The responsibility for collective worship whether in assembly time or tutor time, is shared between senior leaders, progress leaders, heads of key stage, form tutors and class teachers with support from other staff, pupils and the local religious groups.
- Each week has a planned theme or messages which support the aims and principles outlined above.
- Each week pupils will have one collective worship assembly and will engage in a range of activities or events over the remaining four days in tutor time.
- Records of assemblies and tutor programmes are available electronically for Governors to inspect on a regular basis.

## WITHDRAWAL

- If a parent chooses to withdraw a child from the collective act of worship, appropriate arrangements will be made in consultation with the Headteacher.

## **ROLES AND RESPONSIBILITIES**

### **Class Teachers and Form Tutors**

- Support the assembly rota by ensuring that themes are followed up in class

### **Key Stage Leaders in the Primary Phase**

- Support the implementation of the Primary assembly's programme in their Key Stage

### **Progress Leaders in the Secondary Phase**

- Lead weekly assemblies for their year group ensuring high standards of behaviour
- Support the weekly themes through the tutor programme
- Monitor standards of delivery during tutor time through drop ins.

### **AHT Climate for Learning**

- Lead the organisation of collective worship (assemblies and tutor time) in the Secondary Phase
- Create the assembly rota with weekly themes in the Secondary Phases

### **Head of Primary Phase**

- Oversee the implementation of the policy in the Primary Phase
- Organise the assembly and class teacher programme in the Primary Phase

### **Headteacher**

- Ensure structures are in place to support the effective implementation of this policy.
- Report to governors on the evaluation of the operation and effectiveness of this policy.

### **Governors**

- Evaluate of the implementation and effectiveness of this policy.
- Support the school in the further development of this policy.