



**Schools for  
Every Child**

## **SCHOOLS FOR EVERY CHILD**

### **COLLECTIVE WORSHIP GUIDE**

*Schools for Every Child is an education Trust that is committed to running dynamic, ever-improving schools. We work to make sure that every child feels they belong in their school where they feel safe and inspired by learning. For us, learning is an adventure. It is a privilege and a responsibility for all who work with us to ensure that the journey through school is exciting, challenging, caring and enriching, and that every child experiences joy, wonder, calm and success.*

Approval level	Board
Trust/Template/School level	Trust
Reviewed by Trustees	September 2023
Review cycle	Annual
Date of next review	September 2024

*“The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance”. (DfE)*

*“Each pupil shall on each school day take part in an act of collective worship” (School Standards and Framework Act 1998)*

SCHOOL NAME	
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### **Collective Acts of Worship Guide**

The Collective Worship Guide in SEAMAT Schools pays due regard to statutory requirements.

In line with the 1988 Education Reform Act and the 1996 Education Act, which states that collective worship should be ‘wholly or mainly of a broadly Christian character’, and in recognition that many of our community are members of other faiths or do not have faith. We base our assemblies on teaching that gives examples of wholesome ways to live in modern Britain.

#### **Definition and Aims of Collective Worship**

Collective Worship is when the whole school or groups within the school meet to consider and reflect on common concerns, issues, and interests. It allows all pupils to reflect through engaging in relevant, meaningful experiences and provides spiritual, moral, social, and cultural development opportunities.

#### **For the Schools:**

It is our aim that assembly is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

#### **For the Pupils and staff:**

We also intend that Collective Worship contributes to the development of the pupil as a ‘whole’ person by providing *opportunities* to:

- reflect on that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reflect on the direction of their lives
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

- consider the wonders of the world

### The Contribution of Collective Worship to the Curriculum

Collective Worship time is distinct from curriculum time. However, Collective Worship will feature aspects of the curriculum that will enhance pupils' experiences by reflecting on the work done in classes. Collective Worship will sometimes enrich classwork by considering subject matter from different perspectives. Providing opportunities for pupils' spiritual, moral, social, and cultural development aligns with the school guide, which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social, and cultural development, it will address a wide variety of themes and topics, use diverse stimuli and resources, and allow pupils to 'respond' on their level.

#### The Management of Collective Worship

The RE coordinator (Miss Couchman) will monitor and evaluate acts of Collective Worship. They are providing feedback to the CW leaders.

#### The Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and can take place in various locations.

*“Collective worship and assembly Collective worship and assembly are distinct activities, although they may occur as part of the same gathering. Collective worship is a special time for pupils to reflect upon life experiences and questions. It should allow the pupils to be able to make a spiritual response ... Schools often gather for achievement assemblies, singing assemblies and curriculum assemblies. These can be made into collective worship by adding an opportunity for reflection or prayer at the end of these times. Without it, they stay as an assembly.” (SACRE Guidance)*

Assemblies and Acts of Worship			
<b>CW type</b>	Culture/ Environment  assembly  and  reflection	CEO:  Special  People	Culture/  Ourselves Environment and Others: assembly reflection and reflection
			Celebrati on assembly and prayer



**PLUG IN** – this is about awakening the children  
Using a stimulus e.g. music, picture, quotation, candle, flowers. We need to give the children time to prepare. A well chosen piece of music can help create an atmosphere for worship and reflection.

**SWITCH ON** – this is about engaging the children  
It will usually focus on a particular story, article, drama or message. Using different approaches and involving different people will provide variety in worship. The material should be presented in an appealing way and be appropriate to the age group. Visual aids and artefacts can provide useful illustrations of key points and help the children to remember the message.

**LIGHT UP** – this is about allowing the children to respond.  
It must include an opportunity for the pupils to reflect and if appropriate for them, to think about God. It may be a prayer, poem or guided reflection. This part must take place for it to be collective worship. Silence can allow time for individual thought and reflection, or prayer as appropriate.

## Leadership

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

## Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully to ensure relevance and suitability for all pupils' ages, aptitudes and backgrounds.

Various teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources appropriate to the content, the age, aptitude, and the background of the pupils. The content and process must be sufficiently stimulating to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer. Prayer will never be compulsory and will be presented to pupils as an option; those who do not wish to participate are asked to sit respectfully.

If announcements are to be given simultaneously as an act of worship, they will be positive, which may sometimes enhance the action of worship itself. Announcements will be made preceding the act of worship, and a clearly defined break between them and the act of worship will be made.

## Withdrawal

Our assemblies will be conducted as sensitive and inclusive to ensure that all children feel comfortable attending the assembly. If parents request that their child be withdrawn, they will be removed from the session and supervised. Alternative work will not be provided.

Parents have the legal right to withdraw their child. Withdrawal requests should be made in writing to the head teacher. Who will meet with you to discuss the request. In the absence of parental agreement, the school will maintain the status quo. This means pupils will continue receiving the whole curriculum and accessing the religious aspects of school life. A request to withdraw should be in writing and must be accompanied by either: ● The written agreement of each PR holder to withdraw or,

- A court notice directing the school in this matter

**Appendix 1- Trust wide CEO led Assemblies- planning:**

UN right – FOCUS	Advocate Spoken about to the pupils
Adults should do what is best for you	Mother Teresea
You have the right to peace	Yoko Ono
The right to live with a family that cares for you	Anne Frank
you have the right to feel secure	Harriet Tubman
The right to an opinion	Emelia Pankhurst
Right to choose your own religion and beliefs	MUhammed Ali
Right to privacy	Alan Turing
To be protected from harm in mind	Maria Montessori
Right to care and help if you cannot live with your parents	John Timpson
Special protection if you are a refugee	Albert Einstein
<u>Special education and care if you have a disability</u> The right to food	Amanda Gorman Marcus Rashford
<u>A good quality free education</u> Education that develops your talents and teaches you to respect for others and the <u>environment</u>  <u>Right to play and rest</u> <u>Protection from work that harms you</u> <u>Right to protection from being taken advantage of</u> <u>Nobody is allowed to punish you in a cruel or harmful way</u> <u>Right to protection and freedom from war</u> <u>Right to help if you have been hurt, neglected, or badly treated</u> <u>Right to legal help and fair treatment in the criminal justice system</u>	Malala Yousafzai David Attenborough  Wilma Rudolph Oscar Schindler Gadhni Maya Angelou Anne Frank Josephine Baker Kamala Harris
I have the right to see my family if they live in another country	Olive Morris
I have the right to meet with friends and to join groups	Greta Thumburg
The right to clothing	Coco Chanel

To be protected from harm in body	Mary Seacole
My family should get the money they need to help bring me up	Pele
The right to a safe place to live	Zaha Hadid
Governments should ensure that I survive and develop healthily.	Prince Charles
The Government can't take away my rights whenever they want to, they have to honour the rights which are set out in the UNCRC.	Corazon Aquino
I have a right for my views to help inform decisions about what happens to me, at home, in school, in my community and in my country	Simone de Beauvoir
The Government should encourage the production of children's books.	Dolly Parton
Adults should support me to reach my full potential and individual development and provide opportunities for me to participate in activities with others.	Sally Ride
I should be encouraged to reach the highest level of education that I am capable of.	Marie Curie
Nobody should do anything to my body that I do not want them to	Princess Diana
If the laws in my country protect me better than the articles of the UNCRC then those laws should stay	Ruth Bader
Governments should take measures to make sure that I am protected against discrimination.	Martin Luther King
My right to a name, a nationality and family ties should be respected	Rosa Parks
I have the right to express myself creatively	Bruce Lee
It is the government's job to make sure that adults and children know about the UNCRC.	Queen Elizabeth