



## The Agate Momentum Trust Collective Worship Policy

### Aims

To provide a time when children come together to celebrate, reflect and learn from experiences of: religion, world events, music and celebrations.

The four main aims are:

#### Spiritual development

- To provide an opportunity for students to experience worship;
- To foster feelings such as awe, wonder, thankfulness, mystery and joy;
- To respond to the aesthetic (music, poetry, art, literature);
- To explore sense of sacred;
- To help students explore their place in the world and their search for meaning;
- To provide an opportunity for reflection and contemplation;
- To heighten awareness of ultimate questions.

#### Moral development

- To encourage respect for others and care for the environment;
- To understand the importance of commitment to human living;
- To foster the virtue of fair-mindedness and a willingness to consider the views and values of others;
- To help students understand the balance between rights and responsibilities;
- To help students make informed moral choices.

#### Social development

- To reflect the academy as an inclusive community;
- To promote a feeling of community, with a shared ethos and values;
- To provide an opportunity for students to become acquainted with academy governors and other community leaders;
- To celebrate gifts, talents and achievements;
- To foster a sense of belonging.

#### Cultural development

- To reflect the academy as a diverse community;
- To provide an opportunity for students to become acquainted with local leaders, including religious ones;
- To provide an opportunity to celebrate cultural and religious festivals;
- To appreciate the dynamic nature of culture and how it impacts on society.

The academy also understands the importance of:

- actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ensuring that there is rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong
- that collective worship promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles

### **The legal position of collective worship (CW)**

The academy has a statutory requirement to have a CW policy. This law was established in the 1988 Reform Act and subsequent amendments occurred in 1993 and 1996.

Worship itself is not clearly defined in the Education Act but the following is stated in the DFE circular 1/94:

*'worship must in some sense reflect something special or separate for ordinary academy activities and it should be concerned with reverence or veneration paid to a divine being or power...worship in academies will necessarily be of a different character from worship amongst a group with beliefs in common'.*

Academies cannot compel people to worship, but the purpose of CW is an educational one that promotes spiritual, moral, social and cultural development in the following manner:

- Active, rather than passive (actively involved in answering questions).
- Directed towards something (a value/someone).
- Personal (time for reflection).

This policy helps to ensure that the whole academy community, parents, staff, governors and students have a shared understanding of this important area of the curriculum.

Parents who wish to withdraw their children, because of personal choice or religious affiliation, are permitted to do so, once they have made a formal written request to the academy, and this has been agreed by the head teacher and governors. A record of withdrawals is kept by the Collective Worship Coordinator.

### **Organisation**

Collective worship takes place during assemblies for the whole academy, in key stage groups and in class groups in the classroom.

Collective worship follows a themed approach. A system of themes are decided at the start of the year taking into account any significant religious celebrations, world events, academy or community events and student achievements.

In the Foundation Stage, collective worship is not delivered in a whole key stage format; it is delivered daily in individual classes. It is expected that the Nursery and Reception Classes will follow age appropriate themes such as; friendship.

Foundation timetable of inclusion into wider academy assemblies:

- Nursery and Reception to participate and deliver assemblies for parents.

In Key Stage 1 and 2, the delivery of collective worship will be through class presentations, singing, stories, drama, awards, birthday celebrations and guest speakers. Strategies will include the use of interactive presentations.

#### **Timetable of Assemblies:**

	<b>Scott Wilkie</b>	<b>Hallsville</b>
<b>Monday</b>	Teacher led	What's in the news?
<b>Tuesday</b>	Music	Teacher led
<b>Wednesday</b>	Religious	Over and above
<b>Thursday</b>	Whole school	Religious
<b>Friday</b>	Over and above	Whole school

An effective practice model for an act of Collective worship is as follows:

**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 needs to be presented in an appealing way. The material should 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

For this to be Collective Worship a period of silence for students to reflect must be allocated as silence can allow for individual thought and reflections.

The key to excellent CW is effective reflection. Some examples of how this can be achieved are as follows:

- Silent sitting.
- Visualisation
- Using a visual stimulus
- Focusing on a specific message
- Academy reflection or poem

#### ***Collective worship and inclusion***

In line with the other academy policies, CW aims to meet the needs of all children through planned differentiation and resources. This will take into account the need to adapt presentations to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and the Gifted and Talented pupils.

**January 2021**