



Trevisker
Primary School



Collective Worship Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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Collective Worship Policy

The Law

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend.

The legal framework outlined here applies to maintained LA schools. In schools with a religious character, collective worship is governed by the trust deed. Arrangements in free schools and academies are determined by the funding agreement.

There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.

It may take place at any time during the school day and should normally be on school premises.

It must be appropriate to the age, aptitude, and family background of pupils.

Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.

Details of arrangements for collective worship, including the policy, must be documented and available to the public.

Withdrawal of pupils

Parents/carers have a statutory right to withdraw their children from collective worship. However, it is always good practice to arrange to discuss this with parents/carers if a request emerges. There may be issues about a particular aspect of the programme, which may be allayed after discussion. If the parent still feels they wish to withdraw their child; the request should be made in writing to the head teacher. This must be allowed by the school, which also needs to provide alternative activity and supervision for this pupil, although this must be at no additional cost to the school.

The value of collective worship

Trevisker Primary School sees the time set aside for Collective Worship as being a time for sharing and togetherness, a sharing of knowledge, feelings and experience. It is seen as a time when we foster a sense of belonging to the school, to the wider community of our school and to the society and world in which we live. We aim for our programme of collective worship to enrich the life of school in many ways and try to be creative and imaginative in organising this provision. We believe that collective worship:

- Offers space for the school community to learn, grow and celebrate together
- Provides an opportunity for personal reflection on individual life or wider issues



- Nurtures all aspects of SMSC development, especially spiritual development
- Offers opportunities to develop understanding of diverse faiths and cultures, contributing to the promotion of fundamental values
- Enables us to meet and engage with the local community through participants in assemblies
- Responds to topical or local issues in a flexible and sensitive way
- Provides chances for pupils and staff to develop their own abilities in preparing, presenting or evaluating assemblies.

Here at Trevisker Primary School, we see collective worship as an educational opportunity with clear objectives for spiritual development and wider SMSC awareness. We use this time to encourage pupils to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions together
- Show concern for the daily happenings in school life, the local community, the wider world
- Share appreciation of worthwhile projects undertaken by groups within the school
- Explore and review the variety of values, attitudes, standards, manifested in religions and society
- Reflect upon dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

The term ‘collective worship’

For most people the term ‘worship’ implies an object or deity of some kind and the phrase ‘collective worship’ can be unhelpful in a plural and diverse community. Although collective worship itself is a statutory requirement, it may be useful to refer to this colloquially using a different term, such as ‘daily reflection’ or ‘assembly’, though the term ‘assembly’ does not strictly define anything other than a gathering of people. At Trevisker Primary School, we use the term ‘assembly’.

Organisation of Collective Worship/Assemblies

Following the guidance from the local SACRE, assemblies are planned in an organised pattern, responsive to school, community/world-wide concerns and include celebrations of festivals.

There is a balance of SMSC and this is indicated on the assembly plan. As recommended by SACRE, themes are adhered to as much as possible and reflect the core values of the school, as well as British Values. Generally, the assemblies are planned for the whole of the school year, in order to include visitors and to ensure all aspects of SMSC are included; links are made to PSHE and adhere to the Law.

Principles and practice at our school

These are our key principles in planning collective worship:

- ❖ All children will take part in Collective Worship every day
- ❖ All members of staff will be given the opportunity to lead Collective Worship



- ❖ All children will also be given the opportunity to take a lead and to participate
- ❖ Members of appropriate organisations will be invited to share in Collective Worship
- ❖ Themes used will sometimes relate to the cycle of the seasons, the wonders of the world, the deeds of man and the celebration of religious festivals. They will also relate to the children's interests – classroom activities, the interests of the community and values upheld by individuals and other communities
- ❖ The themes will be put forward in a variety of ways, e.g. through story, prose, poetry, drama, art, music, discussion
- ❖ There will be opportunity to recognise the distinctiveness of the many faiths and worldviews shared in our community
- ❖ The collection worship will include the singing of hymns and songs and opportunities are given, both to join in with and to listen to prayers
- ❖ Time will also be provided for silence and reflection
- ❖ The school will meet sometimes as a whole and sometimes in smaller groups

Reflection and prayer

Collective worship should include opportunity for reflection. This may include the use of prayers. Sensitivity is used to ensure that prayer or other forms of spirituality are as inclusive as possible. Assumptions or assertions about specific doctrinal beliefs may make it difficult for members of some faith communities, or pupils without religious affiliation, to participate. It may be introduced with a phrase that recognises pupils will use the words in different ways. Some may reflect the words of the prayer in their own thoughts. Others, with no specific religious faith, will be able to reflect on the theme and the aspiration of the words without necessarily implying belief in a deity or conformity to a particular religious tradition.

Visitors

Visitors can enrich collective worship and build partnership with the local community. We invite members of faith communities, other ethical traditions and community groups to share in the programme. We ensure full safeguarding procedures are in place. Regular visitors to school, who have access to children, should have DBS enhanced disclosure. We will ensure that extremist or intolerant views, of any political or religious kind, will not be allowed in assemblies or elsewhere and we will follow appropriate safeguarding policies as appropriate. Visitors who contribute to collective worship are given a document, which makes it very clear that the purpose of visits envisaged here is to support the education of young people, not in any way to persuade or proselytise.

Equal Opportunities

All children have an entitlement to access collective worship. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. We are mindful of the need to promote the inclusion of all protected characteristics, and all children will be given the opportunity to participate in all activities.

Monitoring and evaluation

This policy and guidance will be monitored and evaluated on a regular basis by all stakeholders of the school including pupils, parents, staff and governors.

