



Collective Worship Policy

Introduction

It is a requirement of the 1996 Education Act section 394(1) that all pupils in attendance at a maintained school take part in an act of collective worship each day. The act specifies that the act of worship should be “wholly or mainly Christian worship” however it also says that collective worship must be appropriate to the pupils. It has thus given headteachers and governors the power to apply for a determination from their local Standing Advisory Council for Religious Education (SACRE). A determination is the granting of permission to be released from the specific requirement for “wholly or mainly Christian worship.”

Anson has a determination which allows a multi-faith approach. As such, Anson provides a daily act of worship in accordance with the principles set out in the ‘Brent Recommended Approach to Collective worship.’

Aims

- To encourage respectful observation of acts of worship distinctive of faiths other than their own.
- To give public expression to the values and concerns of the school community and the community it serves.
- To celebrate the contributions of individuals or groups to the life of the school.
- To explore common universal human experiences in their diverse forms, such as mystery, wonder, joy and suffering.
- To explore universal values, such as courage compassion, justice and forgiveness.
- To celebrate important religious festivals and traditions related to universal human experiences and values.
- To encourage respect for others.
- To encourage a sense of purpose and service that is greater than the individual.
- To develop knowledge, concepts and skills contributing to spiritual and moral issues and to explore their own beliefs.
- To deepen pupils own understanding of their own community background.

- To enable pupils to make connections between different aspects of the curriculum and different areas of their lives.

Organisation

Collective Worship at Anson respects the values and aspirations that all religious traditions have in common. We feel that it supports that personal spiritual development of every child in the school and is carefully planned not to give offence. We hope that in fulfilling these aims, parents will not wish to exercise their right to withdraw their children from collective worship. We feel that such withdrawal could harm the cohesiveness and unity that our school worship provides. However, we understand the parent right to withdraw and will never put pressure on parents over any decision to do so.

Parents wishing to withdraw their children from collective worship must inform the Headteacher personally or in writing. Children not taking part should work outside the office on appropriate activities set by the class teacher. Children should also be encouraged to use this time to explore their own beliefs, perhaps by reading stories or completing a project around their own faith.

Collective worship takes place everyday, as follows;

Monday and Thursday Whole School: 9:00 to 9:25

Tuesday, Thursday & Friday Online on Anson TV and in Classrooms: Times vary

On a Monday and Thursday, in order to maintain a distinctive atmosphere, children and teachers come to the hall, are seated and leave quietly. Music should be used to help create an appropriate atmosphere.

Collective worship should provide opportunities for times of silence when pupils may pray privately according to their own faith traditions, or when they may reflect or meditate.

Themes have been planned for the year and each theme runs for the duration of a week. These are determined on the calendar at the beginning of the year.

The themes for the acts of worship are derived from the range of faiths represented in our school. For example, the theme Spring may include Holi as an explicit festival or a general theme, such as the environment. It can also draw on appropriate stories from the range of faiths represented in our community. Themes are also derived from areas of Shared Human Experience, which pose fundamental or ultimate questions. In addition, significant events that may occur at a school, local or national level may be included as appropriate. Themes also reflect our school learning behaviours.

Delivery

Collective worship is co-ordinated in collaboration. The Headteacher and RE Curriculum Leader have a responsibility to plan the delivery of the daily acts of worship. Whole school acts of worship occur on Mondays and Thursdays are led by the

Senior Leadership Team. The collective worship in the classroom is the responsibility of class teachers each week.

Content

Collective worship will typically feature aspects of the following:

Capacities:

- A sense of awe, wonder and mystery.
- A sense of transience and constant change.
- A sense of pattern, sequence, order and purpose.
- An awareness that there is often more to things than meets the eye – a sense of transcendence
- A sense of quality of silence, reflection: ability to listen; concentrate attention.
- A sense of self worth
- A sense of community – its demands, values, rituals and celebrations.
- A sense of joy of life, achievement and play.
- Awareness of limitation, frustration and loss the darker side of life
- Awareness of the natural world; dark, light, bread, water, wind, earth etc

Skills:

- An ability to listen.
- An ability to be still and aware.
- An ability to reflect.
- An ability to feel sympathetically for and with others.
- An ability to think and respond with imagination.
- An ability to interpret and evaluate experience.
- An ability to cope with paradox and contradiction.

Possible Themes for Assembly

Achievement	Jesus
Age	Journeys
The Arts	Joy
Autumn	Leaders
Barriers	Life
Beginning	Light and Dark
Birth and Creation	Love
Books	Greed
Bridges	The Natural World
Care and Caring	New Life
Celebration	New Year
Challenge	Obstacles
Children	Others
Choices and Decisions	Parting
Colours	Past and Future
Communication	Patterns
Courage	People
Day and Night	Poetry
Death and Dying	Prayer
Dreams	Roots
Fantasy and Imagination	Rules and Behaviour
Families	School and Community
Festivals	Searching
Food	Seasons
Forgiveness	Sounds
Freedom	Special Books
Fun and Enjoyment	Spring
Giving	Stones
God	Success
Good and Evil	Time
Hands	Voices
Happiness	Windows
Harvest/Thanksgiving	Wonder
Health	Work
Helping	World
Homes	Writing
Hope	

Weekly Collective Worship Themes

Autumn Term

Belonging

Rules
Friendship
Old and New
Rain
Autumn
Harvest
Poverty
Wisdom
War and Peace
Decisions
Happiness
Light

Spring Term

Resolutions

Same and different
Words, words, words
Fasting

Mother Earth

Caring
Who is my Neighbour?
Dreams
Food glorious food
Special People
Heroes and Heroines
Regeneration

Summer Term

Memories

Water
Talent
Charity
Achievement
One of a term
Interdependence
Children like us
Fairness
Precious things
Responsibilities
Journeys

Categories of Human Experience	Potential Areas for Identifying Themes
The natural world	Human awareness of the world about us - the orderliness of nature, regularity of seasons, resources for food, energy and wealth; the awe inspiring aspects – natural wonders and disasters, power of natural forces, the interrelatedness of all living things, the vastness of the universe and the details of the microcosm, the origins and future of the earth, the natural life cycle
Relationships	Relationships of friendship and enmity, both personal and social; the family and relationships within the family; belonging to groups based on interest, cause or belief; relationships of equality; superiority and inferiority; personal, familial, social and national identity
Rules and issues British values	The rules by which people live; codes of behaviour; legal and moral rules; personal and social moral issues such as war and peace, inequality, human rights, poverty and affluence, law and order, euthanasia and abortion, the environment, democracy, mutual respect and tolerance
Stages of life	The human process and the changes in outlook that growth and decay bring; experiences associated with childbirth, maturation, old age and death; rites of passage, particularly those associated with birth, initiation, marriage and death
Celebrations	Ceremonies that mark important occasions in personal and community life – birthdays, anniversaries, festivals, fasts and solemn days; community national and religious occasions; celebration of events, people and values
Lifestyles	The way of living that people adopt as an expression of their identity, belief or culture – customs of food and clothing: communal, regimented and independent lifestyles, monastic and ascetic patterns of living: competitive and cooperative lifestyles which represent a non-conformist reaction to current norms e.g. vegetarianism
Suffering	Human suffering as a result of disease, natural disaster, accidents; suffering as a result of war, violence and other conflict; cruelty to other human beings and animals; persecution, racial discrimination and oppression in any form; genocide; human responses to the problems of evil and suffering