

# TUTSHILL CHURCH OF ENGLAND SCHOOL

## Collective Worship Policy (Teaching & Learning Policy)

*'Love One Another, Know Ourselves, Believe and Grow'*

Date: Spring 2022

Review Date: Autumn 2024

### Ethos

The school strives to achieve the highest level of academic, social and spiritual development in a safe, caring and inclusive environment. We encourage respect and tolerance for each other, supported by our Christian values.

The Act of Collective Worship refers to occasions within the school day when a group of pupils and staff assemble together in an act of praise or thanksgiving to God. Worship 'wholly of a broad Christian character', is within the traditions of Christian belief. Collective Worship is an essential element in the School's promotion of the spiritual and moral development of pupils and is required by the Education Reform Act 1988.

### 1. Objective

- To provide an opportunity for pupils to worship God
- To promote the spiritual, moral and cultural development of pupils
- To reflect the moral teaching and broad traditions upheld by the Church of England
- To develop a common ethos and shared values to establish a sense of community
- To develop positive attitudes among pupils about themselves and others

### 2. Roles and Responsibilities – actions of key staff

- **Role of Headteacher** is to monitor the implementation of the policy.
- **Governors** meet with the Collective Worship Co-ordinator to revise implementation and standards.
- **Class teacher** to deliver the standards of work.

### 3. Implementation

Under the Education Act 1996 schools must provide religious education for all pupils, although parents can choose to withdraw their children. Parents wishing to do so should inform the Head Teacher in writing.

At Tutshill C of E School;

- Daily Collective Worship is of Christian character and includes opportunities for prayer, reflection, participation and songs of praise.
- A suitable variety of methods are employed to enable the experience to be as valid and relevant as possible for all pupils.
- Music is played at the beginning and end of Collective Worship.
- A candle is lit to signify the start of Collective Worship
- Altar cloths reflect the colours of the Church year
- Class, Key Stage or Whole School Acts of Collective Worship are led by Class Teachers, Key Stage Leaders, Deputy Head, Head teacher and on occasions outside speakers
- The Vicar or Local Ministry Team lead collective worship four Fridays of every half term at St Luke's Church using 'Open the Book' or other material.
- In turn, parents of each class are invited to join our Collective Worship at St Luke's Church or at school
- Staff plan themes collectively each term and thought is given to the main festivals of the Church calendar and occasional Saints days.

- All school based Acts of Worship are planned and records are kept of their content for future reference
- Pupils have an input into planning, delivering and evaluating worship

#### **4. Monitoring and Evaluation**

##### **Resources**

- 'Values' Packs and 'Roots and Fruits'
- Collective Worship books
- Artefact boxes
- Candle and cloth
- The term's 'value' is displayed at the front of hall

##### **Monitoring**

- Members of Worship Club evaluate Collective Worship using the Window, Mirror, Door approach
- The school will review annually the provision of Collective Worship.
- Staff Meetings evaluate provision termly with all teaching staff
- Bishop's representative visits regularly
- Governor appointed for responsibility of Collective Worship meets with the subject leader termly
- Subject leader liaises with Local Ministry Team co-ordinator

#### **5. Relationship to other policies**

- RE Policy
- Safeguarding Policy

#### **6. Health and Safety**

#### **7. Equality & Inclusion**

The school recognises that it has to make special efforts to ensure that all groups prosper regardless of their sex or gender, age, sexual orientation, marital or parental status or other family circumstance, race, ethnic or national origin, colour, creed, disability, it includes those with special educational needs; those who have difficulties accessing the school or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of school (e.g. children in care); those who as children are caring for others; who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parent expectations; those with emotional, mental and physical well being needs; those who exhibit challenging behaviour and those who come from ethnic minority groups including travellers, refugees and asylum seekers.

***Policy amended in accordance with DDA.***

**Document reviewed by T & L Committee**

**Name: ..... (Governor)**

**Signature: .....**