



# Llantilio Pertholey

## Church in Wales Primary School

### Collective Worship Policy

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As a Church in Wales school, we are committed to offering high quality collective worship. We recognise and value collective worship as central to fostering a sense of cynefin and to expressing our school's Christian vision.

We are a reflective school and work to ensure that our collective worship remains a relevant component of an education that supports all our children to flourish.

## **Collective Worship and the Law**

It is a legal requirement that all registered school age pupils take part in an act of worship each day. These acts of worship must be "wholly or mainly of a broadly Christian Character\* " for the majority of the time. They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils".

Families who send their children to Llantilio Pertholey CV Primary School are in the main 'nominally' Christian. In Church schools the requirement is to reflect the Anglican status of the school liberates those leading collective worship to build on the rich, lived diversity of Anglican tradition and identity. In the same way as worship in churches is aspirational, constantly evolving and being re-imagined, there is an expectation of a continuous, dynamic reimagining of what collective worship means in the Church school.

However, there are children who are from religions other than Christianity and some from non-religious backgrounds. We recognise that in asking our children to worship we must consider the backgrounds that our children come from, and it is therefore not the practice of this school to preach to or convert the children. The faith background of both the staff and the child's family is always respected.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from collective worship. If a parent asks for their child to be wholly or partly excused from attending collective worship at the school the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the headteacher. Teachers may also withdraw from collective worship.

Worship from within a faith tradition has a very specific definition. A school community is not a worshipping community, and the law recognises this by requiring "collective" not "corporate" worship. Broadly, worship in school is more appropriately referred to as worth-ship. This might encompass what is offered in a spirit of admiration, celebration and respect to God and/or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worthy of celebration as examples of the highest achievements of the human spirit.

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive.

*\* Education Reform Act 1988 section 7(1) and the corresponding section of the Education Act 1993.*

The majority of acts of worship must be of a "broadly Christian character", and those that must reflect the broad traditions of Christian belief without being denominational. Paragraphs 60-63 of the DFE Circular 1/94 asks schools to define this as according to a special status to Jesus Christ.

If we are to be inclusive in our worship in this school, taking the family backgrounds of the children into consideration, then, when according to a special status to Jesus Christ, all pupils, whatever their beliefs, need

to be respected. It is therefore appropriate in this school to tell stories of the life of Jesus, but inappropriate for all children to be required to address Him in prayer.

Many of the characteristics of Christianity are shared by all the faiths. It is important to concentrate on these as well as those specific to Christianity.

### **Inclusive, Invitational, and Inspiring Worship**

#### **Aims and objectives**

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner. We aim to provide collective worship that is Inclusive, Invitational and Inspiring is underpinned by the following aims and objectives:

- Develop learners' understanding of the traditions and practices of the Church in Wales
- Contribute significantly to the spiritual development of all members of the school community
- Employ a blend of approaches to worship relevant to the context of learners and the school's cynefin
- Afford opportunities for children to take increasing responsibility for leading, monitoring and evaluating collective worship
- Contribute positively to the well-being of all members of the school community
- Grow in understanding of the feelings of other people in everyday situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and affirm each person's life stance, whether it be religious or not
- 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, solemn
- 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.

#### **Provision**

The rhythm of daily worship allows learners and adults to step away from the accountability demands of much of education, creating a space for an encounter with faith in God. It also provides the opportunity to reflect on larger questions of meaning and purpose. Children and adults can expect that the school's collective worship practices will provide a shared set of symbols, signs, words and actions which give the community a language upon which it can draw, in times of joy and grief. Such an experience is key to fostering a sense of cynefin within the school community. Whether in times of crisis or celebration, this time set aside in the school day provides everyone with the opportunity to gather and support one another as a community.

Throughout the year, Church school communities may meet to celebrate and mark certain seasons in the Church calendar, such as Lent and Advent. Other important events in the school year, such as the start and

end of the academic year, may be marked by formal acts of collective worship. Children and adults will encounter regular prayer and worship as a normal part of school life. These activities will help provide rhythm and stillness as a pattern of community life.

Parents, learners and all members of the school community can expect that worship in a Church school will follow a recognisable structure that will help focus worship on one idea. This helps to give organisation and clarity to the unfolding of that idea, as well as helping the leader to ensure that worship is age/stage-appropriate and moves away from making it a performance art. This could take the form of a welcome or prayer followed by a consideration of a Bible passage or story that the group can then reflect on through discussion, prayer, silent reflection or music. It will be something that all involved may want to share and discuss with others in school, in the community and at home.

## **Expertise and Knowledge**

It is essential that those leading worship have a degree of knowledge and skill. Llantilio Pertholey are committed to ensuring:

- Staff have access to training
- Pupil leaders are supported, encouraged and resourced to contribute meaningful acts of worship
- Staff should have access to high quality and current resources
- The governing body will robust systems in place to monitor the impact of worship effectively; this monitoring will meaningfully involve and afford opportunities for learners to lead this monitoring and evaluation. Those facilitating worship should have the opportunity to receive feedback and hear the outcome of evaluation
- Those from outside agencies and church groups invited into the school to facilitate worship should be trained and properly briefed about the school, its context and the school's vision. They should be supported and monitored as part of the school's systems for the evaluation of the impact of worship
- The headteacher is responsible for collective worship with responsibility for ensuring that appropriate policy and practice including safeguarding procedures are in place and publicly available

## **Planning**

We believe that creating the right atmosphere is crucial to the quality of the worship. Therefore, the time is not over-dominated by school administration or moralising. We plan the time so that there is a variety in content and methods, allowing opportunity for quiet personal reflection/worship.

Over the course of each week, children will attend assemblies which will each involve an act of collective worship and reflection. These assemblies will usually be whole school assemblies. The content of these assemblies will include a focus on the school's chosen behaviours, Welsh culture, singing together and celebrating the week's work. These arrangements will be reviewed and updated periodically.

We choose from a range of methods, including:

- Pupil's contributions
- Sacred and secular stories/readings
- Dance/drama
- Prayer/reflection/meditation/songs/hymns/music
- Artefacts/natural materials
- Visual aids/focal points
- Dialogue/creative silence

- Visitors



**Llantilio Pertholey CiW Primary School**

## **Assembly Timetable**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	<b>Citizenship</b> <i>Looking After Wales and the World</i>	<b>Christian Values/ Attendance</b> <i>Looking After Wales and the World</i>	<b>Singing</b> <i>Looking After Our Bodies and Minds</i>	<b>Year 6 Bible Stories</b> <i>Solving Problems and Sharing Ideas</i>	<b>Celebration</b> <i>Be the Best You Can Be</i>
<b>Week 2</b>	<b>Cymraeg Assembly</b> <i>Looking After Wales and the World</i>	<b>Christian Values/ Attendance</b> <i>Looking After Wales and the World</i>	<b>Children's Rights</b> <i>Looking After Wales and the World</i>	<b>Pupil Voice</b> <i>Looking After Our Bodies and Minds</i>	<b>Celebration</b> <i>Be the Best You Can Be</i>

## **Success Criteria**

In our school we evaluate our acts of worship against some of the following:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect and tolerance within the school community
- Positive response to shared experience
- An atmosphere which matches the theme
- A contribution to individual and community sense of well being
- A sense of occasion
- Good order
- Staff affirmation
- A sense of challenge
- A place in the overall plan of the school
- Enrichment of pupil's experience

## **Whole School Worship Time**

We recognise the value of the whole school, including staff being involved in our school worship. However, we also recognise the opportunities to support children in learning whilst classrooms are quieter as most children are in the hall. Therefore, staff have a rota for assemblies. Each member of staff are either involved in the assemblies and have time to teach reading with pupils in their class.