



**Explore Dream Discover Achieve and be...
`Simply The Best`**

POLICY OF COLLECTIVE WORSHIP

SEPTEMBER 2015

Stourport Primary School Policy of Collective Worship

Introduction

The Governors and staff of Stourport Primary School believe that the school should provide an excellent education, both academic and social, within a Christian context for all its pupils. In doing so, we have an awareness of our statutory obligations under the Reform Act of 1988, to provide a daily act of worship which is of a wholly or manually Christian character.

We have also regard for:

- The ages of children at the school. This demands that the staff provide appropriate content and approach in helping the child in their search to understand the meaning of the mysteries of the world.
- The cultural composition of our school.
- The varying levels of prior experience that the children bring with them from their homes.

Worship

Our approach is based on the definition of worship provided by Christopher Herbert in his book 'The Edge of Worship'

"It gives people time to reflect quietly their own experiences, a time to explore the profoundest, questions. But worship is not only a time for passive reflection, it is about activity too, song, dance, drama and movement; a time when the whole community can remember and discover the sacred, the beautiful and the good and respond with joy, fear and love.

Worship is an expression of a relationship with god and a desire to serve and love god and others"

This statement expresses clearly all of the elements in our shared thinking about 'worship' at our school. It accepts that:

- There is a spiritual dimension to our lives and that awareness has been commons to all mankind throughout the ages.
- Man has tried to understand his own life through this.
- It can be a shared activity.
- The understanding reached at such times can help to determine the principles by which many may choose to live for the remainder of their lives.

In our school an "act of worship" may include opportunities to;

- Reflect of a spiritual level. In young children this needs to be handled with sensitivity. This implies a time of stillness and quiet.
- Reflect on their own experiences.
- Appreciate the experiences of others.
- Grow into a supportive community.
- Hear the Christian scriptures and other Sacred Writings.
- Celebrate their success and the successes of others.
- Participate in a variety of ways e.g. music, drama and art.
- To share a full range of emotions in order to gain a deeper understanding of oneself.
- To develop a sense of awe and wonder and mystery for the world of which they are apart.

Current Organisation

An act of Collective Worship is held daily and is led by the staff, visitors and the pupils themselves. This is also implemented during the prayer of thanks giving which is celebrated each lunch time.

One of the ways in which our school fulfils its Christian character is by having services in our local churches and by inviting the clergy into our assemblies to occasionally lead worship.

We can assure parents that our school exerts no pressure on children to become worshipping Christians or to take part in activities that will compromise the approach to faith from within the home.

The spiritual, moral, social and cultural welfare of the child is of prime concern to us. However, Christian values are built into our ethos and teaching and are reflected in the cycle of our assemblies.

All teachers take part in assemblies. Though the right to withdraw exists. Teachers are encouraged to attend collective worship.

Learning Expectations and Intended Outcomes

Education, celebration, praise and hope are essential features of our worship. We aim, through worship, to educate our children and make them aware of what it means to be a community committed to serving and caring for each other, God and our environment.

Equal Opportunities

Our school worship is about developing and sharing positive attitudes and values. It is about affirming the equality of the individual whatever the child's gender, ethnicity, physical or mental ability. Every effort is made to ensure that materials are appropriate for a range of abilities, aptitudes and interests.

Monitoring and Evaluation

Current strategies include:

- Observations of children's attentiveness and the level of interest shown in the session.
- Classroom feedback.
- Observation of the children's general behaviour in and around the school and to one another.

Review: