



# Westways Primary School

## Collective Worship Policy

November 2024  
This policy will be reviewed every two years

As a school, we have agreed to adopt the Sheffield Agreed Collective Worship Policy and Guidance. Below is a summary of the aims and main elements.

## **Aims**

Collective Worship in schools should aim to provide the opportunity for pupils to:

- Worship God;
- Consider spiritual and moral issues and to explore their own beliefs;
- Encourage participation and response, whether through active involvement or in the presentation of worship or through listening to and joining in the worship offered;
- Develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

*The definition of God may be best left to individual understanding, though concepts from different faiths could be considered.*

The difficult part of these aims is the notion of worshipping God which may not be appropriate for all pupils in a school. The word 'opportunity' gives the hint, for example: 'Think quietly about what the topic means to them, and for those who have belief in a God to turn their thoughts into prayer.'

At Westways, we reflect in silence where appropriate in assemblies or lesson time, and encourage pupils to think and reflect on the messages taught. At such times for pupils who have a belief in God, it is a time to turn their thoughts to prayer.

## **Statutory Duty of School**

It is a legal obligation for every school to provide daily Collective Worship for all pupils, with the exception of those pupils who are withdrawn from these activities by their parents or carers (see below).

The headteacher is responsible for ensuring Collective Worship takes place daily. In the light of the Christian traditions of Great Britain, the Education Reform Act says that Collective Worship should be wholly or mainly of a broadly Christian Character. This usually means that at least 51% of Collective Worship is related to Christianity. The extent to which it broadly follows Christian beliefs, should be appropriate to the family backgrounds, ages and abilities of the pupils – it is for the headteacher to determine this after consultation with the governing body. However, if it is inappropriate for some or all of the pupils to take part in Christian Collective Worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

*Right of withdrawal:* If a parent or carer asks for a pupil to be partly or wholly excused from attending a Collective Worship at the school, then our school will comply and we would supervise the child in another space in school. Although parents are not obliged to state their reasons for withdrawal, we ask that they request in writing their preference and the elements they would like their child to be withdrawn from.

## **Main Purpose**

Collective Worship:

- Brings the school together to develop a sense of togetherness and belonging to a community, essential for personal development and spiritual growth;
- Offers opportunities to think, reflect, be challenged, form intentions, notice what is valuable, affirm one's faith, hope or commitments, celebrate, share, grieve, learn or be quiet;

- Learn more deeply, beyond the planned national curriculum in the classroom, about faiths, beliefs, cultures, current affairs and learning from the past;
- Allows us to celebrate and share our diversity within school and has a role in promoting respect for and understanding of those with different beliefs and religious practices from their own, based on rigorous studies of different faiths;
- Enables us to reflect upon events, meaning and value;
- Is a time when pupils and adults in school share moments of reflection about questions of purpose, meaning and value;
- Should not be over-dominated by school administration nor over-moralising.
- Promotes the social, spiritual, moral, cultural, mental and physical development of pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life;
- Reminds, promotes and nurtures the school's ethos/shared values and British values, focussing on the expectations of behaviour, which makes an important contribution to the children's social, spiritual, moral and cultural development;
- Teaches the importance of the country's long tradition of religious freedom which should be preserved and our collective worship also teaches the principles of our British Values (as defined by the Department for Education).

### **What does Collective Worship look like at Westways?**

- Takes place in planned whole school, phase, year group or class assemblies every day (see Appendix 1)
- Each half-term focuses on one of the Westways core values - each of these has linked values and corresponding British Values (see Appendix 2).
- To ensure it is appropriate for all pupils, Collective Worship asks them to consider the beliefs and practices of religions and other worldviews, but does not ask pupils to engage in repeating beliefs or engaging in practices.
- The timing and organisation of daily Collective Worship is flexible – at Westways it is a mixture of the whole key stage and groups of pupils within the school. In addition, a whole school assembly takes place at the beginning and end of a half-term, and is limited to this because of the size of the school.
- In the absence of a definition of worship, it reflects something special or separate from ordinary school activities.
- Collective Worship is related to the day to day life, aspirations and concerns of the school and each assembly has a specific focus or theme – wherever possible, these are set in advance so that genuine links can be made with religious festivals, school events, national and international occasions.

## Example of a typical weekly assembly timetable

	Early Years / Key Stage 1	Key Stage 2
<b>M</b> <b>o</b> <b>n</b> <b>d</b> <b>a</b> <b>y</b>	<p><i>Whole phase assembly</i></p> <p>Values focus</p> <p>Led by a member of the senior leadership team</p>	<p><i>Whole phase assembly</i></p> <p>Values focus</p> <p>Led by a member of the senior leadership team</p>
<b>T</b> <b>u</b> <b>e</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>	<p><i>Year group or class assembly</i></p> <p>Values focus</p> <p>Led by class teacher/s</p>	<p><i>Year group or class assembly</i></p> <p>Values focus</p> <p>Led by class teacher/s</p>
<b>W</b> <b>e</b> <b>d</b> <b>n</b> <b>e</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>	<p><i>Year group or class assembly</i></p> <p>Values focus</p> <p>Led by class teacher/s</p>	<p><i>Whole phase assembly</i></p> <p>Singing and performing focus</p> <p>Led by music subject leader and/or a member of the senior leadership team</p>
<b>T</b> <b>h</b> <b>u</b> <b>r</b> <b>s</b> <b>d</b> <b>a</b> <b>y</b>	<p><i>Whole phase assembly</i></p> <p>Singing and performing focus</p> <p>Led by music subject leader and/or a member of the senior leadership team</p>	<p><i>Year group or class assembly</i></p> <p>Values focus</p> <p>Led by class teacher/s</p>
<b>F</b> <b>r</b> <b>i</b> <b>d</b> <b>a</b> <b>y</b>	<p><i>Whole phase assembly</i></p> <p>Celebration of work and achievements</p> <p>Led by a member of the senior leadership team</p>	<p><i>Whole phase assembly</i></p> <p>Celebration of work and achievements</p> <p>Led by a member of the senior leadership team</p>

## Values and correlation with British Values

Westways Core Value	Linked Values	Corresponding British Value
Aspiration	Creativity	Individual Liberty
	Determination	Individual Liberty
	Freedom	The Rule of Law
Empathy	Appreciation	Mutual Respect Tolerance of those with different faiths and beliefs
	Compassion	Mutual Respect Tolerance of those with different faiths and beliefs
	Humility	Tolerance of those with different faiths and beliefs
	Thoughtfulness	The Rule of Law Tolerance of those with different faiths and beliefs
Independence	Resourcefulness	Individual Liberty
	Responsibility	Mutual Respect Tolerance of those with different faiths and beliefs
Resilience	Courage	Democracy
	Resilience	The Rule of Law
Respect	Honesty	The Rule of Law
	Kindness	Mutual Respect Tolerance of those with different faiths and beliefs
	Respect	Mutual Respect Tolerance of those with different faiths and beliefs
	Understanding	The Rule of Law Mutual Respect
Citizenship	Cooperation	Mutual Respect Tolerance of those with different faiths and beliefs
	Loyalty	The Rule of Law
	Trust	The Rule of Law