



Tregoze Collective Worship Policy

Status and review cycle: Legally Required Annual review required

Reviewed: LBG

Ratified by governors on: Feb 2016

Next review date: Feb 2017



Status of Assembly

The place of collective worship is established by the 1988 Education Act. This requires that:

1. Collective worship must be held daily for all registered pupils
2. It can be at any time of the school day
3. It can be in whatever grouping the school wishes
4. It must take place on the school premises

The requirements for style and content are:

1. The majority of acts of collective worship each term should be 'wholly or mainly of a broadly Christian character' that is, reflecting the 'broad tradition of Christian belief and that they should be non-denominational.
2. Regard must be taken of pupils' ages, aptitude and family backgrounds.
3. The School may apply to SACRE if it feels that 'wholly or mainly of a broadly Christian character' is inappropriate.

Parents retain the right to withdraw their children. Teachers' rights are also safeguarded.

It is a duty of the Head teacher, after consulting with the governing body, to see that these arrangements are carried out.

Aims for School Assemblies

Worship should be concerned with reverence or veneration paid to a divine being or power. This is the natural and ordinary meaning of the word worship. It should reflect something special or separate from ordinary school activities, although it can be related to the day to day life, aspirations and concerns of the school

Assemblies provide an opportunity to help children:

- to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs;
- to encourage participation and response whether through active involvement in the presentation of worship or through listening to, (watching) and joining in worship offered; and to develop community spirit, promote a common ethos and shared values and reinforce positive attitudes.
- to see worship as being relevant to everyday life;
- to become more sensitive to the wonders and mysteries of the world around them;
- to reflect upon their own existence and the puzzled questions which life poses;
- to encounter commitment to particular leaders, beliefs, causes;
- to appreciate that people differ and should be approached in the spirit of openness, whatever their beliefs and culture;



- to develop a sense of community and an understanding of its importance;
- to encounter various kinds of language and symbols and to express their own feelings through them;

The younger the children the more the act of worship will be concerned with the laying of foundations, on which a mature understanding and practice of worship may later be developed.

Organisation

- Assemblies will be led by the head teacher, individual or groups of teachers, the deputy head, and visitors and by the children in the form of class assemblies.
- Details of responsibility for assemblies will be formulated termly, and a timetable produced.
- Assemblies will generally follow a timetable of themes each year. The themes will be supplemented by topical events and festivals and celebrations of work and achievements.
- Parents will be invited to share class assemblies.
- Assemblies need to be short (15 minutes). Children understand things better if they come in small parcels. It is more effective to choose one small area and deal with it well rather than ranging over a large subject.
- Children will be expected to enter and leave the assembly in silence.
- Appropriate music and song can be used in all parts of the assembly
- Stories and artefacts can be used to provide atmosphere and starting points for discussions
- Prayers should be handled sensitively so as not to force or coerce participation, but should encourage children to reflect.
 - An acceptable formula might be:
 - “ I am going to read a prayer, I would like you to keep very still, close your eyes and listen carefully to the words. Those of you, who wish to, can join in with the Amen (I agree) at the end”.
- Both adults and children need to feel that their identity is protected. Use a non-offensive phrase such as ‘Christians believe’ or ‘Jesus said’. Do not say ‘You should.....’ or ‘we all’ The use of non-offensive phrases allows people emotionally to opt in or opt out of an assembly. It allows people to decide their attitude to an assembly and either identify with the faith being explored or explore that faith from a greater distance.
- Do speak to their world. Even in the short space of an assembly the rule of starting where the children are and finishing where they are not still applies. Start from the known to lead children to the unknown. Move from the familiar to the unfamiliar.
- We will keep a record of assemblies in the Events and Assembly Diary in the Hall.

Values

Tregoze is a Values Based school.

In Values based schools the school strives to become a place where children experience positive values in context. Children learn how to apply and talk about values appropriately. They become self-motivated, and their behaviour becomes calm and purposeful. Division in schools reduces collaboration between students and values underpin a sense of unity and positive direction. Values



work in a dynamic way through developing aspects such as leadership focus, positive role modelling and community values.

Values based education can offer;

- A philosophy of being and living that permeates organizational policy and day-to-day practice and supports students to develop reflective practices and self-responsibility for behaviour and actions.
- The development of an integrated and aspirational community ethos that can help to redress the effects of disadvantage through securing and enabling the agreed values

Here at Tregozze we have a two year rolling programme of twelve core values including trust, responsibility, empathy and friendship. Each Value is introduced with a Values Day throughout the school- where the day is spent on values based work and activities. This is followed by special assemblies following the theme of the Value- these are built into the termly programme for assemblies. All classes have Values displays and ensure that children reflect back on the Values regularly.

During our assemblies, we will further discuss the five key British values to encourage our children to increase their acceptance of other people's views and confidently express their own.

Monitoring

- By the head teacher reviewing the record of assemblies and attending assemblies.
- By governors visiting school and by reports to the governors from the head.

Review

This policy will be reviewed annually by staff and governors.

Written: Updated Feb 2016