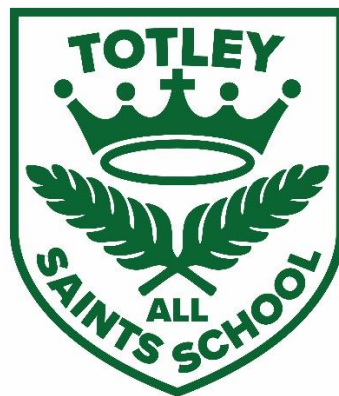


# Totley All Saints CE Primary School

## Collective Worship Policy 2022-2023



*"I have come that they may have life, and have it to the full."*  
John 10:10

Last reviewed on: September 2022

Next review due by: August 2023

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## 1 Introduction

### VISION

## ***THE TASS COMMUNITY: GROWING AND LEARNING TOGETHER***

*'At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing an environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.'*

***"I have come that they may have life, and have it to the full." John 10:10***

Totley All Saints aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of Faith and promotes Christian values through the experiences it offers all its pupils. We recognise that it is extremely important to provide varied opportunities for our children in order that they can develop fully on a spiritual, moral, social & cultural level. The school fully recognises the important role which Religious Education plays in this development & is fully committed to providing the very highest quality in RE provision.

Our Christian ethos promotes life to the full, values all children as individuals and encourages their moral and spiritual development, so that they can become courageous advocates in a rapidly changing world.

Together with our families, churches and wider community, we aim for all children to succeed in body, mind, heart and spirit.

# OUR VALUES

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

**‘Encourage one another and build one another up, just as you are doing.’ (Thessalonians 5:11 ESV)**



This collective worship policy has been designed with our school population in mind and is written in accordance with guidance from Sheffield’s SACRE. Our Collective Worship policy and practice supports us in fulfilling our vision, our curriculum intent and our theological rationale.

The school has consulted with staff, pupils and parents.

## 2 Our Context

Totley All Saints CE School is situated in a semi-rural setting on the edge of the city and countryside. It has 210 pupils aged 4-11 yrs and has a fantastic village school and family feel.

Our School is a Church of England Primary School within the parish of Totley and Dore. We work in close partnership with Totley All Saints Church. The Reverend Tanner is a member of our Local Governing Body and a parent at our school. He supports in the delivery of our whole school collective worship. In addition to this, pupils visit the church to develop their knowledge and understanding of the Christian faith and enhance their understanding of spirituality. They attend services for key festivals.

The children are proud to attend a church school and are committed to uphold the school’s Christian Values. Our context is seen as providing us with many opportunities to enhance the children’s social, moral, cultural and spiritual understanding and is a vital aspect in developing a sense of belonging within the church/school family.

## 3 Collective Worship

Children play an active role in leading collective worship at Totley All Saints. They make decisions about the focus for collective worship and introduce the sessions to the whole school. Collective Worship is a very important aspect of our daily lives and our work as a school. It helps us to develop a shared understanding of the school’s vision and our core values.

Collective Worship is viewed by all as a special time and there is a high level of respect shown by children before, during and when leaving Collective Worship.

The core messages shared through our collective worship are revisited throughout the week through class based collective worship and reflection spaces created in classrooms.

## 4 Aims of Collective Worship

Our collective worship strengthens the community ethos of our school. It is planned to enable all pupils of any religion or none to take part as appropriate. The aim of our collective worship is to:

- ❖ *make our values explicit and develop pupils’ thinking so they are able to explore their own beliefs and motivations*

- ❖ *promote respect for the beliefs, practices & values of others within the school & the community & an opportunity for pupils to explore & evaluate their own beliefs, whether religious or not, in relation to those of others.*
- ❖ *help pupils develop their own spirituality and foster sensitivity to the beliefs, practices and values of others*
- ❖ *build a sense of community so pupils consider their place in the community and what it means to be a citizen*
- ❖ *develop a sense of belonging within every child, so all understand their place in our school.*
- ❖ *help pupils know and celebrate who they are and who they might become*
- ❖ *mark occasions of celebration and commemoration*
- ❖ *provide quiet time for reflection upon the fundamental questions of existence*
- ❖ *encourage hope, aspiration, awe, wonder & develop self-understanding, empathy, compassion and wisdom*

All present (pupils, staff and visitors) should feel valued whatever their faith or beliefs with no assumption of a shared religious commitment. Collective worship will acknowledge and respect the responses of individual pupils and provide opportunities for them to express their feelings, delight at life, wonder, and joy.

## 5 Organisation

### Time table for 2022-23

	What?	When	Where?
<b>Monday</b>	School led Collective Worship	10:15pm	School hall
<b>Tuesday</b>	Singing Assemblies	10:15pm	School hall
<b>Wednesday</b>	Class Collective Worship: Reflection and Gospel	10:15pm	School hall
<b>Thursday</b>	Class Collective worship: Reflection and Gospel	10:15pm	School hall
<b>Friday</b>	Celebration assembly	10:15pm	School hall

Usually we gather at a point during the morning and worship lasts for approximately 15 minutes.

For Class based Collective Worship each class either has a focus area/display or a Collective Worship box in the classroom. The area or box has objects which provide a focal point in each classroom during this time. Staff attend whole school collective worship with their class and take part in a proactive way.

## 6 Content

The content of collective worship is planned around a theme to enhance the spiritual, moral, social and cultural development of pupils. The content provides opportunities for reflection and for celebration and recognition of each pupil's potential. The theme is often strongly linked to the school values which lead our work.

The acts of worship will:

- Be inclusive - an experience to which all can contribute and from which all can gain.
- Be Spiritual and encourage reflection.
- Have a sense of occasion and offer something class lessons don't.
- Meet the needs of our school community.

Class based collective worship will feel different to RE lessons. They should provide an opportunity to revisit the theme covered in whole school collective worship. Limited resources should be used and a simple model

to introduce the focus, use of a hook to support reflection- a stimulus item, short film clip, song or story- and a time to reflect and prayer. They should be approximately 10 minutes long. Use of silence is important.

Each classroom has a space dedicated for reflection and these spaces will provide further opportunities to think about the key issues explored through whole school and class based collective worship.

## 7 Evaluation

The school values the impact of collective worship on the wellbeing of all members of the school community and ensures that collective worship is regularly monitored and evaluated by senior leadership, governors, parents and pupils through our TASS Crew Council..

## 8 Resources

The school budget includes sufficient funding per annum for resourcing collective worship. Visual aids (artefacts, posters and books) are purchased as required. Staff CPD is provided to help with delivering quality collective worship.

## 9 Withdrawal

Parents may withdraw their children from collective worship but we believe our collective worship is inclusive and beneficial for all pupils so it is hoped that no one will be withdrawn.

## Appendix A

### **Procedures for collective worship and use of reflection spaces**

#### Whole school collective worship

- The focus for the session will be shared and linked to the school's values
- The focus for the session will then be linked to a bible quote which is identified in the theological rationale
- The collective worship session will end with and chance to reflect on the messages shared through the reading of a prayer.

#### Reflection spaces

- All classrooms have a dedicated reflection space/prayer corner.
- Each space will have a copy of the class prayer and The Lord's Prayer
- The Understanding Christianity freize is displayed along with a cross.
- A book of prayers, written by the children is also accessed here
- School values are prominent.
- Class members of the TASS crew will take a lead in updating the reflection space.

#### Class collective worship

- Each class collective worship involves reflection on the gospel readings.
- Class collective worship will last for 10 minutes approximately
- Class collective worship is often introduced by the class members of the TASS Crew
- The teacher will introduce the focus for the assembly and establish a link to the whole school collective worship

- The teacher will share some of the reflections on the theme provided by the children prior to the class collective worship
- The session will be concluded with the class Spirit Council members reading a prayer (see appendix B). This will be introduced by asking the children to reflect on the main theme of this weeks' collective worship.

## Appendix B

### **Spiritual, moral, social and cultural development**

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.