

PLASHET SCHOOL



Working together to promote & celebrate achievement

Collective Worship Policy

Revised and applicable from 22nd March 2024

Signed:

Chair of Governors

1. The Legal Requirements

The Collective Worship Policy at Plashet School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority through its SACRE.

Policy for collective worship is found in the Education Reform Act 1988, with guidance taken from DfE circular 1/94 (1994) which states that all maintained schools must provide daily collective worship for all registered students. In most cases, the daily act of worship should be 'wholly or mainly of a broadly Christian character'.

However, the law and available guidance offers schools considerable flexibility on what constitutes acts of collective worship (Schedule 20 of the 1998 Act) especially, if the intake of the school is such that worship of a wholly or mainly of a broadly Christian character is considered to be inappropriate for the school as a whole, or for a substantial number of its students. In these cases, the school may apply to the London Borough of Newham SACRE for a determination. This request may seek a waiver of the requirement for collective worship to be of a Christian character.

2. Definition of Collective Worship at Plashet School

Currently, Plashet School has been granted a determination by London Borough of Newham (LBN) SACRE as its approach to collective worship differs from the traditional notion of collective worship in schools.

Collective Worship at Plashet school is a time when the whole school, or groups within the school meet together in order to consider and/or reflect on common concerns, issues and interests. The notion of worship is considered to be an educational act and not a religious act. It offers all students an opportunity to 'worship' through engaging in relevant, meaningful and thoughtful experiences via a shared experience of that which is 'valued' or 'worthy' of being given time for thought and reflection. In this respect, collective worship is designed to compliment and allow opportunities for the development of students' spiritual, moral, social and cultural understanding (SMSCD).

We recognise the importance of collective worship as a time when other educational activities are suspended so students can be provided with equal opportunities to effectively engage with their own beliefs and values and those of others, in a way that is appropriate to them. We therefore offer an alternative approach to collective worship which is meaningful to all of our students and which allows them to reflect on their personal values and beliefs while developing our school community to recognise the importance of our shared values and celebrate the pluralistic nature of our community.

It is important to draw to a distinction between:

- **Collective Worship and Philosophy, Religion & Ethics (PRE)**

At Plashet School, collective worship and PRE are separate parts of school provision for which different legislative requirements apply. Time used for PRE counts towards a school's total curriculum time whilst this is not the case for collective worship. However, experiences gained as an outcome of collective worship may contribute to learning in PRE in particular and to the spiritual development of students.

- **Corporate Worship and Collective Worship**

Plashet School is a community school and therefore does not hold any particular religious character. Therefore 'worship' at Plashet School is not corporate worship (i.e. that kind of worship found within a religious community – a 'corpus' or body of believers – whose members meet voluntarily and for reasons of shared commitment). Collective worship at Plashet School is the kind of worship which UK legislation requires schools to provide, subject to a determination and is therefore always consistent with educational aims.

3. The Value and Aims of Collective Worship

3.1 The school sees the time set aside for Collective Worship as being a time for sharing and togetherness; a sharing of both individual and communal knowledge, feelings and experience. It is seen as a time where we can support students to foster a sense of belonging to the school, to the wider community of our school and to the society and world in which we live.

We believe that collective worship:

- Supports the **personal development** of each student,
- Offers space for the **school community** to learn, grow and celebrate together,
- Provides an opportunity for **personal reflection** on individual life or wider issues,
- Offers support to understand and evaluate our **shared moral values**, reinforcing positive attitudes and developing a shared community spirit in school and beyond,
- Nurtures all aspects of **Spiritual, Moral, Social and Cultural development**,
- Contributes to the promotion of **fundamental British values**,
- Responds to **topical or local issues** in a flexible and sensitive way,
- Considers aspects of **Equality, Diversity and Inclusion** in society and acknowledges diversity and difference alongside common values,
- Provides chances for pupils and staff to **develop their own skill sets** through participation in tutor time activities and in preparing, presenting or evaluating assemblies.

3.2 The Contribution of Collective Worship to the Spiritual, Moral, Social and Cultural development (SMSCD) of Students

Collective worship at Plashet School contributes to the spiritual development of students by providing them with an opportunity to:

- Reflect on and develop a sense of spirituality, humanity and stewardship,
- Reflect upon the value, purpose and meaning of life,
- Explore their own and shared beliefs (religious & secular),
- Experience times of quiet inactivity and deep thought.

Collective worship at Plashet School contributes to the moral development of students by providing them with an opportunity to:

- Reflect on matters concerning right and wrong,
- Develop a respect for others,
- Reinforce shared moral values,
- Foster the virtue of fair-mindedness and a willingness to consider the views and values of others,
- Reflect on and understand the balance between rights and responsibilities,
- Help students to make informed moral choices.

Collective worship at Plashet School contributes to the social development of students by providing them with an opportunity to:

- Develop the school as an inclusive community,
- Promote a feeling of community, with shared ethos and values,
- Consider their place in the world and develop a sense of belonging,
- Develop strategies for mental fitness so that we may all contribute to society and the world around us.

Collective worship at Plashet School contributes to the cultural development of students by providing them with an opportunity to:

- Reflect the school as a diverse community,
- Be exposed to learning to support the development of cultural capital,
- Learn about the festivals of different cultures and beliefs,
- Hear music and see art from a range of times, places and cultures,
- Consider the dynamic nature of culture and how this impacts on society.

To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it is planned around a wide variety of reflective themes and topics, uses diverse stimuli and resources and provides students with the opportunity to respond both independently and collectively.

4. Responsibilities for Collective Worship at Plashet School

It is the shared statutory responsibility of the headteacher and governors to ensure there is appropriate provision for daily collective worship in their school.

At Plashet School, management and organisation of collective worship is usually delegated by the headteacher as the responsibility of a named person within the school. They have responsibility for ensuring that themes, schedules and resources for the delivery of collective worship are produced on a termly basis and for ensuring that collective worship across all aspects of the school make an outstanding contribution to the Spiritual, Moral, Social and Cultural development of our students.

The school line management system ensures all relevant staff take responsibility for ensuring aspects of collective worship are delivered as part of the school pastoral curriculum. This includes the delivery of centrally designed teaching resources by form tutors and the design and delivery of effective themed assemblies by the Year Coordinator within their scheduled whole cohort assembly.

5. The Organisation of Collective Worship at Plashet School

At Plashet, we combine our collective worship with assemblies and Spiritual, Moral, Social and Cultural development; 'SMSCD' activities, helping to ensure that collective worship takes place within a broad educational framework. Assemblies are held every day, with each year group attending once a week. SMSCD activities take place during registration time twice weekly.

Each resource is designed around the SMSCD 'theme for the week'. This is deliberately designed to stimulate students' thinking and encourage reflection on human and social purpose before the school day begins. This ensures that every student takes an active part in collective worship and the needs of all are met.

Appendix A - Tutor time - Daily logistics

Appendix B - Schedules for SMSCD Theme of the Week

6. Collective Worship and Inclusivity

The content of SMSCD resources is considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all students. A variety of teaching and learning styles and active and interactive methods are employed in the design and delivery of these resources. Methods successfully employed in the classroom are also used effectively to deliver SMSCD activities. The content and process will be sufficiently stimulating in order to evoke a response in the individual. This response may not be visual, but opportunity will always be given to express this response through personal and collective reflection.

7. Visitors to the School

While the school acknowledges the role visitors can play in the arrangement of effective SMSCD and Collective Worship, Visitors to the school are strictly monitored. Any application to work with students outside of the immediate school community is subject to the School Safeguarding Policy and Plashet School visit regulations respectively. All visitors to the school are made aware of our safeguarding policy on arrival at the school and are informed what to do if they are concerned about any aspect of child welfare.

Any member of staff seeking to invite a visitor to the school is required to undertake appropriate due diligence and seek the express permission of the Head Teacher.

8. The Right to Withdraw

Parents/Carers have the right to withdraw their child from any act or acts of Collective Worship. Parents are notified of this via Year 6 parent's information and the school website. Those wishing to make such a request are encouraged to discuss this with their daughters Year Coordinator prior to making a formal statement of withdrawal.

This discussion will include:

- (a) The particular concerns of the parent
- (b) Practical arrangements for the withdrawal

Year Coordinators will arrange for the parent to make a formal statement of withdrawal in writing addressed to the Headteacher. It is the responsibility of the Year Coordinator to ensure any withdrawn students are engaged in suitable learning activities for the duration of the religious assemblies.

9. Evaluation and Monitoring of Collective Worship

The school is accountable to the London Borough of Newham SACRE via its annual collective worship monitoring report. Information is shared with SACRE regarding arrangements for collective worship in the school.

Year Coordinators visit each tutor group on a bi annual basis as part of the school self review (SSR). Although there is a specific focus for each strand of SSR the primary aim of the tutor group learning walk is to ensure standards are being met. This includes the effective delivery of SMSCD resources by form tutors.

On most occasions, leadership line managers are present in whole cohort assemblies. This provides opportunities for informal feedback and quality assurance of assemblies as required.

A full and comprehensive evaluation of the model for collective worship will always be carried out in the term preceding renewal of the determination.

Appendix A: Tutor time - Daily logistics Example

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Reading Aloud	YC Choice	Word Consciousness*	SMSCD*	Assembly*
Year 10	Word Word Consciousness*	Reading Aloud	SMSCD*	Assembly*	YC Choice
Year 9	Assembly*	Word Consciousness*	SMSCD*	YC Choice	Reading Aloud
Year 8	YC Choice	Reading Aloud	Assembly*	Word Consciousness*	SMSCD*
Year 7	Word Consciousness*	Assembly*	YC Choice	SMSCD*	Reading Aloud

*Indicates opportunity for collective worship

Responsibilities:

Word Consciousness: English & Library teams

Assembly: Year Coordinator

YC Choice: By arrangement with Year Coordinator

Reading Aloud: Coordinated by AHT, led by form tutor

SMSCD Resource: Coordinated by DHT, led by form tutor.

Appendix B - Schedule for SMSCD Theme of the Week Example

Autumn Term

Week	Week Beginning	Theme
1	4th September 2023	Tutor time/Reading Aloud - No theme
2	11th September 2023	Connection
3	18th September 2023	Peace
4	25th September 2023	Awareness
5	2nd October 2023	Kindness
6	9th October 2023	Emotions
7	16th October 2023	Wellness
8	30th October 2023	Regulation
9	6th November 2023	Discipline
10	13th November 2023	Mores
11	20th November 2023	Duty
12	27th November 2023	Consensus
13	4th December 2023	Endurance
14	13th December 2023	Patience
15	18th December 2023	Tutor time/Reading Aloud - No theme

Spring Term

Week	Week Beginning	Theme
16	1st January 2024	Tutor time/Reading Aloud - No theme
17	8th January 2024	Community
18	15th January 2024	Esteem
19	22nd January 2024	Flexibility
20	29th January 2024	Change
21	5th February 2024	Shriven
22	19th February 2024	Parity
23	26th February 2024	Judgement

24	4th March 2024	Sollicitous
25	11th March 2024	Rules
26	18th March 2024	Equity
27	25th March 2024	Tutor time/Reading Aloud - No theme

Summer Term

Week	Week Beginning	Theme
28	15th April 2024	Tutor time/Reading Aloud - No theme
29	22nd April 2024	Rejection
30	29th April 2024	Tradition
31	6th May 2024	History
32	13th May 2024	Control
33	20th May 2024	Dialogue
34	3rd June 2024	Volunteer
35	10th June 2024	Pilgrimage
36	17th June 2024	Fulfilment
37	24th June 2024	Power
38	1st July 2024	Celebration
39	8th July 2024	Impermanence
40	15th July 2024	Tutor time/Reading Aloud - No theme