



# **The Consortium Multi-Academy Trust**

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

**Principal/CEO:** Andrew Aalders-Dunthorne

**Email:** [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) **Tel:** 01379 668283 / 01379 852520

## **Collective Worship Policy**

### **1 INTRODUCTION**

1.1 The school fulfils its legal requirement by holding an act of collective worship daily. Daily assemblies involve the whole school, and half termly, pupils from both key stages participate in planning and presenting their own assemblies, based on the Social and Emotional Aspects of Learning programme of study.

1.2 Assemblies conform to the following pattern:

- a. Social and Emotion Aspect of Learning Assembly (SEAL) or Philosophy for Children (P4C)
- b. Class based (age appropriate) reflective assembly based on the SEAL/P4C work.
- c. Singing/musical assembly.
- d. Visiting speaker assembly.
- e. Celebration assembly.

1.3 Collective worship is a time where we come together to share our love of God and/or celebrate our achievements (and sometimes failures) together. The contributions of staff, pupils, church clergy and other visitors are valued highly

### **2 LEGAL REQUIREMENTS**

2.1 We acknowledge the legal requirement stated in the 1988 Education Reform Act 6 (1) and 9 (3), which states the need for each child to attend a daily act of worship either as a whole school, class or group.

2.2 Parents have the legal right to withdraw their children from the act of worship either partially or wholly. Any parents wishing to do so should contact the Academy Head

2.3 Teachers also have the right to withdraw from leading and taking part in worship.

### **3 PRAYER**

3.1 Collective worship includes a time of prayer and/or reflection and hymn practice. A range of prayers is used including the Lord's Prayer, and school prayer. They are introduced in an appropriate manner with a short time of quiet.

3.2 At the beginning of the lunch hour, grace may be said by either an adult or child in each class.

### **4 OTHER FAITHS**

4.1 Although our worship reflects our Christian beliefs and value, we are committed to respecting each other's faith stance and culture, showing tolerance and understanding regardless of pupils' beliefs. The class-led acts of worship may portray other cultures and beliefs as they reflect RE studied as part of the curriculum requirements.

### **5 VISITS AND VISITORS**

5.1 As part of the curriculum, the school ensures that appropriate visits are made available for the children in order for them to have first-hand experiences and gain a greater understanding of various places of worship.

**Where together excellence and pupils thrive.**



# The Consortium Multi-Academy Trust

Chair of the Members and Board of Trustees: Dawn Carman-Jones

Principal/CEO: Andrew Aalders-Dunthorne

Email: [principal@consortiumacademy.org](mailto:principal@consortiumacademy.org) Tel: 01379 668283 / 01379 852520

5.2 Visitors to the school are welcomed and enabled to share their experiences and knowledge – their role is to educate, not to evangelise. Local Churches are our most valuable and frequently used resource, with the whole school attending and contributing towards annual Harvest, Easter and Christmas services.

## 6 EQUAL OPPORTUNITIES AND SPECIAL NEEDS

6.1 All pupils, regardless of academic ability, age, gender and ethnic origin will have access to a wide range of appropriate activities to support their understanding of R.E. At each Key Stage, the teacher will draw from other religions as appropriate to acknowledge and celebrate the religious beliefs of the children within the class.

### Document Control

#### Changes History

Version	Date	Amended By	Details of Change

#### Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	16/10/16
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	31/10/16

#### Equality Impact Assessment

Date	Name	Details

**END OF DOCUMENT**

Where together excellence and pupils thrive.