PEMBROKESHIRE COUNTY COUNCIL

CYNGOR SIR BENFRO

Golden Grove School Collective Worship Policy

Legal requirements

> 'subject to the parental right of exclusion or other special arrangement, each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship.'
>
> (Section 70 of the 1998 Education Act)

- Schools must provide collective worship daily for all registered pupils aged 5 and above.
- Most acts of collective worship should be wholly or mainly of a broadly Christian character; this means that they should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination.
- The values considered during the session could be clearly identified specifically as Christian, but as these values are shared by many faiths and worldviews, they may be presented as universal values.
- Collective worship can take place at any time during the school day.
- Collective worship can be provided to pupils in any sized group, for example, as a class, a year group, a phase group or a whole-school community.
- Collective worship should take account of the family backgrounds, ages and aptitudes of the pupils involved. *

* To take account of family backgrounds, the school will provide annual opportunities for families to share their views.

The school's arrangements for collective worship are available to parents. The school prospectus explains parents' right to request that their child is excused from collective worship and outlines the arrangements for pupils who are excused. This will include how pupils will leave any longer assembly before the collective worship takes place. Parents do not have to give reasons. The school must agree to such requests and pupils who are excused must be supervised by the school. However, the intention is that the content and routines of collective worship are mindful of the school's current families' beliefs so that all feel welcome and included.

Members of staff have the right to withdraw from collective worship. If a member of staff wishes to do this, they should speak to the Head Teacher with enough notice to enable arrangements to be made for the safe supervision of pupils.

(For secondary schools with a 6th Form) The Education and Inspections Bill 2006 gives pupils in sixth forms the right to excuse themselves from collective worship. This legislation was brought into force in Wales in February 2009.

Pembrokeshire SACRE and SACRVE are the statutory bodies responsible for monitoring and supporting high quality collective worship in schools. The school will engage purposefully with SACRE/SACRVE, seeking guidance where necessary and sharing the school's practice to support others across the county and beyond. This includes responding to the annual SACRE/SACRVE survey every summer term.

Expectations of each daily session of Collective Worship:

- be a separate and distinctly different part of each day
- feel like a special time to gather together as part of a school community
- be a safe and inclusive space to share and consider the joys, sorrows and experiences of life and the ideas, thoughts and experiences of others
- provide opportunities to experience awe and wonder, engage the emotions and senses, be still and reflect, explore their own beliefs and thinking, and participate and respond
- include explorations and celebrations of our Welsh language, culture and cynefin, and promote community ethos and shared care
- an opportunity for those pupils who worship God to choose to do so, whilst other pupils have the opportunity to choose reflection and consideration
- pupils may be invited to close their eyes and/or put their hands together if they choose to

Nature of Collective Worship

Rather than simply comply with legal requirements, there are a range of ways that meaningful daily Collective Worship can be organised, either on the school premises, in the hall as a whole school or in classrooms, or outdoors or visits beyond the school. Although, most acts of collective worship should be wholly or mainly of a broadly Christian character, as well as local clergy, members of other faith and worldview communities, and other visitors, can play an important part in enriching Collective Worship. Although legislation refers to 'worship', for some pupils this time will simply be an opportunity for reflection and consideration.

Aspects to consider in planning (see Appendices for further guidance):

- how much of the session can be designed, planned and led by pupils?
- how well will sessions reflect our multilingual, global Wales?
- would a musical entry/introduction and departure/conclusion support the transition into and out of this special time of the day?
- which introductions/readings/activities are best suited to this moment in the year in the context of the world beyond the school and within, to be meaningful to pupils?
- which visual foci would support engagement and deepening understanding of key themes?
- how can the main content and development of the theme be as interactive as possible, engaging as many pupils as possible in participation? How can we incorporate approaches such as techniques of Voice 21 assemblies?
- when would it be best to include time for either quiet reflection or opportunities to share reflections with others?
- would a hymn or song that reflects the theme/focus of the collective worship increase engagement and understanding?
- who will lead the prayer or reflection when pupils and adults are invited to pray?

Arrangements for monitoring and evaluating the quality and impact of our Collective Worship

As with all aspects of our curriculum*, the designated lead for Collective Worship and the link governor will make arrangements to monitor the quality and impact of our collective worship on our pupils' development and progress, including their spiritual, moral, social, emotional and cultural wellbeing. This will include observing Collective Worship and listening to learners on at least a termly basis, and reporting findings back to governors and staff to inform future planning and sharing of effective practice.

* 'Curriculum' in Wales is considered to be "everything a learner experiences in pursuit of the four purposes".

Appendices

1. **Terminology**
2. **Self-evaluation of Collective Worship**
3. **Examples of Collective Worship arrangements in Pembrokeshire schools**
4. **Sample framework for a visit from a Buddhist that includes an opportunity for collective worship**
5. **Suggested international days/events as context for collective worship**
6. **SACRE/SACRVE member contact details and related resources for support, guidance and visits**

Appendix 1: Terminology

Assembly
- gathering of students and staff for various purposes, such as sharing school news, celebrating achievements, discussing important topics, or reinforcing school values.
- does not necessarily have a religious component.

Daily Act of Collective Worship
- legal requirement in schools in Wales, involving an opportunity for reflection or prayer.
- must be mainly Christian in character but can also include themes from other faiths and non-religious perspectives.
- meant to provide a spiritual or moral experience rather than simply conveying information.
- may take place within an assembly, but not all assemblies include worship. Some schools fulfil this requirement through class-based, or year group reflections rather than whole-school gatherings, or a combination across each week, depending on who needs to experience what and why.

Religion, Values and Ethics (RVE)
- is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16 as part of Humanities.
- is objective, critical and pluralistic, both in content and pedagogy; it is not about making learners 'religious or 'non-religious'

What to avoid:

- conflating Collective Worship with RVE
- representing beliefs as facts
- trying to 'cover' all aspects of RVE curriculum in Collective Worship
- inexpertly attempting to lead worship in a faith not your own

Religion
- an organised system of beliefs, practices, and rituals often centred around a deity or deities.
- usually involves a community of people who share common beliefs and traditions, structured doctrines, and practices (like worship, prayer, festivals, etc.).

Faith
- typically refers to a personal, internal belief or trust in something, often in a spiritual or religious context.
- can be a general belief in a higher power, a specific doctrine, or simply a sense of trust in the unknown.
- can exist independently of organised religion and can be more personal and individualised.

Worldview
- the overarching framework or lens through which a person interprets their experiences, life, the world and the universe.
- encompasses a person's beliefs about existence, reality, morality, knowledge, and more.

- can be shaped by a variety of factors, including culture, personal experiences, religion, and philosophy.
- might include religious beliefs, but doesn't have to.

Non-religious philosophical convictions

- set of beliefs or principles that guide a person's understanding of the world, but without involving religious elements.
- often related to questions of ethics, epistemology (the study of knowledge), metaphysics (the nature of reality), and logic, and not grounded in any religious tradition.

Values

- deeply held beliefs or principles that guide a person's behaviour, decisions, and actions.
- represent what is important to an individual or group and serve as a foundation for determining what is considered right or wrong, good or bad, and desirable or undesirable in life.
- influence how people prioritise different aspects of life, such as relationships, work, personal growth, and social responsibility.
- can be shaped by various factors, including culture, family, experiences, religion, and personal reflection.
- examples include dignity, compassion and justice.

Ethics

- branch of philosophy that deals with the principles of right and wrong, good and bad, and the moral obligations and duties of individuals, and the reasoning behind moral decisions.
- provides a framework for determining what is morally right or wrong, helping guide human behaviour through principles like honesty, justice, and respect.

Appendix 2

Self-evaluation of Collective Worship

<table>
<tr><td colspan="2">1. What are our arrangements for collective worship?</td></tr>
<tr><td colspan="2">2. Do we satisfy legal requirements to offer an opportunity for collective worship for every pupil every school day? Yes / No (delete as appropriate)</td></tr>
<tr><td colspan="2">3. If no, what needs to change in order to comply with legal requirements and when will this be in place?</td></tr>
<tr><td>4. What do observations from leaders, governors, staff, pupils and parents tell us about the positive impact of our collective worship?</td><td>5. What do observations from leaders, governors, staff, pupils and parents tell us about how the impact of our collective worship could be improved?</td></tr>
<tr><td>6. What do responses from surveys or listening to learners, staff and families tell us about the positive impact of our collective worship?</td><td>7. What do responses from surveys or listening to learners, staff and families tell us about how the impact of our collective worship could be improved?</td></tr>
<tr><td colspan="2">8. What will we do to improve the impact of our collective worship?

Date of next annual review:</td></tr>
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Appendix 3

Examples of Collective Worship arrangements in Pembrokeshire schools

- We have a designated DACW/ RVE lead and DACW is incorporated into Lesson 1 of every lesson in school as well as assemblies.
- After each assembly, the children are expected to say the Lord's prayer. Each half term, the Owl Crew teach an RVE assembly. Regular visits to local churches. Regular visits from local religious leaders (joining in assemblies). Bible explorers every year. (CiW school)
- Monday - Rights respecting school, values & rights. Tuesday - Classroom based worship. Wednesday - Hymns practise. Thursday - Visit from local church minister and empathy awards given. We also have Bible Explorers termly.
- Daily whole school or class collective worship- these include different aspects e.g. song, link to our value/ a story- religious/ introduction to Welsh people inspirational for different reasons/time to reflect/ draw attention to days e.g. Remembrance Day/ International Day of Peace/ Random Act of Kindness Day etc
- Daily collective worship. Faith Club. Prayer tree responsibilities.
- We have whole school worship on a Monday Morning, Gwasanaeth Cymraeg on a Wednesday and a whole school celebration assembly on a Friday. A member of clergy leads our celebration assembly on Friday. All classes have class acts of worship on Tuesdays and Thursdays. We follow the 'values for life' planning for worship and focus on one value per half term on a two-year cycle. We have worship 'non-negotiables' for whole school and class worship e.g. reflection music playing as we enter worship, a lit candle for children to focus on etc.
- Assembly timetable where we have whole school, phase and class assemblies lead by varying teachers. We have a story / discussion/ possibly a question and answers suggested. Prayer. Time for thought. Music.
- Daily assembly (3 x week whole school / 2 x week class assembly). Welsh Assembly once a week. Visiting local vicar leads assembly. Use assembly songs, prayers, moments of reflection. Pupils lead assembly.
- A timetable of the week consists of - Values, Welsh theme, Bible stories and religious stories, Musical and Celebration assembly. All with a prayer, time to reflect, music and singing. A candle is also lit.
- 5 mornings of collective worship across the school. One morning session where the whole school come together. One session of V21 Big Questions leads into collective worship. A Stori i Cymru/Cynefin session is reinforced through collective worship while class assemblies and school visitors (local clergy) focus on school and Values in Education priority areas for collective worship.

Appendix 4

Example framework for a visit from a Buddhist that includes an opportunity for collective worship

- Everything should be in Welsh and English, and as PUPIL-LED as possible.
- OVERARCHING THEME (could connect to your setting's termly/monthly themes), school goals, student interests.
- MUSIC …. LIVE or recorded…chosen by a student or class relating to the Theme.
- AN INSPIRATION MOMENT related to the Theme (ideally chosen by pupils) OR retelling the life of an inspirational person. It could be a story that impressed you about the actions of someone you know like yourself, a family member, friend, neighbour, OR someone famous EG…Martin Luther King, Gandhi, Betty Campbell, Stephen Hawking, Florence Nightingale, Wangaari Mattai, Malala Yousafi, Greta Thunberg. Jane Goodall. Daisaku Ikeda, Queen Elizabeth II, Nye Bevan, Waldo Williams etc. It could also include stories from Jesus, Buddha, Moses, Mohammed, Ekart Tolle, Khalil Gibran, Rumi, Bob Marley, etc and other religious/philosophical figures. (You could ask a guest, or class, or Teacher to do this).
- INTERACTIVE MOMENT (related to the theme), EG DIALOGUE IN PARTNERS OR SMALL GROUPS &FEEDBACK OR A Themed Q&A (ideally suggested by pupils) OR, Making a Peace Bird together. (Origami or otherwise), Creating an Assembly piece of Bunting on the theme.(Could be done prior to Assembly with pupils explaining their design). An interactive whiteboard activity. Writing an inspiration to place in a school inspiration box, which pupils can dip into on a regular basis. Learning a Song. OR a Dance TOGETHER related to the theme.
- A QUIET MOMENT of personal choice… to think, pray, reflect, meditate, chant.
- ACTION FOR THE DAY. (Based on the theme). SUGGESTIONS…What can you do to make a difference/create value today? ASK PUPILS AND ADULTS.
- BLESSING OR MOMENT OF GRATITUDE …. saying 'Thankyou' or 'Diolch yn fawr' for something that's happened in your life. (Can be pupil led).OR simply a quiet moment in which everyone says Thank you, 'Diolch' together.
- AND/OR DENOMINATIONAL PRAYER OF THE DAY. (EG Buddhist chant,' Nam myoho renge kyo', Loving kindness meditation, Muslim, Jewish, Quaker, or the 'Lord's Prayer' or any other kind of prayer can be used, or just silence.
- OTHER SUGGESTIONS….that can fit into the frame work. INVITE religious speakers or philosophers, charity workers, doctors, family members, nurses, doctors, carers, teachers, farmers, gardeners, life coaches, firefighters, police officers, RNLI Lifeguard, ambulance workers, dancers, artists, musicians, poets, writers, yoga practitioners, etc to speak about how their jobs/lives create value each day. What beliefs do they have?
- FINISH WITH A SONG &/OR SHORT INSPIRATION /FAMOUS QUOTE related to the theme, eg "Winter always turns into Spring"…. Or Pg 536 Volume 1, Writings of Nichiren Daishonin (Buddhist Teacher).

Appendix 5

Suggested international days/events as context for collective worship

Month	Value/Theme	Celebration Days	Partner
September	Peace Citizenship	Day of Peace (21st) Global Citizenship Day	Peace One Day Generation Global (secondary)
October	Dignity	Dignity Day	Global Dignity
November	Empathy Remembrance	Children's Day (20th) Remembrance Day	Empathy Lab Schools of Sanctuary
December	Rights and Responsibilities	Human Rights Day (10th)	Rights Respecting Schools
January	Coexistence	Day of Peaceful Coexistence (28th)	Tanenbaum Centre The-Golden-Rule.pdf
February	Social Justice	World Interfaith Harmony Week (1-7 Feb) Day of Social Justice (20th)	United Nations link back to Peace Day from Sept.
March	Preservation	World Water Day (22nd)	Current focus of World Water Day is glacier preservation, but locally the Cleddau Project is focused on our river.
April	Harmony	Mother Earth Day (22nd)	Harmony Project
May	Rights and Respect	National Children's Day (18th)	Rights Respecting Schools
June	Sustainability	Environment Day (5th)	Designated landscape project: Tirlun
July	Cooperation	Day of Cooperatives (6th)	Christian Aid Global Neighbours

Appendix 6

SACRE/SACRVE member contact details and related resources for support, guidance and visits

Rev Heather Cale is a member of the Church in Wales.

Contact details: heathercale@cinw.org.uk

Clare Campbell is a member of Humanists UK.

Contact details: clarecampbell@live.co.uk

Rev Richard Davies is a member of the Church in Wales.

Contact details: 01348 881 230 or rdlnc1@btinternet.com

Mani Dowsett represents the Soka Gakkai International (SGI) Buddhist Community.

Contact details: manidows@gmail.com

Dr Mohsen Elbeltagi is Imam at the Hamad Bin Khalifa Islamic Centre, Milford Haven.

Contact details: deputyimam@hbkic.co.uk and mobile: +447888381266

Lee Mills is a member of the Spiritualist community (Spiritualist National Union).

Contact details: Leetmills35@gmail.com and 07592111655

Humanists UK have curated and developed over 170 assemblies that schools may use freely, available here: **Assemblies For All**. There is also a calendar of over 260 events and other resources in a range of themes. For example, there are a range of activities and assemblies related to peace for all ages: **Peace Education Network - Teach Peace**