



Collective Worship Policy

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Member of staff Reviewing Policy: Daniel Sitkin

Approved by Governing Body: January 2020

Lighthouse School Collective Worship (Assembly) Policy

The Law

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All students must attend a weekly act of Collective Worship. Exceptions are made for students who “opt-out”, with KS3 and KS4 students requiring parental permission to not attend. KS5 students are empowered to decide for themselves whether they would like to attend Collective Worship session
- This legal framework applies to free schools and academies if determined by the funding agreement
- There is no need for an act of Collective Worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination
- It may take place at any time during the school day and should normally be on school premises
- It must be appropriate to the age, aptitude, and family background of students
- Responsibility for ensuring the school abides by Collective Worship legal obligation lies with the Principal and Governors, though the precise duties may vary according to the type of school
- Details of arrangements for Collective Worship, including this policy, must be documented and available to the public
- More than half of Collective Worship activities must be “wholly or mainly of a broadly Christian character”

The value of Collective Worship

As a school for students with ASC, Collective Worship offers an opportunity for our students to reflect on their experiences. This can provide valuable designated time for students to develop empathy and a wider perspective on events.

Collective worship supports the development of a school community, and can be integral in nurturing student personal development. Collective Worship –specifically a quiet time for reflection - can be integral in supporting students maintain their mental health. Alongside PHSCE, Citizenship, and RE, Collective Worship offers opportunities to develop understanding of diverse faiths and cultures, thereby contributing to the promotion of British values.

We see Collective Worship as an educational opportunity with clear objectives for spiritual development and wider SMSC awareness. We use this time to encourage students to:

- Show interest in, and a concern for, members of the school community
- Celebrate special occasions and develop tolerance together
- Reflect on their own personal development
- Show concern for the daily happenings in school life, the local community, the wider world
- Share appreciation of worthwhile projects undertaken by groups within the school

- Explore the values that underpin Lighthouse School, Britain, and religions from across the world
- Reflect upon the dimensions of human life – the wonderful, beautiful, joyful, heroic, humorous, tragic, sorrowful
- Reflect on the way in which humankind has expressed the deepest spiritual feelings, through the creative and expressive arts, scientific discovery, religious practice, service to God and other people.

Organisation of Collective Worship

In order to suit the needs of our students, Collective Worship will manifest in different ways:

- On a daily basis students will be given the opportunity to have a collective moment of quiet reflection. This will be known as ‘Moment of Self-Reflection’. Often this will take place at the end of form time just before students transition to their first lesson. Students will be given a question or quote prompt to guide their collective personal and spiritual reflection.
- On a weekly basis, students will be given the opportunity to reflect on their own personal, social, emotional, and spiritual development during timetabled Wellbeing sessions. It is through Emotional Literacy sessions that students will explore the wide range of emotions and the human condition.
- On a half-termly basis, students will gather as a key stage for an assembly. This will support the development of a wider school community and provide an opportunity for the celebration of special occasions. Students’ successes will be recognised and, where appropriate, students/guest speakers will be invited to lead and participate.

Principles and practice at our school

These are the key principles in planning Collective Worship (assembly):

- Staff and students will be given the opportunity to lead Collective Worship activities and Key Stage Assemblies
- Members of appropriate organisations will be invited to share in Collective Worship
- Themes will be used to provide cohesion to Collective Worship activities. These may relate to the cycle of the seasons, the wonders of the world, the deeds of man and the celebration of religious festivals. They will also relate to the children’s interests – classroom activities, the interests of the community, and school values
- Christian (non-denominational) themes will be explored, including Creation, Fall, Salvation, Justification, Redemption, Sanctification and Faith, Hope and Love
- The themes will be represented in a variety of ways, e.g. through passage, quote, story, prose, poetry, drama, art, music, discussion. The passages, quotes, and hymns will largely be from the Bible
- The special status of Jesus Christ will be acknowledged through collective worship practice – e.g. referenced in prayer and song
- There will be opportunity to recognise the distinctiveness of the many faiths and world views shared in our community
- Care will be taken to ensure prayer, or other forms of spiritual behaviour, are as inclusive as possible. This includes those with non-Christian, or no specific religious faith

- Students may be requested to repeat statements, however, these will not imply belief in a deity or conformity to a particular religious tradition
- We will be mindful of the need to promote the inclusion of all protected characteristics. All students will be given equal opportunity to participate in all Collective Worship activities.

Monitoring and evaluation

This policy and guidance will be monitored and evaluated by the Assistant Principals responsible for Quality of Education and Personal Development. Feedback will be gathered from stakeholders and reported to governors on an annual basis.