



School Worship Policy

Current 2009
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LANCASTER GIRLS' GRAMMAR SCHOOL

SCHOOL WORSHIP AND SPIRITUALITY POLICY

Purpose of the Policy	The aim of this policy is to <ul style="list-style-type: none"> • ensure that governors, parents, pupils and teachers are aware of the school's responsibilities in terms of collective worship. • provide an understanding of what worship means in a non denominational school
Teachers responsible for Policy	Jackie Cahalin
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Related Material	School Standards and Framework Act 1998 Lancashire SACRE (Standard Advisory Council on Religious Education)

1. The Statutory Duty of Schools

The Collective Worship Policy at Lancaster Girls' Grammar School pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority through its Standing Advisory Council on Religious Education (SACRE).

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly.

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local for a determination to have this requirement lifted.

LGGS is a non-denominational school. **Assemblies may broadly reflect Christianity, other formal religions or none.** The limitations of the school site mean that although assemblies take place four times a week, each year group will have three assemblies a fortnight. This is supplemented by "thought for the week" in addition to opportunities for reflection and spiritual and moral development across the curriculum.

In large assemblies and in smaller gatherings the school believes that activities, even if they do not include a prayer, can be spiritual in their nature or implications and thus fulfil the spirit of the law.

2. Aims of the Policy

The Collective Worship Policy of LGGS School is consonant with the philosophy and aims of the school as expressed below

- to provide a stimulating and supportive environment where individual needs and abilities are recognised and all are encouraged to develop to their full potential
- to provide opportunities for intellectual, physical, spiritual and cultural growth in preparation for adult life
- to encourage each pupil to take responsibility for her own learning, personal development and physical health throughout life
- to encourage self-esteem, self awareness and self-confidence
- to encourage pupils to form positive relationships and to communicate effectively with other people
- to encourage respect for other people's feelings, values, beliefs and property
- to encourage pupils to participate fully in the local, European and global community
- to celebrate achievement and effort at all levels and in all areas
- to assist each pupil to develop technological awareness and understanding

In particular the school aims to encourage pupils:

- a) to practise self discipline and take responsibility for their own actions
- b) to act with consideration for the rights and property of others
- c) to keep their word and always tell the truth
- d) to be polite and courteous at all times.

3. Definition of Collective Worship

Worship derives from the Anglo-Saxon word meaning honour, and worship can be rendered: to deities, or to people of excellence, worthy of honour or respect, and by extension to concepts, principles and conduct which are worthy of celebration and held to be of central importance to the community which worships.

Although worship is often regarded as veneration paid to a supreme being or power, worship in schools must necessarily be of a different character. (Circular1/94 p 57 Dfes) At LGGS worship is defined in the broadest sense of the word, and places especial emphasis upon the celebration and honour of achievements, ideas and values which are central to the ethos of LGGS.

Collective Worship is not the same as Corporate Worship and is thus able to accommodate individual rather than uniform responses. It does not require any responses which assume or imply that pupils are united in faith and commitment.

Collective Worship is a time when the whole school, or groups within the school, meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to engage in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

4. Aims of Collective Worship

For the School:

Collective Worship contributes significantly to the ethos of LGGS and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

5. The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' including individually and on their own level.

6. The Organisation of Collective Worship

Collective Worship is organised to provide for a variety of groupings and will take place in the school hall, or the classroom. The limitations of the school site mean that it is never possible for the whole school to meet in one place.

Acts of worship will usually last for approximately 10 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

7. Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. The Deputy Head (Student Wellbeing) is responsible for planning the collective worship timetable.

Half termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. These will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

Visitors will be welcome to lead Collective Worship from time to time. Leaders from different Faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these Faiths.

8. The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively. A variety of resources will also be used). Leaders will choose the style/method and resources which are appropriate to the content, age, aptitude and background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and/or prayer.

This policy affirms that all or some of the following activities are conducive to, and indeed may constitute an act of, Collective Worship:

- Celebrating, and sharing, a joyful event occurring to an individual within the form or in a larger assembly.
- Sharing grief experienced by a member of a form.
- Acknowledging, as a fine thing, an achievement on behalf of others, such as an act of charity, brilliant success, or strong efforts, in a sponsored event or other fund-raising event.
- Silence. A sense of calm and order.
- A sense of awe, beauty, wonder, mystery.
- Quiet reading of literature; listening to music.
- A sharing of some beliefs with others.
- Finding - (or communicating) - meaning and purpose, in everyday or personal events, or in current affairs.

- Helping someone in the community.
- Emphasising honour, value, morality or concern for others.
- Being enabled to come to understand one's own emotions.
- Story-telling and sharing of experience.

9. Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the headteacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

10. Promoting moral and spiritual awareness

At LGGS great emphasis is placed on the importance of developing moral and spiritual awareness through all aspects of school life, including Collective Worship, the curriculum in many subjects including RS, History, Science and Citizenship, school rewards and sanctions and the leadership opportunities offered by the school.

Pupils and staff work together to develop a climate of co-operation and discipline within the school and recognise that this is the basis of good personal relationships. The school as a whole upholds moral values such as honesty, reliability, respect and consideration for others and property

Pupils are given the opportunity to take responsibility for their own actions and develop self-discipline (for example in their approach to their own work, through holding positions of responsibility and belonging to teams.) Empathy is also fostered for example through actively promoting charity and community work and through the study of prejudice

The ethos of the school strongly promotes development of individual beliefs and values. Pupils are encouraged to develop respect for others who express their spirituality through diverse religious traditions or secular beliefs. Pupils are given the opportunity in the school curriculum to discuss moral issues and to develop their own approaches and reasoned solutions to these whilst being sensitive to the attitudes of others.