



Brecknock and Torriano Schools Federation Collective Worship Policy

Committee	Curriculum
Last reviewed	May 26
Next revision	Every 2 years
To be reviewed	May 2028

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1. BACKGROUND

a) The Federation's current policy and practice

The Federation has an established Collective Worship Policy which reflects its ethos as a Gold Rights Respecting School. Collective worship takes place daily through assemblies (whole school, Key Stage or class-based). Current practice includes:

- Assemblies led by the Heads of School, senior leaders, staff and visitors
- Opportunities for reflection, discussion, storytelling, music and celebration
- Recognition of a range of religious and cultural festivals
- A strong focus on school values, rights, and global citizenship

Collective worship is inclusive in nature and designed to be meaningful for pupils of all faiths and none.

b) The legal requirements

Under the School Standards and Framework Act 1998:

- All pupils are required to take part in a daily act of collective worship.
- This should normally be "wholly or mainly of a broadly Christian character.

The Federation meets the requirement to provide a daily act of collective worship.

However, due to the diversity of the school community, the schools within the Federation have been granted a SACRE Determination, which allows worship to reflect a wider range of beliefs and non-religious perspectives rather than being mainly Christian in character.

This ensures compliance with the requirement that worship be appropriate to the ages, aptitudes and backgrounds of pupils.

The SACRE Determination enables the Federation to reflect the diversity of beliefs within its communities in a way that is inclusive and appropriate.

2. THE ROLE AND PURPOSE OF COLLECTIVE WORSHIP

Collective worship within the Federation plays an important role in the life of the schools and contributes significantly to pupils' spiritual, moral, social and cultural (SMSC) development. It provides opportunities for pupils and staff to:

- Reflect on values, beliefs and personal experiences
- Develop a sense of belonging and community
- Explore moral and social issues
- Celebrate achievements and shared experiences
- Experience awe, wonder and reflection

As Rights Respecting Schools, collective worship supports children in understanding their rights and responsibilities, and in developing respect for others.

Our approach is inclusive, invitational and reflective, ensuring all pupils can engage in a way that is appropriate to their own beliefs.

Impact of Collective Worship

Collective worship within the Federation has a positive impact on pupils' personal development and contributes significantly to the Federation's ethos as a Rights Respecting community.

Pupils demonstrate increasing confidence in expressing their own views and beliefs, while showing respect and understanding towards those of others. They are able to reflect thoughtfully on themes

such as fairness, equality, kindness and responsibility, and make links between these values and their own lives.

The inclusive nature of collective worship ensures that all pupils, including those with no religious affiliation, feel respected and able to engage. Pupils understand that they are not required to participate in religious practice, but are encouraged to reflect in a way that is meaningful to them.

Through regular opportunities for reflection, pupils develop important skills in listening, empathy and critical thinking. They are increasingly able to consider different perspectives, including religious and non-religious viewpoints, and to engage in respectful discussion.

Collective worship also supports pupils' understanding of the wider world, including global issues, social justice and active citizenship.

Pupil voice indicates that children value this time as an opportunity to come together, reflect and share experiences. Increasing opportunities for pupil leadership in assemblies have further strengthened engagement and ownership.

Overall, collective worship makes a strong contribution to SMSC development and supports the Federation's commitment to inclusion, respect and community cohesion.

3. PLANNING ISSUES

Collective worship is carefully planned to ensure consistency, quality and inclusivity.

Organisation

- Daily assemblies take place in whole school, Key Stage or class groups
- Assemblies take place in classrooms, halls or shared learning spaces depending on need
- Sessions are led by the Executive Headteacher, Heads of School, senior leaders, staff or visitors
- Each session includes structured time for input, reflection and engagement

Content and delivery

Approaches include:

- Stories (religious and non-religious)
- Music, song and creative arts
- Reflection, meditation or quiet thinking time
- Pupil contributions and presentations
- Use of artefacts and visual focus points
- Discussion and questioning

Themes are planned in advance and linked to:

- School values (e.g., respect, kindness, fairness)
- Cultural and religious diversity
- Global issues and current events
- Wellbeing and personal development

4. THE ROLE OF THE CO-ORDINATOR

The Collective Worship Co-ordinator is Rosemary O'Brien.

Responsibilities include:

- Leading the development and implementation of the policy
- Supporting staff in planning and delivering collective worship
- Ensuring content is inclusive and appropriate

- Monitoring the quality and impact of collective worship
- Maintaining resources
- Liaising with the Executive Headteacher, Heads of School, senior leaders and governors
- Supporting SACRE Determination requirements

5. EQUAL OPPORTUNITIES

The Federation is committed to equality and inclusion in all aspects of school life.

Collective worship:

- Respects pupils of all faiths and none
- Does not promote any single religion
- Avoids indoctrination
- Enables pupils to engage at their own level
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Collective worship is conducted in a manner that is inclusive, respectful and non-coercive, recognising the rights and freedoms of pupils and families with different religious and non-religious beliefs. Pupils may reflect but are not required to participate in religious practices such as prayer.

Parents have the legal right to withdraw their child, wholly or partly, from collective worship. Appropriate alternative provision will be made.

6. RESOURCING

The Federation uses a range of resources to support collective worship, including:

- Books and stories
- Music and audio-visual materials
- Artefacts from different cultures and religions
- UNICEF and global citizenship materials

Resources are stored within the schools and maintained by the Collective Worship Co-ordinator.

Future priorities include:

- Expanding resources to reflect non-religious worldviews
- Increasing pupil-led worship opportunities
- Developing materials linked to rights and global issues

Future resourcing priorities will be considered through the Federation's School Development Planning process.

7. SACRE DETERMINATION

The schools within the Federation have been granted a SACRE Determination, which allows collective worship to reflect the diverse backgrounds, beliefs and worldviews of pupils rather than being mainly of a broadly Christian character.

This reflects the pupil populations across the Federation, where:

- pupils come from a wide range of religious and non-religious backgrounds
- the largest represented groups are Muslim, Christian and pupils identifying as having no religion
- other faiths represented include Hinduism, Judaism and Buddhism
- some pupils identify with other faiths or choose not to state a religion

POLICY REVIEW

This policy will be reviewed every two years by the Collective Worship Co-ordinator, Executive Headteacher, Heads of School and governing body.

CONCLUSION

Collective worship within the Federation is inclusive, reflective and relevant. It supports pupils' development while respecting the diversity of beliefs within the school communities and ensuring compliance with statutory requirements and SACRE guidance.