



North

Yorkshire County Council

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

GUIDANCE TO SCHOOLS ON COLLECTIVE WORSHIP

2006

INTRODUCTION

In 2001, as a supplement to its annual report, the Standing Advisory Council for Religious Education (SACRE) issued guidance to secondary schools on collective worship. That guidance was issued in response to a survey of secondary schools which identified that few of the county's non-denominational secondary schools were fully compliant with statutory requirements relating to collective worship, though there was evidence to suggest an improving picture.

As SACRE now prepares to consider ways in which it can continue to monitor collective worship provision given the changes to the format of school inspection reports by Ofsted, it feels the time is right to clarify the statutory framework, update the features of good practice identified in the survey, and suggest a school self-evaluation framework for collective worship.

SACRE also feels that it would now be appropriate to share this guidance with all schools in the context of both school self-evaluation (statutory compliance and working practice) and the "Every Child Matters" five key outcomes to which committed and well-planned collective worship can make a significant contribution.

THE STATUTORY FRAMEWORK

In summary, the **School Standards and Framework Act 1998** requires all maintained schools to provide a daily act of collective worship for all pupils (including sixth form if applicable), from which parents have a right to withdraw their children. In community schools, and foundation schools without a religious character, it must be wholly or mainly of a broadly Christian character.

In community schools, and foundation schools without a religious character, the responsibility for arranging collective worship rests with the headteacher after consulting with the governing body.

In voluntary schools, and foundation schools with a religious character, the responsibility for arranging collective worship rests with the governing body after consulting with the headteacher.

DFE Circular 1/94 Religious Education and Collective Worship, provides guidance on securing provision from outside the school as neither heads nor teachers in community schools are obliged to take part, and establishes guidelines for provision beyond the Christian tradition.

There is no legal requirement for the whole school to meet together in the same place at the same time: class, tutor group, year group, key stage or 'house' are each collective.

OFSTED SELF-EVALUATION AND INSPECTION

The Ofsted School Self-Evaluation Form (SEF) Part C (statutory compliance) question 3, requires schools to state whether provision of a daily act of collective worship for all learners is in place and that it has told parents of their right to withdraw their children. Partial or non-compliance will not necessarily be reported or, in itself, lead to a judgement of inadequate, providing the school can evidence its best efforts in attempting to achieve compliance.

FEATURES OF GOOD PRACTICE

- A whole school commitment to the value of collective worship expressed in a policy document endorsed, monitored and evaluated by the governing body.
- The availability of information for parents on collective worship (*e.g. school prospectus, school profile, specific information leaflet/s*), including their statutory rights.
- A planned annual programme of themes for collective worship published to all staff and other providers, with appropriate guidance.
- A wide range of providers contributing to the planning and delivery of collective worship (*e.g. staff, pupils, governors, parents, representatives of local churches, faiths and community groups*).
- Appropriate and accessible resource provision for collective worship (*e.g. audio-visual, I.C.T., current reference*).
- Regular and structured monitoring and evaluation of the quality and impact of collective worship, drawing on the views of pupils, parents, staff and other providers.
- Recording the findings of monitoring and evaluation of collective worship in the Ofsted school self-evaluation form (*e.g. Part A: 1b, 4 and Part C: 3*)
- Recording the actions required as a result of monitoring and evaluation of collective worship in the school development plan.
- Inclusion of collective worship in provision for pupils' spiritual, social, moral and cultural development.
- Inclusion of collective worship in contributing to the personal development and well-being of children and young people as expressed through the five key outcomes:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being.

SACRE GUIDANCE

Schools need to be secure in their self-evaluation in regard to collective worship, especially through:

- Clearly communicated commitment to the value of collective worship and the fullest compliance that the school can achieve;
- Demonstrable action to maintain and improve the quality and impact of collective worship;
- Rigorous attention to any barriers to full compliance, where they exist, and informed consideration of whether these are insuperable.

Where there are barriers to full compliance, schools might consider:

- Smaller groups and/or offset timetabling to overcome logistical difficulties;
- Whether individual staff would be willing in sufficient numbers to conduct or supervise tutorial or class-based collective worship;
- Whether there are non-school based personnel with the appropriate skills and availability to conduct at least part of the programme;
- Structured monitoring to ensure consistency across grouped collective worship.

EVERY CHILD MATTERS: COLLECTIVE WORSHIP AND THE FIVE KEY OUTCOMES

Every Child Matters is the government's vision for children's and young peoples' services, now encapsulated in the Children Act 2004. The Act has established in law the five key outcomes for all children and young people, to which schools are key contributors.

Key outcome	What does it mean?	Collective worship link/s
Be healthy	<ul style="list-style-type: none"> ▪ Physically healthy ▪ Mentally and emotionally healthy ▪ Sexually healthy ▪ Choose not to take illegal drugs 	<i>Spiritual health/moral code/right and wrong</i>
Stay safe	<ul style="list-style-type: none"> ▪ Stay safe from maltreatment, neglect, violence and sexual exploitation ▪ Safe from accidental injury and death ▪ Safe from bullying and discrimination ▪ Safe from crime and anti-social behaviour in and out of school ▪ Have security, stability and are cared for 	<i>Developing relationships through respect – not to bully, not to discriminate</i>
Enjoy and achieve	<ul style="list-style-type: none"> ▪ Ready for school ▪ Attend and enjoy school ▪ Achieve stretching national education standards at school ▪ Achieve personal and social development and enjoy recreation 	<i>Striving for a goal/celebrating achievement/giving thanks</i>
Make a positive contribution	<ul style="list-style-type: none"> ▪ Engage in decision making and support the community and environment ▪ Engage in law abiding and positive behaviour in and out of school ▪ Develop positive relationships and choose not to bully and discriminate ▪ Develop self-confidence and successfully deal with significant life changes and challenges ▪ Develop enterprising behaviour 	<p><i>Contributing to community cohesion within and across different faiths</i></p> <p><i>Reflection on self and relationship with others living in community</i></p> <p><i>Mutual respect and exploration of shared values</i></p>
Achieve economic well-being	<ul style="list-style-type: none"> ▪ Engage in further education, employment or training on leaving school ▪ Ready for employment ▪ Live in decent homes and sustainable communities ▪ Access to transport and material goods ▪ Live in households free from low income 	<p><i>Influence of faith on career routes and aspirations</i></p> <p><i>Reflect on worthwhile goals in life</i></p>

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