



Collective Worship and Assemblies at  
Castle School

## Collective Worship and Assemblies Guidance

### 1. Purpose and Scope

This guidance sets out how Castle School provides opportunities for collective worship and assemblies which promote the spiritual, moral, social and cultural (SMSC) development of all pupils and reflect the school's inclusive ethos.

It applies to all staff, pupils, governors and visitors involved in planning or leading assemblies.

### 2. Statutory Framework

- **School Standards and Framework Act 1998** requires all maintained schools to provide daily collective worship.
- Special schools, including Castle School, have **flexibility** to organise collective worship appropriate to the pupils' age, needs and understanding (Section 70 and 71).
- Ofsted evaluates the contribution of collective worship and assemblies to pupils' personal development, SMSC and the promotion of British Values.

### 3. Aims

Through collective worship and assemblies, Castle School aims to:

- Support our values: **Be Confident, Be Kind, Be Creative – Together We Learn.**
- Provide opportunities for reflection, celebration and shared experience.
- Promote spiritual development, respect for diversity and understanding of different faiths and worldviews.
- Foster a sense of belonging, community and responsibility.
- Mark key events in the school calendar and wider world (e.g. Harvest, Remembrance etc).

### 4. Nature of Collective Worship at Castle School

- **Inclusive and Accessible**
  - Provision is adapted to meet the cognitive, sensory, communication and physical needs of all pupils.
  - Sessions may be class-based, pathway-based, phase-based or whole-school, depending on need and safety.
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- **Broadly Christian in Character**
  - In line with legislation, collective worship is “wholly or mainly of a broadly Christian character,” while reflecting our diverse community and respecting pupils of other faiths or none.
- **Reflective and Creative**
  - Sessions may include music, stories, drama, art, signing, symbols, sensory experiences, silence, prayer, or thought for the day.

## 5. Organisation and Frequency

- **Daily Opportunity**
  - All pupils are offered a daily opportunity for collective worship or a reflective assembly experience.
  - This may be achieved through a mix of:
    - Whole-school assemblies
    - Pathway or key stage assemblies
    - Class-based reflection or circle time
- **Planning**
  - A termly **assembly calendar** is produced by the Senior Leadership Team (SLT) with input from staff and pupils.
  - Themes link to school values, British Values, SMSC, RE/PSHE curriculum and key festivals or national days with links to our weekly themes.

## 6. Content and Themes

Examples include:

- School values and ethos (Be Confident, Be Kind, Be Creative)
- Respect, friendship and kindness
- Environmental and sustainability themes
- Festivals and celebrations: Diwali, Christmas, Eid, Lunar New Year, Harvest, Easter
- British Values: democracy, rule of law, liberty, respect and tolerance
- Global awareness: Fairtrade Fortnight, World Environment Day, Refugee Week
- Pupil-led celebrations and achievements

## **7. Roles and Responsibilities**

- **Headteacher/SLT**
  - Ensure provision meets statutory requirements and is inclusive and safe.
  - Approve the assembly calendar and monitor impact.
- **SLT**
  - Coordinate themes, resources and visitors.
  - Support staff in planning and delivery.
- **Class and Pathway Leaders**
  - Adapt materials for pupils' needs.
  - Ensure class-based reflection where pupils are unable to attend group assemblies.
- **Visitors and Faith Leaders**
  - Are welcome to contribute but must follow the school's safeguarding and equality policies.

## **8. Safeguarding and Inclusion**

- All assemblies and collective worship must comply with the school's Safeguarding & Child Protection Policy.
- All content must be respectful of the diverse faiths, cultures and life experiences of pupils and families.
- Parents/carers retain the right to withdraw their child from collective worship under Section 71 of the School Standards and Framework Act 1998. Any request should be made in writing to the Headteacher and an alternative reflective activity will be arranged.

## **9. Monitoring and Evaluation**

- The Senior Leadership Team monitors delivery through learning walks, planning checks and pupil voice.
- Governors receive an annual report on collective worship and assemblies as part of the Curriculum and Personal Development agenda.