



Working Together-Striving for Excellence

Collective Worship

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Collective Worship Policy

Our Mission Statement

At Great Milton Church of England Primary School we aim to provide the best possible education and opportunities for all our pupils.

We endeavour to cultivate respect for the spiritual and moral beliefs of the Christian tradition, showing tolerance and understanding of alternative religions.

We aim to create a community in which pupils, cared for as individuals, are helped to find fulfilment as they grow towards adulthood.

Working together- striving for excellence

As a Church of England Primary School we have a legal requirement to

- Provide an act of worship for all pupils every day
- Ensure that collective worship is in accordance with the trust deed of the school
- Include a statement in the school prospectus that makes it clear that parents may withdraw their children from all or any part of collective worship.

1. In this Church of England Voluntary Controlled School, Collective worship conforms with the ethos statement and the rites, practices and doctrines of the Church of England. We strive to promote the outward sign of the love of Jesus, creating a joyful, happy, inclusive and vibrant place. The daily act of collective worship required by law in the School shall be consistent with the faith and practice of the Church of England and the basic curriculum required by law in the school shall include religious education consistent with the faith of the Church of England. Use is made, within the provisions of the Education Acts for the time being in force, of the Parish Church or other Church of England place of worship, both for occasional acts of collective worship and for religious education.

In our school, collective worship is central to the life of the school having high **status and value**. It is therefore:

- coherent with the school's mission statement
- well organised and planned
- staff to participate as well as just attend
- held in an environment conducive to worship

We believe it should be an **educational** experience and so:

- Take account of the ages, aptitudes and family backgrounds of pupils
- Extend the learning opportunities offered to pupils
- Reflect what goes on across the curriculum – not just RE

In our school, collective worship is planned to be **inclusive**. It should invite not coerce.

Collective worship is seen as a rich opportunity to provide for pupils' **spiritual, moral, social and cultural development**. For this to be successful worship should:

- Have a sense of occasion
- Invite participation
- Be concerned with the worship of God
- Provide an opportunity for pupils to explore their inner feelings
- Provide opportunities for individuals and the community to share what is of importance to them/it
- Celebrate beliefs, values and ideals
- Respect the integrity of all individuals, valuing everyone as a child of God
- Promote Christian moral values
- Promote the moral codes of the school and explore the rationale for them
- Promote personal qualities such as thoughtfulness, fairness, respect, honesty etc
- Reflect on models of moral virtue in literature and the lives of contemporary people and those of the past
- Foster a sense of community and belonging
- Be varied in style and include different forms of expression eg art, music, story, dance
- Celebrate pupils' talents
- Make use of symbols and imagery

Whatever the approaches, we expect that pupils will be introduced to the key beliefs and aspects of the Christian faith and helped to explore them. These would include:

the nature of God as Father, Son and Holy Spirit;

the nature of human beings as children of God, part of his creation and, though sinful, destined for eternal life;

Jesus as the Son of God who, through his life, death and resurrection, broke the power of evil and restored humanity's relationship with God;

the central values of forgiveness, selfless love, redemption, goodness, compassion and charity;

the central place of the Bible as a source of knowledge about God and Jesus and as a source of inspiration and guidance;

the importance of prayer;

the central symbols of Christianity;

the cycle of the Church year.

Anglican Heritage

In all Anglican schools worship should reflect some of the essential features within the rich traditions of Anglican prayer and worship. The suggestions below include some of the elements of the Anglican heritage which can be drawn upon over a period of time for use in school worship:

- Using the Bible as a source book for inspiration and learning
- Reflecting upon Christian symbols and their use in worship (for example, bread, wine, chalice, cross and crucifix are symbols which lead to an understanding of the meaning of Jesus' death and resurrection)
- Observing the cycle of the Anglican year: Advent, Christmas, Lent, Easter and Pentecost. This, with holy days, can provide the framework for a changing pattern of school worship
- Participating in the regularity and set order of Anglican worship. This recognises the central significance of the Eucharist while acknowledging the variety of other forms of worship, which may be decided locally in order to match, as far as possible, pupils' experience in school and church. There could be special services from time to time, eg welcoming new pupils to school or acknowledging the departure of older pupils.
- Using collects as a focus for short acts of worship in small groups

- Identifying a collection of responses and prayers which create a framework for worship within the school
- Learning traditional responses and prayers which express the essential beliefs of Christians throughout the ages
- Providing opportunities to discover the value of meditation and silence within the context of Christian worship
- Recognising that the Anglican Church has a strong commitment to ecumenism which may be expressed when members of other Churches are invited to lead worship
- Experiencing the bond of community which encompasses gender, age, race and religious opinion. This could be expressed through the range of visitors who are invited to lead or attend school worship
- Sharing in a commitment to dialogue with other faiths, shown in the welcome we offer to all pupils and the celebration of shared values and beliefs

2. Responsibility for the policy

- This policy was produced in consultation with head teacher, staff, governors and local clergy.
- The head teacher, who acts, as worship co-ordinator will be responsible for monitoring the policy document.

3. Organisation and Delivery

- The agreed pattern of weekly worship is:

Monday – whole school 10.10am (led by HT)

Tuesday – KS1 worship 10.10am (led by KS1 leader), KS2 worship 11.00am (led by Music Coordinator/KS2 teachers in turn)

Wednesday - whole school Visitor's Worship 10.10am, led by Vicar or a visitor of faith.

Thursday – KS1 and KS2 worship 10.10am (led by KS1 and 2 teachers in turn). (Learning worship songs, understanding the meaning and messages within them. Or learning songs with current relevance to curriculum, local or world events.)

Friday – whole school, alternating Sharing Assembly and Celebration Worship – 2.50pm (Sharing Assembly, each class take it in turn to share and give thanks for what they have been doing in school, in front of whole school and parents. Celebration Worship involves awarding Stars of the Week and Golden Moments for examples of our school values and ethos during the week.

- Prayers are shared in class before lunch in thanks for our food and in class at the end of the day.
- Whole school worship is lead by the head teacher, staff, children, local clergy or visiting speakers.
- Though worship is not designated as curriculum time under current DfES regulations, it is a major aspect of the whole curriculum provided by the school. Worship is a vehicle for exploring aspects of the National Curriculum and Religious Education and frequently involves teaching and learning activities such as discussion and question and answer. Pupils may be read to or instructed or they may be asked to listen to readings or to think about and respond to a stimulus such as a work of art.

Worship is also concerned with the celebration of the curriculum, with pupils displaying or recounting details of what they have learnt. Frequently pupils are involved in leading worship or performing through dance, drama or music.

When any such activities occur, they may be counted as teaching time even though they take place within worship. It is appropriate that, in a Church school, worship and learning is seen as a seamless whole even though, for the purposes of recording teaching time, we distinguish between the two.

- e) Parents, family and governors are invited to join in acts of worship on regular occasions, including in school, church or outdoor services. Parents and community members are kept informed through monthly newsletters, letters or personal invites.
- f) A worshipful atmosphere is to be created and sustained on a daily basis. The children enter and leave worship to music in a quiet and orderly fashion. A candle is lit to signify the start and end of the worship time. Various focus objects to encourage thought, discussion or reflection may be used.
- g) Worship will be distinguished from notices and other 'assembly' activities as notices will be given once the candle is extinguished prior to the children leaving the hall.

There are occasions when worship takes place in Church and these are through liaison with the local clergy.

4 Content and Approaches

- (a) Worship is planned on a termly, weekly and daily basis and details are held within the Worship folder. A three-year rolling programme of Values/themes has also been designed to ensure breadth and balance of worship.
- (b) Content is organised through the rolling programme of themes and these are often linked to RE session from the syllabus, or are stand alone worship sessions connected with the Church year or world events.
- (c) A range of approaches are used, e.g. adult and pupil led, story telling, music and movement, drama (rehearsed and improvised), visual aids, role play, singing, puppet shows, poetry reading, speaking and listening activities.

5. Resources

- a) Worship resources are purchased either through school or by members of staff as and when required to support worship delivery.
- b) We have a range of resources used for worship. This includes, hymnbooks, CDs, tapes, musical instruments, books, big books, artwork, Christian artefacts etc. These are located within the Resource Room, HT office, hall and focus table.

6. Consultations, Management, Recording and Review

- (a) The policy, planning and delivery of worship are monitored by the headteacher along with Pupil Committee governors and the Vicar. Such monitoring arrangements are then reported to governors via meeting minutes.
- (b) Evaluations of worship are completed by staff and children

7. The legal requirements for Collective Worship in our school

- (a) **Legal Basis**

The Trust Deed of the School governed by the School Standards and Framework Act 1998, as well as collective Worship in Church Schools. The Collective Worship provided by the school must be in accordance with the Trust Deed, or in accordance with the tradition before it became a Voluntary Controlled school.

(b) Daily Worship

Daily Collective Worship has to be provided for every pupil. This worship may take place in various groupings such as the whole school, separate Key Stage groups, year groups or in classes but not in faith groups. Worship may take place at any time in the school day.

(c) Worship in Church

Worship should normally take place on the school premises, but may take place in Church on special occasions.

(d) Parental rights of withdrawal

Parents have the right to withdraw their children from all or part of Collective Worship.

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This Foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate pupils from the religious life of the school.

(e) Complaints about the provision of Collective Worship

It is hoped that any complaint will be resolved informally by the Head Teacher, in consultation with the Governors, and possibly with advice from the Diocese. However, if the complaint is not satisfactorily resolved, then formal procedures come into play and the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

A Frost

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