

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



Collective Worship Policy

Date of review/adoption	Autumn 2022
Date of next review	Autumn 2024
Notes	

Signed*C. Robertson*.....Chair of Governors

Date12.12.22.....

**Electronically signed and approved at Full Governing Board meeting held on
12.12.22*

BLUNDESTON CEVC PRIMARY SCHOOL

COLLECTIVE WORSHIP POLICY

1. Introduction

As a Church of England school, worship is an affirmation and celebration of our Christian ethos, where our school community has the opportunity to learn, worship and grow in their understanding of God, and of themselves.

Worship in our school is not simply a statutory duty, although the legal requirements provide a framework for practice. Collective worship is an expression of our school's Christian vision and values. We believe that everyone is made in the image of God and that worship is a vital factor in this image becoming more meaningful to those who participate in it. This belief is supported by the vision for our school as **a place to flourish**, as stated in **John 10:10** (*'I have come that they may have life, and have it to the full'*).

We believe that, at its heart, collective worship enables pupils and staff to gather together to respond to the presence, power and peace of God through prayer, reflection, singing, sharing and communicating feelings.

Worship should enable participants to develop an understanding of Jesus Christ and God as the Father, Son and Holy Spirit.

2. The legal requirements

Our collective worship programme complies with the School Standards and Framework Act 1998 (Section 70 and Schedule 70) which requires that:

- All registered pupils (apart from those whose parents/carers exercise the right to withdrawal) must on each school day take part in an act of collective worship.
- The daily act of collective worship should be conducted in accordance with the provisions of the school and the ethos statement in the Instrument of Government, and should be consistent with the beliefs and practices of the Church of England.
- All acts of collective worship in church schools must be Christian in character. Pupils can be grouped in various ways for worship such as the whole school, classes, key stages or other combinations.
- Acts of worship must be appropriate for the pupils in that they should take account of pupils' age, aptitude and family backgrounds.
- The daily act of collective worship will normally take place on the school premises but all schools are able to hold their act of collective worship elsewhere (e.g. at the local church).

- Responsibility for the arrangement of collective worship in a Church of England school rests with the Governing Board in consultation with the Headteacher. Foundation governors have a particular responsibility because they are appointed to preserve the religious character of the school. The Headteacher has a responsibility to ensure that all arrangements for collective worship are secured. They act as the Collective Worship Leader.

3. Anglican faith and practice

In addition to the above, we seek to provide acts of collective worship that reflect the faith and practice of the Church of England. This means:

- We use the Bible as a source of inspiration and learning and make pupils familiar with the Lord's Prayer, psalms and other verses of scripture. We introduce them to a variety of prayers through collective worship.
- We use aspects of Anglican liturgy to create a framework for worship. We use Christian symbols as a focus for reflection, including a cross and three candles to symbolise the Holy Trinity, as well as liturgical colours, and provide opportunities to discover the value of meditation and silence. We observe the cycle of the Anglican year, including celebrations of the major Christian festivals.
- At our school, we aim to provide a worship space which is attractive and well prepared with appropriate thought having been given to space, seating, ambience and music. Whole school collective worship takes place in the hall. Classrooms are used for class or key stage collective worship.
- We have good links with our local church, St. Mary the Virgin Church in Blundeston. This provides coherence between worship in church and school. Classes visit the church regularly for collective worship, often supported or led by clergy members.
- Clergy support staff with the planning of collective worship.

4. Rights and responsibilities

As established by the 1944 Act, and reinforced through this policy, parents/carers have the right to withdraw their children from collective worship. If such a request is made, appropriate arrangements will be made in keeping with the requirements of the Act.

5. Aims and purpose

The aims and purpose of collective worship, as defined by the Education Reform Act 1988, are as follows:

- To provide an opportunity for children to worship God

- To enable children to consider spiritual and moral issues
- To enable children to explore their own beliefs
- To encourage participation and response
- To develop in children a sense of community spirit
- To promote a common ethos with shared values and to reinforce positive attitudes.

At Blundeston, our aim is for our collective worship to be **inclusive, inspiring and invitational** to all.

Inclusive: we include opportunities for the whole school community to engage with daily worship, including all our pupils, pupils of different faiths, staff and visitors.

Inspiring: we use a variety of creative experiences to enable the children to encounter God (e.g. liturgy, drama, music, artwork, interactive displays, prayer, stillness and reflection).

We also include opportunities to promote global citizenship and the 'imagining of a different order' (*Church of England Vision for Education: Deeply Christian, Serving the Common Good*, p. 16). We intertwine Global Neighbours resources through our collective worship programme, to support us with this.

Our aim is to support our pupils to tap into the idea of being part of God's kingdom, understanding that each one of us has a part to play in making a positive difference to our world, being courageous advocates, helping it be more like God originally intended. In doing so, we believe we can help others and ourselves to grow and flourish.

Invitational: we give our pupils opportunities to take part in daily worship, both planned and unplanned. This includes giving them time to reflect, the opportunity to share their thoughts and ideas, the opportunity to consider big or challenging ideas and concepts, and the opportunity to worship through singing and prayer. Sometimes, our pupils lead collective worship. Our collective worship monitors are responsible for organising resources and setting up the hall ready for collective worship.

6. Planning

Planning for collective worship is led by senior leaders, supported by local clergy and the RE Subject Leader. Planning is undertaken in consultation with staff. Plans follow the cycle of the Anglican calendar, as well as the school's Christian values (**family, respect, flourish**). We use a range of resources to support our planning, including Global Neighbours, A Fresh Approach to Collective Worship (Diocese of Canterbury), Roots and Fruits and Churches from Around the World (BRF Online).

Collective worship plans follow the gather-engage-respond-send sequence (Appendix A).

7. Organisation

An act of collective worship is held in school daily. This may involve the whole school or smaller class or key stage groups. Where collective worship forms part of an assembly, we ensure that there is a clear distinction between the elements of gathering. We make this explicit by using symbols (candles and a cross) and also announcing when we are going to pray.

School staff, together with groups of pupils, whole classes and local clergy, lead collective worship. This includes regular 'Open the Book' sessions.

We conduct collective worship in a dignified and respectful way with high expectations for everyone who takes part.

We create a suitable atmosphere by using music, pictures of other artefacts to act as a focal point. We ensure we always have three candles (to represent the Holy Trinity) and a cross on display during whole collective worship, both in the hall and in classrooms. We explain the importance of these symbols.

The collective worship table is covered with a cloth of the appropriate liturgical colour, in accordance with the seasons of the Anglican calendar.

On Fridays, we celebrate our children's achievements in our '**Flourishers**' assembly. This culminates in an act of collective worship and plays an important role in promoting our Christian vision.

We see singing as an important and joyous part of worship, with each class learning the same repertoire of songs each half-term. We then come together regularly to sing these as a whole school.

We invite parents/carers to class collective worship sessions. A different class leads this worship each half-term. When parents/carers visit, we invite them to join us and also gather their feedback to evaluate the impact of our collective worship.

All adults in school are invited to collective worship. Governors are also invited to attend collective worship.

Participants are encouraged to reflect on collective worship. Each class has a reflective journal and the children also have individual reflection books which they can use to record their thoughts and questions. We have a prayer tree in the main corridor where children, staff and visitors can contribute.

8. Resources

In school, we have a wide collection of books and music for use in collective worship. We have a collection of CDs, which are used to provide suitable music as children enter and leave the hall, as well as to accompany singing. We also use the 'Sing Up' website for singing.

9. Spirituality in collective worship

Collective worship is the beating heart of our school. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality is shared.

Collective worship provides the opportunity for pupils to become aware of the importance of reflection and how positive and negative experiences can be formative. It also provides a real sense of being present ('now' moments) which are often linked to invitations to pray.

Through daily collective worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the 'wows' of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the 'ow' moments of disappointment or suffering.

Pupils are given time to consider their responsibilities to others and to grow in love and service.

Time is given for celebration, both for the achievements of our school community, and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way, pupils are offered time to be able to contemplate and develop spiritually. At our school, collective worship is invitational, inspirational and inclusive.

10. Monitoring and evaluation

Senior leaders and governors routinely observe, monitor and evaluate acts of collective worship in line with agreed criteria (see Appendix B). Collective worship monitoring is included in our termly monitoring timetable.

Key elements of collective worship monitoring include:

- Evaluating the key message of the act of worship – was it clearly delivered and understood by pupils and staff?
- Evaluating how the pupils discussed and explored Christian values.
- Evaluating how pupils encounter the teachings of Jesus and explore the relevance of His teaching in today's world.
- Evaluating how the worship inspired pupils into action.
- Evaluation of the opportunities given to staff and pupils to reflect on their behaviour, values and attitudes.

- Evaluation of the opportunities for pupils to become aware of the different traditions and styles within the worldwide Anglican Church.

The impact of collective worship is evaluated by speaking to pupils and staff, with action points recorded.

11. Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical and sensory disability. We, therefore, aim to make collective worship accessible to all and accommodate individual needs when appropriate. As when teachers prepare lessons, collective worship leaders take account of different learning styles and we aim to present materials using multi-sensory approaches, as appropriate.

12. Implementation of policy

The Headteacher, as Collective Worship Leader, is responsible for this policy. Its implementation is the responsibility of all those planning and leading collective worship.

This policy should be read in conjunction with the Religious Education (RE) Policy and Spiritual Development Policy.

This policy will be reviewed bi-annually.

Appendix A – collective worship sequence

Gather

Each collective worship will start in the same way: coming in to calm music, laying of the liturgy cloth, switching on of the Trinity of candles, call and response (God is here, His Spirit is with us).

Engage

This section may involve any of the following activities: stories, music, visual aids, drama, puppets, quizzes or activities.

Respond

Each collective worship will include an opportunity to reflect, think or consider big questions and ideas. This may be through: silent reflection, prayer, discussion, questioning or singing.

Send

This will include: school prayer, switching off of the candles, final thought/challenge/idea, sending off in peace (Peace be with you/And also with you).

Appendix B – collective worship monitoring form

What is the impact of Collective Worship on our school community?

Inclusive Inspiring Invitational

After engaging in, and observing Collective Worship, make comments against each of the prompts below to consider: **In what ways and to what extent is collective worship inclusive, invitational and inspiring?**

Date and Time:	Collective Worship Leader:	Bible verse/theme:
Were the statutory obligations met? Y/N	Joined by:	
How was it inclusive? Were there opportunities for the whole school community to engage with worship today? (e.g. staff, pupils with SEND, EAL pupils, other faiths)	How was it inspiring? What variety of creative experiences were used to enable the children to encounter God? (e.g. liturgy/music/Biblical story passage/drama /deep, wondering questions/ prayer time/stillness and reflection)	How was it invitational? What opportunities were the pupils given to take part in the act of worship today? (planned or unplanned)
Gather		
Engage		
Respond		
Send		

<p>What was the key message of the act of worship?</p> <p>Was it clearly delivered and understood by pupils and staff?</p>	
<p>How did the pupils discuss and explore the school's Christian values?</p>	
<p>How did pupils encounter the teachings of Jesus and explore the relevance of His teaching in today's world?</p>	
<p>How did worship inspire the pupils into action?</p> <p>What opportunities were the staff and pupils given to reflect on their behaviour, values and attitudes?</p>	
<p>What opportunities were there for the pupils to become aware of the different traditions and styles within the worldwide Anglican Church?</p>	
<p>Reflect on the impact of the act of worship on the whole school community.</p>	
<p>Reflect upon the pupil voice collected – does it match your observations from the act of worship?</p>	
<p>Reflect on any actions to be taken following the act of worship (e.g. <i>informal feedback, collective worship arrangements, inclusion of children etc.</i>)</p>	