



## 1. Definition

- 1.1. Collective Worship is the gathering of children and staff to explore or respond to beliefs and values through a range of activities.

## 2. Aims

- 2.1. Express praise and thanksgiving to God.
- 2.2. To reflect on the character of God and on the teachings of Christ.
- 2.3. To enable pupils and adults to reflect on their experiences of life.
- 2.4. To explore the big questions of life and respond to national events.
- 2.5. To develop a sense of community and shared Christian values and attitudes.
- 2.6. To deepen the spiritual development and awareness of children and adults.
- 2.7. To consider the needs of others, sharing each other's joys and challenges.
- 2.8. To foster explore and enjoy reflection, meditation, praise, prayer and silence
- 2.9. To enjoy and participate in Christian Festivals, in a way that relates to the children's experiences and helps to give a sense of shape and purpose to year.
- 2.10. To engender a range of responses in worship including awe, wonder, thankfulness, and joy.

## 3. Seven Principles of our Worship

- 3.1. **It provides a sense of occasion:** we want our worship to feel different to the rest of the day, making it a unique time. We want it to have a special atmosphere with a spiritual dimension.
- 3.2. **It has shape and context:** Our worship begins or ends each day and this gives it high value as an activity. Groupings for worship will vary according to need. We will use a wide range of approaches and resources. We recognise that our children, parents and staff come from a wide variety of backgrounds with differing views on faith and commitment. Our worship is sensitive to this issue. The context of our worship is Christian because we are a Church of England school.
- 3.3. **It is inclusive:** Our worship includes and values all and is designed to allow everyone to contribute and participate without compromising individual integrity. It is organised so that everyone can share in a way that makes sense to them, and respond accordingly no matter what their beliefs. Our worship helps to promote tolerance and respect and so helps to guard our children against the dangers of extremist views.

Whilst parents have the right to withdraw children from Collective Worship and RE, this does not extend to assemblies where no worship occurs.

- 3.4. **It is educational:** Worship contributes to our children's education. It provides opportunity to use and celebrate gifts and talents. It allows time to reflect on common values.
- 3.5. **It supports the curriculum:** Worship provides both a unique part of the curriculum as well as a springboard for what goes on in the school. It links closely with our PSHE and this helps children to develop personal, inter-personal, social and emotional skills.



3.6. **It contributes to RE:** Worship uses the pattern of the church year and has some similarities to worship in church. It helps to develop spirituality [See our Spirituality Policy] and explores what is meant by worship.

3.7. **It is culturally diverse:** Worship is planned to foster a sense of wonder about the different and unique aspects of our world and its people groups. We present Christianity as a worldwide faith, using works of art from African or Asian traditions to explore Christian festivals, for example.

#### 4. Organisation

Collective Worship occurs everyday and lasts for 15 - 20 minutes. There is an over-arching theme for each week which links with our PSHE and RE where possible. The themes are conceived from a number of starting points: 1. The Anglican calendar; 2. Relevant events that are occurring within school, locally or nationally; 3. Current RE themes being studied; 4. Pastoral issues within school.

There is a pattern to the way in which we worship throughout the week which is as follows:

Day of week	Led by	For whom	Aim
Monday	Head of School	Whole school	Introduction of the week's theme developing and drawing together the over-arching theme across the half-term. Opportunity to develop school community ethos and agreed values
Tuesday	Head Teacher	Whole School	Continuing to develop the aim above.
Wednesday	Teachers	Whole School	Musical Praise: an opportunity to explore worship through song.
Thursday	Teachers	Key Stage	On this day of the week, a variety of worship types occur throughout the term including pupil discussions, teacher-led worship and more.
Friday	Head teacher	Whole School	Celebration Assembly where children's individual gifts and talents are recognised. Parents are invited to attend this.

#### 5. Other Worship opportunities

5.1. Each class has an opportunity to create and perform a Class Assembly for its parents and the other children. These assemblies are opportunities to showcase and celebrate their learning.

5.2. CREW worship: Children in Oak Class [Years 5 and 6] have the opportunity to volunteer to belong to a CREW which is a group of children who plan and lead their own acts of worship. CREW meets once each term in order to plan who will led worship, the theme and other details. They also have the opportunity to meet with CREWs from other schools at the local Worship Forums.



5.3. The school visits the church to worship on a number of occasions such as harvest, Christmas and Easter. These services are lively occasions where worship is delivered exclusively by the children. Every child is found a role. These services are very well attended by parents with standing room only.

5.4. The school uses the church to help deliver several RE units.

## 6. Festival Themes

The RE curriculum in our school provides a different focus for the two main Christian festivals in each year group. This avoids unintentional repetition as children move through the school. The themes set out below give opportunity to broaden material included in collective worship at festival times and provide meaningful links to the RE curriculum.

		Ash – Reception	Willow - Key Stage One	Elm - Lower Key Stage Two	Oak - Upper Key Stage Two
2016 to 2017	Autumn	What times are special and why? F4 What is special about our world? F6	How should we care for others and the world and why does it matter? 1.8 Christmas: <i>Jesus' birthday</i>	What does it mean to be a Hindu today? L2.8 Christmas: <i>Light</i>	If God is everywhere why go to a place of worship? U2.4 Christmas: <i>Incarnation</i>
	Spring	Which people are special and why? F2 Which stories are special and why? F1	How and why do we celebrate special and sacred times? 1.6 Easter: <i>New Life</i>	What can we learn from religions about deciding what is right and wrong? L2.9 Easter: <i>Lent</i>	What does it mean to be a Muslim today? Easter: <i>Love</i>
	Summer	Being special: where do we belong? F5 What places are special and why? F3	Who is Jewish and what do they believe? 1.3	Why are festivals important to religious communities? L2.5	What do religions say to us when life gets hard? U2.3
2017 to 2018	Autumn	What times are special and why? F4 What is special about our world? F6	What does it mean to belong to a faith community? 1.7 Christmas: <i>Gifts &amp; Giving</i>	Why do people pray? L2.4 Christmas: <i>Journeys</i>	What matters most to Christian and humanists? U2.7 Christmas: <i>Peace</i>
	Spring	Which people are special and why? F2 Which stories are special and why? F1	What makes some places sacred? 1.5 Easter: <i>Sorrow to Joy</i>	What do different people believe about God? L2.1 Easter: <i>Love</i>	Why do some people think that God exists? U2.1 Easter: <i>Resurrection.</i>
	Summer	Being special: where do we belong? F5 What places are special and why? F3	Who is a Christian and what do they believe? 1.1	Why is Jesus inspiring to some people? L2.3	Is it better to express your belief in art and architecture or charity and generosity? U2.5

## 7. Planning and Evaluation of Worship

7.1. Collective Worship is evaluated termly as part of a continuous cycle of improvement.

7.2. A Collective Worship plan is then developed for the following term by the head teacher in consultation with the head of school taking into account the evaluations from the previous term.

7.3. Copies are distributed to each member of staff.

7.4. There is a designated annual budget for Collective Worship, which is spent in line with the current priorities and action plan.

7.5. Opportunities for INSET are considered by the Head Teacher as and when suitable courses are available.



## 8. The Worship Environment

- 8.1. The school is very keen to create an atmosphere that is conducive to genuine worship and the development of children's spiritual nature. We therefore believe that the environment and atmosphere for worship is crucial.
- 8.2. Everyone (adults included) is expected to enter the hall quietly. Music is played either from a CD or on the piano. The music is often related to the theme of the week. There is a worship table on which is a cross, candle and spoons, used as an aid to prayer<sup>1</sup>. On occasion other objects will be placed on this table that are to be used as a focus for worship. Pictures or text may be beamed onto the screen behind the worship table. On the screen there may be questions for reflection, a prayer, a verse from the Bible, a 'wondering', a poem, or so on. It is hoped that these will serve as focus for reflection.

## 9. The Worship Content

- 9.1. The nature of worship varies considerably; we think that it is important that the atmosphere, content, pattern, and leadership is both rich and varied, encouraging deep levels of thinking. This enhances engagement and interest, ensuring that Collective Worship is a central part of all we do. Worship gives participants the opportunity to look out at the world, seek to make sense of what they witness and go forward from worship, a little altered for the experience.
- 9.2. On a regular basis, our worship includes opportunities to sing and pray and for children to participate.
- 9.3. We are always alive to bringing in outside experiences and visitors whenever appropriate and making links both into our local community and further afield.

## 10. Monitoring Collective Worship

- 10.1. The monitoring of collective worship is carried out in a planned and systematic fashion.
- 10.2. Worship is monitored through evaluation in whole-school council, by senior leaders and governors.
- 10.3. Actions from monitoring are reported to the Curriculum Committee, and any actions are then taken forward by senior leaders.

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<sup>1</sup> We have four large wooden spoons engraved with the words Thanks, Ask, Praise and Sorry. These are used with the children to help them frame their conversation with God.

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**Responsible body**

**Title of policy**



Governing body

Collective Worship

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## **11. Review:**

### **Scheme of delegation**

<b>11.1 Responsible body</b>	Governing body
<b>11.2 To whom delegated</b>	<b>Head teacher</b>
Formulation of policy and procedure	Head Teacher
Amendments to policy	Head Teacher
Monitoring of policy	Curriculum Committee
Implementation of policy	Head Teacher, Vicar and class teachers
<b>11.3 Date of last policy review</b>	<b>May 2017</b>
<b>11.4 Date of next policy review</b>	<b>May 2019</b>

<b>11.5 Signed</b>	<b>Date</b>
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<b>11.6 Position</b>
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**Author**

**Updated**

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May 2017

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