

Harby C of E Primary School



Collective Worship Policy

Expanding horizons, exploring potential, embracing faith

"Start children off on the way they should go, and even when they are old
they will not turn from it." Proverbs 22:6

Mission Statement

This policy is carried out within the context and spirit of our school's Mission Statement. It supports and reinforces the vision and aims of Harby Church of England Primary School, valuing all children equally and as individuals

Introduction

Throughout this document, let it be understood that, in our context as a church school, we aim to demonstrate and celebrate Christian values and principles within an environment of love and respect for God, our neighbour and the world around us, (Matthew 22:32-40).

This policy should be taken and used as part of Harby Church of England School's overall strategy and implemented within the context of our vision, instrument of governance aims and values as a Church of England school. This policy is consistent with the overall aims of the school as expressed in the mission statement and with the Christian Foundation as expressed in the Trust Deed.

Aim

In our Collective Worship we aim "to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship and through listening to and joining in the worship offered; and to develop a community spirit, promote a common ethos and shared values and reinforce positive attitudes." (DFES Circular 1/94)

Principles

The following principles guide our approach to Collective Worship:

- Collective Worship should have a sense of occasion.
- Collective Worship should provide experiences within which pupils' spiritual development may flourish.
- Collective Worship should be a means of expressing the ethos and values of the school.
- Collective Worship should be shaped to the needs of the school (time, place, content, style etc.)
- We should provide a varied pattern of worship to broaden pupils' experience of its different forms.
- Collective Worship should recognise that the school includes children from different religious and non-religious backgrounds and celebrate this difference and diversity.
- During Collective Worship some will be worshipping and some will be experiencing something approaching worship; others will be finding out what it is like to worship by being with those who are.
- Collective Worship supports the broader curriculum through the use of the highest standards of music, art, drama, literature and other forms of expression. Collective Worship is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in the midst of life's busyness.

(Worship: can be defined as paying homage to (revering) that which is of worth ("Worth-ship.")

Religious Worship is the acknowledgement of 'worth' which is attributable to a supreme being. Worth can also be registered in other people and in values and attitudes.)

Legal Requirements

The Schools Standard and Framework Act 1998 (Section 70 and Schedule 20) requires-

- 1) All registered pupils (Apart from those whose parents exercise the right to withdrawal) must on "each school day take part in an act of collective worship." Along with the parental right of withdrawal, teachers retain the right to withdraw from collective worship.
- 2) The requirement is for 'Collective Worship' rather than 'corporate worship' or 'assembly'. 'Assembly' is simply a gathering of the school community and does not necessarily include worship. 'Corporate worship' (e.g. in church) assumes a group of people with shared beliefs and pre-supposes a particular religious commitment. 'Collective Worship' recognises the different background, experience and commitment of children gathered together in school and does not pre-suppose a particular religious commitment.
- 3) The daily act of collective worship should be conducted in accordance with the provisions of the Trust Deeds of the school and the Mission Statement in the Instruments of Government and should be consistent with the beliefs and practice of the Church of England.
- 4) For collective worship, pupils can be grouped in various ways: as a whole school, according to age, or in groups (or a combination of groups) which the school uses at other times. Pupils cannot be put into special groups just for collective worship. Acts of worship must be appropriate for the pupils, in that they should take account of the pupils' age, aptitude and family backgrounds.
- 5) The daily worship will normally take place on the school premises. All schools are now able to hold their Act of Worship elsewhere (e.g. the local Parish Church) on special occasions and we do this once every half term.
- 6) The daily worship may take place at any time of the school day. However, acts of worship are not curriculum time and should not be subsumed into any part of the curriculum. Acts of worship must be *distinctive from other aspects of school life* and able to be identified as such to meet legal requirements.
- 7) Requests from people outside the school to be involved in the worship should be studied carefully to ensure that they are sympathetic to the school's worship policy.

8) Responsibility for the arrangement of collective worship rests with the Governing Body in consultation with the Headteacher who will:

- Ensure that the Foundation of the school is honoured and that the worship policy is firmly based upon the intentions set down in the Trust Deed.
- Ensure that the Collective Worship Policy is put into practice and monitored by the appropriate Governor.

Objectives

The objectives of Collective Worship in our school are to:

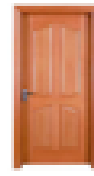
- affirm the Christian faith and the Christian status of Jesus as Son of God.
- introduce pupils to the practice of religious worship through music, art, story, poetry, movement and prayer.
- create a warm, caring and respectful atmosphere in assemblies, conducive to worship; including the manner of entry and exit.
- encourage, in children, a thoughtful and reflective attitude.
- help pupils experience a sense of awe, wonder, reverence and inner stillness.
- enable pupils to use silence for reflection and contemplation.
- raise pupil's curiosity about the ultimate mysteries of life.
- enable pupils to learn about and consider in depth Christian teaching, Christian festivals and biblical material.
- enable pupils to reflect upon their own beliefs in relation to those of others.
- enhance pupils' spiritual, moral, social and cultural development.
- guide children towards the spiritual and religious options open to them.
- help children distinguish between right and wrong.
- affirm pupils' personal worth and responsibility.
- celebrate individual and collective achievements.
- develop a sense of community within the school.
- celebrate religious festivals and special occasions with specified worship.

Elements of Worship

There are 4 elements to our Collective Worship – these are not necessarily referred to explicitly but all aspects form part of the planning of the worship. They will be used to meet the style and delivery of the collective worship as appropriate by the leader:



Welcome



Engage *Window*

Reflect *Mirror*

Send *Door*

The **'Welcome'** creates the right atmosphere. The atmosphere should be understood



by all staff, pupils and visitors to be important in creating the right foundation for Collective Worship. Quiet, orderly behaviour and respectful attitudes on entering, leaving and throughout the time of worship are expected. All those involved in the occasion enhance the

atmosphere by their presence and participation. **Music** may be used to stimulate thought and create a mood as well as being a vehicle for worship.

The **'Engage'** part of worship use different stimuli such as carefully chosen stories and talks to fulfil the objectives of Collective Worship. It is the part of Collective



worship which allows the pupils through the **Windows** of Wonder to widen their horizons. Stories of a religious or secular nature may be used whilst personal anecdote from pupils, teachers and visitors is effective in expressing that which is important in our own lives. Particular emphasis is

laid upon helping children to understand themselves better, to develop empathy and to face up to moral issues.

Prayer and reflection are the most personal part of an act of worship. It provides the opportunity for pupils to deepen their understanding, looking for questions and



ideas to **reflect on** (*Mirror*) and respond to the objective of the day's Collective Worship. School should provide opportunities for children to be taken to the threshold of prayer, and to cross it if they wish, in a way that respects the integrity of all present. Participation in prayer can never be

imposed but we stress the need for stillness, reflection and respect for others.

Silence, written prayers, impromptu prayers, The Lord's Prayer, children's prayers

and the school prayer may be used. Reflection and thinking time are given some direction by the leader in order to concentrate pupils' response.



The final part **Sending** (*Door of Opportunity*) is about getting pupils to think about how they can put what they have learned into action.

Content and Organisation

Role of Collective Worship Leader

- To write the school's policy for Collective Worship, taking advice from wider members of the school and religious community.
- To ensure that all staff are aware of and use the policy document and plans for collective worship.
- To review the policy on a regular basis.
- To plan an overall balanced programme of worship for the year.
- To draw up collective worship rotas.
- To involve colleagues, pupils and visitors in worship.
- To advise on planning, ideas and resources.
- To ensure that Collective Worship maintains a high profile in the life of the school.
- To monitor and evaluate, with others, Collective Worship.
- To report to the Governing Body (and Headteacher if s/he is not the coordinator).
- To arrange INSET and CPD for staff.
- To liaise with the incumbent, governing body and Diocesan officers on matters relating to Collective Worship.

Resources

- Collective worship folders and plans.
- Staff, pupils, visiting speakers.
- Selection of assembly topic books for teachers.
- On-line resources.
- Roots and Fruits – Imaginor publication
- Selection of religious artefacts.

- Selection of assembly song books and online resources.
- Touchscreen board and computer.
- Piano/Instruments/CD player/internet.
- Audio, Internet and CD - music and songs.
- A variety of multicultural material is available throughout the school.
- Displays.

Records and Evaluation

Any records of acts of Collective Worship should be recorded in the Collective Worship folder which is kept in the central hub in the school.

Evaluation of Collective Worship is the responsibility of the Governors and this will be organised by the Collective Worship Coordinator and any others involved in the occasion. Evaluations are recorded in the Collective Worship folder through:-

- observation of children's attentiveness and level of interest.
- feedback from pupils.
- comments from parents, visitors and governors
- the extent of the influence upon pupils' attitude and behaviour throughout the school day.
- comments by the teacher.
- Staff meetings are used for discussion and the update of information as and when necessary.
- Formal evaluation takes place once every year.

Equal Opportunities Statement

Equal opportunities should be promoted on the basis that every person deserves equal respect irrespective of age, race, culture, capability or gender.

Our approach to Collective Worship takes into account issues related to multicultural education, special educational needs, gender and personal and social education.

Appendix 1

The Anglican Heritage

In all Anglican schools worship should reflect some of the essential features within the rich traditions of Anglican prayer and worship. Church schools cannot be expected to encapsulate all that richness, but when planning worship it is useful to have an idea of the important areas to be explored at some time during the pupil's career.

1. Using the Bible as a source book for inspiration and learning.
2. Reflecting upon Christian symbols and their use in worship (e.g. bread, wine, chalice, cross and crucifix are symbols which lead to an understanding of the meaning of Jesus' death and resurrection).
3. Observing the cycles of the Anglican year: e.g. Advent, Christmas, Epiphany, Lent, Easter, Ascension and Pentecost. Also to acknowledge major Saints' Days.
4. 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, the pupil's experience in school and church. There could be special services from time to time e.g. welcoming new pupils to schools, also School Leavers' Service in the Summer Term.
5. Using the collects as a focus for short acts of worship in small groups or for use in the Collective Act of Worship.
6. Identifying a collection of prayers which express the essential beliefs of Christians throughout the ages.
7. Learning traditional responses and prayers, hymns, and psalms which might create a framework for worship within the school.
8. Providing opportunities to discover the value of meditation and silence within the context of Christian worship.
9. 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.
10. 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.

11. 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.

For some pupils the experience of worship will be tentative and exploratory. For those who have already developed a growing Christian commitment, worship will be the natural outcome of belief, and a place where their deepest thoughts and emotions can be expressed in communion with God.

("Open the Door" - David Barton, Alan Brown and Erica Brown page 12)