

Collective Worship

Rownhams St John's CE Primary School

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Reviewed by: Tim Woodford

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1. Introduction

- 1.1 This policy is an agreed statement of the values and aims of collective worship at Rownhams St John's Primary School.
- 1.2 "To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God, to devote the will to the purpose of God." William Temple, Archbishop of Canterbury 1942-44
- 1.3 **Worship in our school should:**
 - 1.3.1. **As worship:**
 - Should at its simplest create a time and space where we can come closer to God and God can come closer to us
 - Be distinctively Christian
 - Use and promote the clearly identified core Christian values of the school – Love Joy and Responsibility
 - Have integrity as acts of Anglican worship whilst being Invitational, Inclusive and Inspirational
 - Be based on biblical texts or themes
 - Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
 - Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
 - Reflect on human existence
 - Use the seasons and festivals of the Christian year
 - Develop understanding of Anglican traditions and the practice of the local parish church
 - 1.3.2. **For people:**
 - Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
 - Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community

- Celebrate the God given gifts and talents of individuals and the whole school community
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the school community
- Raise aspirations of individuals and the school community

1.3.3. To comply:

- Reflect the trust deed
- Be clearly outlined in the school prospectus and documentation
- Involve learners and adults in planning, leading and evaluating collective worship
- Be monitored and evaluated for the impact it has on the school community by foundation governors

2. Aims

- 2.1 To promote the joy of worship as engaging, inspiring and transformative
- 2.2 To develop spirituality, morality, social and cultural values
- 2.3 Sometimes to provide a peaceful environment enabling stillness, reflection and prayer
- 2.4 Sometimes to be noisy and joyous with singing, music, dance drama, puppets, etc
- 2.5 To give an opportunity to acquire a secure knowledge of the Christian faith as revealed in the Bible
- 2.6 To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year
- 2.7 To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them
- 2.8 To develop pupils' sense of self-worth and to provide opportunities to celebrate achievements
- 2.9 To develop a caring attitude to others and a sense of community and loyalty
- 2.10 To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship
- 2.11 To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community to lead worship weekly

3. How we achieve our aims

- 3.1 We aim to promote collective acts of worship which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:
- 3.1.1. Creating a sense of occasion and reverence following the four central attributes of worship
 - 3.1.2. Arranging worship at different places when possible, different times with different people and groupings
 - 3.1.3. Planning and linking themes which focus on a particular idea/concept/habit/attitude. (ie liturgical year, RE curriculum, festivals and celebrations within Christian and other faith traditions as well as our distinctive Christian values of love, joy and responsibility as well as celebrating achievements, good work and behaviour
 - 3.1.4. Using a wide range of resources, devotional aids, artefacts (from religious and secular sources), music, art, drama and external speakers to engage the children's interest
 - 3.1.5. Encourage children to participate and experience different styles of worship (eg prayer, praise, silence, rituals) and become familiar with the language of worship, Biblical readings and liturgy
 - 3.1.6. Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
 - 3.1.7. Involving pupils and members of the wider community to participate in collective worship and activities within the parish
 - 3.1.8. Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

4. Central attributes of an act of worship

- 4.1 The school will endeavour to fulfil the legal requirements of the 1988 Education Reform Act in conjunction with the School's trust deed, by holding "an act of collective worship every day".
- 4.2 During worship, whether in the hall, classroom or outside, we will apply the following four 'central attributes' of worship:
- 4.3 **Gathering** Make special and significant this part of the day through appropriate symbol and ceremony
- 4.4 **Engaging** Using the best available techniques to stimulate interest in the content
- 4.5 **Responding** Ensuring there is time and opportunity for individual and group reflection and thought so that those attending can respond in a variety of ways

- 4.6 **Sending** Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship

5. School specific organisation

- 5.1 The school may vary the organisation from time to time. Collective worship is planned systematically so that there is continuity, variety and clear focus on Christian values, beliefs and festivals. Worship is led by a variety of people that include school staff, pupils, governors and representatives from the parish church.

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| Monday | Whole school worship | Led by the Headteacher and other members of the teaching team. |
| Tuesday | Class based based worship | Class teachers |
| Wednesday | Singing worship | Music leader / RE Leader |
| Thursday | Phase based worship | Phase Leaders / Class teachers |
| Friday | Whole School Celebration worship | Led by the Headteacher and other members of the teaching team. |

6. Prayer

- 6.1 During the collective worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in a prayer, offered spontaneously by a pupil or adult, read out or recited. This prayer can be placed in our whole school/class prayer book and shared with others in the school.
- 6.1.1. Children understand the nature and purpose of prayer
 - 6.1.2. Children understand the part prayer may play in their lives and the life of the school community
 - 6.1.3. Prayer contributes to the spiritual development of individuals and the whole school community

7. Management and organisation of resources

- 7.1 The headteacher and the RE Subject Leader plan worship on a termly basis, with input from pupils, teachers, members of the parish church and reflections/feedback from pupils, staff, governors and parents.

- 7.2 Resources and artefacts are available from Hampshire's RE resource centre on request. All classes have access to references for prayer including an age appropriate bible in each classroom.
- 7.3 A board is displayed in the hall highlighting the focus and theme of collective acts of worship, music and prayer.
- 7.4 The school's reception area displays reflect the school's distinctive ethos and Christian values

8. Communication

- 8.1 The school will contribute articles in the parish magazine.
- 8.2 The school maintains a display board at the local church to reflect some areas that we have focused on in our school worship.
- 8.3 The school newsletter makes references to collective worship in the local church and seeks to promote and reflect the three core Christian values of Love, Joy and Responsibility.
- 8.4 Parents, children, governors and other stakeholders will all take an active role in developing the distinctive Christian character of the school. This includes decisions about core values or any other areas which directly impact on the collective values of the school.

9. Parental involvement

- 9.1 Parents are actively encouraged to attend and share in our acts of worship. Parental feedback is encouraged, valued and used as part of our ongoing aim to improve the quality and impact of worship in our school.

10. Legal status of collective worship

- 10.1 All maintained schools in England must provide a daily act of collective worship.
- 10.2 In a Church of England school, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England (the Anglican tradition).

11. Right to withdraw

- 11.1 Parents have the right to withdraw their child from the daily act of collective worship. The school must comply with this wish and will ensure a duty of care for pupils who are withdrawn from collective worship. The school will respect parental wishes and will try to discuss the request to see if an accommodation can be reached to ensure worship remains inclusive and invitational and open to all members of the school community.

12. Responsibilities

- 12.1 The normal expectation within our church school is for all staff to view collective worship as an important part of their own well-being and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly.
- 12.2 At interview all applicants are informed that the school holds daily acts of collective worship that promote the Christian ethos and values of the school.
- 12.3 The normal expectation is that teaching staff, including student teachers, will participate in and lead collective worship. The school welcomes offers from any member of staff who feels confident to lead worship.
- 12.4 The Headteacher and RE subject leader, will coordinate worship within the school.

13. Monitoring and evaluation

- 13.1 Monitoring and evaluation of collective worship is undertaken by pupils, staff and governors on an annual basis. All who deliver worship will be observed on a regular basis. This process supports the school's self-evaluation, is a specific responsibility of the foundation governors and is reported to the whole governing body.
- 13.2 Pupils are also involved in evaluating collective worship through feedback in weekly class worship, questionnaires and pupil conferences. All leaders of collective worship contribute to our ongoing monitoring and evaluation in order to improve their practice and impact on the children.

14. Review

- 14.1 This policy should be reviewed biannually, although this should be earlier if changes are made to the SIAMS evaluation schedule.

APPENDIX 1 - Pointers which may be useful when evaluating Collective Worship

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| Gathering | Music (entry/exit) | linked to theme, creates atmosphere, delivers a message |
| | Welcome | whether greetings exchanged and introduction made |
| | Atmosphere | extent to which act of worship is portrayed as special and important |
| Engaging | Focus | table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information |
| | Awe and Wonder | sense given of marvel of world / creation |
| | Conviction | extent to which message is clear and compelling or words lack power and appear as paying lip service |
| Responding | Participation | extent to which learners involved in responding, partner talk, opportunities for some to participate directly |
| | Singing | whether there was appropriate hymn / song, quality, enthusiasm of participation |
| | Reflection | learners given time to pause and reflect |
| | Prayers | extent to which prayers are appropriate and learner friendly, whether learners are invited to respond |
| Sending | Dismissal | whether the person takes charge, smiles, engages learners, says 'thank you' |
| Other aspects | Anglican | reference to the Bible and to Christian belief e.g.Trinity - God, Jesus & Holy Spirit |
| | Inclusive | worship reflects our multicultural world and feels inclusive to those of other/no faith |
| | Open or Closed | does the leader give the children the opportunity to build their own meanings, connections, links or are they told what to think? |
| | Age Appropriateness | are the concepts, ideas and language appropriate? Is it meaningful for the youngest yet appropriate for the oldest? |