



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts

2 Corinthians ch4, v6

Worship policy

Consultation that has taken place	March 2017
Date formally approved by governors	31 March 2017
Date policy became effective	01 April 2017
Review date	March 2020 (extended to November 2020 due to Lockdown)
Person responsible for implementation and monitoring	Mrs Faye Kerr

'Worship the Lord with gladness; come into his presence with song' (Psalm 100 verse 2)

Introduction

Collective Worship at Central Walker Church of England Primary School takes place daily in accordance with provisions of the School Standards and Framework Act, 1998 and is carried out in accordance with the school's founding Trust Deed, and in accordance with the School's Ethos Statement.

This policy has been prepared by the governors and Head Teachers.

Collective worship:

- provides an opportunity for the school community to reflect on important issues
- reinforces a sense of group and community identity
- gives pupils the experience of being still and quiet
- provides an opportunity for celebrating success and times of joy
- provides an opportunity for being together in times of sadness and sorrow
- provides an opportunity for highlighting and reflecting on core human and school values, such as truth, justice, respect, personal integrity and accountability
- offers the opportunity to mark significant points in the year such as festivals and national, local and school events.

Aims and Objectives

At Central Walker Church of England Primary School, we always seek to reflect in our worship the Christian foundation of the school and its care for all who work here. Children are helped to understand the meaning of Christian worship and we hope that believers will be able to share in it and that others of no faith or of another faith will also be able to reflect and understand this.

Our central aims of collective worship are to:

- enable children and staff to explore and celebrate the differences and diversity found in the variety of forms of worship in the Anglican Christian tradition.
- lead the school community to the 'threshold of worship' in order for them to make an informed choice about their own involvement and to consider their own personal relationship with Jesus Christ.
- seek to deepen and widen the experience of those of 'faith' and encourage those of 'no faith' so that they begin to feel for themselves something of what it means to worship.
- use celebration, silence, stilling, reflection, contemplation, meditation, prayer, song, symbols and imagery as vehicles for worship and spiritual growth.
- provide opportunities for the whole school community to address God directly through Jesus in the power of the Holy Spirit through acknowledging his presence, reflecting upon his character and giving Him praise and honour.
- use a vocabulary of worship that encourages the whole school community to attend, participate and lead worship.
- encourage all present to explore their own beliefs and understanding of God within a Christian framework by learning more about the Christian faith and by encountering Christ through worship.
- raise awareness through reflection of the ultimate questions of life relating to matters of faith.
- reaffirm, strengthen and practise key Christian values. (e.g. love, peace, compassion, forgiveness, self giving) and celebrate each unique individual member of the school community as made in the image of God.
- nurture and encourage respect and care for God's created world by promoting a positive attitude to environmental issues locally, nationally and globally.

- seek to provide opportunities for spiritual, social and moral development that is characterised by feelings such as awe, wonder, being uplifted, elation, appreciation, gratitude, respect, and reverence.
- develop a sense of community within the school, the locality, (e.g. local church) and foster the sense of being part of a wider community through the celebration of achievements, festivals and special occasions.
- foster a concern for the needs of others.

In summary within our daily act of collective worship, we aim to provide opportunities for children to:

- provide an opportunity for children to worship God;
- celebrate all that is good and beautiful and express thankfulness for the joy of being alive;
- provide opportunities for children to share what is meaningful and significant to them, including the darker side of life;
- ensure that the experiences provided are relevant to the age, aptitude and family background of the children;
- give time for silent reflection and exploration of inner space;
- illustrate forms of worship that others have found helpful in their spiritual development, e.g. silent contemplation, dance, singing;
- provide a rich variety of forms of expression, e.g. art, drama, music, story and give children the opportunity to experience these at their own level rather than teachers imposing their own interpretations;
- take place in an environment that is conducive to worship, which is professionally coordinated and properly resourced;
- always invite, never coerce, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.

Contribution by Collective Worship to aspects of the Curriculum

Collective worship can contribute to pupils' **Social, Moral, Spiritual and Cultural (SMSC)** development through:

- Reflection on their own beliefs and values, and those of others
- Influence of values on behaviour
- Celebrating together
- Celebration of pupils' own and others' religious and cultural traditions.

Collective worship contributes to the **social development** of pupils by providing opportunities to:

- Gather with others for a common purpose
- Share times of joy and sadness with others in the community
- Learn how to behave appropriately within a particular social setting

Collective worship contributes to pupils' **moral development** by providing opportunities to:

- Reflect on issues of right and wrong
- Hear about people in whom and in which goodness, moral awareness and rightness are exemplified
- Learn about religious and other teachings concerned with right and wrong

Collective worship contributes to pupil's **spiritual development** by providing opportunities to:

- Reflect upon the value, purpose and meaning of life and our existence
- Experience times of quiet and stillness in the midst of the busyness and activity of the school day and school life
- Experience materials from religious and other sources which suggest that there is more to life than the immediate and the material

For worship to contribute to the **spiritual development** of pupils it should:

- Celebrate all that is good and lovely and express thankfulness for the joy of being alive
- Provide opportunities for pupils to share what is meaningful and significant to them, including the darker side of life.
- Ensure the experiences provided are relevant to the age, aptitude and family background of the pupils
- Give time for silent reflection and exploration of inner space.
- Illustrate forms of worship that others have found helpful in their spiritual development e.g. silent contemplation, music, dance, art, architecture, and singing.
- Provide a rich variety of forms of expression eg music, art, drama, story, and give pupils an opportunity to experience these at their own level rather than being imposed by the teacher or worship leader.

Collective worship contributes to the **cultural development** by providing opportunities to:

- Hear music and stories from a range of cultures, time and places
- Reflect upon ideas concerning beauty and what is pleasing to the eye and ear
- Appreciate the range of talents and gifts found within the school community and wider society

Collective worship contributes to the **intellectual development** by providing opportunities to:

- Think and expand their knowledge base and understanding
- Have ideas, beliefs, preconceptions and prejudices confirmed or challenged
- Reflect upon the nature of learning and the value of education.

The Contribution of the Curriculum to Collective Worship

It is considered sound educational practice to draw from all areas of the curriculum (not just RE) and the outside world in order to provide valuable experiences in collective worship.

The organisation of collective worship

Collective worship can be organised in a variety of groupings and may take place in the school hall or classroom, outdoors or off site at a local church.

Planning Acts of Collective Worship

All acts of collective worship will be considered carefully, to ensure that age, aptitude and background of all pupils are taken into account. Staff and visitors should consult the Themes for Worship document, which give themes, topics, special events and festivals. Recording and evaluation will ensure that there is continuity and progression, and enable high quality collective worship to take place.

Monitoring, Evaluation and Review (See Appendices A-C)

Monitoring and evaluation are part of a whole school cycle of self-review and this will be achieved over time by asking all stakeholders to reflect on school worship.

Monitoring

Monitoring of Collective Worship will be carried out jointly by the Head Teachers, the Ethos Team governors and members of the student Worship Team. Useful strategies for collecting the evidence will include:

- written observations; checking that practice matches planning
- observing children's attentiveness and level of interest

- conducting occasional formal observations of collective worship and providing feedback
- seeking feedback from children, staff, parents, governors, incumbent and visitors
- observing the extent of the collective worship's influence on children's attitudes and behaviour throughout the school
- holding regular discussions with colleagues
- gathering written comments from colleagues on the worship planning sheet

Feedback will be brought to staff meetings, which will review Collective Worship, which will be held regularly. In Central Walker Church of England Primary School this will be every 3 years.

Evaluation

The information gathered via one or more of the strategies listed above will be analysed carefully in order to evaluate the quality and effectiveness of the collective worship. The Head Teachers and Ethos Team governors, including the incumbent whenever possible, will be the main evaluators. Formal evaluation of Collective Worship will take place at **least annually** as detailed in the school development plan and collective worship action plan.

Review

The Head Teachers, governors and staff will review this policy every three years. A 'Themes for Worship' document will be available for all staff to follow and will be reviewed and updated regularly to ensure that acts of worship are generally compatible with the requirements of the policy and to inform our learning and planning for further developments.

Formal and informal evaluations of acts of collective worship will be kept in the Collective Worship file, which will assist monitoring, future planning and delivery. Visitors outside the school community who are regularly involved in acts of worship are provided with a copy of the Collective Worship policy and Themes for Worship document.

Inclusion and Equal Opportunities

A daily act of Collective Worship is held for all children regardless of their background of culture or religion. Every effort is made by the school to involve all children unless withdrawn by their parents in accordance with the law.

Responsibilities

It is the ultimate responsibility of the Head Teachers and Local Governing Committee of the school to ensure a daily act of Collective Worship takes place. At Central Walker Church of England Primary School the responsibility to co-ordinate the acts of worship is delegated to one of the Head Teachers, Mrs Faye Kerr. She plans themes, invites and liaises with visiting speakers and keeps a record of the content of each act of Collective Worship. Monitoring and evaluation is the responsibility of both Head Teachers and the Ethos Team governors.

The right of withdrawal.

Parents have a legal right to withdraw their child from acts of worship. If there are any children whose parents exercise their right to withdraw them from worship, alternative activities will be provided in consultation with the children's parents. This does not mean that the children will be in any way exempt from the Christian ethos of the school, which underpins the whole of school life. Parents are made fully aware of this when they enrol their children.

Conclusion

At Central Walker Church of England Primary School Collective Worship is highly valued and every effort is made to ensure that all children and staff take an active part in a high quality daily act of collective worship. Worship may contain many elements but at our school we seek to specifically ensure that the act of collective worship is a learning experience as well as a spiritual encounter;

Appendix A

The Statutory Inspection of Anglican Schools, (SIAMS)

Key Question:

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

Clergy and governors working in a church school will be expected to be involved in the evaluation of Collective Worship and RE. This is an important responsibility – it relates to the ability of the school to meet inspection standards. The Statutory Inspection of Anglican and Methodist Schools provides a framework for this evaluation and the support to help schools meet their targets.

The emphasis in SIAMS is very much on the impact of collective worship on children, not just on the opportunities that the school or church provides.

For more about SIAMS, see: www.jointeducationteam.org (Inspection)

Appendix B

Acts of Collective Worship - Monitoring, Evaluation and Review

What is being Monitored and Evaluated?

Evidence

- Is monitoring of collective worship part of the School Development Plan and is it included in the SEF?
- Is the monitoring of collective worship part of the governors' agenda?
- Is there an opportunity to involve pupils in the planning, delivery and evaluation?
- Is there an identified collective worship co-ordinator?
- Is there a team responsible for planning collective worship?
- If there is a team, is there a mechanism for it to meet on a regular basis to plan, monitor and evaluate the impact of collective worship?
- Is collective worship well resourced? How will the monitoring process be used to further develop collective worship?
- Is there a policy for collective worship and is it regularly updated? Is practice consistent with policy?
- Is there evidence of planning, a collective worship schedule or rota, a record kept of each daily act of worship and evidence of evaluation?
- Who observes collective worship and ensures that monitoring takes place?
- Whose views are sought on the content and quality of collective worship?
- Is there a record of staff development/ continuing professional development relating to collective worship?
- Have staff training needs been identified in relation to collective worship?
- What is the mechanism for collecting evidence of evaluation of collective worship?

Appendix C

Evaluation of Collective Worship: aide memoire for head and governors.

Schools could use the following as part of self-evaluation to find out what the children and other stakeholders think.

Children

- What is your favourite worship song or hymn?
- What is special about worship?
- What do you like most about worship?
- Is there anything you don't like about worship time?
- Does worship time make you feel special?
- Tell us what happens in worship time?
- What happens in celebration /family assemblies, is there worship?
- Why do you think worship time is important in your School?
- What makes you think this?
- What is your favourite type of worship?
- What is it you like? (Whole School/class/church/visitors/vicar)

Teaching/Non Teaching Support Staff

- How does the school show that collective worship is important?
- Does the collective worship co-ordinator help staff with resources and ideas if called upon?
- Does collective worship reflect the schools' Christian foundation?
- What if anything, do you gain from collective worship?
- Do you value collective worship? Why / why not?
- How often do you have the opportunity to attend collective worship?
- How often do you have an opportunity to contribute to collective worship?

Parents

- Are you happy that the school offers good opportunities for collective worship?
- Do you think that it has the right amount of Christian content?
- Does your child enjoy collective worship? Are they able to tell you what it was about?

Governors

- What responsibility do you consider the governing body has to school collective worship?
- How important is school worship?
- What would the school lose if there was no collective worship?
- Does the worship reflect the school's Christian foundation?
- How do you know what happens in collective worship?
- Do you take part in collective worship?
- How do governors support collective worship?
- Do you find it inspiring/spiritually uplifting?
- Is there an opportunity for children's spiritual development?
- Have you contributed to collective worship – would you like to?

Community & Church

- How valued and supported by the local churches and community do the schools feel?

Evidence

- Involvement of clergy, members of church and community in leading worship.
- On the governing body.
- Parochial Church Council
- Prayer and support for the school.
- Publicity in magazines/newsletters.

School actively supports the local churches and community.

Evidence gained from;

- Joint ventures e.g. harvest, charity work, sponsor a child.
- Events for the community, concerts school fairs, parties, shared worship time.
- Publicity in school newsletter.
- Contribution to church magazines and community newsletter.
- School involvement in services, Education Sunday, festivals.

- Prayers for church and community.
- The children's developing attitudes, relationships, knowledge and understanding of church and community.

Appendix D



Collective Worship 2019-20

Aim - To ensure that worship celebrates difference, encourages respect/dignity and raises aspirations. Worship engages creatively with the school's Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey. All Worships will include prayer/reflection time.

Monday:

Welcome Worship

Whole School

Introduction to the theme/value of the week
(DD & Worship Team to lead – SLT to cover as needed)

Tuesday:

Reflective Worship

Phase/Class

- classes in Phase to carry this out at the same time/dim lights/use candle, gentle music etc for reflection/quiet time – where possible ask class worship leader/other children to lead/support

Developing spirituality – giving children the opportunity of a silent time to pray and reflect individually and with others. Recap on theme/values introduced on Monday – pose a question for discussion/read a Bible story/watch a video clip etc ... Then allow children the opportunity to be still and quiet, helping them to understand that being reflective in their own lives can be helpful. End in prayer – prayer needs to be a natural and valued part of our school culture.

Wednesday:

Community Worship

Whole School

led by Church Leaders/Visitors/Staff/Classes (timetabled)

Thursday:

Hymn Practice

Whole School

(FC to lead at beginning of day)

Friday:

Celebrate & Shine Worship

Whole School

Awards/Chips/Attendance (led by AK & Worship Team)

Shine Booklet Presentation (led by FK & Worship Team)