



## St Chad's CofE Nursery and Infant School

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# Collective Worship Policy

**School Leader:** K Gilsenan/H Wright

**Link Governor:** Rev. Andy Ward

**Policy Approved**      **Signed:** Rev. Andy Ward      **Date:** 19.06.19

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## Introduction

At St Chad's CofE Nursery and Infant School, our school vision, *LOVE God LOVE Neighbor LOVE Self*, sits at the heart of our school and underpins every aspect of school life. We aim to develop happy, confident, loving and caring children who look after and value themselves, each other and their world. We want every child to feel valued and special and flourish with their unique God-given talents in all that they choose to do. We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of **love, friendship, compassion and respect** sit at the heart of our school community and underpin every aspect of school life.

**Love:** "Do everything with love". (*Corinthians 16:14*)

**Friendship:** "Encourage one another and build each other up". (*Thessalonians 5:11*)

**Compassion:** "Be kind to one another". (*Ephesians 4:32*)

**Respect:** "Treat others as you want to be treated". (*Luke 6:31*)

As a Church of England Primary School we see our collective worship as a central part of daily school life. Our Collective Worship policy fulfils the statutory requirements common to all schools according to School Standards and Framework Act 1998: *daily collective worship shall be "wholly or mainly of a broadly Christian character"<sup>1</sup>, though not representative of a particular Christian denomination.*

At St Chad's, all children are required to take part in daily collective worship where they are given the opportunity to explore their own beliefs and consider spiritual and moral issues. All children are encouraged to learn about the beliefs of others in addition to their own as part of the religious education national curriculum.

## Legal Framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- **The School Standards and Framework Act 1998**

This policy also has due regard to guidance, including, but not limited to, the following:

- **DfE (1994) 'Religious Education and Collective Worship'**

## Definition of collective worship

For the purpose of this policy, "collective worship" is an act which is additional to, and separate from, ordinary school activities. Collective worship is a time when individuals collaborate to promote the Christian values which are fundamental to the school's vision and ethos. Collective worship should elicit responses from pupils even though they may not feel able to actively identify in the act of worship on a particular occasion.

## Aims

Collective Worship at St Chad's aims to:

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<sup>1</sup> DfE (1994) 'Religious Education and Collective Worship', pg.21, para.60



- Be inclusive, invitational and inspiring.
- Develop the Christian vision, values and ethos of the school.
- Enable children to consider spiritual and moral issues, as well as explore their own beliefs.
- Enable children to appreciate that Christians worship in different ways, for example using music, silence, story, prayer and reflection.
- Be distinctively Christian in content and follow the liturgical calendar.
- Enable children to encounter the teachings of Jesus and the Bible and to develop their understanding of Christian beliefs.
- Encourage participation and response via active involvement or through listening and participating in the worship offered.
- Provide children with the opportunity to plan, lead or contribute to collective worship.
- Provide a peaceful environment to enable calmness, stillness, prayer and reflection.
- Help children to develop an awareness of their community and the spirit of helping others.
- Develop a spirit of community and an understanding of individuals with other beliefs.
- Acknowledge diversity and affirm each individual's views, thoughts and feelings, whether religious or not.

## Organisation and planning

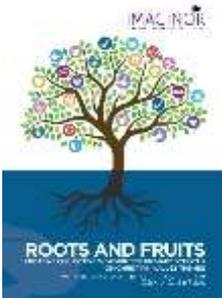
The Collective Worship Leader is responsible for creating the agenda for collective worship in discussion with the Head of School and RE Leader. Collective worship is held daily for 20 minutes from 2:40pm-3:00pm. **No interventions are to be held during collective worship time and all teaching staff are to be present.**

The school aims to deliver a varied collective worship programme to children. The current schedule is outlined in the table below:

Day of the Week	Delivery of Collective Worship
<b>Monday</b>	Whole-school worship is delivered by the Head of School (school hall). <i>Reception children begin joining in whole school worship from spring term onwards.</i>
<b>Tuesday</b>	Two collective worships are delivered by class teachers on a rota basis to EYFS and Key Stage 1 separately (school hall and FS classroom).
<b>Wednesday</b>	Whole-school singing is delivered by the music leader. Prayer and reflection time is included at the end of the hymn practice.
<b>Thursday</b>	Individual class collective worships is delivered by teachers (classrooms).
<b>Friday</b>	Whole-school celebration worship is delivered by the Head of School (school hall). <i>Reception children begin joining in whole school worship from spring term onwards.</i>
<b>*Friday end of half term</b>	Whole-school awards worship is delivered by the Head of School. Parents are invited to attend (school hall).

Each half-term, a special collective worship is planned and led by a group of Year 2 children as their LOVE Ambassador role. Planning and the delivery of the worship is supported and supervised by the Collective Worship and/or RE Leader.

The following resources (published by 'Imaginer') are used to aid planning and teaching:

Whole School Collective Worship	Early Years Foundation Stage Collective Worship	Key Stage 1 Collective Worship
		

Using the above resources, twelve Christian values are explored over a two year period. *Rooted* in Bible teaching, each half-term value represents the *fruit* that grows as the teaching is lived out in everyday life. We use collective worship as an opportunity to apply these values to our school's vision of 'LOVE God; LOVE Neighbour; LOVE Self'. This promotes the spiritual, moral, social and cultural growth of each individual in a collective and collaborative way.

The twelve values explored are:

- Friendship (*core school value*)
- Compassion (*core school value*)
- Respect (*core school value*)
- Courage
- Forgiveness
- Generosity
- Justice
- Service
- Perseverance
- Thankfulness
- Trust
- Truthfulness

Throughout the year, children also learning about the major Cristian festivals including Harvest, Christmas, Easter and Pentecost. Festivals and celebrations of different faiths are also explored and celebrated such as Eid, Diwali and Saints day. Plans for class worship allow opportunities for children to be involved in collective worship in a more intimate way and to develop a class identity. The theme relates to that being covered in whole school worships. A class record book is kept of themes covered and specific content to ensure continuity and progression and to help celebrate special moments.

### Visual schemas

At St Chad's, we recognise that the majority of our children do not speak English as a first language. To ensure that collective worships are language accessible to all, particularly where abstract content is taught, we adopt a number of visual strategies in both whole-school and individual class collective worships. Each collective worship follows the same order to allow children to develop a sense of order, understanding, anticipation and participation. There are four key parts:

Hello Time	Story Time	Thinking Time	Prayer Time
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The hall has a designated table, basket, and tray and display board for collective worships.



During 'Hello Time', LOVE Ambassadors help to prepare the table and tray to signal the start of collective worship. The items below are placed on the LOVE tray and the following liturgy is read aloud:

Item	Liturgy Read	Purpose
 <b>lantern</b>	<i>We light our lantern to show God that we are calm, still and quiet.</i>	To encourage children and staff to switch off from the busyness of the day and to be present in the moment. To reinforce the school's behaviour rules: calm, still and quiet.
 <b>class Hearts</b>	<i>We lay our class hearts to remind us that we come together as a family.</i>	To reinforce that we are a school family and the school values of love and friendship.
 <b>school heart</b>	<i>We lay our school heart to remind us of our LOVE Promise and values.</i>	To reinforce the school values of love, friendship, compassion and respect, supported through our <b>LOVE</b> Promise. We:  <b>L</b> ook after each other and our school <b>O</b> nly ever do our best. <b>V</b> alue everyone and remember our manners. <b>E</b> njoy our learning!
 <b>cross</b>	<i>We lay our cross to remind us that Christians believe in God, Jesus and the Bible.</i>	To reinforce that we are learning about what Christian believe through stories from the Bible.
 <b>stone</b>	<i>We lay our stone to remind us that our own beliefs are valued.</i>	To reinforce that everyone's views and beliefs are valued and celebrated and to reinforce the school values of respect.

During 'Thinking Time' a mirror is placed on the tray:

 <b>mirror</b>	<p><i>We lay our mirror to help us to reflect on our thoughts, feelings and ideas.</i></p>
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A microphone is placed during singing collective worships and a star is lit and placed during celebration collective worships:

 <b>microphone</b>	<p><i>We lay our microphone to think about singing praises to God.</i></p>
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 <b>star</b>	<p><i>We light our star to say thank you for God for blessing us with our amazing talents.</i></p>
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The collective worship time ends with the LOVE Ambassador blowing out the candles and switching off the lantern.

 <b>lantern</b>	<p><i>God loves us all and we take his love away with us today. Love to everyone.</i></p>
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A reminder of what the message of the collective worship has been is also sometimes given and an encouragement to apply it when leaving the hall. Children are invited to share their reflections and ideas by holding a marble.

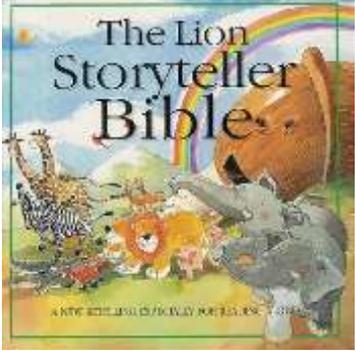
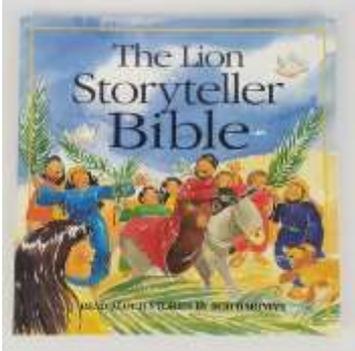
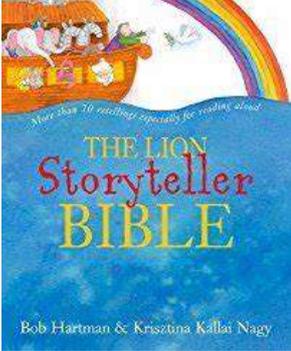
The display board in the hall is updated on a weekly basis. The half-termly value is reinforced through a Communication in Print image and photograph, as well as other accompanying pieces of work or images, for example:



Classrooms are equipped with a class LOVE Tray so that the same key parts can be replicated during class collective worship.



The following bibles have been selected for use in school, taking into account the ages and stages of language development:

Early Years Foundation Stage	Key Stage 1/ New to English	Key Stage 1 More Able Readers
		

### Prayer and reflection

A prayer box is available to be used by staff, parents and visitors in school at any time. Children have access to prayer boxes in their classrooms. Prayers are shared by the Chair of Governors, Reverend Andy Ward, during governor meetings. Positive attitudes to prayer are modelled by all staff and all children are expected to behave in a quiet and respectful way. The school prayer is said at every collective worship but others can be used in addition. There is a school prayer book in the school hall. Children are invited to agree with 'Amen' if they wish. Staff sometime use different approaches to prayer such as silence or reflection or praying a prayer for the children to listen to rather than repeat. The school's chaplain regularly visits school and prayer time is open to all staff.

### Visits and visitors

We value our strong links with St Augustine's Church. We hold regular services in the church throughout the year and parents are invited and encouraged to attend as often as possible. The school's chaplain, Reverend Sarah Watson, and Chair of Governors, Reverend Andy Ward, lead collective worships in school on a regular basis. Other appropriate visitors to the school are welcomed to share their experience and knowledge where possible.

### Values in Action

Collective worship gives opportunities for reflection and growth that can contribute to development of positive self-esteem and well-being. It allows those who attend to apply stories, thoughts and prayers to their own experiences and to develop positive responses to situations they may encounter. As a family of diverse faiths and cultures we value and celebrate a variety of festivals and learn about different faith stories. This facilitates learning about each other's cultures and beliefs and thus helps to develop positive British values such as tolerance and individual liberty. To reflect our values our collective worships use a range of approaches and content to ensure inclusivity and access to all.

To support our children in making purposeful and meaningful links from their learning in collective worship to themselves and their world, we have created a 'Values in Action' overview map. Children regularly experience visitors into school, local trips and outings, as well as theme days and theme weeks. Children have the opportunity to share their learning outside of school through regular Home Learning activities linked to our half-termly values. At the end of each half-term, children have the opportunity to receive the 'Head of School Award', which are explicitly linked to our Collective Worship values.



self/others (wellbeing/hope)

LOVE:

learning and future (aspirations)

community and world (citizenship/advocacy)



Autumn 1		Autumn 2	
Thursday 6 <sup>th</sup> September – Friday 26 <sup>th</sup> October (7.5 weeks)	Diwali Harvest	Monday 5 <sup>th</sup> November – Friday 21 <sup>st</sup> December (7 weeks)	Remembrance Sunday Christmas
<b>GENEROSITY</b>	Gurdwara St Augustine's Food Hangers	<b>COMPASSION</b>	Christmas Nativity Community Seats (box appeal)
Dinosaur Planet!	N/A	Enchanted Woodland	Foramark Reservoir
Whose poo?		Are all leaves the same? How do leaves change?	
Teddy Bear Day: 10 <sup>th</sup> October (reading focus)		Christmas Jumper Day: 15 <sup>th</sup> December (fundraising focus)	
Spring 1		Spring 2	
Monday 7 <sup>th</sup> January – Friday 15 <sup>th</sup> February (6 weeks)	International Women's Day	Monday 25 <sup>th</sup> February – Friday 12 <sup>th</sup> April (7 weeks)	Easter
<b>COURAGE</b>	Women Visitors!	<b>FRIENDSHIP</b>	St Augustine's
Muck, Mess and Mixtures	N/A	Paws, Claws and Whiskers	Twycross Zoo
Which stuff is stickier? What can our hands do? E-Safety Women Who Changed the World!		What is camouflage for? World Book Day: 7 <sup>th</sup> March Anti-Bullying	
Summer 1		Summer 2	
Monday 29 <sup>th</sup> April – Friday 24 <sup>th</sup> May (4 weeks)	SATs	Monday 3 <sup>rd</sup> June – Friday 25 <sup>th</sup> July (7.5 weeks)	Eid
<b>RESPECT</b>	Visitors into school with a cultural focus	<b>FORGIVENESS</b>	Derby Jamia Mosque Eid Party
Land Ahoy!		Enterprise Week Fitness Fortnight	Cleethorpes
Will it degrade? International Day (food fair)		Why do boats float? Transition Week	

### Music and creativity

Music is used during the welcoming and sending phases of collective worship to encourage children to be still and to prepare for worship, to respond in worship and to signal the transition back to class time. Music is also played throughout the day in the foyer to encourage a calming atmosphere. The weekly singing collective worship ensures that the children's repertoire of music and songs is continually being developed.

### Right to withdraw

As a Church of England school, collective worship is central to the life of the school. However, parents/carers do have a legal right to withdraw their children from all or part of worship. Before making the decision to exercise that right parents /carers are encouraged to discuss the issues with the Head of School to establish:

- The elements of worship in which the parent/carer would object to the child taking part.
- The practical implications of withdrawal.
- Whether the parent/carer will require notice in advance of such worship, and if so, what period of notice is preferred.

Withdrawal of a child usually involves their physical absence; however, if it is agreed so between the Head of School and parent/carer, the child may remain in the collective worship but will not be involved in any discussion. Staff also have the right to withdraw on grounds of conscience, however, we hope that all staff will feel able to support the Christian ethos of the school by participating in collective worship.

### Pupils with special educational needs and disabilities



The school will take into account children of different ages and abilities when delivering the collective worship programme. The school will arrange for staff to assist children with special educational needs and disabilities (SEND) if the need arises.

### **Evaluation and Monitoring**

The Collective Worship and RE Leaders attend regular training provided by the Diocese which are valuable sources of information and opportunity to network with other coordinators. Whole school and class collective worships planning sheets are available on the teacher's server for reference and review. Collective worships are monitored by the Head of School, Collective Worship and RE subject leaders and governors to ensure that they promote our Church School ethos and meet our aims as above. The monitoring can take different forms, such as a written observation or a survey.

This policy will be reviewed on an annual basis by the Collective Worship Leader in agreement with the governing body. This policy will be evaluated in accordance with feedback from questionnaires and class discussions. Any changes made to this policy and the collective worship programme will be communicated to all members of staff.