



Fellowship, Courage and Creativity

Policy Title: Collective Worship Policy

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Review Period: 2 Yearly

Ownership: Teaching and Learning Committee

Policy Type: Non-Statutory

Signed _____ (Headteacher)

_____ (Chair of Governors)

This policy can also be made available in approved formats as listed in the Policies File, on request to the School Office

INTRODUCTION

'Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.

In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.'

Church of England Vision for Education (2018)

Our Values

Our core values are Fellowship, Courage and Creativity.

AIMS

Church of England Schools

In Church of England schools, collective worship reflects the traditions of the Church of England and develops learners' understanding of Anglican traditions and practice.

Many schools work with the local vicar and other church members to plan and deliver acts of worship that are invitational, reflective and engaging. There is plenty of flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.

- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

Our Rationale

We also take into account the United Nations Rights of a Child: Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Collective Worship and the Law

Section 70 of the School Standards and Framework Act 1998 stipulates that pupils of community, foundation or voluntary schools in England and Wales must take part in a daily act of Collective Worship, unless they have been explicitly withdrawn by their parents.

The responsibility for ensuring that the rules are applied rests with a school's head teacher, its governing body and the Local Education Authority. Local Education Authorities normally exercise this function via a Standing Advisory Council for Religious Education (SACRE).

<https://hampshire.moderngov.co.uk/mgCommitteeDetails.aspx?ID=188>

Collective Worship at a School in the Diocese of Winchester and Portsmouth

In line with the Diocese of Winchester and Portsmouth, we offer a four step approach to our Collective Worship, comprising; Gathering, Engagement, Responding and Sending.

Gathering together is signified in school through designating a reflective focus point; for example a candle within a classroom or the school Act of Worship table in the hall for whole school worship. Music is played as children enter and a candle is lit to symbolise that the Jesus is the Light of the World and separates assembly time (updates, messages etc.) from collective worship.

Engagement is expected from all of our participants. Through lively, engaging and fun Acts of Worship, it is an event in the day that pupils are enthusiastic about. A rich variety of forms of expressions, e.g. art, drama, music, story, provide opportunities to engage participants in different ways. Our Acts of Worship are frequently led by, or have active participation, of the pupils. The focus of the Acts of Worship will be based on the Bible and traditions of the Christian church.

Responding involves all having the opportunity to share what is meaningful or significant to them and to consider the wider significance to their day to day actions or thinking. These responses may be active or passive, quiet or noisy. We also involve the participants in seeking a moment to consider what they have heard or experienced. A prayer may then be read, with an invitation to make it their own prayer, saying 'Amen' at the end. Some prayers will be from the children themselves, some from prayer books, some from the Church of England, and the Lord's Prayer.

Sending involves the participants being given a clear summary of the main message so that learners have a chance to reflect. The leader then sends out all the participants with a clear "thought for the day" - something that will encourage a change in behaviour in some way. This will be developed in each class appropriately for the age group.

There is a clear distinction between an Act of Worship, where the above guidelines are used, and Golden Assembly (on Fridays), which is an opportunity to share in achievements, publicise notices or join together for other reasons, where the above guidelines would not be used.

Weekly Structure

Monday – Head teacher

Tuesday – Deputy Head Teacher

Weds – 'Open the Book', church team visit sharing Bible stories

Thursday – Local Anglican clergy

Friday – Golden Assembly and Class Collective Worship

Monitoring

Governors, the Collective Worship Leader and the RE Leader monitor all aspects of Collective Worship throughout the year to ensure its effectiveness. The observation form pro-forma, provided by Portsmouth and Winchester Dioceses.

Training for Collective Worship

Worship Workshops from the diocese help the school and staff to build better worship. The church teams also engage in regular training and briefings.

SIAMS (Statutory Inspection of Anglican and Methodist Schools)

These inspections evaluate the impact of collective worship on the school community and its contribution to the values and ethos of the school.

Policies

Other policies also apply and should be read in conjunction with this policy:

Equalities Policy

Safeguarding

Mental Health and Wellbeing Policy

SEN

SMSC

Annex: Collective Worship Pro-forma

School: _____

Leader: _____ Observer: _____

Worship Theme: _____ Time Allocation: _____ minutes

Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.

CRITERIA	ASPECT	COMMENT
Central Attribute 1 Gathering	Is there a real sense of a marking the start of a very special time in the school day? Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.	
Central attribute 2 Engaging	Does the worship leader capture the attention of the children and staff so they become actively engaged in the content? Excellent - well expressed, stimulating or poor communicator Convincing, enthusiastic, warm or lack of rapport.	
Central attribute 3 Responding	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
Central attribute 4 Sending	Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way? Clear summary, learners given opportunity to reflect or unclear what the message was.	
In addition		
Content	Clear Christian / Biblical content and teaching. Woolly, lack of structure, largely secular.	
Summary		

Observation form pointers for consideration - NB not a check list. *Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.*

Gathering	Music (entry/exit)	appropriate / random, 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 with some learners, says 'thank you'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an act of worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?