

Preston Candover CE Primary School

*Love, Hope, Justice*



# Collective Worship Policy

*‘Worship the LORD with gladness; come before him with joyful songs’*

*Psalm 100*



**Portsmouth and Winchester Diocesan Board of Education**

## Introduction

This policy is an agreed statement of the values and aims of collective worship at Preston Candover CE Primary School. Collective worship is valued as a central aspect of the life of our church school community and reflects our Christian ethos, through which children grow spiritually, emotionally, morally and culturally.

## Rationale

Collective worship gives expression to and the opportunity to reflect on certain values and experiences. These experiences are a way of demonstrating Christian spirituality. These are: wonder and awe; joy; paying attention and listening; humility; stillness; silence; trust; selflessness; peace and harmony with others; perseverance; wholeness; gratefulness; kindness, compassion and empathy for others and the experience of God's unconditional love for each person

## Legal status of collective worship

As a Church of England school, worship will reflect some of the rich traditions of Anglican prayer and worship. When planning worship, it is necessary to include aspects of this tradition so that pupils' maturity contributes to a broadening and deepening of their spiritual community. In providing a daily act of worship we are conforming to our trust deed and the law.

## Aims of our worship

- To comply with the requirements of the 1988 Education Reform Act
- To act in accordance with all statutory safeguarding requirements.
- To promote the joy of worship as engaging, inspiring and transformative
- To foster respect and develop spirituality, morality, social and cultural values
- To enable the children to recognise British values and appreciate the values characteristic to Christianity; for example, Love, Hope, Justice and virtues such as courage, service and respect
- To provide the opportunity for pupils and staff to give praise and thanksgiving to God
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer
- Sometimes to be noisy and joyous with singing, music, art, dance, drama, gymnastics etc
- To give an opportunity to experience faith as revealed in the Bible
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year
- Facilitate a deeper understanding of the Christian story narrative, from creation to the present day
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them
- To develop young children's sense of self-worth and to provide opportunities to celebrate achievements.
- To develop a caring attitude to others and a sense of community, loyalty and belonging
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship
- To develop the understanding that we live our lives in the context of our family, our local community and within a global community
- To respect the individuality of each child, their religious heritage as well as the ethnic and social diversity of the school community
- To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship weekly



## How we achieve our aims

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:

- Reflect on the life of Jesus Christ and of the understanding of God as Father, Son and Holy Spirit
- Using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers; all prayer will be invitational
- To create a sense of occasion and reverence following the 4 central attributes of worship
- Mark and celebrate the school's special occasions, challenges and achievements
- Develop a feeling of community and a sense of belonging and sharing
- Respond to big questions, national events and world issues
- Celebrate and mark special occasions, seasons and particular services (e.g. Advent, Harvest, Christmas, Epiphany, Lent, Easter, Ascension) in the Church's year
- Encourage compassion and sensitivity and the recognition of human endeavour
- Encourage the children to learn how to take part in both large and small gatherings
- To ensure worship is inclusive, invitational and inspiring
- Creating a sense of occasion and reverence
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the setting community at some time
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year (see appendix 3); festivals and celebrations, our Christian values (Love, hope and justice)
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children's interest
- Encouraging children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy
- Providing opportunities for children and adults to reflect, contemplate their own thoughts, feelings and beliefs
- Involving young children and members of the wider community to participate in collective worship and activities within the parish
- Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

## Central attributes of an act of worship

Preston Candover CE Primary School will endeavour to fulfil the following 'central attributes' of worship:

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|------------|--|
| Gathering  | Making worship a special time of the day through appropriate symbol and ceremony   |
| Engaging   | Using the best available techniques to stimulate interest in the content   |
| Responding | Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways                           |
| 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 |

Collective worship should be planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include school staff, young children, representatives from the parish church, members of different faith communities and members of the local community.

## The centrality of prayer

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 an invitational prayer, offered spontaneously by a child or adult, read out or recited. This prayer can be displayed and used in class and hall reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their lives and the life of the setting community
- Prayer contributes to the spiritual development of individuals and the whole setting community
- There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship



The school has a 'reflective area' to engage and promote individual young children and adults, as well as designated special spaces in classrooms or shared areas.

## Planning and Organisation

### Planning

- Collective worship is planned systematically, so there is continuity, variety and clear focus on Christian beliefs and festivals. Acts of worship at Preston Candover are educational in approach and take account of the age and aptitude of pupils.
- Collective worship takes place daily, both as a school and as classes based on a common theme
- Worship is led by a variety of people that include school staff, pupils, governors, representatives from the parish church, members of different faith communities and members of the local community.
- The Lord's Prayer and other prayers are shared and Liturgical responses such as the Peace are used
- Grace is said in the dining hall each lunch time
- Acts of Worship are planned within a two-year cycle of themes. There is a detailed collective worship rota, written termly in advance that allows for exploration over the year, of our core Christian values, Love Hope and Justice and virtues linked to these
- Children help to plan and lead collective worship at different times, including Easter, Harvest, Christmas, Fair-Trade and anti-bullying weeks.
- Older children (worship leaders) have a particular role in leading whole school collective worship, organising IT, reading the prayers, choosing the songs and music
- Prayer is a natural part of collective worship and children are invited to share in prayers. Spontaneous prayer is shared in class collective worship for those who wish to. At all times, children not wishing to take part in praying are expected to respect those who are
- We take care to provide a worshipful atmosphere e.g. a sense of peace on entering and leaving through the choice of music, lit candles, images or props are also used
- Class worship lanterns are lit and brought into the hall as part of the collective worship
- To enhance the children's biblical literacy and to familiarise them with the historical chronology of the Bible, we use the 'Big Frieze' from the Understanding Christianity resource
- We display our collective worship themes, Christian values we are exploring along with Bible stories and ideas for prayer and reflection on the hall window. We update this fortnightly for parents and carers to share

## Organisation

<b>Monday</b>	Whole School Collective Worship and celebration led by Headteacher
<b>Tuesday</b>	Whole School Collective Worship by Assistant Headteacher
<b>Wednesday</b>	Individual class worship
<b>Thursday</b>	KS1 Collective Worship/ KS2 Collective Worship led by Teachers
<b>Friday</b>	Whole School Collective Worship with hymns led by Senior Teacher (Supported by choir)

## Resources

Preston Candover CE Primary School has a wide range of resources available to support collective worship and these are stored centrally within school and/or detailed on the collective worship programme. These resources include artefacts and music resources. Electronic resources can also be found on the school network.

## Communication

The school will communicate with parents our collective worship themes via newsletters and display boards. We will ensure that our collective worship themes are displayed on the school website.

## Parental involvement

Parents are actively encouraged to participate in collective acts of worship when possible. During the year, all parents are invited to take part in the school's worship at St Mary's Church Preston Candover, the Buried Church, Winchester Cathedral and the War Memorial service.

## Responsibilities

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.

At interview all applicants are informed that the setting holds acts of collective worship that promote the Christian ethos and values of the school. The normal expectation will be that staff will participate in and lead collective worship. The school welcomes offers from any member of staff who feels confident to lead worship.

Mrs Otway (Headteacher) is responsible for co-ordinating the programme of induction and training for staff.

Mrs Hulme (Assistant Headteacher) is responsible for planning and organising collective worship.

## Monitoring and evaluation

Monitoring and evaluation of collective acts of worship, is undertaken by young children, staff and governors. All who deliver worship will be observed on a termly basis by the Headteacher and collective worship leader, using the Collective Worship Observation form (see appendix 1a). This process supports the school's self-evaluation and staff development and appraisal. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice. Worship leaders will meet regularly throughout the term to discuss, reflect and evaluate the impact of collective worship at Preston Candover CE Primary School.

## Review

This policy should be reviewed annually.

## The right of withdrawal

Parents have a legal right to withdraw their child from acts of worship. We ask for this to be discussed with the headteacher so the exact nature of worship is understood by the parents before this becomes a permanent arrangement; alternative activities can be provided for worship time in consultation with parents. We will ensure that any such pupils are not made to feel isolated or 'different'. Please be aware that this does not mean that the children will be exempt from the Christian ethos of the setting which underpins our teaching, learning and relationships.

Teachers are required to take and attend assemblies as part of their conditions of service. They take responsibility in particular for modelling the ethos of the school to the children. In terms of their contracts, however, they are not obliged to attend or participate in acts of worship. In the unlikely event of a teacher wishing to withdraw from this part of school life, it must be discussed with the Headteacher.

## Appendices

APPENDIX 1 - SIAMS grade descriptors for collective worship

APPENDIX 2 - 1a Collective worship observation form and 1b A practical guide to evaluating collective worship

APPENDIX 3 - Liturgical Colours and seasons of the Christian year

## APPENDIX 1 – SIAMS Grade Descriptors for Collective Worship

### Strand 6: The Impact of Collective Worship

In a Church school collective worship should be inclusive, invitational and inspiring.

In a Good Church school which enables pupils and adults to flourish:

Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All those who wish to do so will have regular opportunities to pray and reflect. Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful. As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

Statutory obligations are met in context.

Worship is creative and pupils talk about how it often inspires them to action. It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist. Most staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes. Worship ensures pupils develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.

Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world. Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.

An effective shared approach to planning allows appropriate opportunities for pupils to gather, engage and respond. The planning, monitoring and evaluation of collective worship involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.

The local church community is regularly involved in collective worship, providing practical support and encouragement.

**Requires Improvement:** it is not yet Good.

**Excellent:** it is better than Good. For example:

- The school community recognises and values worship as the heartbeat of the school. Pupils and adults talk with enthusiasm about worship and explain how it influences their lives, both in and out of school.
- School leaders work proactively with the local church community or diocese who provide innovative and appropriate support for collective worship. Pupils take a considerable lead in

the development of worship within the school. Staff are well supported to lead engaging tutor group and classroom worship.

- Pupils articulate an informed and evaluative understanding of the value and use of prayer and reflection. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.
- Pupils are enabled to engage with the Eucharist in creative and innovative ways, and this ensures a range of age and context appropriate opportunities for pupils to explore the Eucharist in ways that respect the integrity of the pupils.



## APPENDIX 2 – 1a Collective worship observation form

Setting \_\_\_\_\_

Leader: \_\_\_\_\_ Observer: \_\_\_\_\_

Worship Theme: \_\_\_\_\_ Time Allocation: \_\_\_\_\_ minutes

*Collective worship in Church of England Settings 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
<b>Central Attribute 1</b>  <b>Gathering</b>	Is there a real sense of a very special time in the day?  Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.	
<b>Central attribute 2</b>  <b>Engaging</b>	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.	
<b>Central attribute 3</b>  <b>Responding</b>	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
<b>Central attribute 4</b>  <b>Sending</b>	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.	
<b>In addition</b>		
<b>Content</b>	Clear Christian / Biblical content and teaching.  Woolly, lack of structure, largely secular.	
<b>Summary</b>		

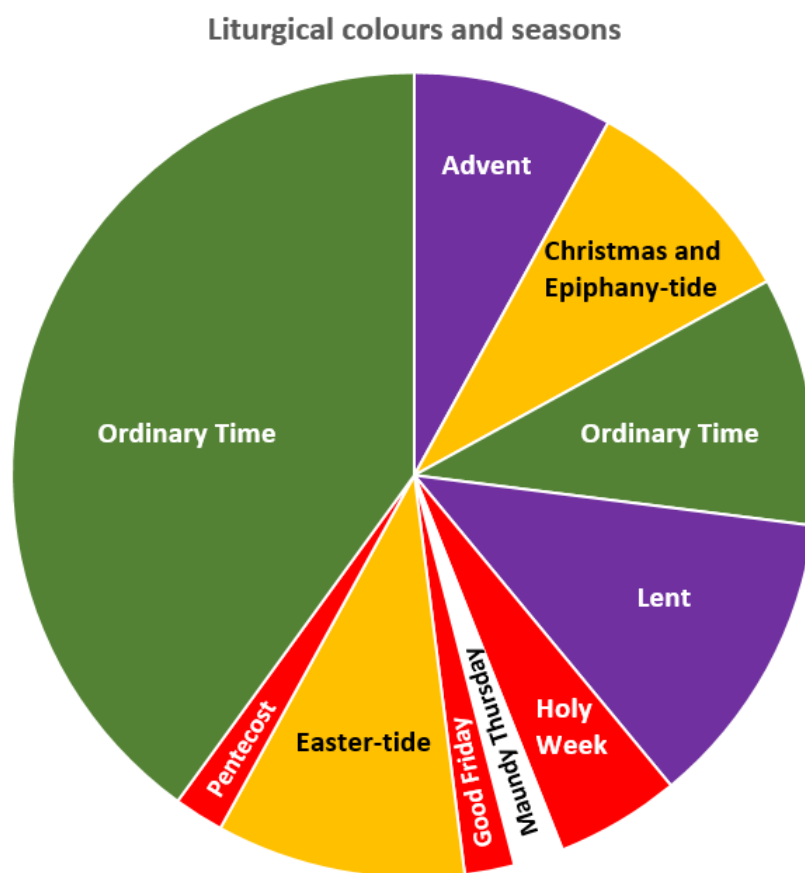
## APPENDIX 2 – 1a Observation form pointers for consideration - NB not a check list.

*Collective worship in Church of England Settings 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?

## APPENDIX 3

### Liturgical Colours and seasons of the Christian year



Season	Liturgical Colour	Description
Advent	Purple	The period covering the four Sundays before the 25th December: Period of preparation for Christmas.
Christmas-tide	White or Gold	25 <sup>th</sup> December to 2 <sup>nd</sup> February
Gap Between	Green	Gap of Green until Tuesday before Ash Wednesday
Lent	Purple	The 40 days of preparation for Easter
Maundy Thursday	White or Gold	The Last Supper
Good Friday	Red	The Crucifixion
Easter-tide	White or Gold	Easter Day until Pentecost
Pentecost	Red	50 Days after Easter (lasts a week)
The Rest of the Year	Green	From Pentecost to Advent

Meaning of the colours	Purple	Penitence, preparation
	White or Gold	Joy, purity, innocence, Saints who are not martyrs
	Red	Fire & Blood, therefore Holy Spirit and Martyrdom
	Green	Everything else

At Preston Candover CE Primary School, we have an empty cross with a backdrop of the liturgical colours.