

## **Collective Worship Policy**

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*Building Community, Enriching Lives*

Collective worship is central to the life and purposes of our church school and is fundamental to the development of our Christian foundation, vision, values and ethos. The head teacher and staff will be responsible for establishing policy in consultation with the governing body. Policy and practice is informed by the Trust Deed and Ethos Statement of the school.

Collective worship provides a space and a place for the telling of the Christian story, the mutual giving and receiving of worth as well as times of reflection and prayer. At its best, collective worship is inspirational and transformational.

Our church academy is a community which is inspired by the Christian understanding of God as Trinity. God the Father, the source of all being and life; God the Son, who reveals God's love by his life, death and resurrection; and God the Holy Spirit, who makes Christ known in the world. The fundamental part that worship plays in the life of the school requires that it is given the highest priority.  
Legal

### **Legal Framework**

There must be a daily act of collective worship for all pupils that takes account of their age and aptitude. The 1988 Education Reform Act states that parents have the right to withdraw children from collective worship and suitable arrangements should be made to accommodate these children. However, as collective worship occupies such a central place in the life of the Church school, there is an expectation that parents wishing to request a withdrawal will meet with the head teacher to discuss their concerns and requirements.

The governors in a Church school have the responsibility for ensuring that the school meets the requirements for worship detailed in the Statutory Inspection of Anglican and Methodist Schools (SIAMS) evaluation document. They are also tasked with monitoring and evaluating the impact worship on the school community in consultation with the head teacher.

### **Aims**

Through collective worship in our academy we aim to:

- Provide an experience of worship that will offer opportunities for those present to respond to the presence, power and peace of God.
- Evoke a sense of beauty, awe, wonder.
- Enable children to become familiar with the Bible and biblical underpinning of the values. They will grow in their appreciation that for Christians it is God's word.
- Provide opportunities for reflection, participation, challenge and enjoyment where all present can be actively involved and develop their own spirituality.
- Help children to become familiar with Christian language and symbolism and the cycle of the Church year so that they are offered a pattern of meanings and a framework into which they can begin to integrate experience.

- Explore a variety of ways of praying, giving children the opportunity to form their own prayers using multi-sensory foci and introduce them to some well-known Christian prayers, as well as a variety of prayers of thanksgiving before mealtimes and home time.
- Offer opportunities to all children and staff to develop their skills in planning, leading and evaluating the impact of school worship.
- Strengthen and support the school community, giving expression to, and reaffirming, the core Christian values which underpin the school's vision, policies, curriculum and moral code.
- Develop a sense of self-worth and celebrate the gifts that each child and adult brings to the school community, recognising the uniqueness of each individual made in the image of God.
- Reflect on the puzzling questions that life poses and learn to appreciate the significance of mystery i.e. that we can't understand and explain everything.
- Foster a concern for others within the school community and wider world. © Deepen appreciation of the gift of the natural world and the importance of acting responsibly toward the environment.
- Encourage respect of other people's religious beliefs and practices

### **Management, Organisation and Delivery of Collective Worship**

Collective worship is led by all members of our school community.

- Headteacher
- Teaching staff
- A pupil or group of pupils
- Our vicar
- 'Open the Book team'
- Whole class

Across the week Collective Worship takes place as follows:

Monday: Whole School  
 Tuesday: Key Stage worship  
 Wednesday: Whole school – often led by visitors or clergy  
 Thursday: Class Worship including Forest School worship  
 Friday: Open the Book team and Celebration worship when parents and friends are invited to join us.

The act of worship can be whole school, within key stages or class to engage the pupils in a variety of different learning styles, actively promote pupils' spiritual, moral, social and cultural development by exploration, discovery and reflection. Worship will focus on our fourteen Christian values, key festivals throughout the church calendar and significant events.

It is our aim that pupils through establishing worship teams are active in all aspects of worship through supporting them in planning and leading worship for their class, other year groups and school. They will use Imaginor resources to provide a framework for their worship and in time use the structures to plan and lead their own worship.

The Act of Worship will be based on:

- 'Values for Life' and 'Roots and Fruits' published by Gloucester Diocese with a separate value for each term
- Special events in the Christian Calendar.
- Issues, which arise from the everyday life and ethos of the school.

At specific times throughout the school year, celebrations of worship are held in the local Parish church. Parents, governors and friends share in these services, which may be held during Harvest, Christmas, Easter and the end of the school year. Collective worship time in school will need to be distinct from other classroom activities, retaining a sense of occasion and togetherness. A table will be used with a cloth to act as a focus for whole school acts of worship. In addition, the school has a collection of specific artefacts to add to this focus.

Liturgy is an important part of our worship where there is always a focal point which includes a cloth of the liturgical colour of the season of the church year, a cross and a candle. There may also be other focus items or pictures linked to our value. These items are brought out at the start of our worship as the pupils sing our Gathering song.

### **Monitoring, Evaluation and Review**

The contribution that Collective Worship is making to the whole curriculum and to the pupils' spiritual development will be monitored by the foundation governor, R.E. subject leader, head teacher and by pupils. This monitoring will take the form of observing collective worship and gathering pupil perceptions.

All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity. Staff meetings provide an opportunity to review and evaluate the last terms acts of collective worship and to plan themes for the next term.

### **Evaluation of Collective Worship**

Following the planning of worship; the evaluation and recording, needs to be an integral part of the process. Worship can be evaluated by those leading the worship, other staff, the pupils for whom the worship is intended or members of the governing body. Feedback from any of these groups will help to improve the quality of worship offered to the pupils.

Policy drawn up and ratified by the Governing Body February 2019

## Appendix 1

### Questions about Collective worship for the Staff and Governing Body

- Is there a clear policy document for Collective worship?
- Does the school policy relate to the school's Ethos and/or Mission Statement?
- Is the policy for Collective worship being followed?
- How is the worship organised?
- Does the school have a named person responsible for Collective worship alongside the Head Teacher?
- Is there a governor with responsibility for Collective worship?
- Does the school prospectus clearly reflect the legal position of Collective worship?
- Does the school prospectus refer to the school's Trust Deed?
- Does the prospectus and other school documentation reflect the value that the school and the governing body place on Collective worship?
- Is the Collective worship clearly planned?
- Is there a budget set aside for Collective worship?
- Is the worship professionally resourced?
- Have staff received in-service training on Collective worship?
- Does the Collective worship offered in the school underpin the school's Christian ethos?
- Is the Collective worship provided underpinned by Christian values?
- Is the Collective worship regularly monitored and evaluated?
- Does the worship take place in a variety of groupings?
- Are staff present for Collective worship?
- Are support staff present for Collective worship?
- Are there opportunities for governors and parents to be present for worship?
- Are there opportunities for individual class worship within the classrooms?
- Does the pattern of worship reflect the broad spectrum of the Anglican tradition and Christian heritage?
- Does the worship allow the pupils to encounter some of the wide range of art, music and artefacts within the Christian tradition?
- Does the quality and provision of Collective worship offer opportunities for pupils' spiritual development?
- Does the worship offer opportunities for pupils' cultural and multi-cultural development?
- Does the worship give opportunities for the pupils to explore the worldwide Christian Church?
- Does the worship provide pupils with an opportunity to worship God?
- Does the worship take place in an environment conducive to worship?
- Does the worship offer pupils opportunities to encounter the more challenging experiences of life and death?
- Does the worship provide opportunities for the pupils to share and reflect upon things that are significant and meaningful to them?
- Does the worship provide experiences that are relevant to the pupils' ages, aptitudes and family backgrounds?
- Does the worship give time for silent reflection and an exploration of inner space?
- Does the worship link into other areas of the school curriculum e.g. PSHE and circle time?
- Do the classrooms have a 'sacred space' or a table set aside with a cloth and a candle as a vehicle for prayer and reflection?
- Have the school considered other vehicles for prayer and reflection e.g. an anonymous prayer box?
- Are pupils, governors, clergy or other visitors involved in leading Collective worship?
- Does the governing body provide guidance for visitors who lead worship?

- Does the school celebrate the Eucharist?
- Has the governing body discussed the possibility of a school Eucharist?
- Are there regular acts of worship for staff, including a Eucharist?
- Does the school have any links with other Christian denominations?
- Does the worship celebrate all that is good and express thankfulness and joy at simply being alive?

## Appendix 2

### **Example of an Observation framework to assess the quality of a specific act of collective worship.**

(Not all sections of this form will apply to each act of worship).

**Groups Present:**

(Whole School/ Key Stage/Year/Class etc.)

It may be helpful to grade your observations in each section on the following scale, though this would not be appropriate for every aspect.

- |                       |                        |
|-----------------------|------------------------|
| <b>1. Outstanding</b> | <b>3. Satisfactory</b> |
| <b>2. Good</b>        | <b>4. Inadequate</b>   |

<b>Date:</b>	<b>Time:</b>	<b>Leader:</b>
<b>Theme</b>		
<b>Purpose and Development</b> <ul style="list-style-type: none"> <li>• <i>Was the purpose of the act of worship clear to all present?</i></li> <li>• <i>Was the theme developed effectively?</i></li> <li>• <i>Were visual aids or different elements used in presentation?</i></li> <li>• <i>Was worship integral to the school day?</i></li> <li>• <i>Was the act of worship conducted at an appropriate pace?</i></li> <li>• <i>Was visual art used or children's creative work shown and celebrated?</i></li> </ul>		
<b>Atmosphere</b> <ul style="list-style-type: none"> <li>• <i>Was there a sense of order on entering and leaving?</i></li> <li>• <i>Were candles, flowers, a cross or other visual focus used?</i></li> <li>• <i>Was there a relaxed, secure atmosphere?</i></li> <li>• <i>Did the leader contribute to the atmosphere with language, attitude and tone?</i></li> <li>• <i>Is there a distinction between the assembly and an act of worship?</i></li> <li>• <i>Was there a balance of music, speech and silence?</i></li> </ul>		
<b>Spiritual Dimension</b> <ul style="list-style-type: none"> <li>• <i>Could this act of collective worship have contributed to the spiritual and moral development of individuals?</i></li> <li>• <i>Were there opportunities for prayer/reflection/quiet? How were they used?</i></li> </ul>		
<b>Integrity</b> <ul style="list-style-type: none"> <li>• <i>Was there a sense of respect for individuals?</i></li> <li>• <i>Was there openness, or compulsion, in invitations to pray or sing?</i></li> <li>• <i>Did the occasion engender ease or discomfort among the participants?</i></li> <li>• <i>Were the words of songs or hymns appropriate for the pupils and the theme?</i></li> </ul>		
<b>Pupil/Student Involvement</b> <ul style="list-style-type: none"> <li>• <i>How wide was the age range?</i></li> <li>• <i>Was the delivery appropriate for the interests, background, ability and age range of pupils?</i></li> <li>• <i>Were the pupils engaged and well motivated?</i></li> </ul>		

<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• <i>Were teachers present (how many?) or was this seen as non-contact time? Were they involved or spectators?</i></li> </ul>
<p><b>Parents, Governors, Visitors, Clergy</b></p> <ul style="list-style-type: none"> <li>• <i>Were any parents, governors or visitors present?</i></li> <li>• <i>If so, what role did they play?</i></li> <li>• <i>Were links with the local church referred to?</i></li> <li>• <i>If a visitor led the worship: was it evident that the briefing has been adequate?</i></li> <li>• <i>Was the visitor introduced properly?</i></li> <li>• <i>Was the visitor's contribution appropriate in content?</i></li> <li>• <i>Were the concepts and language used appropriate to the children present?</i></li> </ul>
<p><b>Close</b></p> <ul style="list-style-type: none"> <li>• <i>Was the timing good?</i></li> <li>• <i>Did the occasion clarify and affirm the values for which the school stands?</i></li> <li>• <i>Did it offer pupils/adults something to think about and take into the life of the school?</i></li> </ul>
<p><b>Additional points for future development</b></p>

**Overall, how would you rate this act of worship?**

**Appendix 3 \_**

**Example of a School Acts of Worship Record**  
**Suitable for sample monitoring by Governors**



## Collective worship Planning Sheet

### Planning the message

Date: 7<sup>th</sup> September

Theme: Co-operation

Person/people responsible: Head teacher

Key message for this assembly: Working together – in school, in the community and across the world

### Sharing the message

Symbols/artwork to show and talk about: Co-operation display board – Together we achieve

Music to play:

Song to sing: God knows me (15)

Story/Poem to share: Parable of the two donkeys

Activity (Quiz/Game/Drama...) Tug of war to reach chocolate

### Receiving the message

Prayer or Meditation or Thought for the Day:

Close your eyes and picture the space you are in, and the people all around you...

Now picture our neighbourhood, and all the people of all ages working, playing, going about their lives...

Now picture this country, all the people of many different races, cultures and religions...  
all going about their lives...

Finally picture this whole world, and all its peoples...

This world could be a place of sharing, helping and cooperation; if we work together we can make this world a much better place.

*Prayer*

Loving God,  
help us to work together,  
to help each other,  
and to love one another.

**Amen.**

## Appendix 4

### Pupil Questionnaire for the Evaluation of Collective worship

**Is the length of our worship:** About right/ Too long/ Too short

**Which things do you like best in worship?**

Stories/Drama/Dance/Poems/Prayers written by pupils/Prayers written by adults/Opportunities for spontaneous prayer/Music/Singing/Quiet time/Don't mind

**Why?**

**Which type of worship do you like best?**

Whole school/Key Stage/Year Group/Class worship/Having a visitor/Going to church

**Why?**

**Do you like it best when?**

Adults lead worship/Children lead worship/A visitor leads worship/The priest/vicar leads worship/There is a mixture of leaders (pupils and adults)

**If you were able to change our worship what would you do?**

**What time of day should we have worship?**

First thing in the morning/Later in the morning/Early in the afternoon/Last thing in the afternoon/Different times on different days

**Is there anything else you would like to say?**



The school is interested in your views and will use them to improve and develop the quality of collective worship. We thank you for the time and thought you give when answering our questions. This survey will be completed by parents, staff, governors and the wider community that the school serves.

1.

Collective worship is a special part of the day. Any comments	Strongly Agree	Agree	Mostly Agree	Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Children should plan and lead Collective worship. Any comments	Strongly Agree	Agree	Mostly Agree	Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Collective worship should always have prayers. Say Why	Strongly Agree	Agree	Mostly Agree	Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Collective worship should always have a Bible story. Say why	Strongly Agree	Agree	Mostly Agree	Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Collective worship should always have music and/or song. Say why	Strongly Agree	Agree	Mostly Agree	Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What is the best time of day for Collective worship?

7. What is special about worship in a Church School?

8. Do you think Collective worship always has to be in the same place, if not, have you any suggestions about other places where Collective worship could be held?

If you have anything else you would like to say about Collective worship please write your thoughts, ideas and reflections in this space.

Please circle the description that fits you best:-

Parent

Member of school staff

Governor

Member of village  
community

Other

*Thank you so much for  
completing this survey,  
we appreciate the time  
and thought you have  
given.*

