



**Collective
Worship Policy
2017 - 2019**

Our Mission Statement

We are a happy,
caring school and
aim to treat
everyone and all
things with respect

We aim to encourage and
support everyone to achieve
their potential within all areas
of their lives.



We aim to work together as a
school and community and to
celebrate our achievement.

*Building
Community,
Enriching Lives*

Love your neighbour
as yourself,
Treat others as you
wish to be treated

POLICY FOR COLLECTIVE WORSHIP

The staff and Governors of Longney C. of E. Primary Academy seek to provide an excellent education, both academic and social, in a Christian context and with Christian values for all the children. In this way the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. One of the school's main aims is to nurture a sense of personal worth for all our children through encouraging them to do their best and fulfil their individual potential. Collective worship is an entitlement for all children every day and unites the whole school community. Collective worship forms an important part of our school's contribution to promoting the spiritual, moral, social and cultural development of every child. It also provides an excellent opportunity to celebrate the worth and value of every person in the school community.

Aims

Through collective worship in our school we aim to:

- provide an experience of worship that will allow children to respond to the presence, power and peace of God
- introduce children to Christian language and symbolism and the cycle of the church year
- explore a variety of ways of praying and introduce children to some well known Christian prayers, e.g. Lord's Prayer
- strengthen and support the school community giving expression to and reaffirming the Christian values of the school
- celebrate the gifts that each child brings to the school community, recognising the uniqueness of each individual made in the image of God
- encourage children to reflect on the puzzling questions that life poses and to respond to the wonder and mystery of the world around them
- foster a concern for others within the school and wider world
- foster an appreciation of the created world and an awareness of our responsibility for it.
- promote our Living Values: Hope, Courage, Respect, Kindness, Forgiveness, Trust, Creativity, Friendship, Honesty, Cooperation, Perseverance and Joy.

Statutory Requirements

Collective worship complies both with our Trust Deed and with all legal requirements. However, it is essential that our Collective worship is flexible enough to encompass the age, aptitude and interests of all the children at the school. Worship is led by the head teacher, staff, the Reverend Andrew James, visitors and the children themselves. One of the ways our school fulfils its Christian character is by having a service in Longney Church on a regular basis including Christian festivals and special occasions, along with Celebration Collective worship in school on a Friday, to which parents and friends are invited. During the rest of the week the act of worship is:

Whole school together on Monday, Wednesday and Friday

Class worship and Key Stage Worship Tuesday and Thursday

Implementation

Collective worship will most often take place during an assembly, but it is most important that it is seen to be distinct from those parts of the assembly that are concerned with administrative matters.

Collective worship is a context for allowing an individual to make a spiritual response freely if it is appropriate for them. In order for our collective worship to be delivered effectively, careful preparation, good organisation, time, resources and training are all necessary elements. We aim to have a whole school approach to collective worship planning and we are adopting a thematic approach. Each member of staff will have a copy of the themes in their planning folder. Each new theme will be introduced to the school by the head teacher. Elements of the theme will then be explored through a variety of methods in successive assemblies. In so doing we hope to create an atmosphere in which the children are invited to explore issues for themselves, to reflect upon and learn from their own experiences and the experiences of others, to develop sensitivity and a sense of wonder, awe and mystery for the world of which they are part.

A group of pupils form the Collective worship team and have a responsibility for leadership that includes planning and presentation to Key Stages, whole school and parents' Collective worship.

The Planning of Collective worship

Collective worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. The content and methodology of Collective worship should be varied and there should be evidence of this in planning.

Each term there is a theme for collective worship based on our Living Values. These are published at the beginning of the year. Those leading worship are encouraged to relate their worship to this theme. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints. Alternatively, class teachers may develop their worship from themes and events that occur on the curriculum during the week. Once a week worship takes place in the classroom and the school makes use of the Diaries of Reflection resource from Imaginor and those on the Salisbury diocesan website www.saled.org. This pattern is flexible and on occasions it is recognised that teachers may feel that they need to respond to local or national events.

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 term's acts of collective worship and to plan themes for the next term.

?, one of the school's Foundation Governors has a role monitoring collective worship at the school.

We seek to encourage pupils to voice their views on collective worship and to be a part of the evaluation process. The school council regularly seeks the views of their classmates and reports these findings to the school council.

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.

Monitoring of Collective Worship

The monitoring of the planning and provision of worship should be carried out on a regular basis. The foundation governors have a key role in this process to ensure that the legal requirements are met and that the worship offered to the pupils is of the highest quality. It is recommended that the collective worship section of The National Societies Self- evaluation toolkit be used as a basis for this process

In other schools a Foundation governor has interviewed a cross-section of pupils.

Rights of Withdrawal

At Longney CE Primary Academy we seek to be an inclusive community however we respect the right of parents to withdraw their children for collective worship. This school expects that withdrawal will only be made following parental discussion with the head teacher followed by written confirmation of withdrawal.

The school has a system of suitable supervision for students withdrawn from acts of collective worship. However, no additional work is set or followed in this time.

All teachers, including the head teacher, have the right of withdrawal from the act of collective worship, but the head teacher, should he or she wish exercise this right, maintains statutory accountability for collective worship.

Conclusion

At Longney we take collective worship seriously so that it has a sense of occasion and importance for all. It underpins the corporate life of the school, providing us with a common focus and challenge and stimulation. It is about inclusivity and the affirmation of the equality of each individual in God's sight, whatever a child's gender, ethnicity, physical or mental ability. It involves us in gathering together every day to express feelings of respect and worth for ourselves, for others, for our local community and the wider world. It gives us all the opportunity to seek after truth and to search for meaning in life.

Ratified June 2017

Review: April 2019

Signed:

Headteacher: P Howard

Chair of Governors:

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.

- | | |
|----------------|-----------------|
| 1. Outstanding | 3. Satisfactory |
| 2. Good | 4. Inadequate |

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

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

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: 7th 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?

Appendix 5

Collective worship Survey



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

2. Children should plan and lead Collective worship. Any comments

2. Children should plan and lead Collective worship. Any comments	Strongly Agree	Agree	Mostly Agree	Disagree

3. Collective worship should always have prayers. Say Why

3. Collective worship should always have prayers. Say Why	Strongly Agree	Agree	Mostly Agree	Disagree

4. Collective worship should always have a Bible story. Say why

4. Collective worship should always have a Bible story. Say why	Strongly Agree	Agree	Mostly Agree	Disagree

5. Collective worship should always have music and/or song. Say why

5. Collective worship should always have music and/or song. Say why	Strongly Agree	Agree	Mostly Agree	Disagree

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.*

