

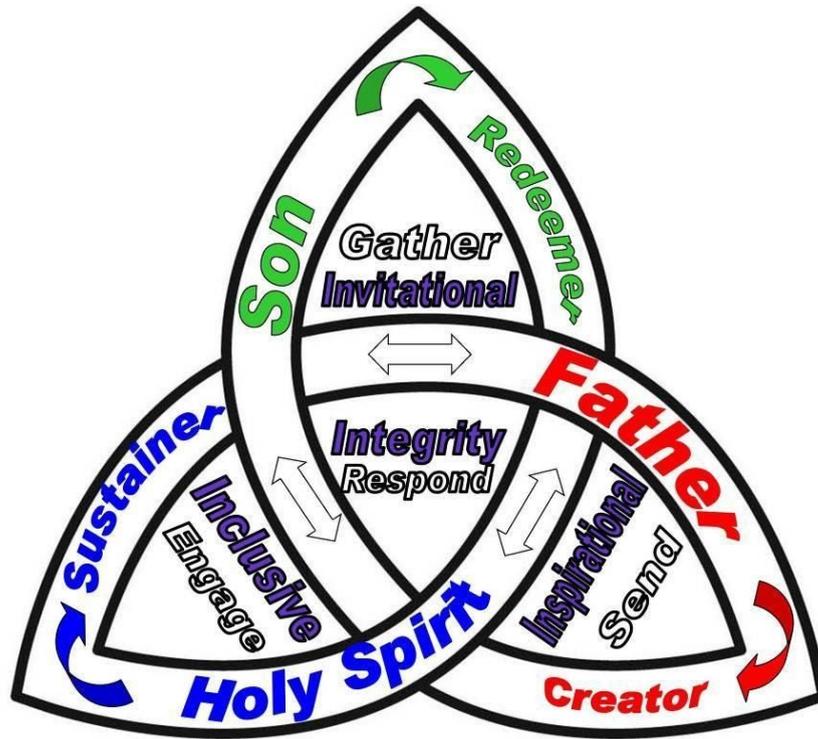
The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring, Christian community.



Collective Worship Policy

Collective Worship Policy			
Approval	Board of Governors	Chairman	Sue Solly
Headteacher	Paul Ruffle	Signature	
Date of last review	November 2019	Date of review	February 2021
Date of next review	February 2023	Maintenance	FGB



1. Introduction and legal status

'To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God'.

William Temple (1881 – 1944)

The legal requirement for Church schools ensures that every child in the school is entitled to an opportunity for daily worship.

The Staff and Governors of The Priory Church of England Primary School, in accordance with our Trust Deed and with the statutory requirements, place Collective Worship at the centre of the school's daily life. *It is central to our vision of 'inspiring all to learn, flourish and achieve in a caring, Christian community.'*

It is a time when we come together to share Christian values and experiences of our everyday lives, to develop the spiritual, moral, social and cultural understanding of our pupils. Worship is organised on a whole school basis and is led by different members of the teaching staff, a range of visiting church ministers, outside speakers and also the pupils in school.

The whole school attends The Priory Church at least twice each term to worship and to reinforce our foundation as a Church of England school.

Rights of Withdrawal

Staff in Voluntary Aided schools do not have the right of withdrawal, whatever their own religious stance, and are expected to be sympathetic to the Christian faith.

Pupils, by parental request or consent, may exercise the right of withdrawal.

2. Roles and Responsibilities

Collective Worship is the responsibility of the Governing body in consultation with the Head Teacher and the Priest-in-Charge.

The normal expectation within our church school is for all staff to view daily collective worship as an important part of their own well-being and spiritual development as human beings.

At interview all applicants are informed that the school holds daily acts of collective worship that promote the Christian ethos and values of the school. The normal expectation will be that teaching staff, including student teachers, will participate in and lead collective worship.

The Headteacher is responsible for coordinating the programme of induction and training for staff.

3. Aims

Collective worship at the Priory School creates a time and space where we can come closer to God and God can come closer to us

- To produce an environment conducive to worship God the father, Son and Holy Spirit through all the senses using Bible stories, prayer, music and the arts. It is distinctively Christian, focusing on the Gospel of Jesus Christ.
- To understand, celebrate and develop children’s knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church’s year.
- To encourage the practice of Christian values within the school community and beyond. It aims to be transformative.
- To give opportunity for pupils to share what is meaningful and significant to them, both in loss, suffering and sadness, and also in the celebration of all that is good and lovely in their lives, especially their own gifts and talents.
- To reflect the Anglican tradition in worship whilst showing the breadth of the global Christian church.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop a caring attitude to others and a sense of community and loyalty.
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship.
- To develop personal spirituality within the school community through a range of experiences including individual and collective prayer

In summary, Collective Worship aims to make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community.

4. Organisation of Worship

The weekly Collective Worship timetable is organised as follows:

Themes for the year are based on the Anglican church calendar and Christian values. These are taken from the Roots and Fruits scheme and Heartsmart.

	Main focus of worship	Worship led by:
Monday	Whole School worship based on the theme for the half-term.	Head teacher
Tuesday	Alternating between class worship (child-led) and whole school ‘Big Sing’ (learning new worship songs)	Class teachers and pupils
Wednesday	Church Partnership Whole School worship based on the theme for the half-term.	Ministry team from the Priory Church. Introduced by Senior Leadership team on a rota

Thursday	Open the Book Worship, exploring a key Bible story.	Local Christian volunteer group. Introduced by school staff on a rota.
Friday	Celebration Worship (including Learners of the Week)	Senior Leadership team

Worship is planned to include these four areas:

Gathering Making special and significant this part 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

5. The importance 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 a prayer, offered spontaneously by a pupil or adult, read out or recited.

- Children understand the nature and purpose of prayer.
- Children understand the part prayer may play in their lives and the life of the school community.
- Prayer contributes to the spiritual development of individuals and the whole school community.

There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship.

Each class has a 'reflective area' to engage and promote individual pupils and adults, in addition to the designated worship table in the hall.

6. Spiritual Development

Children will develop spiritually with or without a teacher's intervention, but we aim to create opportunities through Collective Worship and across the curriculum to foster an environment that will nurture spiritual development across the curriculum.

We aim

- To provide opportunities for children to reflect, especially upon matters of significance, value and concern, in relation to the meaning of life and ultimate questions.
- To encourage appreciation of the environment, and awareness of humanity's responsibility for its use and misuse.
- To provide opportunities to share thoughts, feelings and experiences – both good and bad.
- To provide adequate sensory resources to aid spiritual thinking.

In order for teachers to achieve these aims we will need to:

- Create a happy and harmonious environment
- Encourage reflection
- To provide opportunities then take the cue from the children
- To listen when children try to express themselves, and try not to interrupt, or erect 'barriers'
- Express enthusiasm, especially for the awe-inspiring aspects of the subjects we teach

Spirituality can be recognised in:

- Comments that indicate reflection / deep thought

- Expression of feelings; respect and sensitivity towards people, places and things
- A sense of awe and wonder in anything (from nature to number!)

7. Provision for Monitoring and Review

The Worship Policy is reviewed regularly by the Governors and teaching staff.

The monitoring of worship is 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.

Some strategies used for assessing the outcomes of Collective worship include:

- observation of children's reaction and participation during worship.
- feedback from children in class - written or verbal.
- parents' comments.
- Observation and monitoring by Foundation Governors

8. Church / School Partnership

The Church regularly prays for the school at the Sung Eucharist.

Members of the Priory Church ministry team regularly conduct acts of worship at school and monitor / support our corporate acts of worship in the church e.g. Christmas and Easter.

APPENDICES:

Appendix 1 – Questions for staff and Governors

Appendix 2 – SIAMS inspection descriptors

Appendix 3 – Collective Worship observation forms

Appendix 4 – Liturgical colours for the Anglican church calendar

Appendix 5 – Description of the central attributes of Collective Worship

APPENDIX 1 Questions for the staff and Governing Body

QUESTIONS 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?
- 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 the 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 the staff present for Collective Worship?
- Are the 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 eg. 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 eg 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 school have links with other faith communities?
- Is provision made for the spiritual development of those pupils from other faiths?
- Does the worship celebrate all that is good and express thankfulness and joy at simply being alive?

APPENDIX 2 - The inspection of collective worship by SIAMS (Section 48 church school inspection)

Please visit:

https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf

APPENDIX 3 - Collective worship observation form

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.

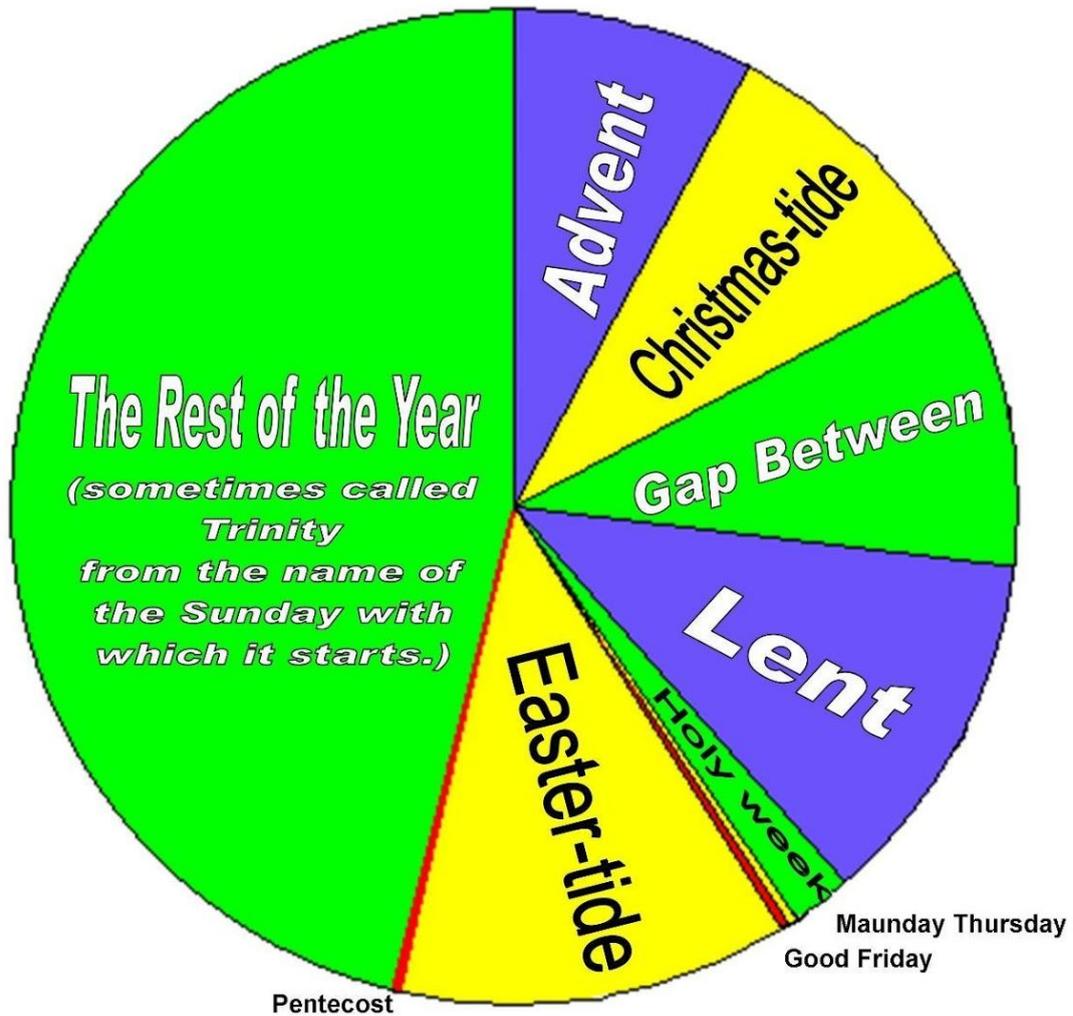
CRITERIA	ASPECT	COMMENT
<p>Central Attribute 1</p> <p>Gathering</p>	<p>Is there a real sense of a marking the start of a very special time in the school day?</p> <p>Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.</p>	
<p>Central attribute 2</p> <p>Engaging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

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.

Ga th er i n g	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
En g a g i n g	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
Re s p o n d i n g	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
Se n d i n g	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Ot h e r a s p e c t s	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 4 - 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 th December to 2 nd 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 (sometimes bare)	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
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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

APPENDIX 5 - The central attributes of collective worship

Ideas for gathering

Based on the revised SIAMS inspection schedule for collective worship which references the “central attributes” of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we create a **Gathering** ceremony that changes the **space** used for worship (which is also used for lunch and PE) into a **sacred place** that enables children and adults to engage in this very special part of a church school day?

Some gathering ideas:

- Teach a short prayerful song such as “As we are gathered Jesus is here”
- Light a candle with a prayer – “Dear God, show us who you are and how you want us to be”
- Light a candle with a prayer – “This is a special time of our school day when God can come closer to us and we can come closer to God”
- Light a candle with a prayer – “We light this candle to remind us that Jesus is the light of the world”
- Other greetings:
 - “Peace be with you”, “And also with you”
 - “The Lord be with you”, “And also with you”
 - “Peace”, “Peace”
 - Could be a confession using “Sorry, Thank You and Please”
 - Could be based on the school’s Distinctive Christian Values, e.g. “Dear God, help us to Love, Trust and Forgive every day and in every way”
- Use an inspirational or thought provoking image on screen as children arrive
- Use music, playing while the children arrive, that links to the theme
- Create a ceremony – a tee light in a special holder is lit in the classroom, the light is processed at the front of the class as they walk to the hall. As the school gathers all the lights are placed at the front of the hall. When the main candle is lit, the light comes from one of the class candles
- Instead of the children forming rows in their classes, the children arrive and create vertical rows from front to back. This mixes up the classes and creates a more family feel with older and younger children sitting next to each other
- Try to create as much of a circle as possible, in Godly Play it is described as the children’s sacred space. It brings the children closer and creates a more intimate feel to the assembly of people
- Ask the children, explain that Gathering is a key part of our school worship, what would make it special for them, see what ideas they come up with
- Vary the gathering each half term – perhaps the gathering can reflect the cycle of the church year

Ideas for engaging

How do we **Engage** the assembled children and adults so they can focus on the theme / content of our talk / presentation / worship?

Some engaging ideas:

- Gathering provided you with the first opportunity to raise the curiosity of those assembled. The imagery the music, perhaps the fragrance you used (burning an incense joss stick) can be used to start the engagement
- Ask questions about the image / music / fragrance
- Get the children involved. Find out what the children already know (we sometimes tell a Bible story that most of the children know quite well, rather than reading or telling it again get the children to help you retell the story, their own words can provide you with profound insights

- Tell a story from your own childhood
- If you can play an instrument or have another skill use it – mine your talents
- If you can paint or draw – use these skills to tell the story
- Use volunteers
- Use simple props, using 4 strips of cardboard held together with paper fasteners you can retell the story of Jesus Healing The Paralysed Man www.youtube.com/watch?v=DX5xUpXHUNE
- Use video clips, try <http://jesuswonder.org/> as a resource
- Use props – a closed box that you carefully place behind you, and while you start telling the story you keep looking at over your shoulder – but you don't say anything about it, the children will be desperate to know "What's in the box?"
- Create a sacred space, as much of a circle of children as you can make in the hall and sit on the floor at their level, talk in a low voice so everyone has to work hard to hear
- Use Christian meditation techniques see www.wccm.org for information
- Stand up to sing and use the hymn / song to increase blood flow and energise everyone

Ideas for responding

How do we allow the children and adults to **Respond** to the theme / content of our talk / presentation / worship?

Safeguarding

Responding can include information from children that reveals sensitive personal information. Be ready to stop the child before they say too much.

Some responding ideas:

- When you ask a question, responding can be:
 - think about this in your head
 - talk to the person beside you (talking partner) give the children 20 seconds and swap
 - gathering an answer from year R then year 1 then year 2 and so on
 - holding your answer in your head and see if you had the right idea as the story continues
 - expecting the unexpected and allowing for these obscure responses
- Responding can be quiet – is this your preferred style? What will work best for the subject / children?
- Responding can be noisy – is this your preferred style? Can you successfully restore calm?
- Responding can be allowing the children to tell the story for / with you
- If you are using a well known Biblical story, rather than telling it all yourself ask the children what comes next, this is both engaging and responding
- Can the response be an action rather than words? How can you show compassion to this person, show me in a mime?
- The response could be a spontaneous prayer said out loud to a partner or to everyone
- Singing an appropriate song could be the best response possible
- Responding might be private as we all listen to a piece of music or look at an image or at a candle flame
- A collective response might be asking what we can do as a school to make a difference in the context of the theme, gathering the ideas and offering them to the school leadership might be appropriate, do ask first if this would be acceptable
- Asking the children to show work that they have done in class the week before, you have to set this up in advance

Ideas for sending

What message will you **Send** the children out with. How do we ensure the children leave the worship with a simple / single thought that could have an impact on the rest of their day or even their life?

Safeguarding

Make sure anything you ask the children to do as a response, does not put them at risk.

Some sending or concluding ideas:

Sending or the conclusion should be your starting point for every worship. Always ask yourself

- “What do I want the children / adults to take away?”
- “What impact do I want the content of the worship to have on the lives of the children and adults?”
- Remember that church schools are not church, remaining invitational and inclusive means that whilst we share the message of Christianity, school worship may not be a gathering of Christians. Sending them off to do God’s work or saying “Go in peace to love and serve the Lord” could be inappropriate and / or offensive.
- Some sending may be personal to the individual and some may be outward to others and involve a school wide response.

You could:

- ask children to share a smile with someone they know or like
- ask children to share a smile with someone they don’t know or don’t like
- use a final prayer to sow the seed you want – make sure the language you use can be understood by children of all ages present
- empower the children “Remember, although you might be small or very young compared to us adults, you can change the world by what you do today.”
- reference the way you gathered the children “Dear God, show us who you are and how you want us to be.” As you leave today, what have you learned about how God wants human beings to be. Does it affect you?
- ask them to think how they treat others while they work, play in school and how they behave in school
- ask them to be courageous in defending others in class against unkindness from others
- ask them to spot others being kind and be courageous enough to tell them
- ask them to organise a chart in class to catch all the times when kindnesses are spotted
- ask them to look out for a charity that might need support
- ask then to think of ways in which the school could help others in the local or world community
- **ASK THE CHILDREN WHAT THEY THINK THE SENDING MESSAGE SHOULD BE TODAY**