



Long Sutton Church of England Primary School Collective Worship Policy

Date of Last Review	Date of Next Review
September 2019	September 2021
Responsibility for Review and Monitoring / Auditing	
Headteacher in partnership with staff & Foundation Governors	
Purpose	
To outline our aims, commitment and approach to Collective Worship so that our provision allows all children grow spiritually, morally, culturally and emotionally.	

Signed: (Headteacher)

Date:

Signed: (Chair of Governors)

Date:

'Worship the LORD with gladness; come before him with joyful songs'

Psalm 100



Introduction

This policy is an agreed statement of the values and aims of collective worship at Long Sutton C of E Primary School. It has been prepared by the Headteacher with assistance from other staff, Governors and diocesan advisers. Collective worship is valued as a central aspect of the life of our church school, through which children grow spiritually, emotionally, morally and culturally.

Legal status of collective worship

In a Church of England school, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

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. 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.

Our Values:

LOVE COURAGE & HOPE

Our Vision:

Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to be kind, be respectful and be the best they can be.

At Long Sutton Church of England Primary School, we aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do in our small church school, where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our broad curriculum inspires great learning through engagement with the outdoor environment and enables our children to develop positive emotional and mental health and an understanding of their place in the wider world. Our children are nurtured and challenged to become resilient learners with high aspirations.

How our Vision and Values impact this policy:

The strong relationships which are fostered between staff and children in our small school contribute to a culture of openness and trust, where children know they will be listened to, valued and taken seriously, so that during Collective Worship they feel confident to share their personal views, beliefs and questions. In the context of Collective Worship, we show love through valuing each other's thoughts and ideas; courage through respecting different views; hope through allowing children to consider how they can make a difference in the world. Through our daily acts of worship, we pray that God's love will fill our hearts, that we will find courage to live like Jesus and that God's Holy Spirit give us hope so we can make a difference in the world.

Worship in our school should:

As worship:

- Be at a level to enable children and adults to explore their own understanding of God within a Christian framework
- Explain and promote the core Christian values of our school: Love, Courage and Hope
- Have Integrity as acts of Anglican worship whilst being **invitational, inclusive and inspirational**
- Be based on Biblical text or themes
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Mark the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions such as the lighting of a candle or use of a cross

For people:

- Develop personal spirituality within the setting community through a range of experiences including individual and collective prayer
- Celebrate the God given gifts and talents of individuals
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the setting community

To comply:

- Reflect the trust deed of the setting
- Reflect the Terms of the Union (Appendix 1)
- Be clearly outlined in school communications and documents
- Involve children and adults in planning, leading and evaluating collective worship
- Be monitored and evaluated by foundation governors for the impact it has on the school community

Aims of our worship

- To promote the joy of worship as engaging, inspiring and transformative
- To develop spirituality, morality, social and cultural values
- To provide moments of peace, enabling stillness, reflection and prayer
- To provide moments of noise and joy, with singing, music, dance, drama, 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 and loyalty
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship
- 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:

- Creating a sense of occasion and reverence
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
- 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; festivals and celebrations, our Christian values of Love, Courage and Hope and other core Christian values.
- 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
- Using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers; all prayer will be invitational
- 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

We will structure the planning and delivery of Collective Worship to fulfil the following 'central attributes' of worship:

- Gathering** Making worship a special time of the day and creating an atmosphere for worship through the way in which we begin our sessions
- 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, children, representatives from the parish church and other visitors.

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. Prayers can also be present in class routines, reflective areas and journals 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, for example through daily class Grace before lunch and a class prayer at the end of the day.



The school has a 'reflective area' to engage and promote prayer and worship in 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. 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.

Organisation

Monday	Whole School Worship: Launching the value of the week, including the memory Bible verse and song of the week
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Tuesday	Whole School Worship: Introducing the Bible story or Bible teaching of the week and what it teaches us about the value of the week.
Wednesday	Class-Based Worship: Exploring the value and Bible story / teaching in more depth, at an age-appropriate level. A strong focus on personal reflection, including use of the class Reflective journals as appropriate.
Thursday	Whole School Worship (all class-based staff to attend): Led by the Worship Monitors (1 child per class) and a member of the Parish & Benefice Clergy / Pastoral Team. Members of the wider community are invited to join the school for this special act of worship. This worship session incorporates the Prayer and memory Bible verse of the week and links to the value and Bible story / teaching of the week.
Friday	Whole School Worship: A time to round off the value of the week, considering the impact of this week's worship on our own lives. Children may be asked to bring a contribution from the class-worship to share with the rest of the school. During this worship session, we also share our success with a time of celebration and the awarding of certificates.

Collective Worship monitors: One child from each class is selected to become the class worship monitor. Their duties are to assist in the leading of Collective Worship in a variety of ways, for example through leading the Trinity candle-lighting prayer and leading the school in actions during songs. Worship monitors are changed approximately every 3 weeks. Additional roles during Community Worship are allocated as follows:

Chaffers Class: Inviting the school to join with the Lord's Prayer.

Kimbers: Reading the Prayer of the week.

Saulgrove: Inviting the school to join in the confessional prayer.

Benhams: Bible Reading

Resources

The setting has resources available to support collective worship. The Headteacher plans Collective Worship using a range of resources and ensures that all planning and resources are made available to teachers. Each class has a Reflective Area and a Worship Basket / Box, which should include:

- Coloured cloths representing the colours of the Church Year (see Appendix 3)
- Candles linked to the colours of the Church Year (see Appendix 3)
- A 'Prayer Bear' (Reception & KS1)
- An 'Oscar Owl' (KS1) or 'Jack Dog' (Reception) puppet
- A children's Bible
- A children's Prayer Book
- A cross
- Other resources to aid children in prayer or reflection, as provided by the Headteacher or chosen by the class teacher

Communication

The school will communicate with parents our collective worship themes via newsletters and display boards.

Parental involvement

Parents are actively encouraged to participate in collective acts of worship when possible. There is an open invitation to all parents to our weekly Community Worship. In addition, parents are invited to: class assemblies, which always include elements of worship; Headteacher Award assemblies, which take place on Fridays and include the usual Friday Worship content (see above).

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. All staff are welcome to attend any act of worship and all class-based staff attend Community Worship on Thursdays.

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.

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

Hannah Inglis (Headteacher) is responsible for planning and organising collective worship.

Monitoring and evaluation

Monitoring and evaluation of collective acts of worship, is undertaken by children and staff. Collective Worship will be monitored regularly by members of the Senior Leadership Team and Foundation Governors. The Headteacher and Foundation Governors will report to the Full Governing Board on the impact which Collective Worship is having in school, as well as the types of worship activities and any areas for improvement. Monitoring may be in the form of a learning walk, observation of Collective Worship, scrutiny of class Reflective Journals and pupil conferencing. This process feeds into the school's self-evaluation and staff development and appraisal. All leaders of collective worship are asked to evaluate continuously, to reflect after every worship, in order to develop and improve their practice.

Review

This policy should be reviewed every 2 years.

Appendices

APPENDIX 1 – Terms of the Union

APPENDIX 2 - SIAMS grade descriptors for collective worship

APPENDIX 3 - 1a Collective worship observation form and 1b A practical guide to evaluating collective worship

APPENDIX 4 - Liturgical Colours and seasons of the Christian year

APPENDIX I

Long Sutton Church of England Primary School Founded 23rd March 1847



Terms of Union with the National Society

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

The governing body will ensure that the school is led by a headteacher who is committed, with the help of staff, to preserve and develop the Christian character of the school in its day to day activities and in the curriculum.

The governing body will offer a school life that incorporates the values of the Christian faith.

The governing body will ensure that all pupils each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church.

The headteacher and the governing body will ensure that religious education is given at least five per cent of curriculum time and that such religious education is consistent with the faith and practice of the Church.

The school should observe the major Christian festivals and, where those of other faiths are present in the school, ensure that they are able and encouraged to mark their major festivals with integrity.

The school should maintain and develop an active and affirming relationship with the parish church of the parish in which the school is situated or a parish church of one of the parishes which the school serves.

The school should proclaim that it is a Church school on its external signboard and on its stationery and make appropriate use of Christian symbols inside and outside the school.

**Produced by the Portsmouth and Winchester Diocesan Board of Education
to mark the 200th anniversary of the National Society in 2011.**

References in these Terms of Union to "the Church" are to the Church of England in respect of schools situated in the Province of Canterbury or York.

The governing body and the trustees of the school must ensure that the school is designated by the Secretary of State under section 95 of the School Standards and Framework Act 1999 (or any successor legislation) as having a religious character that is Church of England.

The instrument of government of the school should describe its ethos in the manner set out above or in words to the same effect.

APPENDIX 2 – 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 3 – 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
Central Attribute 1 Gathering	Is there a real sense of a very special time in the 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		

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

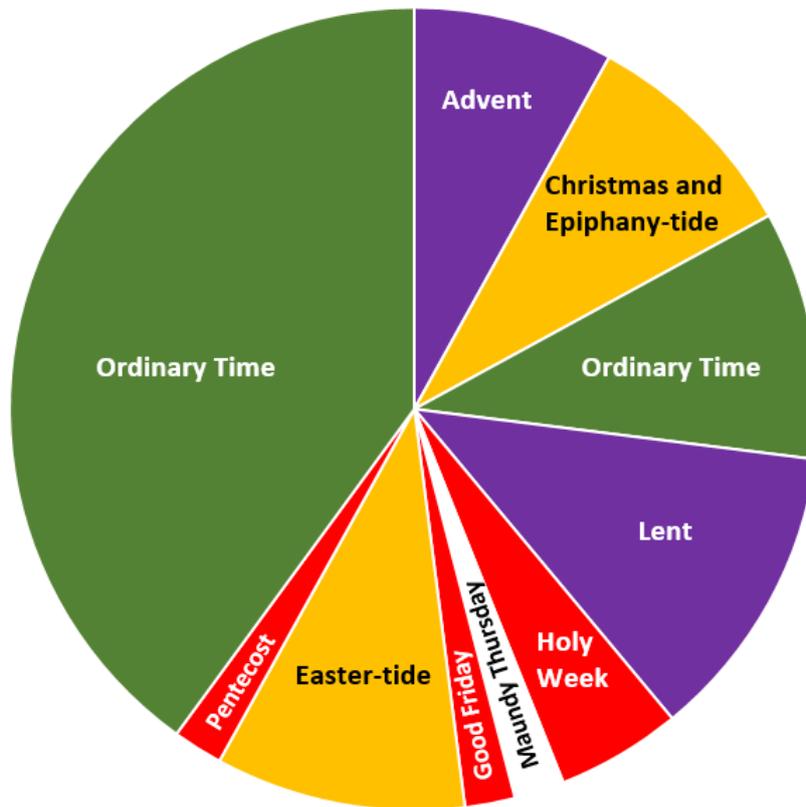
Collective worship in Church of England Settings should at its simplest create a time and space where we can come closer to God and God can come closer to us.

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
Send ing	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 4

Liturgical Colours and seasons of the Christian year

Liturgical colours and seasons



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	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

In some places	Blue	The Blessed Virgin Mary
	Pink	Mothering Sunday (4 th in Lent) and 3 rd in Advent

There are different versions of the colours used.
Please consult your parish for the colours used locally.