



# St John's Church of England Primary School

## **Collective Worship Policy**

<b>Date Approved:</b>	<b>27th March 2019</b>
<b>Headteacher:</b>	<b>Mrs Helen Langeveld</b>
<b>Chair of Governors:</b>	<b>Mrs Julie Griffiths</b>
<b>Review Date:</b>	<b>26th March 2022</b>

**Love, Respect, Value**

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

*'In a church school the daily act of collective worship can play an important part in reflecting and developing the school's distinctive ethos.'* More than Caring and Sharing, John Cox Page 140

## Growing Together in Love and Respect

### **Introduction**

St John's Church of England Primary School is a family where children and the whole school community come together from different cultures and walks of life to celebrate our diversity and unity.

As a Church of England Primary School, we focus on the Christian message and learn about, reflect on and discuss the teachings of Jesus and the Bible. We also promote and affirm Christian values and reflect on the attributes of God. As a fully inclusive, diverse school, we discuss and learn about other faiths and beliefs.

Collective worship is an opportunity for the school to come together and learn about Christian Values through our yearly cycle and to also be immersed in British Values such as tolerance, respect, community, harmony, love, and forgiveness. It is also a place where the children can develop their spiritual, moral, social and cultural characteristics.

This policy is an agreed statement of the values and aims of collective worship at St John's C of E Primary School.

### **Worship In Our School**

Collective Worship is an integral part of our day at St John's and as a result we hold a daily act of collective worship. These acts of Collective Worship are planned in advance and follow the liturgical year.

The acts of Collective Worship will vary (depending on the day of the week) to help support and stimulate the children's spiritual growth:

- Monday: Collective Worship led by HT/SLT/Reflective Eagles. This introduces the Bible story/value that will be focussed on that week.
- Tuesday: Praise and Worship. Staff lead the children in learning songs based on our values/Bible stories/seasons.
- Wednesday: Collective Worship led by Father David reflecting deeper on the theme from Monday.
- Thursday: Class Collective Worship based on current value worship, on the weekly theme.
- Friday: Celebration Assembly led by HT. This is a time to share and celebrate school and individual achievements and to also celebrate a famous event/person from that date in history.

Alongside this structure we also welcome visitor/guest Collective Worship – Leaders from local churches/other faiths/parents/school friends contributing to Collective Worship.

At the beginning of each half term, a PSHE Collective Worship (based on the whole school Jigsaw Scheme of Work) takes place to introduce the new unit. It is ensured that a Christian message underpins each assembly and therefore promotes children's spiritual growth and complements the Collective Worship structure.

Throughout the year, we will also recognise and celebrate key days for example St George's Day and Remembrance Day. There will also be special subject assemblies for example Friendship week, Road Safety Week, Online Safety Week.

We also participate in and celebrate the major Christian festivals throughout the year. These include Advent, Christmas, Lent (which itself includes Ash Wednesday, Holy Week/ Easter), and Harvest. For Harvest, Remembrance, Christmas and Easter we have special celebratory services at St John's Church where parents/carers are invited to join us.

Daily prayers are performed at the start and end of the day in classes and a whole school Grace at lunchtime.

### **Themes of Worship**

Throughout the school year, our themes of worship incorporate two main strands:

1. The current cycle in the liturgical year of the Church; and
2. Reflection of the children's everyday experiences and what the Bible says about different issues.

Through this, the children gain a good understanding of the liturgical year and Church traditions as they journey through the life of Christ from birth to resurrection. Additionally, through interactive acts of worship, issues such as bullying, right and wrong, making the right choices and respect are explored and discussed through the teachings from the Bible. These acts encourage the children to reflect upon a range of spiritual and moral issues appropriate to their experiences. Outside speakers are also invited in to talk to the children on a variety of issues.

At St John's, we also plan our Collective Worship upon 11 values we believe integral to contributing to the 'whole child'. These values work in tandem with our Mission Statement of 'Growing Together in Love and Respect' enabling our children to grow morally and spiritually. During Collective Worship, children engage with values-based stories and are encouraged to consider how we can live out these values every day.

<b>Month</b>	<b>Value</b>
September	Growing Together (Co-operation)
October	Thankfulness
November	Courage
December	Joy (Preparation) ADVENT
January	Respect
February	Love (Compassion)
March	<b>Lent</b> Forgiveness
April	Hope EASTER

May	Friendship (Service)
June	Peace (and Justice)
July	Wisdom (and Trust)

### **Conducting an Act of Worship**

Lighting of the candle: In the name of the Father, and of the Son and of the Holy Spirit *Thanks be to God*

Gathering: May the Lord be with you...*And also with you*

May peace be with you...*And also with you*

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 Go in peace, go in love and respect. Go with ....(value) *Thanks be to God*

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

Wherever possible, children take part in the act of worship either independently or alongside the HT, Father David, class teacher or visitor.

During the act of Collective Worship the children are expected to come into the school hall in appropriate silence, whilst music from the composer of the week is played (linked to value/Bible theme if possible). The act of worship is seen as providing a period of calm and reflection within the day, for the whole school (and its wider community when appropriate). A message is delivered, with a story or passage from the Bible shared with the children.

A prayer is shared at the end. This may have been written by a child, or a child might be asked to read it. All the children are invited to join in either by saying "Amen" at the end, or by reflecting on the mood of the assembly through observing the candle. Children are encouraged and challenged to consider how they could live out the message of the worship in their everyday lives. If appropriate, children share their ideas. As they leave Collective Worship in silence, there is further opportunity for reflection as they walk out, again accompanied by music.

### **Reflections and Prayers**

Children have ongoing opportunities to reflect and pray in the class reflection areas and to place prayers in the class prayer boxes. These prayers may be shared with the class.

Children also have the opportunity for quiet prayer and reflection in the outdoor reflection space and the indoor library reflection space.

In the weekly newsletter a child's prayer is shared as are key features of that week's Collective Worship for the parents to engage with at home.

### **Aims of our Collective Worship *Inclusive Invitational Inspirational***

- To promote the joy of worship as engaging, inspiring and transformative

- To develop spirituality, morality, social and cultural values.
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer.
- Sometimes to be noisy and joyous with singing, music, dance, drama etc.
- To give an opportunity to acquire a secure knowledge of the Christian 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.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop pupils' 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 and faith leaders in the community to lead worship weekly.

### **Resources**

Resources for acts of worship are kept in the PPA room and outside the Godly Play room and any interactive media are saved on the Google Drive - Curriculum Space - C of E - Collective Worship. The resources are specifically chosen to deliver the relevant themes from the acts of worship yearly/termly planning. Class teachers may access these at any time to plan and to prepare to lead their act of worship.

### **Communication**

The weekly school newsletter contains the focus Christian value and information on that week's collective worship. The newsletter also contains a child's prayer for the week. St John's families are informed and invited to all the key collective worships through the newsletters and via e-mails.

### **Planning for Worship**

The worship plan informs members of staff of the themes for each week and is agreed between the Head teacher and RE/Worship leader and Father Dav

### **Year 6 Leavers' service**

When we reach this momentous moment in July 2023 a special service for Year 6 leavers will be planned for. The leavers will be invited to "tell their St John's story" and will also be presented with a Bible. They will also be reminded that the Church and the school will continue to be there for them in the years that lie ahead.

### **Legal status of Collective Worship**

All maintained and independent schools in England must provide a daily act 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 (The Established and National Church) and the wider Anglican Tradition.

### **Right to withdraw**

Parents have the right to withdraw their child from the daily act of collective worship. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship. Collective worship guidance is contained in Circular 1/94. The school will respect parental requests and will try to discuss the request to see if an accommodation can be reached and to ensure worship remains inclusive and invitational and open to all members of the school community.

### **Monitoring and evaluation**

Monitoring and evaluation of collective acts of worship is undertaken on a termly basis by staff or governors. This process supports the school's self-evaluation, is a specific responsibility of the Church and Community governors and is reported to the whole governing body. Pupils are also involved in evaluating collective worship through pupil voice. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

### **Review**

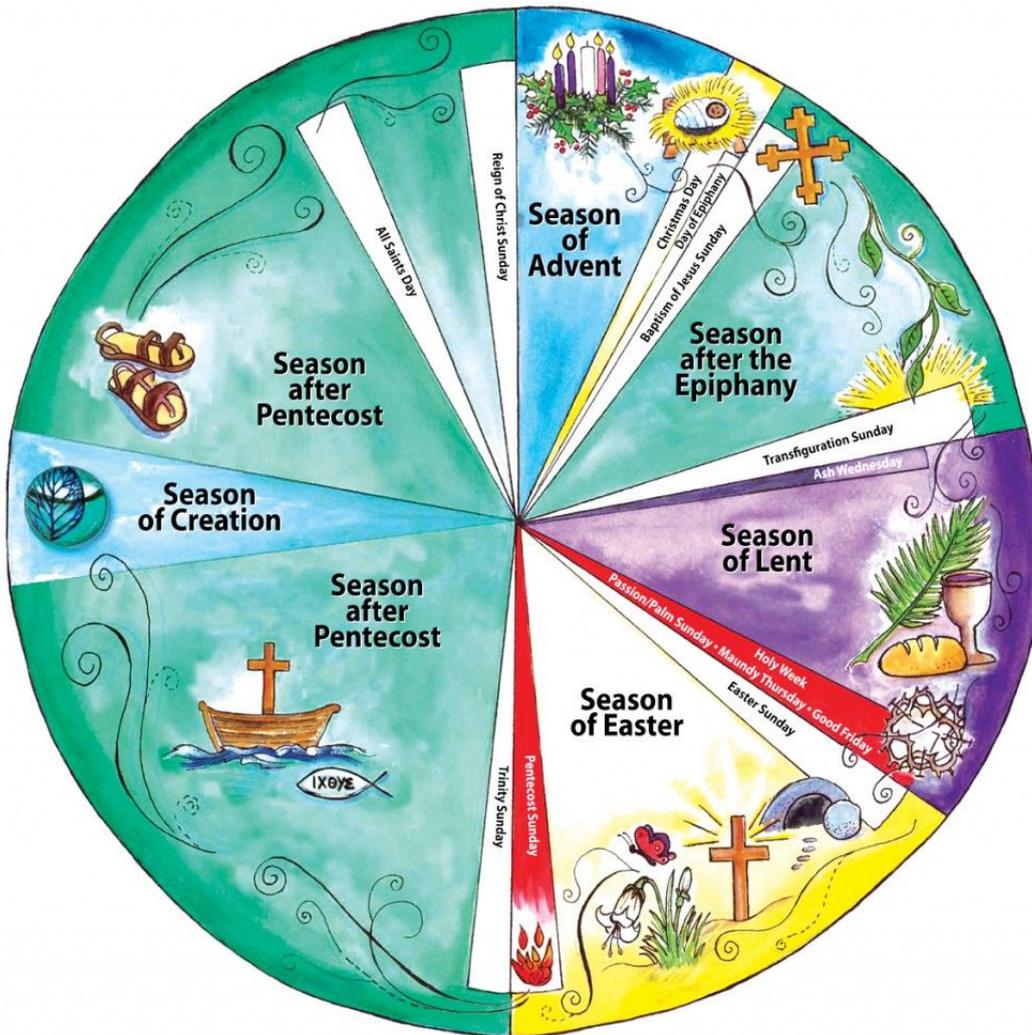
This policy will be reviewed every three years, or earlier if changes are made to the SIAMS Evaluation Schedule.

### **Appendices**

Appendix 1 – Liturgical colours and seasons of the Church year

Appendix 2 – Collective worship observation form

**APPENDIX 1 - Liturgical Colours and seasons of the Christian year**



Season	Liturgical Colour	Description
Advent	Purple/Blue	The period covering the four Sundays before the 25th December: Period of expectation and preparation for Christmas.
Christmas-tide	White/Gold	25 <sup>th</sup> December to 2 <sup>nd</sup> February - Feast of the Incarnation of Jesus
Ordinary Time	Green	Green until Shrove Tuesday before Ash Wednesday
Lent	Purple/Lent Aray	The 40 days of prayer, penance, fasting & preparation for Easter
Maundy Thursday	White	The Last Supper and Institution of the Holy Eucharist
Good Friday	Red/Black	The Crucifixion -
Easter	Gold	The Resurrection -
Easter-tide	White or Gold	Easter Day until Pentecost
Pentecost	Red	50 Days after Easter - Gift of the Holy Spirit to all people
Trinity	Gold/White	The Doctrine of One God - Father, Son and Holy Spirit
Ordinary Time	Green	From Holy Trinity to Christ the King
Christ the King	White/Gold	Marks the end of the Church year until Advent commences
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	Growth
In some places	Blue	The Blessed Virgin Mary
	Rose Pink	Mothering Sunday (4 <sup>th</sup> in Lent) and 3 <sup>rd</sup> in Advent

**APPENDIX 2 - Collective worship observation form**

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.***

<b>CRITERIA</b>	<b>ASPECT</b>	<b>COMMENT</b>
<b>Central Attribute 1</b> <b>Gathering</b>	Is there a real sense of a marking the start of a very special time in the school 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>		

**Observation form pointers for consideration - NB not a check-list.** (Appendix 2 continued)

*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.*

G a t h e r 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
E n 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
R e 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
S e n d i n g	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
O t 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?