



**Goring Church of England  
(Aided) Primary School**

**Faith, Love and Learning**

# **COLLECTIVE WORSHIP POLICY**

**Summer 2021**

## **Mission – what is our reason for being?**

- **To educate**
- **To nurture**
- **To serve the community**
- **To develop children's faith and spirituality**
- **To be inclusive**
- **To improve life outcomes**
- **To develop children's life and learning skills**
- **To develop morals and principles**

## **Our Values**

- ✓ **Respect**
- ✓ **Aspiration**
- ✓ **Faith**
- ✓ **Fun**
- ✓ **Love**
- ✓ **Equality**
- ✓ **Self-Worth**

## **Our School Vision for 2025**

### **To be a Church of England Primary School that:-**

- **Nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.**
- **Provides an exciting, broad and ambitious curriculum that equips learners for the future.**
- **As a community, demonstrates love and respect for all of God's creation.**

# COLLECTIVE WORSHIP

The Policy represents a shared view of the aims and objectives for Collective Worship in our school.

As a Church of England Aided School, worship is central to the life, ethos and purpose of the school.

The overall aim of the Policy is to clearly define the nature and purpose of worship within our school and to make explicit, the means by which we engage and involve children in the daily act of worship in a relevant and meaningful way.

## Foundation Governors

The school has been held on a Church of England Trust since 19<sup>th</sup> Century.

The Foundation Governors therefore have a particular role in the arrangements for school worship and will be actively involved in policy making and in guiding and monitoring the quality of worship within the school.

The school has Foundation Governors who have a responsibility to preserve and develop the Christian character of the school as set out in the Ethos Statement.

## The School's Aims for Worship

Worship will be:

- Inclusive
- Curricular
- Educational
- Stimulating and reflective
- Central to school life

## Objectives

To ensure that worship is inclusive we will:

- Encourage participation by all present
- Provide opportunities for individuals and small or large groups to lead or make active contributions in leading worship
- Value contributions and responses by children and adults
- Make worship relevant and meaningful

- **Make worship a positive experience for those present**
- **Provide opportunities for non-teaching members of staff, Governors and parents to attend worship**

**To ensure that worship is curricular we will:**

- **Make links with the curriculum where appropriate**
- **Reinforce current work going on in the classrooms where appropriate**
- **Complement the RE Policy**

**To ensure that worship is educational we will:**

- **Value and recognise the importance of collective worship led by the clergy**
- **Help children to begin to develop their own ideas about God**
- **Use the Bible to exemplify a specific focus or enhance a theme**
- **Apply the relevant principles of teaching and learning as set out in the agreed Teaching for Learning Policy**
- **Provide opportunities for Spiritual, Moral, Social and Cultural Development**

**To ensure that worship is stimulating and reflective we will:**

- **Include a range of strategies and techniques to stimulate, motivate and inspire**
- **Be thought provoking**
- **Provide opportunities for older pupils to plan, lead and evaluate collective worship in class**
- **Include opportunities for reflection, including using mindfulness techniques**

**To ensure that worship is central to school life we will:**

- **Value the time spent together daily**
- **Relate themes and experiences to the daily life of the school**
- **Exemplify the Mission, Vision and Values, which give direction and purpose to our actions and work in school**
- **Provide opportunities for children and adults to maintain and further develop links between the school and St Mary's Church**
- **Provide opportunities for parents and Governors to participate in worship**
- **Welcome visitors or members of the local community as contributors to worship**

## **The Atmosphere for Worship**

**The atmosphere for school worship will be:**

**Peaceful and calm**

- **Carefully selected music as children enter and depart**
- **Children will be expected to enter and leave quietly and to wait patiently until all classes have arrived**
- **Children causing distraction to others will be asked to sit with the teacher**

- Children will be taught to understand that this is an important time together and to appreciate the reflective nature of the worship
- The adult leading the collective worship will be organised, well prepared and ready at the front of the hall before children arrive
- To signify the start of worship the altar candle will be lit
- There will be a display focus at the front to draw the children's attention and encourage thought and reflection (eg pictures, special or everyday objects)
- Notices/information to be given out will take place after the worship element of the time together, drawing a clear distinction between the two key elements.

### **The Anglican Tradition**

We will ensure that worship is of a broadly Christian nature and focuses on the faith and practice of the Church of England (essential features of Anglican prayer and worship) by:

- Using the Bible as a source of inspiration and learning
- Including traditional features of the Anglican tradition ie teaching, reflection, prayer, music and hymns
- Reflecting on Christian symbols and their use in worship ie the cross, the candle
- Taking account of the cycle of the Church's year in a way that is relevant and meaningful for our children (including major Christian festivals)
- Maintaining and improving our Church/School links by regularly visiting the Church as part of RE curriculum studies as well as holding child-led services every term
- Displaying or making a collection of prayers and hymns to include in acts of worship
- Learning traditional responses and the Lord's Prayer
- Inviting members of other Christian denominations to lead worship
- Welcoming all pupils of whatever faith and celebrating shared values and beliefs

### **The Bible**

We will develop children's understanding that the Bible is central to worship by:

- Ensuring that a passage from Scripture is included in each act of collective worship, whether whole school, year group or class-based
- Ensuring that the Biblical input (e.g. carefully chosen verses and stories, Bible characters, selected readings), is relevant and meaningful to the worship
- Demonstrating clear purpose for including Bible passages – to enhance the worship or theme, give context to worship, to develop children's awareness of how Christians use the Bible
- Recognising links to the RE curriculum and building on them
- Using Scripture appropriately during worship – at the beginning to set the context, in the middle to expand the focus of worship or provide contrast to the chosen method of delivery, refocusing thoughts, at the end to draw together the threads of worship

## **Planning for use of the Bible**

- **The Collective Worship Leader, with support from the Head Teacher and the incumbent will provide the long term plan (framework) for worship, to include appropriate use of Scripture for a range of purposes**
- **The vicar or curate leading the collective worship will know the planned provision for worship and will be responsible for his/her weekly collective worship, including use of the Bible**
- **Children will be given opportunities to deliver readings or lead class collective worship at a level appropriate to their age or stage of development and will be given time to plan or prepare**

## **The Eucharist**

**The school Eucharist was introduced in Summer 2005 and is now well embedded in practice, with staff and children will prepared.**

**A School Eucharist, known as the 'Agape Meal' takes place every term, led by the incumbent or a senior member of staff, supported by those children who have taken their first holy communion. The service summarises and celebrates the overarching theme of that term's collective worship, and jammy dodger biscuits with a central love heart are given to all children and adults to eat as part of the service to represent Jesus' love and sacrifice, as a precursor to holy communion.**

**Parents of Key stage 2 children are consulted during the Spring Term and if they wish their children to prepare for communion, children undertake a course of preparation lessons led by the incumbent.**

## **Prayers**

**We will encourage children to explore the experience of prayer by:**

- **Including children in prayer in all acts of worship, through thought and reflection, as listeners, through traditional response, as readers and in using 'set prayers' learned by all e.g. the traditional format of The Lord's Prayer**
- **Modelling and encouraging children to use mindfulness techniques to centre and ground themselves before prayer and reflection**
- **Discussing traditional postures for prayer and the element of personal choice**
- **Developing children's understanding of the flexibility of prayer-that individuals may pray in different ways**
- **Developing links with the RE curriculum-knowing, understanding and respecting that people of different faiths have different practices and traditions**
- **Providing opportunities to learn about the significance of prayer to different people-members of the school community (children and adults), the Church and the wider community**

- Making links between prayer and everyday life-asking for help, giving thanks, expressing repentance (which may be individual), and sharing enjoyment
- Making class and school collections of prayers written by children (or scribed by teachers)
- Including prayer in the classroom, at different time of the day – lunchtime (grace) and home time
- Develop 'school prayers', learned by the children and used at relevant times during the school year e.g. end of term, beginning of the school year
- Using artefacts in and around school, which aid reflection – candles, crosses, displays

## **Hymns and Music**

Hymns and music are greatly valued by the school as an integral and essential element of worship, providing the opportunity for the school community to join together in praise and celebration.

We will ensure that children appreciate the purpose and value of hymns by:

- Providing regular opportunities to learn and practise the hymns or songs we choose to include in worship, to ensure quality participation
- Ensuring that hymn practice sessions include elements of worship, such as readings, or times for reflection
- Encouraging participation by all by carefully selecting hymns to appeal to children of differing ages and abilities
- Using strategies which will allow participation by younger or less able pupils e.g. younger children joining in the chorus, displaying the song words on screen, teaching actions and signs for the words where appropriate
- Building up a repertoire that reflects the range of traditions of Christian worship

We will ensure that music is used purposefully by:

- Being organised and prepared with music ready prior to the collective worship
- Ensuring that worship leaders follow the same routine so that children know what is expected of them ie listening, sitting quietly, standing to sing
- Carefully select music to play as the children enter and leave, to enhance the calm and peaceful atmosphere of worship
- Using the music as a focus for children's attention on entering – displaying a musical instrument (or picture) to listen for
- Taking the opportunity to link with the music curriculum by asking a question about the music at the end of the assembly – eg the composer, title, name of instruments
- Inviting musicians to play – enriching and enlivening the worship though a variety of musical expressions
- Providing opportunities for children to use and celebrate musical talents – playing as children enter or leave, accompanying hymns, playing at the end of celebration assemblies for children to listen to and appreciate

- Providing opportunities for children to compose their own music or their own words to a familiar hymn tune
- Build up a repertoire and lists of suitable music to be played at different times or occasions

## Dance and Drama

Dance and Drama provide the opportunity for children to express themselves in a creative and imaginative way and may be used to:

- Tell stories from the Bible
- Represent characters from the Bible
- Represent story book characters or those from real life
- Show how a person may be feeling

Dance and Drama will be:

- Relevant to the worship
- Prepared in advance (a short practice or rehearsed piece)
- Engaging to the children watching

## Planning for Worship

The Collective Worship Lead, supported by the Head Teacher, will oversee the planning for Worship.

Arrangement of groups for daily worship

Monday	-	Whole School Collective Worship and Awesome Attitude
Tuesday	-	Year Group Collective Worship based on Values
Wednesday	-	Whole School Collective Worship led by clergy/visitor
Thursday	-	Songs of Worship
Friday	-	Key Stage Celebration led by the Assistant Head Teachers

**Awesome Attitude:** Each Thursday class teachers will choose a child from their class to receive the Awesome Attitude Award for notably positive attitudes to work, social engagement, teamwork or community building including safety and respect during collective worship on Monday morning. The teacher will write a short account in the Awesome Attitude log of how the child has shown a particularly positive attitude towards their work or their interactions with others. The child's parents/carers will be invited to attend the collective worship via a letter on the previous Thursday. Photos of the children selected together with the teacher comments will be displayed on the monitor in the foyer for a week. Children will be asked to return the trophy by the following Monday

**Values Collective Worship:** the year group collective worship will follow the plan linked to the Jigsaw PSHCE curriculum, which links our school values and British values with the Jigsaw units. One collective worship each half term will be the introduction to the Jigsaw unit. Year groups will adapt the plans for the Values Collective Worship depending on the age and needs of their children. In Key Stage



2 children will be encouraged to plan and lead year group or class collective worship based on our school values.

**Clergy/Visitor Collective Worship:** the Wednesday Collective Worship will follow on from the theme of the Monday Collective Worship as part of the bi-yearly plan which will be shared in advance with the relevant clergy/visitor. In the absence of clergy or visitor, the Head Teacher or Collective Worship Lead will lead it.

**Key Stage Celebration:** The Assistant Headteachers will lead these, recapping and summarising the themes explored that week, providing opportunities to celebrate individual, group and whole school successes, and giving time for reflection and prayer. Children are encouraged to celebrate their successes outside school as well (e.g. swimming certificates, winning competitions, helping others, participation in sponsored charitable events).

### **Arrangements for whole school worship in Church**

Key Stage 2 teachers and children plan and lead services held in St Mary's Church. These include:

- Harvest
- Christmas
- Easter

Parents and Governors are invited and encouraged to attend. Collections taken at these services are donated to the school's chosen charity, the Dambala Road School, Sierra Leone.

### **Arrangements for whole school worship during partial closure and safety measures**

Due to the impact of COVID-19, since March 2020 there have been no whole school or key stage collective worship opportunities in the Hall or the Church. The Collective Worship Lead, Head Teacher and Computing Lead have worked together to share videoed collective worship, following the bi-yearly plan, at least twice a week using Microsoft Stream shared via Teams. Staff and children in school, as well as any members of our school community working from home, can access these videos. Videos of songs and hymns have also been shared for children to listen to, and sing with where it is safe to do so. There are also opportunities for video collective worship made by the local clergy to be viewed. Key Stage 2 teachers and children also planned and prepared video services for Harvest and Easter, which were made available to parents and carers via the school website.

Videoed collective worship will continue until it is deemed safe to have larger gatherings and sing together. If the school were to go into another partial closure, the use of Microsoft Stream and Teams would continue as before, to ensure continuity and cohesion.

## **Planning**

The bi-yearly planned programme incorporates:

- Breadth of themes addressing school, local and global issues
- Appropriate links with RE
- Appropriate links with SMSC and PSHCE
- Special occasions in the school calendar
- The use of the Church calendar (and specific themes to be led by the clergy)
- Coherence in clergy and school led collective worship
- Global Citizenship

From time to time, the school may change themes included in the long term plan to incorporate school activities and events or to respond to local or global events.

These are reviewed regularly. These plans will include:

- Content and intentions of weekly collective worship for the term
- Hymns and other musical items
- Visitors to be invited to take part in school worship
- Children's involvement
- Evaluations

### **Monitoring**

The Collective Worship Leader will monitor the planning and provision of Worship throughout the year to inform provision for further development and improvement. Monitoring will involve pupil/visitor voice.

The Foundation Governors have an important role in supporting and monitoring school worship and reviewing policy.

### **Policy Review**

The Policy for Collective Worship will be reviewed every two years.