

# 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			
<b>Approval</b>	Board of Governors	<b>Chairman</b>	Geoff Tabor
<b>Headteacher</b>	Sarah Richardson	<b>Ratification</b>	13.9.23
<b>Date of last review</b>	Sept	<b>Date of this review</b>	Sept 2023
<b>Date of next review</b>	September 2025	<b>Maintenance</b>	FGB
<b>In Year Revisions/ Updates:</b>			
<b>Resources used:</b>			

## **Introduction**

This policy is an agreed statement of the values and aims of collective worship at The Priory Church of England Primary School.

### ***Our Vision***

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

***Our school will breathe life into every child, educate the heart as well as the head, encouraging them to achieve their God-given potential. Every child will have the opportunity for spiritual development and to become a good neighbour by living sustainably, serving locally and caring globally.***

### **Worship in our school should:**

As worship:

- Create a time and space where we can come closer to God and God can come closer to us
- Be distinctively Christian
- Reflect our school ethos, our Christian vision and values of Love, Respect, Forgiveness and Aspiration
- Uphold the acts of Anglican worship whilst being *Invitational, Inclusive and Inspirational*
- Be based on a Biblical text or themes
- Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world, embracing the idea that we are Global Neighbours
- Reflect on human existence
- Use the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions and the practice of the local parish church

For people:

- Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community
- Celebrate the God given gifts and talents of individuals and the whole school community
- 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 school community
- Raise aspirations of individuals and the school community

To comply:

- Reflect the trust deed
- Be clearly outlined in the school documentation
- Involve learners and adults in planning, leading and evaluating collective worship

- Be monitored and evaluated for the impact it has on the school community by foundation governors

## **Aims**

- 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, gymnastics 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 support our learning about being Global Neighbours
- 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 leaders in the community [as are acceptable to the parish church] to lead worship on a regular basis.

## **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 following the 4 central attributes of worship: gathering, engaging, responding and sending
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the school community at some time.
- Planning and linking themes which focus on a particular idea/concept, i.e; our vision; our core Christian values of LOVE, FORGIVENESS, RESPECT AND ASPIRATION; being Global Neighbours; our Creating Excellent Learner attributes; the liturgical year; RE curriculum, festivals and celebrations within Christian and other faith traditions.
- Using Diocese projects as themes for worship.
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external speakers 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 pupils to reflect, contemplate on their own thoughts, feelings and beliefs.
- Using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers.
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience.

- Involving pupils 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**

The School will endeavour to fulfil the legal requirements of 1988 Education Reform Act in conjunction with School's trust deed, by holding 'an act of collective worship every day'.

During collective worship, whether in the hall, classroom or outside, we will apply the following 'central attributes' of worship:

**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

### **School specific organisation**

**Monday** - Whole school worship led by the headteacher or other SLT member

**Tuesday** - The Big Sing/Class Worship (alternative weeks)

**Wednesday** - Whole school worship led by a class, house captains, worship leaders or visiting speaker/clergy

**Thursday** - Open the Book/Class Worship (alternate weeks)

**Friday** - Whole school worship - Made to Flourish Friday

Organisation may change according to school activities.

### **Child-led worship**

A number of our children are trained to deliver worship. They plan, prepare and deliver worship to their peers and younger year groups based on Christian Values. Child-led worship leaders also train younger children to lead worship in their own class.

## **Pupil leadership: Values Leaders and Ambassadors**

Our pupil leaders support the planning and evaluation of our school Christian ethos, collective worship, spirituality and prayer. Part of their role is to gather pupil voice and share findings with governors.

## **The centrality of prayer**

During 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. Our aim is that:

- 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/spirituality area to engage individual pupils and adults, as well as designated special spaces around the school, for example, prayer peg boards and our interactive worship and prayer area.

## **Management and organisation of resources**

- The headteacher plans worship on a half-termly basis, with input from pupils, teachers, members of the parish church and reflections / feedback from pupils, staff, governors and parents.
- All classes have access to prayer books and Bibles, as well as the class set of Bibles. Each class has a spirituality book that reflections are added to.
- The classroom worship areas reflect the themes of whole school worship and children's responses are kept in the spirituality book. The school worship and prayer area has a collection of books available linked to spirituality and a themed selection of books linked to our current worship theme.

## **Parental and community involvement and communication**

The school website has sections about our Vision and Core Values. The school newsletter contains the current theme and overview of the most recent worship. We know that some parents value this personally and discuss and reflect on the worship at home with their child. We seek parent voice about the impact of worship in a range of ways.

Information about school worship and school values is also shared with the local parish church through the regular newsletter so parishioners can be informed about the worship in school. A group of children from school lead worship at The Priory Church once a term during the Sunday service. Parishioners are invited to participate in

A start of year service for staff and governors is held on the INSET day at the start of the year at The Priory Church.

Parents are welcomed to the school community by attending the Early Years welcome service (held at The Priory Church) at the start of the year. Parents are also welcome at services at The Priory Church throughout the year: Harvest, Christmas, Easter, and the year 6 leavers' service.

### **Legal status of collective worship**

All maintained 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, i.e. the Anglican tradition.

### **Right to withdraw**

Parents have the right to withdraw their child from the daily act of collective worship, without giving a reason for doing so. 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.***

### **Responsibilities**

The 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 person responsible for collective worship is Sarah Richardson, Headteacher

### **Monitoring and evaluation**

Monitoring is a specific responsibility of the foundation governors and is reported to the whole governing body. There is a monitoring plan for this aspect of the strategic plan; evaluation of collective worship is built into the schedule that also includes pupil leadership and voice.

All leaders of collective worship are asked to evaluate continuously and reflect after every worship, to develop and improve their practice. The impact of worship is most often noticed through parental comments and feedback and responses of children. Responses of children are displayed in our interactive worship and prayer area. Responses of the children at the end of whole school worship may also be noted and displayed: children are often asked to summarise the sending message or to respond with a prayer and these may be added to the board in the hall to remind children and staff of the current theme and message. 'Take-aways' from whole school teacher-led or class worship are often given to be used within the classroom, eg, a small picture or Bible quote. The process of class

worship towards the end of the week provides an opportunity for staff to evaluate the impact of the current worship theme. The headteacher produces a worship poster to be used in each classroom to support reflection on the theme.

Worship evaluations and surveys are regularly completed by each class and worship provision.

This process supports the school's self-evaluation through evaluating the impact of collective worship.

#### Review

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

#### **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/2022-11/siams-framework-september-2023.pdf>

**APPENDIX 3 - Collective worship observation form**

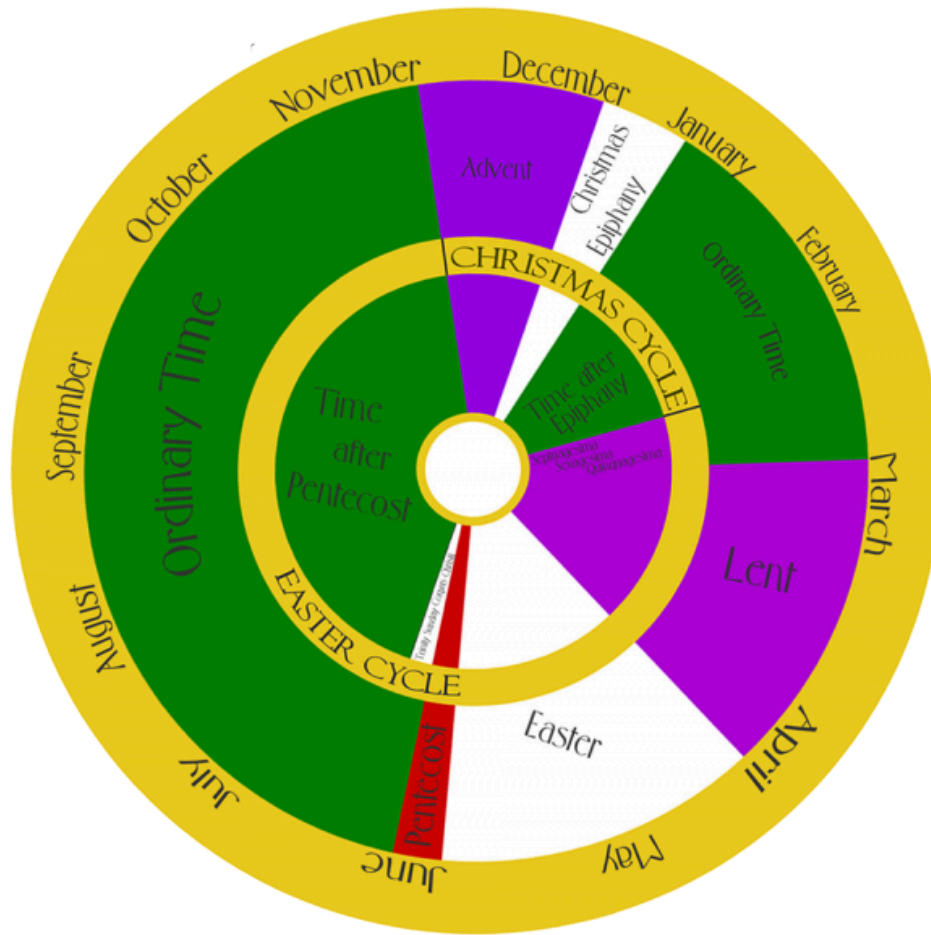
School: \_\_\_\_\_ Leader: \_\_\_\_\_ Observer: \_\_\_\_\_

Worship Theme: \_\_\_\_\_ Time Allocation: \_\_\_\_\_ minutes

Collective Worship Observation Form Portsmouth & Winchester Dioceses

<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	
<b>In addition</b>		
<b>Content</b>	Clear Christian / Biblical content and teaching.  Woolly, lack of structure, largely secular.	
<b>Summary</b>		

**Appendix 4 - Liturgical Colours and seasons of the Christian year**



**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.

### **Ideas for gathering:**

- 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**

- 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 Paralyse Man  
[www.youtube.com/watch?v=DX5xUpXHUNE](http://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](http://www.wccm.org) for information
- Stand up to sing and use the hymn / song to increase blood flow and energise everyone

### **Ideas for responding**

- 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 or 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**

- 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 them 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