



ST. KATHARINE'S C.E. (V.A.) PRIMARY SCHOOL



Collective Worship Policy

Last amended by	Governance Manager
Reviewed by	Headteacher, Chair of Governors and Father Kevin
Review Date	April 2020
Date Determined by Chairs Action	05.05.2020
Next review date	May 2023

Introduction

This policy is an agreed statement of the values and aims of collective worship at St Katharine's Church of England School.

Our Vision

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.

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
- Reflects our school ethos, our Christian vision and values of Grace, Integrity and Aspiration
- Have ***Integrity*** as acts of Anglican worship whilst being ***Invitational, Inclusive*** and ***inspirational***
- Be based on 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
- 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 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 GRACE, INTEGRITY, ASPIRATION; being powerful learners; the liturgical year; RE curriculum, festivals and celebrations, within Christian and other faith traditions.
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external speakers to engage children's interest.
- Encourage 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

and in addition

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 Singing worship, key stage worship, child-led worship

Wednesday Whole school worship led by a class or visiting speaker/clergy

Thursday Class, year group or child-led worship

Friday Key stage worship and celebrations

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.

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 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. 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.

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.

Communication

The school newsletter contains the current theme and overview of the most recent worship.

Some parents value this personally and may discuss and reflect on the worship at home with their child.

Information about school worship and school values is also shared with the local parish church so parishioners can be informed about the worship in school.

Parental and community involvement

Parents are welcomed to the school community by attending the Early Years welcome service at the start of the year. Parents are also welcome at any of the services at St Katharine's church through the year: start of year, St Katharine's, Carol service, Christmas service, Easter and the year 6 leavers' service. In addition, parents enjoy our nativity performances at Christmas. There may also be a parent or church-led prayer group based at school. Parishioners are invited to participate in class-led whole school worships on Wednesdays and are welcomed by some of our values leaders; reflections and evaluations are published in the parish newsletter.

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 Nikki St John, Headteacher

Monitoring and evaluation

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 the children at the end of whole school worship may 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 or year group worship towards the end of the week provides an opportunity for staff to evaluate the impact of the current worship theme.

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

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 in to the schedule that also includes pupil leadership and voice.

Review

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