

Lockington CE VC Primary School



Collective Worship Policy

Mission Statement

“Our school is committed to developing lively, enquiring minds and promoting excellent standards of achievement for all in a happy, safe and caring environment, based upon Christian values which encourage all to show respect, acceptance and understanding of others.”

Introductory statement

Lockington C.E Primary School is a place where Christian values and principles are central to the life of the school. Recognising its historic foundation the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the local church community.

Collective Worship and the Law

Arrangements for collective worship in a church school are the responsibility of the governors in consultation with Headteacher. Foundation Governors have a particular responsibility.

There are three main requirements for collective worship (1):

- Collective worship in a Church of England School should be in accordance with the tenets and practices of the Church of England. In other words the law on collective worship in a community school, that it *should be wholly or mainly of a broadly Christian character* does not apply in a church school, where it should be clearly Christian.
- the school must provide an act of collective worship for all children every day.
- the act of collective worship can take place at any time of the school day and in any regular school grouping e.g. whole school, key stage or class unit.

Statement of Withdrawal

The parents' legal right to withdraw their child from acts of worship is clearly laid out in the school prospectus where it states, 'The school will make arrangements for parents to

exercise their right of withdrawal from Religious Education upon receipt of a written request. 'If there are any children whose parents exercise their right to withdraw them from worship alternative activities will be provided in consultation with the children's parents. This does not mean that the children will be in any way exempt from the Christian ethos of the school which underpins the whole of school life. Parents are made fully aware of this when they enrol their children.

Aims

At Lockington Primary School we always seek to reflect in our worship the Christian foundation of the school and its care for all who work here. Children are helped to understand the meaning of Christian worship and we hope that believers will be able to share in it and that others of no faith will reach the 'threshold of worship'.

Our intention is that our times of collective worship provide a positive, distinctive, inclusive and worthwhile experience for each pupil. Worship is for all members of the school community. It is a time to draw the school together and develop a sense of community and to contribute to the social, cultural, moral and spiritual development of the children. The worship will be wholly or mainly Christian.

Our central aims of collective worship are to:

- enable children and staff to explore and celebrate the differences and diversity found in the variety of forms of worship in the Anglican Christian tradition.
- lead the school community to the 'threshold of worship' in order for them to make an informed choice about their own involvement and to consider their own personal relationship with Jesus Christ.
- seek to deepen and widen the experience of those of 'faith' and encourage those of 'no faith' so that they begin to feel for themselves something of what it means to worship.
- use celebration, silence, stilling, reflection, contemplation, meditation, prayer, song, symbols and imagery as vehicles for worship and spiritual growth.
- provide opportunities for the whole school community to address God directly through Jesus in the power of the Holy Spirit through acknowledging his presence, reflecting upon his character and giving Him praise and honour.
- use a vocabulary of worship that encourages the whole school community to attend, participate and lead worship.
- encourage all present to explore their own beliefs and understanding of God within a Christian framework by learning more about the Christian faith and by encountering Christ through worship.
- raise awareness through reflection of the ultimate questions of life relating to matters of faith.

- reaffirm, strengthen and practise key Christian values. (e.g. friendship, justice, thankfulness, trust, compassion, generosity, forgiveness, courage, truthfulness, respect and reverence, creativity and perseverance) and celebrate each unique individual member of the school community as made in the image of God.

- nurture and encourage respect and care for God's created world by promoting a positive attitude to environmental issues locally, nationally and globally.

seek to provide opportunities for spiritual, social and moral development that is characterised by feelings such as awe, wonder, being uplifted, elation, appreciation, gratitude, respect, and reverence.

- develop a sense of community within the school, the locality, (e.g. local church) and foster the sense of being part of a wider community through the celebration of achievements, festivals and special occasions.

- foster a concern for the needs of others.

In summary within our daily act of collective worship, we aim to provide opportunities for children to:

- provide an opportunity for children to worship God;

- celebrate all that is good and beautiful and express thankfulness for the joy of being alive;

- provide opportunities for children to share what is meaningful and significant to them, including the darker side of life;

- ensure that the experiences provided are relevant to the age, aptitude and family background of the children;

- give time for silent reflection and exploration of inner space;

- illustrate forms of worship that others have found helpful in their spiritual development, e.g. silent contemplation, dance, singing;

- provide a rich variety of forms of expression, e.g. art, drama, music, story and give children the opportunity to experience these at their own level rather than teachers imposing their own interpretations;

- take place in an environment that is conducive to worship, which is professionally coordinated and properly resourced;

- always invite, never coerce, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.

Spiritual and Moral development is also contributed to by:

- developing a sense of awe and wonder
- developing a sense of the mystery of life and our place within our world
- encouraging a personal reflection on life
- allowing 'time out' to think and reflect on the deeper meaning of life's experiences
- developing a sense on meaning and purpose of worship

- experiencing what worship is and what people do when they worship;
- understanding the acceptance of life as given (e.g. the leader of the collective worship generates a positive outlook by making clear that everybody in the school is there to be accepted and loved);
- fostering the ability to meditate and use silence creatively thereby fostering a sense of the transcendent (e.g. moments of quiet and reflection to think about yourself in relation to others, the universe and what God might mean to you);
- reflecting on and thinking more deeply about important issues (e.g. by looking at the sense of mystery and wonder using natural objects, pictures or slides children can be encouraged to reflect on how such a complex world came into being);
- fostering a sense of awe and wonder at creation, the awareness of the infinite and of an individual's position within it (e.g. children might look at slides or pictures of galaxies stars etc. with some statistics which show the vastness of the universe and the smallness of people);
- celebrating all that is of value in life – truth, love, goodness, beauty, self-giving etc;

- celebrating personal fulfilment and the life of those who have given service to others, (e.g. by celebrating the achievements and successes of children, staff and the community);
- reflecting on the acknowledgement of moral and social demands, (e.g. in their relationships with others, making it clear that behaviour such as bullying, telling lies or stealing are not acceptable);
- exploring the mystery and the important questions about life and creation, including the dark side of life, e.g. suffering, loss, death and evil;
- expressing their concerns, hopes, joys, etc;
- building up their relationship with God and a sense of personal belief;
- developing a concern for the created world and for all life; e.g. children may be challenged with environmental issues and their responsibilities for animals and the world;
- appreciating the values and beliefs by which other people live;
- acknowledging and becoming more aware of the needs of others and contributing towards their plight (e.g. through a focus on a particular charity).

Cultural development is contributed to by:

- promoting an awareness of different cultures
- developing an appreciation for multicultural achievements

Social development is contributed to by:

- providing times for the children and staff to come together as a whole ‘
- providing an opportunity to share and celebrate together – Achievement assemblies

Key Beliefs

Through acts of collective worship at Lockington school, children will be introduced to the key beliefs and aspects of the Christian faith and helped to explore them.

These will include:

- the nature of God as Father, Son and Holy Spirit;
- the nature of human beings as children of God, part of his creation and, though sinful, destined for eternal life;
- Jesus as the Son of God who, through his life, death and resurrection, broke the power of evil and restored humanity’s relationship with God;
- the central values of forgiveness, selfless love, redemption, goodness, compassion and charity;
- the central place of the Bible as a source of knowledge about God and Jesus and as a source of inspiration and guidance;
- the importance of prayer;
- the central symbols of Christianity;
- the cycle of the Church year.

Collective worship may include:

Introductory music

Hymn(s)/inspirational songs

Story/talk

Time for reflection

Prayers

Collective worship is a special time together and children are expected to enter and leave the hall in silence.

The link between Collective Worship and the Curriculum

Collective worship at Lockington School is an integral part of school life, providing children with a rich opportunity to develop spiritually and to worship.

Collective worship is a major aspect of the whole curriculum provided by the school.

Collective worship is a vehicle for exploring aspects of Religious Education and the National Curriculum and frequently involves teaching and learning activities such as discussion and

question and answer. Pupils may be read to or instructed or they may be asked to listen to readings or to think about and respond to a stimulus such as a work of art.

Collective worship is also concerned with the celebration of the curriculum, with pupils displaying or recounting details of what they have learnt. Frequently pupils are involved in leading collective worship or performing through dance, drama or music. When any such activities occur, they may be counted as teaching time even though they take place within worship.

Content and Approaches

- in order for children to enjoy collective worship and gain the most from it, it should be of the highest quality possible, including a wide variety of approaches
- there is a fourfold approach to organising the content of collective worship: the observance of the Church Year, the celebration of curriculum work, weekly themes drawn from an overarching termly theme, and acts of worship which stand alone
- a variety of approaches is used including adult and pupil led, storytelling, music, drama, visual aids, role play etc.
- great importance is placed on the worshipping life of the school, children will not be withdrawn for extra tuition, music lessons etc.
- a display linked to the termly collective worship theme is mounted in the corridor, to demonstrate the centrality of collective worship to our school. Children plan their reflection areas in the classroom linked to the Christian value.

Monitoring and Evaluation

Monitoring and evaluation are part of a whole school cycle of self-review and this will be achieved over time by asking all stakeholders to reflect on school worship.

- the Collective Worship co-ordinator develops the collective worship timetable, selecting appropriate themes, reflecting Christian values and linking it to the church calendar. The Coordinator invites visiting collective worship leaders and welcomes them to the school.
- the collective worship timetable is planned with school leaders and visiting leaders. Each act of worship is planned by the leader. When this involves children, the Collective Worship Coordinator or class teacher supports the children in planning if they need it.
- governors and collective worship leaders attend training run by the Diocese as appropriate.
- the collective worship timetable provides a record of acts of Worship.
- collective Worship is monitored by the Headteacher and Governor with responsibility for Collective Worship.
- the Headteacher reports to the Governing Body on the effectiveness and impact of Collective Worship via the Headteacher's report to the governors

- evaluations of each worship are completed by whoever has led the worship and filed in a Collective Worship folder which is kept in the staff room, these are used to inform future planning

Useful strategies for collecting the evidence will include:

- written observations; checking that practice matches planning
- observing children's attentiveness and level of interest
- conducting occasional formal observations of collective worship and providing feedback
- seeking feedback from children, staff, parents, governors, incumbent and visitors
- observing the extent of the collective worship's influence on children's attitudes and behaviour throughout the school
- holding regular discussions with colleagues
- Feedback will be brought to staff meetings which will review collective worship which will be held regularly.

Evaluation

The information gathered via one or more of the strategies listed above will be analysed carefully in order to evaluate the quality and effectiveness of the collective worship. The worship

co-ordinator, the headteacher and foundation governor(s), including the incumbent, will be the main evaluators. Formal evaluation of collective worship will take place at **least annually**.

Inclusion and Equal Opportunities

'At Lockington CE VC Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.' (Inclusion Policy)

A daily act of collective worship is held for all children regardless of their background of culture or religion. Every effort is made by the school to involve all children unless withdrawn by their parents in accordance with the law.

Responsibilities

It is the ultimate responsibility of the head and governing body of a school to ensure a daily act of collective worship takes place.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor collective worship through observations;
- monitor planning and evaluations;
- give feedback to teachers following observations;
- observe colleagues with a view to identifying the support they need.

The worship co-ordinator's role is to:

- draft/update the school's policy for collective worship in consultation with the headteacher, staff and governors;
- ensure that all staff are aware of and use the policy document;
- review the policy on a regular basis;
- plan an overall balanced programme of worship for the year;
- include colleagues, children and visitors (including the incumbent/curate) as worship leaders;
- ensure that collective worship is provided in line with the school's aims and policy;
- advise on planning, ideas and resources for collective worship in all its forms;
- provide and collate worship planning and record sheets;
- order and maintain resources, and encourage their use during collective worship;
- administer the budget for collective worship;
- ensure that collective worship maintains a high profile in the school
- development plan, and to write action plans as appropriate;
- monitor and evaluate, with others, collective worship in all its forms at least annually and update as appropriate the school self-evaluation documentation;
- report as appropriate to the headteacher and governors;
- ensure that collective worship maintains a high visual profile in the school – e.g. through displays of themes/resources/artefacts in the hall and school entrance;
- keep up-to-date with recent publications, attend Diocesan courses and then disseminate information to colleagues;
- provide INSET for colleagues;
- liaise with the incumbent, governing body, Diocese and SIAS inspector on matters relating to collective worship.

The Classteacher's role is to;

- be responsible for the delivery of collective worship as set out in the policy;
- provide planning and reviews for the Headteacher and collective worship co-ordinator to have access to;
- assess children's interest and participation in collective worship to detail future planning;
- update skills, knowledge and understanding of collective worship
- identify inset needs in collective worship and take advantage of training opportunities;

The role of the Pupil group is to;

- Work together and plan a worship based on the Christian value.
- Listen to each other's ideas and respect opinions and thoughts.
- Produce a copy of their worship for the collective worship folder.
- Reflect on their worship together and produce an evaluation of their worship.

Implementation

Collective worship is timetabled to take place at 09:10 am on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. On Tuesdays the children lead the worship. They work together in small groups and plan a worship based on the half terms Christian value. Thursday is a celebration worship of the children's work and a time to share positive experiences that have happened during the week. House points and raffle ticket winners are also shared. Time is given for personal reflection and a celebratory prayer is shared.

Each term there is an achievement assembly when we are able to celebrate the achievements made by individual children during the previous weeks.

Organisation

Collective worship is planned by the children once a week. One worship a week is delivered through the Christian value for that half term and the other worships are delivered by members of staff following the, 'Together in Worship' themes and resources from the Diocese of Leicester.

Collective worship usually follows the following structure; Gather, Engage, Respond and Send.

Visitors are invited in to take collective worship and workshops have been put on by Reverend Liz to support the collective worship and the school's Christian values.

All staff have a copy of the planned themes in their termly planning files and a copy is available in the staff room.

Visitors

Any visitors to the school sign in at reception and wear a visitors badge.

Resources

See Appendix 1

Planning and Record Keeping

All planning and record keeping is kept in the collective worship folder which is in the staff room and available at all times to view.

Conclusion

At Lockington Primary School, collective worship is highly valued and every effort is made to ensure that all children and staff take an active part in a high quality daily act of collective worship. Worship may contain many elements but at Lockington Primary school we seek to specifically ensure that the act of collective worship is a learning experience as well as a spiritual encounter.

Signature and date

Policy last reviewed - February 2016

Next review date – February 2018

Headteacher.....

Chair of Governors.....