

SOUTH CAVE C.E. PRIMARY SCHOOL

COLLECTIVE WORSHIP POLICY

LEGAL REQUIREMENTS

The school hold a daily act of Collective Worship for all pupils which fulfils the requirements of the Education Reform Act 1988, as amended by the Education Act 1993.

Rationale for collective worship in our school

Collective worship should:

- Be for all members of the school community, to express the values and beliefs shared by them.
- Create a time and space where we can come closer to God and God can come closer to us.
- Be distinctively Christian
- Use and promote the clearly identified Christian values of this school as a church school
- Be invitational, inclusive and inspirational
- Be based on biblical texts 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 the school community
- Use the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions and the practice of the local parish church

Aims of collective worship

Collective Worship should provide opportunities for spiritual, emotional and intellectual growth as well as moral, social and cultural development for all members of the school community.

Collective worship should be distinctive and inclusive and should also provide opportunities for pupils to be invited to:

- worship God and promote the joy of worship as engaging, inspiring and transformative
- to develop spirituality , morality , social and cultural values
- reaffirm, interpret and put into practice the Christian values of the school (respect, trust, thankfulness, compassion and perseverance (endurance)
- provide a peaceful environment enabling stillness, reflection and prayer
- 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 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 invite clergy and lay members of the parish and other Christian leaders in the community to lead worship weekly

No single act of worship can reflect all these aims, but over a period of time a series of worship themes should.

How we will achieve our aims

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We will 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 – making special and significant this part of the day through music, the ringing of the singing bowl and invite to bring class 'special items' to the collective worship table and say a prayer linked to one of the Christian values of the school and the Holy Trinity
 - Engaging – using the best available techniques to stimulate interest in the content – through story, drama, power point, pupil participation, visual aids, a hymn
 - Responding – ensuring there is time and opportunity for individual and group reflection , usually through prayer, so those attending can respond in a variety of ways
 - Sending – summarising the worship in a meaningful short message used to create the opportunity for those attending to implement the ideas covered and to conclude the worship through the Christian grace
- Planning and linking themes which focus on a particular idea/concept ie the Christian year, RE curriculum, festivals and celebrations within Christian and other faith traditions, Christian values and the SEAL programme, celebrating achievements, good work and behaviour
- Using a wide range of resources, aids and artefacts, drama and external speakers to engage children's interests
- Encouraging children to participate and experience different styles of worship eg prayer, praise, silence and becoming familiar with the language of worship, Biblical readings.
- Providing opportunities for pupils to reflect, contemplate on their thoughts, feelings and belief and writing prayers
- Involving pupils and members of the community to both lead and participate in collective worship
- Presenting and creating displays tht promote and enhance spiritual ideas thoughts and questions

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

One of the key aims of Collective Worship is to offer pupils opportunities for spiritual, moral, social and cultural development. (see appendix 4 for SMSC development in collective worship)

Spiritual development will be promoted by:

- celebrating special achievements;
- using artefacts and different stimuli to focus on providing opportunities for reflection;
- considering a variety of beliefs and feelings;
- thinking about aspects of life which have special meaning prompting or arising from awe, wonder or creativity.

Moral development will be promoted by:

- discussing the school's moral and value codes found in the school, in religions and in the wider society;
- talking about friendships, relationships and bullying;
- developing empathy for others;
- considering a variety of moral issues from different perspectives.

Social development will be promoted by:

- bringing visitors into school from the community;
- finding out about each other's lives;
- coming together as a school community;
- sharing experiences together.

Cultural development will be promoted by:

- using music, dance, art, drama, story, artefacts and songs from their own and a range of cultural backgrounds.
- exploring and valuing the pupils' own cultural backgrounds and those of other people (through celebrations and visitors etc

CONTENT OF COLLECTIVE WORSHIP

Each week the assemblies will be linked by a common theme, produced termly by the Headteacher (Collective Worship Co-Ordinator) and SEAL Co-Ordinator. These themes will be as varied as possible, but always offer opportunities for worship. Themes may include social issues, moral concerns, aspects of religious education and religious, seasonal and commemorative celebrations among others. On the appropriate dates the assemblies reflect the culture and story of that festival.

TIMING AND ORGANISATION

The timing and organisation of our daily worship is at the same time each day at 10.30am each morning. The worship is can be: Whole School, Keystage, Classroom Worship and Class Presentation Worship.

A variety of different groupings for Collective Worship are encouraged at South Cave School. These acts of worship may be led by:

- Headteacher
- Class teacher
- Assistant headteacher
- Minister/local clergy/youth worker/church representative
- Visiting speaker

Most acts of Collective Worship will be approximately 15 minutes long.

Class Presentation Worship usually reflects cross-curricular work. These reflect the value of achievements and pupil participation and furthering the development of the whole school community.

A list of teacher/class participation is distributed to each teacher at the beginning of each term. The person leading the worship each day is then responsible for planning the worship linked to the week's theme. Praise Worship each week includes the celebration of pupils' personal achievements, both in and outside of school, reflecting the value of such achievements.

Worship is soon to be introduced to Foundation Stage and Year One in a different format. The assistant curate will visit weekly to lead 'tots worship' to small groups of pupils using interactive puppets to engage the youngest of our children in collective worship.

PRAYER IN COLLECTIVE WORSHIP

During collective worship there will be a time for response and reflection or prayer, read out or recited, which will then be displayed. The school creed, the lord's prayer, the Christian grace are displayed in class reflection areas along with lunchtime and end of the day prayers said in each classroom so that

- children understand the nature and purpose of prayer
- children understand the part prayer may play in their life and the life of the community
- prayer contributes to the spiritual development of the whole school community

Prayer may involve reflection. Pupils can be encouraged to think more deeply about their experiences. For example: Close your eyes and think about, Let us think for a moment about ..., Imagine ...

Prayer is a corporate activity but can allow individuals to address their thoughts to a deity if they wish.

Prayer is a response to experiences which involves thought, feelings and emotions. It is not always necessary for prayer to be a 'quiet activity'.

Prayers of praise, thanksgiving, confession and asking are human responses to experiences.

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Prayer could encourage thankfulness for families and friends, awe and wonder about nature, compassion for others etc.

Prayer is a means through which many can address their god individually or corporately.

Pupils need to gain an understanding of what prayer involves.

Pupils need to gain knowledge of some traditional prayers such as the Lord's prayer, Christian grace and the school creed

Pupils need to have an opportunity to share, through prayer, in the beliefs of others.

RESOURCES

Staff are encouraged to use a variety of approaches in Collective Worship and to use resources available on the internet, further resources such as books, posters and artefacts are available in the RE/collective worship store in the hall or from the RE Co-Ordinator. All classes have access to prayer books and bibles as part of their reflection area. A board is displayed at the front of the hall which displays the question of the week linked to the collective worship theme or value, where children are encouraged to share their thoughts. There is also an opportunity for children to share their opinions about the collective worship. The school creed, lord's prayer and Christian grace is also displayed. The reflection area in the school's main entrance, outside the Headteacher's office also reflects the colours of the church year (see appendix 4 for resources information)

Parental involvement

Parents are invited to class worship and welcomed to year group visits to the local church.

Parents are kept informed about collective worship and church visits through the half termly newsletter. This is also used to provide parents with information about the school values, informing them of the children in school who have been identified for displaying these values and to provide them with supplementary information to help them develop these core values at home

Right to withdraw

The rights of withdrawal from Collective Worship for both staff and children will be maintained. Staff should ensure they have formally informed the Headteacher of their decision to exercise their right of withdrawal. Parents must inform the Headteacher, if they wish to withdraw a child/children from Collective Worship.

Schools must comply with this wish and ensure a duty of care of pupils who are withdrawn from collective worship

RESPONSIBILITIES

The responsibility for the Collective Act of Worship at this school is that of the Head Teacher, the Collective Worship Co-ordinator and the Governors.

The Co-ordinator's role is:

- to plan and maintain the assembly weekly theme plan
- to evaluate the provision of Collective Worship;
- to liaise with Church/governor representatives;
- to update resources.

A worship squad is to be introduced, this will consist of the collective worship coordinator, the assistant curate and a number of children from KS1 and 2. The role of this group will be to monitor and evaluate collective worship using the variety of pupil voice opportunities available. They will also look at the termly/weekly themes planned and agree any alterations that might improve the daily act of worship.

RECORD KEEPING AND EVALUATION

A record of the content of acts of Collective Worship is maintained within the weekly plan linked to the theme of the week identified within the long t term plan. (see appendix 2 for weekly plan)

To maintain and ensure continued success the Headteacher, in discussion with the people involved in the programme, gains feedback and an overall view of the delivery, success and quality of the Collective Worship programme through pupil interviews, discussion within school council meetings, collective worship reflection sheets

REVIEW

This Policy was reviewed by the Collective Worship Co-ordinator (Julie Newby) and RE Governor (Revd Procter) and is subject to continuous review as deemed necessary.

APPENDIX 1

PRIMARY SCHOOL ASSEMBLY RECORDS SHEET

Collective Worship

Week beginning , 2015
Theme: Value: trust Q:
Listening music
Aims

Day		Hymn /Prayer
Monday JN	<ol style="list-style-type: none"> 1. Gathering - welcome trinity prayer 2. Engaging – 3. Responding – prayers/thinking about messages from story 4. Sending – school value – Question Lord’s Prayer Christian grace 	Hymn: Welcome prayer Response prayer Lord’s Prayer Christian grace
Tuesday	<ol style="list-style-type: none"> 1. Gathering – welcome prayer (see below) 2. Engaging 3. Responding 4. Sending - Christian Grace (in assemblies folder shared area) 	Hymn: Welcome prayer Response prayer Christian grace
Wednesda y	<ol style="list-style-type: none"> 1. Gathering – welcome prayer (see below) 2. Engaging 3. Responding 4. Sending - Christian Grace (in assemblies folder shared area) 	Hymn: Welcome prayer Response prayer Christian grace
Thursday	<ol style="list-style-type: none"> 1. Gathering – welcome prayer (see below) 2. Engaging – HYMN PRAISE 3. Responding 4. Sending - Christian Grace (in assemblies folder shared area) 	Hymn: Welcome prayer Response prayer Christian grace
Friday	KS1 Praise assembly	Hymn: School creed
	KS2 Mrs Sansom	School creed
Evaluation		

<p>Prayers Welcome:</p> <p>We have gathered in the name of God the Father, Son and Holy Spirit, to worship together and think about our value ?????.</p>	<p>Responding:</p> <p>Amen</p>
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Appendix 2

MUSIC IN COLLECTIVE WORSHIP

Music can add an extra dimension to a worship. It can help to create an appropriate atmosphere in which worship can take place.

Hymns and songs can also form a valuable part of Collective Worship in schools, because they are able to unite people in the expression of beliefs/values deemed to be important. Joining in music adds to the special character of worship in school, it makes it distinct from most lesson activities and draws attention to the fact that collective worship is that part of the school day where the community is called to focus on those things which are of ultimate worth and importance.

If music is to be used to develop children's spiritual understanding, care and thought need to be given to the choice of music and the mood it is likely to create.

Questions to ask when planning

When?

- As children arrive/enter the room for worship
- As children leave at the end of the worship
- As background to a reading or poem
- For meditation
- During a time for reflection
- During or as part of a prayer time.

Why?

- To create/contribute to an appropriate atmosphere
- As a focal point
- To express different moods/feelings.

How?

- Ways in which hymns, songs and music can be used:
- Communal singing, where the whole school group gathered join in.
- Led singing, where a 'cantor' leads a hymn/song and all those present join in a response or chorus.
- Performed music by a group or individual.
- Music played to a school group from tape or CD.

Checklist of points to consider when choosing music

- What is the purpose of the music
- Where will it be used in the worship?

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- What mood/experience will it evoke?
- Who selects the music?
- How is the music to be introduced?
- How long will the music last?
- What, if any, response is expected?

APPENDIX 3

USING RELIGIOUS ARTEFACTS IN COLLECTIVE WORSHIP

In Collective Worship artefacts can be used:

- as a focal point for worship;
- as an aid to worship;
- to symbolise something;
- to help express a religious belief;
- to help make an idea more concrete.

Many religious artefacts provide a marvellous starting point for the exploration of religious beliefs and practices. They are often the physical expression of a belief or the focus through which beliefs are expressed and as such they offer a real experience to pupils of the practice of religion in society. This firsthand experience of religion in a very physical sense promotes interest, enthusiasm and inquisitiveness, providing immediate motivation to find out more. Through using artefacts some of the aims of Collective Worship can be met including those relating to spiritual and cultural development. The way in which leaders of Collective Worship handle artefacts and in which they encourage pupils to do likewise is a key element in the development of respect for the beliefs and customs of others and as such also encourages tolerance and promotes a better understanding of the meaning behind particular religious practices.

The following questions provide a basis for the exploration of artefacts and useful starting points in the development of Collective Worship which includes artefacts.

- What is it for?
- What does it do?
- What does it mean to the user(s)?
- How does it work?
- What is it made of?
- Where was it made?
- Who made it?
- Why is it that shape?
- Where is it usually found?
- Is the colour important? Why?
- Is it decorated? Why?
- Is it old or new?
- Why is it special?
- Who is it special for?

Taking this a stage further brings in pupil responses and the opportunity to reflect on what particular artefacts may mean to them.

- Is it important to you?
- How does it make you feel?
- What do you think/feel/believe about it?
- How does this relate to the thoughts/feelings/beliefs of others?
- What do you think/feel/believe about how others treat it?
- What do you think/feel/believe about what others believe about it?
- How do you think you came to these thoughts/feelings/beliefs about it?

- What do you think about your thoughts/feelings/beliefs about it?

It is always best to encounter artefacts in their usual surroundings and since this will usually be impossible in the context of Collective Worship it is always useful to have some way of showing pupils the artefact in its usual place, for example through the use of posters or overhead projections.

In many cases the best 'way in' is through the pupils' own experiences, either religious or secular. Pupils could be asked to consider special things in their lives and how they are treated - perhaps using similar questions to those above.

Some suggestions for activities related to artefacts

- Mystery object - show the group the object and encourage questions (as above), speculation, hypothesis etc.
- Mystery box- keep the artefact in a box and encourage the use of available senses to find out more, then encourage questions.
- Handling and questioning (remember care and respect).
- Watch and wonder why - demonstrate how the artefact is handled and treated by believers, encourage questions.
- Describe it! - One pupil has the artefact (hidden from view) and describes it to the others in as much detail as possible as an introduction to further activities.
- Simulation - when it is appropriate simulate the use of a particular artefact and encourage questioning and reflection.
- Role-play - pupils or teacher could role-play a member of a particular faith using the artefact for a particular purpose (again this should only be done when it is appropriate for the artefact to be used in such a way).

What is not appropriate?

It is essential that the use of artefacts in Collective Worship is carefully planned and considered. Although many faith members are quite happy to see artefacts used in an educational situation, with the appropriate care and respect being shown by all those involved, there are certain artefacts which must be handled in particular ways so as not to cause offence to believers and as a sign of respect for the beliefs and wishes of those believers. What follows is not an exhaustive list, but does cover major artefacts - if doubts arise it is better to find somebody to ask.

JUDAISM

- Tephilin - should only be handled by Jews.
- Mezuzah - only use an empty mezuzah.

ISLAM

- Qur'an - The Qur'an should be treated with the greatest respect. Hands should be washed before handling. The Qur'an should be covered when not in use and always placed above other books etc. It should not be left open on a Qur'an stand
- Muslim writing/posters etc. containing the name of God should be placed above other things.
- Muslim and Hindu artefacts should be kept separate if possible.

CHRISTIANITY

- Communion wafers - should be kept sealed.
- Icons - since many represent the presence of a personality they should be handled with care and respect.

SIKHISM

- Alcohol and things linked to smoking should be kept well away from Sikh artefacts.
- Kirpan - Sikhs see the small sword as a weapon for defence and so it should not be removed from its sheath

Appendix 4

SPIRITUAL MORAL, SOCIAL AND CULTURAL DIMENSIONS

Collective Worship should offer pupils opportunities for spiritual, moral, social and cultural development.

The development of these aspects of life should pervade the school ethos and be addressed throughout the whole curriculum. Collective Worship provides a special focus for the development of these aspects.

SPIRITUAL DEVELOPMENT

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, exploring a non-material dimension to life. 'Spiritual' is not the same as 'religious'. All areas of the curriculum may contribute to pupils spiritual development.

Collective Worship may contribute to spiritual development by:

- focusing on significant experiences;
- exploring meanings of experience;
- offering insights into religious beliefs and practices;
- developing a sense of awe and wonder;
- developing a sense of the mysteries of life;
- developing a sense of the position within the 'universal' picture;
- exploring religious and personal responses to the mysteries of life;
- encouraging personal reflection on life;
- encouraging the search for the meaning in life;
- fostering the ability to 'step back' from everyday life and consider things more deeply;
- developing a sense of the meaning and purpose of worship.

Examples of ways in which spiritual development can be promoted through Collective Worship by:

- celebrating special achievements;
- exploring what these achievements mean to different people;
- using the environment and objects for focus, e.g. candles, music;
- using stories and poems from religious and non religious backgrounds providing opportunity for individual reflection;
- providing opportunity for understanding the beliefs and views of others.

MORAL DEVELOPMENT

Moral development is concerned with a pupil's ability to make judgements about how to behave and act and the reasons for such behaviour. It requires knowledge and understanding and includes questions of intention, motive and attitude. Pupils should learn to be able to distinguish between what is right and what is wrong in different contexts and taking into account their own and other people's viewpoints.

Collective Worship can contribute to moral development by:

- promoting a sense of shared standards and values;
- developing an awareness of the need for shared values;
- exploring moral issues;
- fostering reflection on values;
- exploring how religions promote moral ideals;
- developing awareness of the needs and concerns of others;
- encouraging seeing things from the points of view of others;
- fostering a high regard for ideals such as truth, honesty and justice;
- fostering rationality;
- fostering autonomy in moral decision making.
- examples of ways in which moral development can be promoted through Collective Worship:
 - themes such as the school's moral and value code, rules, religious rules;
 - discussion about why we need rules and why they are important;
 - talking about friendships, relationships and bullying;
 - developing empathy for others: their beliefs, traditions and cultures.

SOCIAL DEVELOPMENT

Social development involves pupils' progressive growth in knowledge and understanding of society in all its aspects: its institutions, structures and characteristics, including economic and political organisation, and principles; and life as a citizen, parent or worker in a community. Through this gain in knowledge and understanding pupils should acquire the competencies and qualities needed to play a full and active part in society.

Collective Worship can contribute to social development by:

- providing shared experiences;
- exploring and reflecting on shared experiences;
- fostering a sense of community;

- providing opportunities for communal celebration;
- fostering good social behaviour;
- providing opportunities to perform before others;
- fostering a sense of the value of the community and the individuals within it;
- fostering tolerance and respect for others, their beliefs, practices and values.

Examples of ways in which social development can be promoted through Collective Worship:

- celebrating achievements of sporting teams, musicians, and other members of the school;
- reflection about these achievements;
- class assembly about the children's work;
- coming together as a school;
- bringing visitors into school from the community;
- fund raising activities;
- birthday celebrations;
- finding out about each others' lives e.g. festivals that individuals celebrate.

CULTURAL DEVELOPMENT

Cultural development refers to pupils' increasing understanding and command of those beliefs, values, attitudes, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. It also involves varieties of aesthetic appreciation and opportunities for pupils to develop and strengthen their existing cultural interests.

Collective Worship can contribute to cultural development by:

- exploring a variety of cultural traditions and practices;
- promoting an appreciation of cultural diversity;
- fostering an appreciation of the worth of cultural achievements;
- including elements from a variety of cultures and backgrounds;
- valuing and affirming the pupils' own cultural interests.

Examples of ways in which cultural development can be promoted through Collective Worship:

- through the use of music, dance, art, drama, story, artefacts and songs from a range of cultural backgrounds;
- exploring and valuing the pupils' own cultural celebrations and those of other people, e.g. Bonfire night, Eid, Christmas, Divali, Chinese New Year.

