

**CHERRY DALE PRIMARY SCHOOL
CUDWORTH**



COLLECTIVE WORSHIP POLICY AND GUIDELINES

Mrs N Wood
Reviewed January 2019
Next Review January 2021

CONTENTS

1. Aims and Purpose
2. Introduction
3. Statutory Requirements
4. Organisation
5. Content and Focus of Worship
6. Forms of Presentation
7. Planning and Resourcing

COLLECTIVE WORSHIP POLICY

1. **AIMS and PURPOSE**

The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship

2. **INTRODUCTION**

Collective worship is a special time for children which is fundamental to the life of the school. It is one of the means whereby Christian values, shared beliefs and principles are reflected up and affirmed.

Through collective worship we give praise and thanks to God and enter into a relationship with Him through the life and works of Jesus Christ.

Worship at school provides an opportunity to promote spiritual and religious development whilst enabling children to understand more about the Christian faith.

A daily act of collective worship is held at the school, in addition celebrations are extended into the community. We have a close relationship with St Johns Church and regularly visit the Church to celebrate events such as Christmas and Special Places.

The clergy enjoy a special place in the heart of the school, Father David leads worship on a regular basis and support events within the daily life of the school.

We recognise that pupils come from a wide variety of backgrounds including:

- those with a Christian commitment and belief
- members of other faith communities
- those with no particular belief

We must therefore, be sensitive to this, as shared beliefs and values cannot be assumed. Meaningful worship although broadly Christian must take this variety into account and ensure that pupils and staff can participate in a way that makes sense to them and is appropriate to their stage of development.

3. COLLECTIVE WORSHIP – STATUTORY REQUIREMENTS

The 1998 Education Act states:

- There must be a daily act of worship for all pupils
- Daily worship may be organised for separate groups of pupils at various times during the school day.
- These groups may be any group in which the pupils are taught but not religious groups.
- Parents have the right to withdraw children from collective worship
- Teachers also have the right to withdraw.

Responsibility for the Daily Act of Worship

- Arrangements for collective worship are agreed with the governing body. The Headteacher is responsible for ensuring requirements are met.
- The act of worship is not designated curriculum time and should not be subsumed under any part of the curriculum. It must be distinctive and able to be identified as such if it is to meet legal requirements.
- We believe that worship should contribute to the religious (SMSC) education of the pupils. It will be broadly Christian in emphasis and often have curricular links. There will be a variety of approaches and resources used to enable worship to be an activity that allows all pupils to participate. Pupils will be introduced to the various aspects of worship for example, prayer, reflection, hymn and art. We will endeavour to create an atmosphere that engenders a sense of shared belonging and fellowship that allows exploration of what are sometimes difficult aspects of our existence. Assemblies play an important part in promoting the ethos of our school.

4. ORGANISATION and COLLECTIVE WORSHIP

Worship is held in the hall, in classrooms, in Key Stage and whole school groups.

Assembly Times

Monday	Whole School
Tuesday	
Wednesday	Class Assembly
Thursday	9.10 Hymn Singing KS1 & KS2
Friday	Celebration Assembly

Entry music should be organised by the person leading assembly.

Staff should ensure that their children are quiet and peaceful before they are allowed to enter the hall. Staff will be at the front of their children as they enter the hall. Staff should also be in front of their children at the end to ensure a peaceful exit.

On special occasions parents are invited. We welcome governors' attendance at any time.

5. **CONTENT and FOCUS of WORSHIP**

The Spiritual Nature

The elements of worship - Worship at Cherry Dale Primary School is a special time and as such we hope to create an atmosphere that allows opportunities for individual response, reflection and expression of spirituality. For some this will involve worship and for others it will involve bringing them to the threshold of it.

The content of worship should be used to evoke responses such as awe, wonder, thankfulness, sadness, delight, anger which are all part of ordinary experience but which are also involved in committed worship when directed towards God. We can draw on the diversity of Christian approaches, the Anglican heritage as well as other world faiths.

Worship should provide opportunities for participation in a range of activities which enable pupils to express spirituality (eg through story, music, dance, drama, questioning, prayer, purposeful silence).

The Inclusive Nature - providing opportunities for all

We need to plan for different levels of response to enable those who wish to worship can, whilst allowing those whose commitment is less or different to learn about worship. Care should be taken to ensure that worship is structured so that all pupils can identify with this, as a worthwhile activity.

Inclusive language (eg "we believe that or "we will all pray") should be avoided in favour of language which grounds belief on a particular faith (eg "Christians believe that ")

The Education Value of Worship

- Worship at Cherry Dale Primary School will be well prepared, carefully planned and evaluated. A variety of approaches and resources will be used in order to provide a quality experience. It should be linked to the pupil's own experiences as well as allowing for exploration of further ideas and other beliefs. Worship

can also be the focus as well as the launching pad for things that happen in school, such as the SEAL assemblies or charitable events.

- Collective worship can also be linked to achievements and concerns that have been expressed in school. However, worship and assembly are distinct although they may take place at the same time. It is important that this distinction is made clear.

We endeavour to adopt a thematic programme which stems from a variety of sources. These include:

A broad theme pertinent to Christianity (eg caring, commitment, self-awareness, forgiveness, trust, examples of the Christian life).

Bible stories and themes.

Festivals and celebrations.

A class topic.

A focus on local and national events, so that an informed response is possible.

Human issues, experience and questions (eg relationships, the natural world, lifestyles, difficult questions).

Children's own experience.

Prayer.

At times where appropriate acts of collective worship may derive from: other faiths represented in school or studies in class for example: Hanukkah and Diwali as an explicit festival.

Content may be linked to themes such as:

Autumn and harvest	New life
Christmas	Precious things
Community	Ourselves
Examples of faith	Rules
Friends of Jesus	Sayings and stories of Jesus
Growing things	Senses
Jesus' job	The Easter experience
Journeys	Those who help us

6. FORMS of PRESENTATION

There are many ways in which collective worship can be introduced and developed, as part of a broad diversity of Christian approaches to worship.

Story

The most common means of presentation must be the spoken word although this can take a variety of forms.

- A Bible Story told in a lively way, pitched at the right level, with a dash of humour when appropriate, can bring the story alive. It is important to concentrate on conveying the meaning rather than just telling the Bible Story or reading the passage. The Bible contains a wealth of stories that lend themselves to some sort of dramatic presentation, or mime or dance. A modern translation is normally best as it is far more accessible to children and young people.
- From children's literature illustrating human (especially childhood) experiences, the natural world, stories which alert children to the qualities of the human spirit, give insights into human behaviour, and prompt a sense of purpose, wonder and awe.
- Stories of great pioneers, adventurers, explorers, saints and missionaries.
- Stories illustrating themes of quest and pilgrimage, sacrifice, suffering and love.
- Stories from television, newspapers, and topical events.
- Anecdote: to illustrate a point with wit or to relate an experience in an interesting way.
- Using ICT to present a story.

Visual Aids

- Painting and Posters: to illustrate a story, or to relate a particular theme (colour, light/darkness, movement etc); to stimulate interests, or to recall a feeling or scene; to evoke a response.
- ICT either singly to provide a 'backdrop' to a theme or in short sequence to illustrate a story.
- Maps, charts and banners: to provide a focus for assembly.

Objects

- From places of worship (reflecting on Christian Symbols and their use in Worship).
- From home, holidays, journeys abroad, other countries and cultures.
- Masks: to suggest various characters.
- Puppets: to tell a story or communicate a point.

Drama, Role-Play, Mime, Dance and Movement

- To identify and relate to the characters of a story.
- To call attention to motives, needs, interests and consequences; to represent both goodness and wickedness in a safe way.
- To prepare children for the journey of life, relating to other people's experiences and emotions to their own.
- To 'tell out' a story or situation (with or without words).

Music

- To introduce or accompany a story or slides; to evoke a response or to create a mood; or to listen to classical or contemporary music.
- To communicate or express beliefs.
- As a 'backdrop' to prayer.
- To tell a story behind a certain composition.
- As an end to meditation or reflective thought.

Stillness, Silence and Reflection

- To give space and time for personal reflection and recollection.
- To question the haste of much of today's life.
- To link us with other people and to our Creator.

A visual focus, such as the symbol of a lighted candle can be used to promote stillness and silence.

Questions and Answers

- Questions: open ended and/or those which require a definite answer.
- Interviews: to draw out the most interesting or important points.

We aim to build all of the above into our planning at various points in the year. However, there are some things which we aim to feature on a regular basis which add to the component parts of worship in this school - such as:

- entry music which offers us time to reflect and contemplate.
- Song linked to the theme where possible
- Individual and group responses to the central theme
- Prayer (of many types)
- Time for contemplation, reflection and silence often promoted by the visual focus of a candle.

Throughout all of our acts of worship we endeavour to give children the opportunity of experiencing the bond of community which encompasses gender, age, race and religious opinion. This is sometimes enhanced by the range of visitors who are invited to lead school worship and to celebrate with us all that is good in our life particularly our school, community and local area.

7. **PLANNING and RESOURCES**

The RE co-ordinator plays a central role in co-ordinating the planning for collective worship.

Plans are drawn up each half-term in consultation with the staff and visiting clergy.

Text to support the delivery is often identified in the plan although further books are available from the library in both the children's section and teachers resource area.

The RE co-ordinator is able to place a bid on an annual basis for additional materials.

Songs, hymns and prayers to be used in assemblies are practiced on a weekly basis. A timetable of staff responsible is issued with the assembly rota for each half-term.