



PENNINGTON

C OF E

JUNIOR SCHOOL

COLLECTIVE WORSHIP POLICY



Introduction

- This policy is an agreed statement of the values and aims of collective worship at Pennington C of E Junior School.

(References to 'parish' refer to the local parish church which the school is linked to. This is the parish named in the Instrument of Government for the school (IoG). The vicar will be the 'principal officiating minister' of the named parish.)

"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God, to devote the will to the purpose of God." William Temple, Archbishop of Canterbury 1942-44

Worship in our school should:

As worship:

- Should at its simplest 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 core Christian values of the school
- 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 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 noisier 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 to lead worship weekly.

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.
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the school community at sometime.
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; RE curriculum, festivals and celebrations, within Christian and other faith traditions, our Christian values—celebrating achievements, good work and behaviour.
- Using a wide range of resources, devotional aids, 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

See APPENDIX 2 for a fuller explanation of the central attributes of worship.

School specific organisation/ Delivery

Collective Worship takes place at 10.10am every day.

- Monday** Whole school Act of Collective Worship led by the Headteacher
- Tuesday** Class Collective Worship
- Wednesday** Whole School Collective Worship led by Reverend Henderson
- Thursday** Whole school singing assembly
- Friday** Whole school celebration

The acts of worship within a classroom may range from a prayer, through circle-time, to a story, song and / or guided reflection. Sometimes a visiting speaker (e.g. youth worker) will lead an act of collective worship. Each class will lead an act of collective worship twice a year.

Collective worship is planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include School staff, pupils, Governors, representatives from the parish church, members of different faith communities and members of the local community.



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. Prayer ribbons can be added to the prayer tree and prayers can be displayed and used in class and reflective areas so 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' to engage and promote individual pupils and adults, in addition to the designated area for the prayer tree at the front of the school hall.

Management and organisation of resources

The Headteacher plans themes of worship on a 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 reflective prayer areas. A board is displayed in the corridor, highlighting the focus and theme of collective acts of worship, music and prayer.

The display at the front of the hall reflects the colours of the Anglican Church's year, current ideas and themes, as well as the school's distinctive ethos and Christian values.

Spiritual Development – (also see SMSC policy)

Children will develop spiritually with or without a teacher's intervention, but we aim to create opportunities through Collective Worship and across the curriculum to foster an environment that will nurture spiritual development across the curriculum.

We aim

- To provide opportunities for children to reflect, especially upon matters of significance, value and concern, in relation to the meaning of life and ultimate questions.
- To encourage appreciation of the environment, and awareness of mankind's responsibility for its



use and misuse.

- To provide opportunities to share thoughts, feelings and experiences – both good and bad.
- To provide adequate sensory resources to aid spiritual thinking.

In order for teachers to achieve these aims we will need to:

- Create a happy and harmonious environment!
- Encourage reflection
- To provide opportunities then take the cue from the children
- To listen when children try to express themselves, and try not to interrupt, or erect 'barriers'
- Express enthusiasm, especially for the awe-inspiring aspects of the subjects we teach (spirituality is often infectious!)

Spirituality can be recognised in:

- Comments that indicate reflection / deep thought
- Expression of feelings; respect and sensitivity towards people, places and things
- A sense of awe and wonder in anything (from nature to number!)

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 and sixth-formers can decide for themselves whether or not to attend, 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 normal expectation within our church school is for all staff to view daily collective worship as an important part of their own wellbeing and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly.

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 Headteacher and RE Lead are responsible for co-ordinating the programme of induction and training for



staff.

The person responsible for collective worship is the Headteacher supported by the RE lead.

Monitoring and evaluation

Monitoring and evaluation of collective acts of worship, is undertaken by pupils, staff, and governors. All who deliver worship will be observed. This process supports the school's self- evaluation, is a specific responsibility of the foundation governors and is reported to the School Improvement Team. Pupils are also involved in evaluating collective worship through feedback in weekly class worship, pupil conferences. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

Review

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

Appendices

APPENDIX 1 – The inspection of collective worship by SIAMS (church school inspection)

APPENDIX 2 – The central attributes of collective worship explained

APPENDIX 3 – Collective worship observation form

Date Agreed:	September 2022
Review Date:	September 2023

Appendix 1 – The Impact of Collective Worship

Strand 6: The impact of collective worship

In a Church school, collective worship should be inclusive, invitational, and inspiring.

NOTE

In considering the impact of collective worship in the context of a Methodist school, particular attention should be paid to MA5 and MA6 of the Methodist Principles for Education.

IN THIS STRAND THE FOLLOWING MUST BE EXPLORED:

- The ways in which collective worship is an expression of the school's Christian vision.

In developing collective worship that is inclusive, invitational, and inspiring, the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship, and reflection whether they are engaged in learning in school or at home.
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

2 - 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 or Conclusion. How do we create a **Gathering** ceremony that changes the **space** used for worship (which is also used for lunch and PE) into a **sacred place** that enables children and adults to engage in this very special part of a church school day?

Safeguarding

Make sure that any activity is safe e.g. the use of candles in worship is common, always make sure there are clear and safe guidelines about the lighting, handling and extinguishing of candles.

Some gathering ideas:

- 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 everyway”
- 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
- Start a Taize chant or other short repeating song in the classrooms and bring the song to the hall
- 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

From the SIAMS Schedule for collective worship 2022

Worship celebrates difference and encourages respect and dignity. It raises aspirations. Worship engages creatively with the school's Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.

Ideas for engaging

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 or Conclusion. How do we **Engage** the assembled children and adults so they can focus on the theme / content of our talk / presentation / worship?

Safeguarding

Make sure that any activity is safe e.g. the use of candles in worship is common, always make sure there are clear and safe guidelines about the lighting, handling and extinguishing of candles.

Some engaging ideas:

Rule number 1 do not leave your amazing skills as a teacher at the hall door, unlike Church - school worship does not have a rigid liturgy; we can be incredibly creative in our presentational style

Rule number 2 always know what you want the children and adults to take away, do not get distracted by a stunning presentational idea, find the right style to suit the message you want to convey

- 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
- Find out what the children already know (we sometimes tell a Bible story that most of the children know quiet 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 yourtalents
- 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 Paralysed Man www.youtube.com/watch?v=DX5xUpXHUNE
- Use video clips, try <http://jesuswonder.org/> as a resource

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- Talk to your vicar / lay ministers about Bible telling resources such as “Open The Book” a dramatic way of telling Bible stories that involves adults and children
 - 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 for information
 - Stand up to sing and use the hymn / song to increase blood flow and energise everyone

From the SIAMS Schedule for collective worship 2022

Worship celebrates difference and encourages respect and dignity. It raises aspirations. Worship engages creatively with the school’s Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.

Ideas for responding

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 or Conclusion. How do we allow the children and adults to **Respond** to the theme / content of our talk / presentation / worship?

Safeguarding

Responding can include information from children that reveals sensitive personal information. Be ready to stop the child before they say too much. You must make sure the headteacher (or designated member of staff) is informed, takes note and you have confidence that there will be appropriate follow up.

Some responding ideas:

- 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
 - 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

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- 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

From the SIAMS Schedule for collective worship 2022

Worship celebrates difference and encourages respect and dignity. It raises aspirations. Worship engages creatively with the school's Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.

Ideas for sending or the conclusion

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 or Conclusion. What message will you **Send** the children out with. How do we ensure the children leave the worship with a simple / single thought that could have an impact on the rest of their day or even their life?

Safeguarding

Make sure anything you ask the children to do as a response, does not put them at risk.

Some sending or concluding ideas:

Sending or the conclusion should be your starting point for every worship. Always ask yourself

- "What do I want the children / adults to take away?"
- "What impact do I want the content of the worship to have on the lives of the children and adults?"

- Remember that church schools are not church, remaining invitational and inclusive means that whilst we share the message of Christianity, school worship may not be a gathering of Christians. Sending them off to do God's work or saying "Go in peace to love and serve the Lord" could be inappropriate and / or offensive.

- Some sending may be personal to the individual and some may be outward to others and involve a school wide response.

You could:

- 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

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- 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

From the SIAMS Schedule for collective worship 2022

Worship celebrates difference and encourages respect and dignity. It raises aspirations. Worship engages creatively with the school’s Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.

APPENDIX 3 - Collective worship observation form

School: _____ Leader: _____ Observer: _____

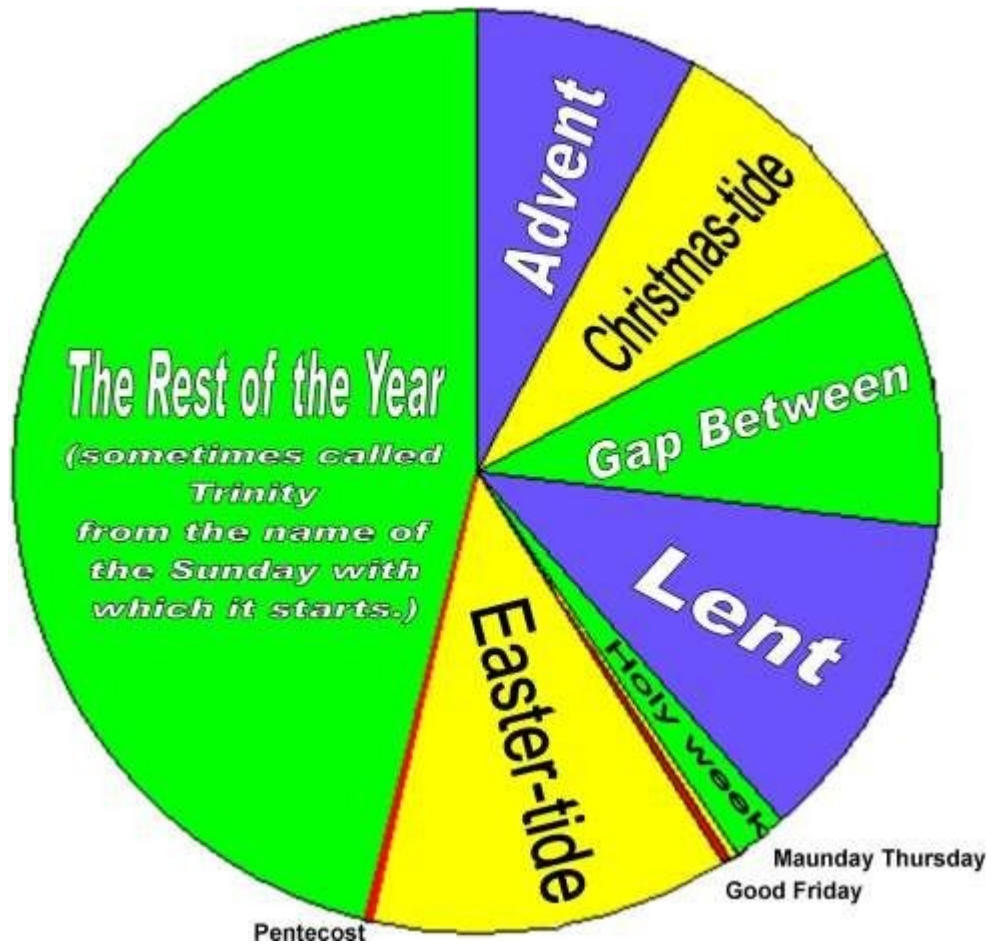
Worship Theme: _____ Time Allocation: _____ minutes

Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.

CRITERIA	ASPECT	COMMENTS
Central Attribute 1 Gathering	<i>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, dull uninteresting, lacks focus</i>	
Central Attribute 2 Engaging	<i>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.</i>	
Central Attribute 3 Responding	<i>Does the leader allow for a response from the children and adults, whether active or passive, noisy or quiet?</i>	
Central Attribute 4 Sending	<i>Does the leader send us out with a clear "thought for the day- something that changes our behaviour in some way? Clear summary, learner given opportunity to reflect or unclear what the message was.</i>	
Content	<i>Clear Christian/biblical content and teaching. (woolly, lack of structure, largely secular)</i>	
Summary		

Gathering	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	whether greetings exchanged and introduction made
	Atmosphere	extent to which act of worship is portrayed as special and important
Engaging	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which message is clear and compelling or words lack power and appear as paying lip service
Responding	Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
	Singing	whether there was appropriate hymn / song, quality, enthusiasm of participation
	Reflection	learners given time to pause and reflect
	Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sendi	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an act of worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

Liturgical Colours and seasons of the Christian year



Season	Liturgical Colour	Description
Advent	Purple	The period covering the four Sundays before the 25th December: Period of preparation for Christmas.
Christmas-tide	White or Gold	25 th December to 2 nd February
Gap Between	Green	Gap of Green until Tuesday before Ash Wednesday

Lent	Purple	The 40 days of preparation for Easter
Maundy Thursday	White or Gold	The Last Supper
Good Friday	Red	The Crucifixion
Easter-tide	White or Gold	Easter Day until Pentecost
Pentecost	Red	50 Days after Easter (lasts a week)
The Rest of the Year	Green	From Pentecost to Advent

Meaning of the colours	Purple	Penitence, preparation
	White or Gold	Joy, purity, innocence, Saints who are not martyrs
	Red	Fire & Blood, therefore Holy Spirit and Martyrdom
	Green	Everything else

In some places	Blue	The Blessed Virgin Mary
	Pink	Mothering Sunday (4 th in Lent) and 3 rd in Advent

There are different versions of the colours used.
Please consult your parish for the colours used locally.