

Model Collective Worship Policy

The purpose of the collective worship policy is to:
clarify the school's perception of collective worship so that members of the school community have a common understanding of its aims.

A Collective Worship Policy should include: -

1. A summary of the statutory requirements for Collective Worship.
2. A statement about the school's understanding of Collective Worship and its place within the school context and its purpose and aims within the life of the school
3. The organisation of Collective Worship to include timings/groupings/venues/leaders and opportunities made available for the pupils to participate and lead.
4. The planning of Collective Worship which will include reference to any scheme or long term plan for worship content (or themes)
5. The content of Collective Worship. This will mention types of worship experiences that are chosen
6. The management of Collective Worship to include persons responsible within the school, (Head teachers, Governors)
7. Arrangements for recording, monitoring and evaluating Collective Worship.
8. Parental Right of Withdrawal from Collective Worship (absolutely essential)
9. Other generic policy statements the school would normally include in any curriculum policy
10. Review date for the policy

Please note that any text is **blue** is provides options from which selections appropriate to your context should be made, and the rest deleted.

Collective Worship Policy School

School Christian vision here

This policy has been drawn up by the governors of the school in consultation with the headteacher, collective worship co-ordinator, incumbent and other members of staff.

A statement regarding the legal position of Collective Worship in the school.

..... is a VC/VA Church of England Primary/Secondary School/Academy. In addition to the national legal requirement that there should be daily worship, as a church school, we have a Trust Deed which states that worship should be 'in accordance with the principles and practices of the Church of England' and in accordance with the School Ethos Statement in the statutory Instrument of Government. Collective Worship takes place every day for all pupils.

As this is an aided school, members of staff are expected to attend the act of collective worship.

Rationale for Collective Worship which includes how it is defined and understood within the school context and the aims, and how it makes a distinctive contribution to the life of the school as a church school

For our church school, Collective Worship is a highly valued part of the school day as it is the time when we gather together to affirm what is important to us, to our school and to our world. We take care to plan our collective worship so that it is inclusive, invitational, and inspiring. In our times of collective worship together, the school affirms the claims of Christianity which underpins the values of the school, and which is the faith of many/some teachers and pupils. It provides an opportunity for pupils to worship God, whilst seeking to be relevant to, and inclusive, of all. It reflects our Anglican tradition as well as exploring with pupils and staff a variety of ways in which Christians worship God.

In acts of Collective Worship in our school it is recognised that in our school community, some members will come from families with a commitment to the Christian faith, others from families with a commitment to another faith and yet others will have no particular commitment to any tradition. Therefore the content and language of collective worship allows for different levels of response. It invites rather than coerces.

For schools in areas serving families of faiths in addition to Christianity, it is possible to add something which reflects the following sentiment:

Acts of worship in our school will be predominantly and overtly Christian. However, as there are children from a variety of faiths and none, in addition to children from Christian homes, we do, from time to time, draw upon religious material from a variety of traditions when preparing collective worship. The original source of the material (story, song, text, information) is clearly stated, and then set in a Christian framework, and the connections with the Christian tradition are explored. For example, in discussing the Muslim celebration of *Eid ul fitr*, it would be important to point out that this was a Muslim festival at the end of Ramadan and that Muslims would be celebrating the conclusion to the time of fasting. It would then be appropriate to make links with

the feelings of thankfulness and to move onto the idea of Christian thanksgiving to God for all the good gifts.

Collective worship in our school influences the way that we live together as a community and before God. Members of the community are challenged to think, act and live differently as a result of these times together. *Collective worship is a time for person- and community- building.*

At School, collective worship is an occasion for nurturing spiritual health and learning together in an inclusive way. In collective worship, there is time and space to (choose from below or from others relevant to the school)

Spiritual character – developing understanding in these four areas (remember that these are optional suggestions – choose ones that are right for your school)	to think about God to listen to God to make a response to God to explore a relationship with God to enjoy being in the presence of God to contemplate the awesomeness of God to offer adoration, praise and thanksgiving to God	God
	to get a sense of things unseen to wonder to recognise the preciousness of our planet and the natural world* *so, sometimes, collective worship outside	Our world
	to feel a sense of belonging to a group that shares and celebrates together, as well as being thoughtful or sad together to experience a feeling of connectedness to others in the world and a sense of responsibility towards them to realise that life can be hard and challenging, that there is difficulty to be faced, but people can do it together with others	Others
	to reflect on personal belief to reflect upon ourselves and our lives as part of a bigger picture of life to recognise personal strengths and weaknesses to note feelings and opinions to recognise that everyone gets things wrong and makes mistakes, but it is possible to move beyond them to think in a new way to gain inspiration to receive a challenge to live differently to rejoice in being unique and preciousto be, rather than do	Myself

Educational character	<p>to learn about different ways of worshipping and about imagery and symbolism</p> <p>to learn about the faith of the local church community</p> <p>to participate in marking important features of the church calendar</p> <p>to explore the Christian vision and values of the school</p> <p>to use stillness and quietness</p> <p>to have a quiet moment in a busy day</p> <p>to celebrate gifts, talents and achievements</p> <p>to consider spiritual questions raised in the rest of the curriculum</p>
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In satisfying these aims the following principles are also observed:

Inclusive character	<p>... whatever the age, aptitude or background of school community members</p> <p>... where the integrity of each is respected</p> <p>... drawing upon the leadership expertise of many adults and pupils</p> <p>... enabling children to explore and evaluate their beliefs</p> <p>... sharing worship from time to time with parents, governors and members of the local community</p>
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The organisation of Collective Worship (to include timings/groupings/venues/leaders)

Collective Worship takes place daily usually in the school hall at

It follows the pattern here:

Day	Monday	Tuesday	Wednesday	Thursday			Friday
Time	9.00	10.00	9.00	9.00	10.00	11.00	3.00
Group	Whole school	Whole school	Whole school	KS2	KS1	FS	Whole school
Style	Introduction to theme	Praise worship		Age- phase related worship			Celebration of gift and talents
Venue	Hall	Hall	Hall (or Church - once per half term)	Hall/ Key stage base			Hall
Leader	Head teacher	Worship co-ordinator	Clergy or visitor	Teachers and pupils			AHTs

The planning of Collective Worship

Each [week/month/half-term/term](#) there is a theme for Collective worship based on [Christian values for schools/Roots and fruits/ Values for Life/Picture News etc.](#) Our long term planning happens in partnership with local clergy. Those leading worship are asked to relate their worship to the selected theme. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective and interests. This will mean that, by the end of a week, the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints. Alternatively, class teachers may develop their worship from themes and events that

occur on the curriculum during the week. On occasions it is recognised that those leading worship may feel that they need to respond to local or national events. We are actively encouraging pupils to make a contribution to planning and helping to lead acts of collective worship.

All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity.

The content of Collective Worship

Within our collective worship we provide a wide variety of stimuli to help pupils to reflect upon and respond to the central theme. These include:

Story Music Powerpoint images and slideshows Poetry Drama Video Puppets Games Dance
Questioning Singing Praying

As we are an Anglican school we reflect aspects of Anglican worship in the following ways (select as appropriate):

We use the Bible as a source of Christian teaching, and give it a prominent place in our worship.

We draw upon the teaching of Jesus and explore the relevance of his teaching in today's world.

We follow the cycle of the Anglican year; Advent, Christmas, Lent, Easter and Pentecost and some saints' days.

We use liturgical colours for our worship focus.

We use Christian symbols and artefacts, exploring their meaning for Christians

Anglican prayers and hymns we use include

Our worship follows a liturgical pattern eg Gathering .. Engaging ...Responding...Sending

At some of the acts of worship, members of the school community share the Peace

Meditation and silence are used

Using Anglican sentences and responses (eg The Lord be with you ... and also with you)

Celebrating the Eucharist (a small number of schools)

The management of Collective Worship

The governors hold overall responsibility for ensuring that the legal requirements for worship are met, but the head teacher has the statutory accountability for ensuring that collective worship takes place. The nominated person with specific responsibility for collective worship in our school is We liaise with from church in the planning, monitoring and evaluating of collective worship.

Arrangements for recording, monitoring and evaluating Collective Worship

A record of the theme and content of the collective worship is kept in a file/in a book. Evaluation takes place in the following ways:

There is a daily reflection by a pupil in the collective worship diary

There is a rota for evaluation by one class per week

There is a termly agenda item for the school council/worship council

Governors ensure that collective worship is reviewed on a regular basis. They monitor the provision of collective worship, by asking a representative to attend a session per term and then feeding back to the governing board. Results of monitoring practices are shared with the governing board on a frequent basis.

Parental Right of Withdrawal from Collective Worship (absolutely essential)

Parents have the right to withdraw their child from collective worship. If a parent wishes to consider this option, the Head Teacher should be approached.

Other generic policy statements the school would normally include in any curriculum policy

Review date for the policy