



Collective Worship Policy

Our Vision

TOGETHER WE LOVE, LEARN AND THRIVE.

LOVE
 We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN
 We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE
 We develop children socially, emotionally, physically and spiritually, help them to be the best versions of themselves and prepare them well for their futures in a diverse world.

FEDERATION OF

Love Learn Thrive

'As I have loved you, so you must love one another'
John 13.34 NIV

Adopted by the Federation governing board:	March 2022
To be reviewed:	March 2023

Introduction

Through collective worship, we provide children with the daily opportunity to encounter God's **love** and reflect on how they can "love others as they love themselves" (Matthew 22:39).

Children **learn** the importance of Christian values (thankfulness, humility, endurance, service, compassion, trust, peace, forgiveness, friendship, justice and hope) through the teachings of the bible as well as stories from other cultures and faiths.

In our Federation, we are passionate about empowering children to **thrive** and helping them become the best they can be. Collective worship is a time where children and adults are encouraged to reflect upon their moral and social conduct, improve their self-awareness and develop their spirituality.

Our daily act of collective worship is a special and distinctive time of our school day. Our school is an educational community not a faith community. Therefore we do not celebrate corporate worship which assumes a group of believers but collective worship which means we gather together and provide the opportunity for worship to take place but do not assume participants will have any particular beliefs or are required to make a response. Worship gives us the opportunity to look within and beyond ourselves, and some of us might encounter God.

Collective worship should be **Inclusive, Invitational and Inspiring**, as detailed in the 'Collective Worship Statement of Entitlement and Expectation' (March 2021).

- **Inclusive**

Worship should be inclusive of, and fully accessible to, all so that everyone feels able to contribute and gain whatever their personal commitment is. We appreciate that the children in our school come from many diverse families with different faith backgrounds as well as those with no faith background. It is therefore important that our worship meets the children where they are on their spiritual journey. We believe that children should be active participants in worship times, rather than spectators. Therefore, children should be encouraged to lead, engage and share in our worships times together.

- **Invitational**

In our school, staff consistently use invitational language to ensure all children understand that it is their choice as to how they engage in collective worship (see Appendix A). Worship should provide an opportunity for children to engage as much they wish to, therefore children will respond in different ways and there is no set expectation from teachers as to what they should 'do'. Prayer is always accompanied by the option to reflect and children are encouraged to recognise that reflection and meditation is beneficial for all people, and not restricted to faith communities.

- **Inspirational**

Collective worship should encourage children to reflect on their behaviour, transform their thinking and motivate them into action. It should inspire children to not only explore ideas about faith and philosophy, but also to think about how they can positively impact their community and the wider world.

Our Aims and Objectives

Collective worship in our school will do the following:

- Uphold our Vision of 'Love, Learn and Thrive', reflect on Christian values and develop virtues such as resilience, determination and creativity that will develop character and contribute to academic progress.
- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible.
- Offer the opportunity, without obligation, for all pupils and adults to grow spiritually and explore their own beliefs through experiences of prayer, stillness, worship and reflection.
- Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection.

- Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

Legal Framework

The School Standards and Framework Act 1998 (Section 70 and Schedule 20) requires:

- All registered pupils (apart from those whose parents exercise the right to withdrawal) must on "each school day take part in an act of Collective Worship." This is also the case in schools without a religious character.
- The daily act of Collective Worship should be conducted in accordance with the provisions of the Trust Deed of the school and the Ethos Statement in the Instrument of Government or, where it is not stated within the Trust Deed, should be consistent with the beliefs and practices of the Church of England.
- For Collective Worship, pupils can be grouped in various ways: as a whole school, according to age, or in groups (or a combination of groups) used by the school at other times. Pupils cannot be put into specific groups just for Collective Worship.
- The daily act of Collective Worship will normally take place on the school premises. Schools are, however, permitted to hold their acts of Collective Worship elsewhere, (e.g. the local parish church) on special occasions.
- The provisions of the 1988 Education Act concerning 'determination' (section 12) and 'wholly or mainly of a broadly Christian character' (section 7) do not apply to schools with a religious character.
- Responsibility for the oversight of Collective Worship rests with the governors in consultation with the headteacher. Foundation governors have a particular responsibility to ensure that the character or foundation of the school is reflected in Collective Worship.

Parents' Right of Withdrawal

Parents understand that they have a legal right to withdraw children from collective worship if they wish to do so.

Organisation of Collective Worship

All children should take part in an act of worship each day. Opportunities for worship are currently organised as follows:

Follifoot School			
Time	Grouping	Place	Leader
Monday	Whole School	Village Hall	Head Teacher
Tuesday	Class	Classrooms	Class teachers
Wednesday	Class	Classrooms	Class teachers
Thursday	Class	Classrooms	Class teachers
Friday	Whole School	Village Hall	Head Teacher

Spofforth School			
Time	Grouping	Place	Leader
Monday	Class	Classrooms	Class teacher
Tuesday	Whole School	Hall	Head teacher
Wednesday	Class	Classrooms	Class teacher
Thursday	Whole School	Hall	Head teacher
Friday	Class	Classrooms	Class teacher

Worship time will normally be around 20-30 minutes in length. This may be varied to suit the age of children.

On special occasions throughout the liturgical year (e.g. Christmas, Easter) our acts of worship may be held off the school premises at our local church. Volunteers from the church community (including Reverend Barbara) visit school each half term as part of the 'Open the Book' initiative to lead collective worship for the whole school and bring a bible story to life through drama.

Worship Rhythm

We understand the importance of making collective worship distinctive from the rest of the school day. To aid this our worship times follow a recognisable rhythm that can be used in whole school worship and classroom worship (see Appendix A). Teachers use consistent language and verbal cues so that

children will be able to discern collective worship from other times during the day. A candle is lit to signify the start of our worship time and music may be used in the background to give a sense of 'crossing the threshold' into a special time. Worship always provides a time for reflection and gives children the opportunity to respond in their own way, regardless of their beliefs or ideas about faith. Collective worship times should follow a pattern of:

- Gathering (welcome, light a candle, visual)
- Engaging (main content)
- Responding (prayer pebbles, discussion)
- Sending (blow out candle, prayer chant altogether)

This is reinforced by our use of the windows, mirrors and doors symbols to help children recognise the format and also support children when they are leading or planning collective worship.

The focus of our collective worship times is planned by the Collective Worship co-ordinator and resources are provided to ensure that all children have access to the same quality of experience. We use resources such as 'Roots and Fruits', 'Picture News' and also incorporate thoughts for the day that are linked to the Values for Life scheme. Please see **Appendix B** for an example of our collective worship rota in a typical half term and **Appendix C** for an example of the resources used in a typical collective worship time. During key seasons throughout the liturgical year, we also use the 'Rhythm of Life' resources from the Diocese of Leeds.

Monitoring of Collective Worship

The Senior Leader (Alexandra Ward) is the Collective Worship Co-ordinator across the Federation of Follifoot and Spofforth schools. Their role is as follows:

- To ensure the legal requirements are fulfilled.
- To co-ordinate the provision of a daily act of collective worship.
- To monitor and evaluate the perceptions and feelings of children and staff about the provision.
- To regularly evaluate the acts of worship in the school.
- To support staff and other providers.
- To organise and maintain resources for worship.
- To keep up to date on worship issues.

The Collective Worship Co-ordinator routinely monitors collective worship throughout the school year and evaluates how this should evolve and improve. This process involves pupil interviews, observations of worship and feedback from staff. Governors also support the evaluation of worship also as part of the annual monitoring and evaluation schedule.

Pupils leading Collective Worship

Across our federation, children are encouraged to take part in planning and leading collective worship. Currently this includes helping to set up the space in preparation for worship, choosing songs, reading bible verses or liturgical words of welcome, as well as writing and reading prayers. To develop this further, the collective worship coordinator plans to set up a 'worship council' of 6-8 pupils, who will take responsibility for leading whole school worship one a half term in the first instance. They will work closely with the collective worship coordinator to learn how to plan inspiring and impactful worship times, modelling the windows, mirrors and doors approach.

Appendix A - Collective Worship Rhythm

Welcoming - Sit together	Think of a way the children could sit that encourages community and 'togetherness'. This could be on the floor in a circle (including adult), a semi-circle, square, round a table etc.
Light candle	Light a candle to signify the start of your worship time together. Choose from the following to help set the tone of worship: 'We look at the bible to remind us of God the Father. We look at the cross to remind us of God the Son. We light the candle to remind us of God the Holy Spirit' 'Light is central to Christian life. As the candle burns away the thoughts and prayers from our worship burn before God.'
Sung worship	Optional. This could be used at this point to open the time of worship or included in the reflection time.
Theme/Focus	<u>This could be:</u> <ul style="list-style-type: none"> - A thought for the day - a picture with a deeper meaning (e.g. a storm – discuss the 'storms of life' and what they do when they find life difficult; does this remind you of a story in the bible?) - a philosophical question (e.g. how many times should you forgive someone? Is there a limit?) - a bible verse or bible story - a short story with a message relating to Christian values
Prayer and/or Reflection time	Children should have the opportunity to reflect on how this might influence their day to day lives. Facilitate a moment of spirituality, encouraging them to connect with themselves, others, the world and God. Ideas include: <ul style="list-style-type: none"> - You may wish to use the 'prayer pebbles' so that children have something sensory to focus on. - Children can contribute to the reflection area during this time by writing prayers or drawings to symbolise their reflections. They could also add to their reflection journals to make notes on how the worship has impacted them, considering how they might think/feel/act differently because of the worship. - Practising stillness and contemplation - Give children the opportunity to share what they have been reflecting on/praying about if they want to. <p><i>During this time, suitable music can be played in the background (perhaps a song that links to the theme, a worship song or instrumental music to set the tone).</i></p>
Say a prayer/blessing together	At the end of worship when leading prayer the following words or similar can be used to help the children understand the invitational ethos of our worship: 'Prayer is a special time when people talk to God. For me it is a quiet and peaceful time. I am now going to say a prayer. If you would like to make it your prayer you can join me and say amen at the end.' Choose a prayer or blessing to say together from the selection provided or leader/child can say their own spontaneous prayer.
Symbolise the end of worship time	Choose a child to blow out the candle to signify the end of your worship time together.

(Appendix A continued)

Selection of blessings

Call: This is the day that the Lord has made.

Response: We will rejoice and be glad in it.

Call:

May the grace of our Lord Jesus Christ,
the love of God and the fellowship of the
Holy Spirit be with you always.

Response:

And also with you.

Call:

May the Lord bless you and keep you;
may the Lord make his face shine upon you
and be gracious to you;
May the Lord turn his face toward you
and give you peace.

Response:

And give you peace.

Christ with me,
Christ before me,
Christ behind me,
Christ in me.

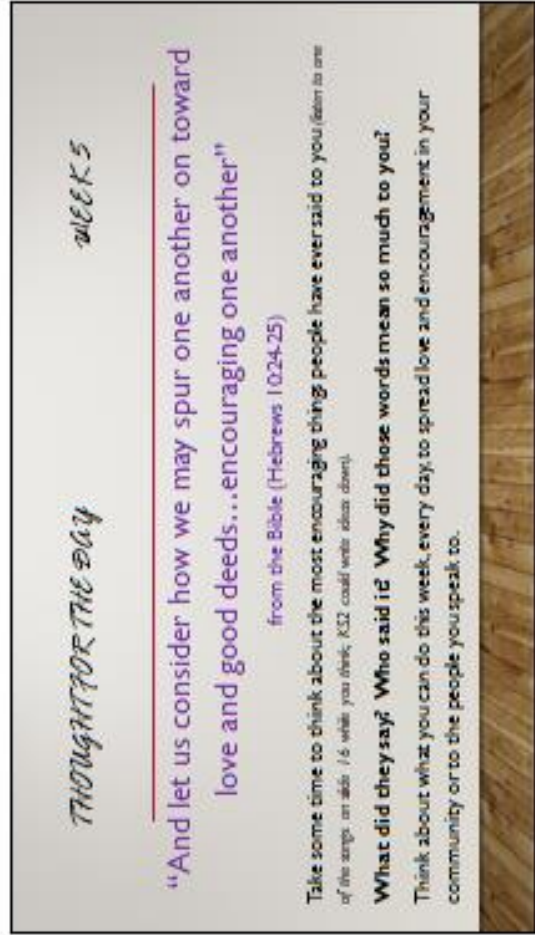
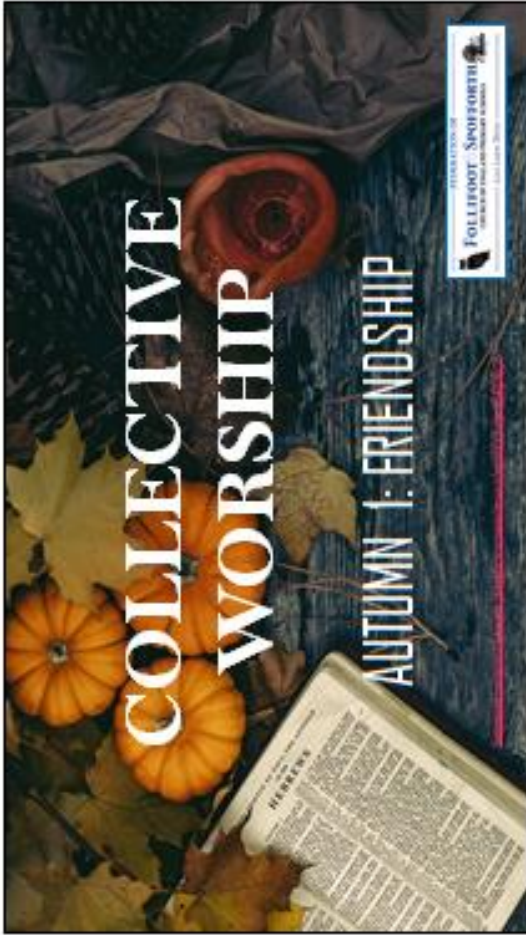
God is love all the time,
All the time, God is love.

Appendix B – Example of Collective Worship rota

Collective Worship Rota Autumn 1 2021-2022

Spofforth		Theme – Friendship		BV – Mutual Respect	
Week beginning	Monday Thought for the Day*	Tuesday (HT) Values for Life	Wednesday Roots & Fruits**	Thursday (HT) Sharing assembly	Friday Picture News / Roots and Fruits follow up
6 th September	‘Treat others the way you want to be treated.’ <i>could use of some other point in the week</i>	Respect – how this must be shown in school and in our communities	Friendship: Sticking together (pages 97-99)	Stars of the week and sharing/singing	<div style="background-color: yellow; padding: 2px; display: inline-block;">TBC</div> – Alex will email these out on weekly basis
13 th September	‘A real friend is one who walks in when the rest of the world walks out’	Friendship in good and bad times	Friendship: Encouraging one another (pages 100-102)	Stars of the week and sharing/singing	
20 th September	David and Jonathan (1 Samuel 18:1)	Friends again	Friendship: Supporting one another (pages 103-105)	Stars of the week and sharing/singing	
27 th September	‘Choose your friends with caution, plan your future with purpose, and frame your life with faith.’	Friendship the greatest treasure	Friendship: Making time for each other (pages 106-108)	Stars of the week and sharing/singing	
4 th October	‘And let us consider how we may spur one another on toward love and good deeds...encouraging one another’ (Hebrews 10:24-25)	Friends in trouble	Courage: encouraging others (pages 66-69 end of PDF)	Stars of the week and sharing/singing	
11 th October	‘If you have to choose between being kind and being right, choose to be kind, and you will always be right.’	Trusting and respecting our friends	Friendship: Learning to Listen (pages 109-111)	Stars of the week and sharing/singing	
18 th October	‘Don’t walk behind me; I may not lead. Don’t walk in front of me; I may not follow. Just walk beside me and be my friend.’	Friendship to strangers – acts of giving – Harvest Gifts	Friendship: Knowing God’s presence (pages 112-114)	Stars of the week and sharing/singing	

Appendix C – example of powerpoint used in Collective Worship



Collective Worship Observation Checklist Other Adults

Date of worship observed _____

Worship delivered by _____

Role _____

Theme

Age range of pupils

Delivered to Whole school Class

Group (please specify)

Quality of material / content

Relevance of material to recipients

Engagement with pupils / staff

Inclusivity

Distinctiveness (ethos) /
Anglican tradition

Quality of delivery

Clarity of opening and ending

Was there opportunity to worship / reflect?

Was it clearly collective worship rather than assembly?

Other comments