



## Collective Worship Policy

Updated September 2023 by Alexandra Fardon  
 Review Due Autumn 2024

# 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.

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

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 worship 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:

<b>Follifoot School</b>			
<b>Time</b>	<b>Grouping</b>	<b>Place</b>	<b>Leader</b>
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

<b>Spofforth School</b>			
<b>Time</b>	<b>Grouping</b>	<b>Place</b>	<b>Leader</b>
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 Fardon) 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.




At both schools in our federation, we have a 'worship team' consisting of pupils from Year 1-6 who meet regularly with the Collective Worship Co-ordinator and are responsible for the following:

- Planning and leading collective worship assemblies at least once every half term.
- Choosing songs we sing in worship that match the theme.
- Monitoring the reflection areas in school.
- Coming up with new ideas for how to improve our collective worship.

These children 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

### Collective Worship Rhythm

Gathering	
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. <i>Informality encourages openness and indicates to the children that this is not a lesson.</i>
Light candle	Turn on the candle to signify the start of your worship time together. <i>This makes it feel like 'an event' and children will associate the candle with a special time.</i>
Welcome	<p>"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 spirit."</p> <p>Introduce/recap the value we are focusing on this half term (e.g. Compassion)</p> <ul style="list-style-type: none"> <li>- What does it mean? What does it look like in practise?</li> <li>- What does it mean to Christians? What does it mean to you?</li> <li>- What would the world/our school look like if we didn't show that value?</li> </ul>
Engaging (WINDOWS)	
Story/Message 	<p>Choose a story (or thought) to share from resource bank or one you know links well to the Christian value we are focusing on. This can be read aloud, shown on screen as a video, acted out by children etc.</p> <p><i>It does not need to be a religious text every week, but some bible stories should be included during each half term.</i></p> <ul style="list-style-type: none"> <li>- How does the value we are focusing on fit into this story?</li> <li>- What is the message of this story?</li> <li>- What behaviour should we copy/aspire to? What behaviour should we avoid?</li> </ul>
Responding (MIRRORS)	
Time of prayer and/or reflection 	<p>Give children some time to either pair/share or spend a moment in silence (or with music playing) thinking about the following questions:</p> <p>1. What do you think about this? 2. What can we learn from it?</p> <p>Invite children to share responses with the class if they want to.</p> <p><u>Invitation to Prayer</u></p> <p>"Prayer is a special time when people talk to God. For me it is a quiet and peaceful time. We are now going to say a prayer. If you would like to make it your prayer you can join us and say amen at the end."</p> <p><u>Choose from:</u></p> <ul style="list-style-type: none"> <li>- Adult or child read prayer written in advance that links to theme</li> <li>- Adult spontaneous prayer linked to theme</li> <li>- Children spontaneous prayer(s) linked to theme</li> </ul>
Sending (DOORS)	
IMPACT 	<p>What will we do now? How should we respond to this? How will this change our behaviour/our thinking?</p> <p>Come up with a way that you can measure/see the impact of your collective worship so that the message is 'lived out' rather than forgotten.</p> <p><u>You could:</u></p> <ul style="list-style-type: none"> <li>- Set the children a challenge for the coming days/week linked to the theme or the story.</li> <li>- Give out awards/star of the week to children who embody that value this week.</li> <li>- Do a 'follow up task' linked to the story/ theme in the next few days.</li> </ul>
Blessing	Choose a blessing to say together (see overleaf).
Symbolise the end of worship	Turn off the candle to signify the end of your worship time together.

(Appendix A continued)

**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.

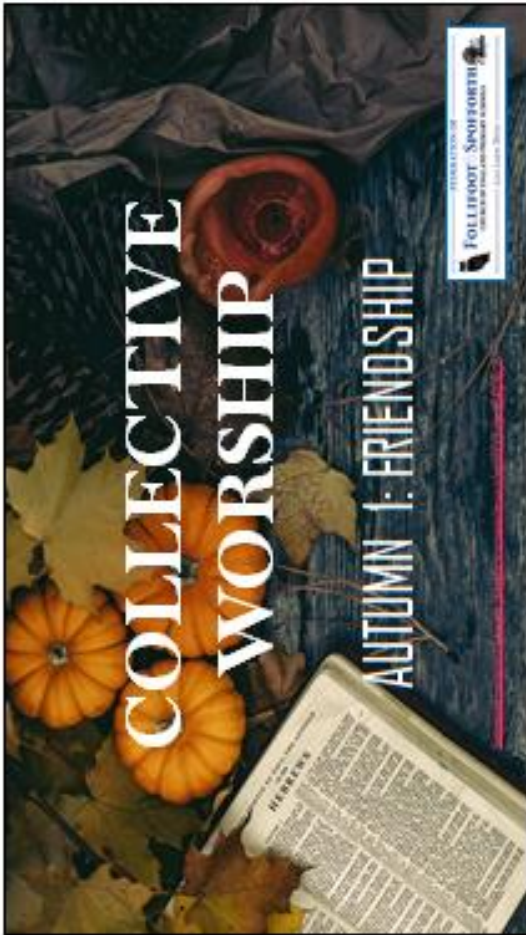
## Appendix B – Example of Collective Worship rota



<b>Collective Worship Rota Autumn 1 (2023)</b>							
<b>Spofforth</b>		<b>Theme – Friendship</b>				<b>British Values – Mutual Respect</b>	
<b>Week beginning</b>	<b>Monday</b> Classroom worship	<b>Tuesday</b> Whole school (Hall) led by Headteacher	<b>Wednesday</b> Whole school (Hall)	<b>Thursday</b> Whole school (Hall)	<b>Friday</b> Classroom worship Planned & led by class teacher		
4 <sup>th</sup> Sept	<b>TRAINING DAY</b>	Collective worship Focus: School Vision	Singing worship (AF & JW)	Stars of the Week	Collective worship Focus: School Vision		
11 <sup>th</sup> Sept	Picture News emailed out weekly by AF	Collective worship Focus: Mutual Respect (link to behaviour)	Singing worship (AF & JW)	Stars of the Week	Collective worship Focus: Mutual Respect (link to behaviour)		
18 <sup>th</sup> Sept	Picture News emailed out weekly by AF	Collective worship Focus: Friendship	Singing worship (AF & JW)	Stars of the Week	Collective worship Focus: Friendship		
25 <sup>th</sup> Sept	Picture News emailed out weekly by AF	Collective worship Focus: Friendship	Singing worship (AF & JW)	Stars of the Week	Collective worship Focus: Friendship <b>Class 4 workshop</b>		
2 <sup>nd</sup> Oct <b>Black History Month</b>	Picture News emailed out weekly by AF	Collective worship Focus: Black History Month	Open the Book assembly	Stars of the Week	Collective worship Focus: Black History Month <b>Class 3 workshop</b>		
9 <sup>th</sup> Oct	Picture News emailed out weekly by AF	Collective worship Focus: Mental Health	Singing worship (JW) <b>Class 4 out on trip</b>	Stars of the Week	Collective worship Focus: World Mental Health Day <b>Class 2 workshop</b>		
16 <sup>th</sup> Oct	Picture News emailed out weekly by AF	Collective worship Focus: Thankfulness/Harvest	Singing worship (AF & JW)	Stars of the Week	Collective worship Focus: Friendship <b>Class 1 workshop</b>		
23 <sup>rd</sup> Oct	Picture News emailed out weekly by AF	Collective worship Focus: Thankfulness/Harvest	Harvest festival rehearsal AM	Harvest Festival AM	Collective worship Focus: Friendship		



**Appendix C – example of powerpoint used in Collective Worship**





## Collective Worship Monitoring Form

<b>Person(s) leading</b>		<b>Setting/group</b>		<b>Date</b>	
<b>Theme/Value</b>					
<b>Monitoring Focus</b>					

<b>Gathering</b> <ul style="list-style-type: none"> <li><i>How is this time made to feel different from a lesson/special? ('crossing the threshold')</i></li> <li><i>What routines are in place to make the start of CW evident for children? (e.g. candle, liturgical words)</i></li> </ul>

<b>Engaging (WINDOWS)</b> <ul style="list-style-type: none"> <li><i>What is the main story/thought? How is this presented to the children (e.g. reading story, watching video etc)</i></li> <li><i>Is there a strong link to the theme?</i></li> </ul>

<b>Responding (MIRRORS)</b> <ul style="list-style-type: none"> <li><i>How did children engage/respond to the story/message? Note any responses.</i></li> <li><i>Was the prayer invitational?</i></li> </ul>

<b>Sending (DOORS)</b> <ul style="list-style-type: none"> <li><i>Was there a message for pupils to take away with them?</i></li> <li><i>What was the impact on the children? Do they leave inspired to change their thinking or behaviour? How will this session be followed up/impactful upon pupils?</i></li> </ul>

<b>Pupil participation</b> <i>How involved were the pupils in the leading of CW?</i>

**Links/references to the school's distinctive Christian vision**

*Did the leader refer to the school vision or any Christian values?*

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**Evidence of Collective Worship being Inclusive, Invitational and Inspirational**

<b>Inclusive</b>	
<b>Invitational</b>	
<b>Inspirational</b>	

**Strengths**

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**Areas for improvement**

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