

# Collective Worship Policy

<b>Date Reviewed:</b>	May 2018	<b>Next Review:</b>	April 2020
<b>Committee responsible for Policy review:</b>	FGB	<b>Linked Policies:</b>	Religious Education Complaints

We aim to introduce our children to the structure of worship in a way that is both meaningful and appropriate to their age and level of spiritual development.

## Principles

The aim of the collective worship policy is to provide the opportunity for pupils to:

Worship

Reflect on values that are of a broadly Christian nature and on their own beliefs

Develop a community spirit, a common ethos and shared values

Consider spiritual and moral issues

Respond to the worship offered.

## School worship should create:

A sense of awe, wonder and mystery

A sense of transience and constant change

A sense of pattern, order, purpose

Awareness of and relationship with the natural world

Awareness of personal worth, uniqueness and identity

Awareness of others as feeling, thinking people

Awareness of community and its rituals and celebrations

Awareness of achievement, celebration and joy

Awareness of loss, sadness and suffering

Awareness that life involves choices

## Statutory Duty of School

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly (the guidance on collective worship contained within Circular 1/94 remains current).

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

1. As a school we aim to follow the requirements of the School Standards and Framework Act 1998
2. At Hook Junior School we understand Worship to mean:

- a. Worship is a universal human activity which can be expressed as a growing ability to celebrate and reflect on things to be of worth. For many people, worship involves commitment to a belief in God. However, it can have a much broader and inclusive meaning. It can be a 'form activity when we purposefully put ourselves in the position of paying particular attention to those things in life which have the greatest meaning for us'

And

- b. "The reverence of veneration paid to a divine being or power". (DFE1/94).
3. Collective Worship takes place daily in school, either as a whole school or as a class assembly.
4. We believe that all teaching staff has the responsibility to deliver collective worship, thus supporting the school's values system
5. These acts of Collective Worship are an integral part of the broad and balanced curriculum to which all our children are entitled.
6. Collective Worship underpins all aspects of school life. This enables us to promote and share our philosophy, ethos and values.
7. Collective Worship develops the Pastoral, Social, Cultural and Moral Education of our children's personal development.
8. Collective Worship is considered fundamental to expressing and forming who we are as a school and therefore all staff and children are encouraged to attend.

## **Aims**

We aim to:

1. Develop spiritual and moral values and spiritual awareness.
2. Develop the knowledge of Christian values, celebrations, and patterns of worship.
3. Develop the right of children to explore their own belief as well as sharing a common ethos and values.
4. Develop an awareness of other religious, traditions, ceremonies, cultures and patterns of worship.

While awareness of other religions, traditions and beliefs may be raised, we recognize that the proper place for fuller exploration is in Religious Education.

Our Collective Worship provides a time:

1. For celebration and reflection on things held to be of worth.
2. To give an opportunity for children to worship God.
3. To develop a sense of community, of belonging and sharing.
4. For reflection and stillness.
5. To encourage pupils to learn how to be part of large and small gatherings as well as offering opportunities to perform and respond to presentation.
6. To celebrate special occasions and achievements across cultures

## **Implementation**

Collective worship will mainly be in assembly or class time and occasionally in Church for important Religious Festivals such as Easter, Christmas and Harvest. Regardless of location, all collective worship will:

Be acceptable to the whole community, staff and pupils  
Include a variety of elements at different times  
Involve the pupils.

## **Withdrawal**

Parents may ask for their child/children to be totally or partially withdrawn from Collective Worship in accordance with the Education Act. They are advised of this right and asked to contact the Headteacher in writing to make arrangements. No reasons have to be given but discussion with parents over the issues concerning withdrawal is recommended in Circular 1/94. The school will ensure that the children withdrawn are safe and supervised but will not provide alternative collective worship. Parents can take their children off school premises for alternative worship as long as this does not interfere with the child's education. The school cannot withdraw pupils from collective worship for any reason.

Staff also have the right to withdraw.

## **Monitoring, Evaluation and Review**

We will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Approvals**

<b>Date:</b>	
<b>Signed:</b>	
<b>Position</b>	

## Appendix – guidelines for collective worship



# Hook Junior School



# Guidelines for Effective Collective Worship

# **GUIDELINES FOR EFFECTIVE COLLECTIVE WORSHIP**

These guidelines should be read in association with the school's policy for Collective Worship.

## **1. THE FEATURES OF SCHOOL WORSHIP**

- A sense of awe, wonder and mystery
- Sense of transience and constant change
- Sense of pattern, order, purpose
- Awareness of and relationship with the natural world
- Awareness of personal worth, uniqueness and identity
- Awareness of others as feeling, thinking people
- Awareness of community and its rituals and celebrations
- Awareness of achievement, celebration and joy
- Awareness of loss, sadness and suffering
- Awareness that life involves choices

We aim to introduce our children to the structure of worship in a way that is both meaningful and appropriate to their age and level of spiritual development. We introduce children to worship through:

- Using the religious texts as sources of inspiration and learning
- Reflecting on the use of signs and symbols in worship
- Observing the cycle of the Anglican year
- Identifying a collection of prayers, hymns and psalms to create a framework for worship
- Occasional special services reflecting the pattern and order of Christian Worship, with reference to similar celebrations of other religious practices
- Use of meditation and silence
- Celebration of shared values and beliefs

When structuring daily worship in school, teachers may find the following correlation between the worship in church and worship in school useful when structuring their own acts of Collective Worship in school.

## **2. WORSHIP IN THIS SCHOOL**

### **(i) QUALITY IN COLLECTIVE WORSHIP**

High quality collective worship will involve:

- Clear purpose and message
- Asking searching questions some of which will not have an answer
- The lighting of a candle to enable reflection and personal thought
- A moment of spirituality – awe and wonder,
- Space and time for reflection
- Communicate a clear message about when, where, why and how worship takes place
- Mainly but not wholly of reference to the Christian faith
- Links in themes between Christian and other Faith values
- Demonstrate an openness and acceptance of all faiths and non-faiths
- Prayer or Blessing
- Children actively participating
- Use of the arts – pictures, dance, drama, story, poetry
- Use of artefacts
- A range of people from within and outside the school community
- Representatives from religious faiths
- Use of ICT to stimulate and motivate

#### **(ii) THE PATTERN & NATURE OF WORSHIP**

The current pattern of Collective worship in school is:

Monday (10.20am)	Whole school collective worship	HT, DHT, AHT and SENDCo & Inclusion leader
Tuesday (10.20 – 10.40)	Singing Assembly	Music Leader and support teacher
Wednesday (10.20-10.20)	Whole school collective worship	Led by class teachers or SLT (rota)
Thursday (10.20-10.40)	Whole school collective worship	Led by class teachers or SLT (rota)
Friday (10.20-10.40)	Celebration assembly	Led by HT, DHT and AHT

#### **(iii) THE NATURE OF WORSHIP - WHOLE SCHOOL COLLECTIVE WORSHIP**

Whole school worship is the responsibility of all teachers and senior leaders at Hook Junior School and follows the termly collective worship themes set out by the Headteacher, RE Leader and Extended School Leader.

#### **(iv) COLLECTIVE WORSHIP IN THE CLASSROOM**

Collective worship may occasionally take place in the classroom. Teachers are to ensure that they are suitably equipped with relevant resources to deliver an effective session.

Classes should be transformed into 'havens of calm' for classroom worship.

#### **(v) COLLECTIVE WORSHIP IN CHURCH**

Because we believe that the children should experience the awe and wonder of worship in religious settings, we aim to have year group services in church during the school year.

These are: Christmas, Harvest, Easter

### **3. PLANNING FOR COLLECTIVE WORSHIP**

Collective worship is planned by the member of staff delivering the assembly, following guidance set by the SLT, linking the school values and British Values with SMSC/PDL, RE, RRR/SEAL and following local, national and global events. It will follow a termly or half termly theme based upon religious and moral concepts, events, the lives of influential and inspirational people, personal development learning issues, PSHE and Citizenship themes and rights, respect and responsibility; the themes will be linked to special days and other faiths.

### **4. SINGING IN COLLECTIVE WORSHIP**

Song is an important part of worship that is to be enjoyed. It is important that we provide our children with a rich heritage of both traditional and modern hymns with which to engage in worship. All acts of worship will contain a hymn.

The Music Leader will indicate on the collective worship planned themes for the term, details of music to play whilst entering and exiting the hall and details of hymns pertinent to the theme. Staff are encouraged to contribute to this list.

### **5. THE EVALUATION OF COLLECTIVE WORSHIP**

Pupils will be involved in the evaluation of Collective Worship through pupil conferencing. These evaluations will be monitored regularly by the senior leadership team. The Headteacher/DHT/AHT will also formally monitor the quality of delivery of collective worship.

### **6. USE OF PRAYER IN COLLECTIVE WORSHIP**

There will be a prayer as an opportunity for personal reflection in all acts of worship. The school creed underpins the school values and will be used on a regular basis. Pupils are given the opportunity to join in prayers.

### **7. THE DEVELOPMENT OF THINKING SKILLS IN COLLECTIVE WORSHIP**

Through the exploration of some of the fundamental mysteries of life and the complexities of religious concepts and our relationships with one another and our world, there are many rich opportunities for developing thinking skills through worship. There will be opportunities in all collective worship for active reflection and personal evaluation.

#### **(i) Reasoning Skills**

Challenging pupils' critical and evaluative thinking about moral, social, cultural issues. What is the right or the wrong thing to do in a given situation. How do the teachings of Christ help us to make sense of and reason with the world around us?

(ii) Enquiry Skills

Searching for answers to difficult questions within the teachings of religious texts and themes/concepts. Learning how to use artefacts and texts as research tools.

(iii) Creative Thinking Skills

*How did the stars get there? Who gives us life?* Asking questions about life's mysteries enables children to suggest hypotheses, to apply their imagination and to look for innovative alternative outcomes.

(iv) Evaluation Skills

Enabling pupils to evaluate information and to judge the value of what they read, hear and do. These skills should be taught in the context of the ethos of the school and its values system.

## **8. THE DEVELOPMENT OF KEY SKILLS IN COLLECTIVE WORSHIP**

Through the exploration of some of the fundamental mysteries of life and the complexities of our relationships with one another and with our world, there are opportunities for developing some Key Skills through worship.

(i) Communication Skills

Understanding that prayer is a different form of communication and like others it has a format, language and syntax attached to it. Familiarising children with these will enable them to use this form of communication effectively. These principles also apply to the use of song in worship.

(ii) Working With Others

The value of working with others and the principles and ethos behind it can be explicitly taught through the teachings of religious practices and concepts and through the messages within collective worship. Teaching children the principles of love, trust and respect will support them in developing this skill.

(iv) Problem Solving

We teach our pupils that problems can sometimes be solved through seeking advice from others. Collective Worship will present children with the understanding that this advice may also be sought, through prayer, personal reflection and interdependent relationships as well as developing knowledge about ourselves.



### HANDY PRAYER TOOL

**Thumb** – this is the strongest digit on your hand. Give thanks for all the strong things in your life like home, family and relationships which sustain you.

**Index finger** – this is the pointing finger. Pray for all those people who guide us through life. Friends, teachers, doctors, nurses etc.

**Middle Finger** – this is the tallest finger. Pray for all the people who have power in the world and ask that they may be wise

**Ring finger** – this is the weakest finger on your hand. Pray for the poor, the weak, the hungry and the sick.

**Little finger** – this is the smallest finger. Pray for yourself.

### SCHOOL CREED

**This is our school.  
Let peace dwell here,  
Let the rooms be full of contentment,  
Let love abide here,  
Love of one another,  
Love of mankind,  
Love of life itself,  
And love of God.  
Let us remember  
That, as many hands build a house,  
So many hearts make a school.**



<b>Name</b>		<b>Year Gp &amp; date</b>	
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Please write your answers in the boxes provided. If you have too much difficulty, ask your teacher for help or to write your answers for you.

<b>Which day are you going to evaluate?</b>	
<b>What is the theme of collective worship this week?</b>	
<b>What did you enjoy most about collective worship this week?</b>	
<b>What did you enjoy least? Why?</b>	
<b>What is special about collective worship or what makes it special?</b>	
<b>What has collective worship made you think about yourself?</b>	

Put a tick in the box if these things happened in collective worship on the day you are evaluating collective worship.

A candle was lit		We took part		Music played as I entered		Music played as I left		We sang a hymn		We had a story		We had a prayer	
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