

ULEY C OF E PRIMARY SCHOOL



COLLECTIVE WORSHIP POLICY




1 June 17

ETHOS STATEMENT







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

Importance statement

The daily act of collective worship at Uley Church of England Primary School plays a central role in our life and work. It is an affirmation and celebration of the Christian values and ethos of the school and it provides us with valuable opportunities to reaffirm these. It offers important opportunities to strengthen our sense of community, belonging and inclusiveness and to reinforce the respect and care we have for each other. Through collective worship we make a significant contribution to the religious, spiritual, moral, social and cultural development of those present. It is an inclusive act which encourages reflection in everyone present, of all faiths and those of no faith, rooted in the Christian understanding of God as Trinity. This will include belief in: God the source of all being and life; Jesus who reveals God's love by his life, death and resurrection; the Holy Spirit who makes the presence of Jesus known in the world.

We want all our children to 'enjoy and achieve' and collective worship provides a valuable vehicle for this. It provides opportunities for spiritual development enabling pupils to celebrate goodness and beauty and to express thankfulness for the joy of being alive. It gives time for silent reflection and exploration of inner space and provides a rich variety of forms of expression through music, drama, story and art. Classroom teachers can build opportunities for reflection, stillness and quiet times for pupils to share experiences - good or bad - and to use stories to promote spiritual development.

Legal Framework

There must be a daily act of collective worship for all pupils which takes account of their age and aptitude. (Education Reform Act 1988). Parents have the right to withdraw children from collective worship. Parents wishing to exercise this right are asked to write to the head teacher who will then invite the parents into school to discuss their concerns and clarify the nature of collective worship.

Since this is a church school however, worship is central to its life and work and is regarded as a very important part of children's education.

Aims

Through collective worship in our school we aim to:

- Introduce children to Christian language and symbolism and the cycle of the church year

- Explore a variety of ways of praying and introduce children to some well-known Christian prayers, e.g. Lord's Prayer, traditional Anglican responses
- Strengthen and support the school community, giving expression to and reaffirming the Christian values of the school
- Celebrate the gifts that each person brings to the school community, recognising the uniqueness of each individual
- Encourage reflection on the puzzling questions that life poses and response to the wonder and mystery of the world around us
- Foster a concern for others within the school, the community and the wider world
- Foster an appreciation of the created world and an awareness of our responsibility for it
- Appreciation of other faiths and respect for different beliefs and practices
- Celebrate special times in the Christian calendar
- Express praise and thanksgiving to God
- Foster respect and deepen spiritual awareness
- Share each other's joys and challenges

Patterns of Worship

The general pattern for daily worship is as follows:

Collective Worship Timetable		
Monday 9.10	Celebration	Head Teacher
Tuesday 9.10	Whole School value	Worship Leader plus staff
Wednesday 9.10	Class/KS worship	Class Teachers
Thursday 9.10	Open the Book Team	
Friday 9.10	Singing	Music Leader

Key Christian festivals and end of term services take place in St Giles' Church, led by staff, children and members of clergy together. Families and the community are invited to join us. Canon Michael leads regular collective worship in school. We also welcome other visitors to lead worship.

Planning Acts of Collective Worship

We have adopted the twelve Christian values from the diocesan publication, 'Roots and Fruits', which form the basis of our worship and wider school life.

These twelve values are:

Generosity	Thankfulness
Compassion	Trust
Courage	Perseverance
Forgiveness	Justice
Friendship	Service
Respect	Truthfulness

The content of all acts of Collective Worship is considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Each term is mapped out to identify the themes, the values or festival for the session, a suggested assembly/story, suggested music and the opening and closing responses. The themes are flexible to allow staff to include current and topical issues.

Setting the scene:

A centre point is always created prior to the worship signifying the importance of the time in the hall. This can be done in numerous ways but always includes a cross, The Bible and a reflection object (candle, optic fibre light).

The table may be covered with a special cover to make the space special and the candle is lit prior to the opening response to signal the start of worship.

Liturgical Colours

White:

- From Christmas Day to the Presentation at the Temple (2nd Feb)
- From Easter Day to the eve of Pentecost.

Red:

- Holy week; Pentecost; All Saint's Day (1st Nov) to the beginning of Advent.

Purple:

- Advent; Ash Wednesday to Palm Sunday

Green:

- From the Presentation (2nd Feb) to Shrove Tuesday; from Pentecost to All Saint's Eve (31st Oct)

In chronological order:

White/gold – 25th Dec – 2nd Feb

Green – 2nd Feb – Shrove Tuesday

Purple – Ash Wednesday – Palm Sunday (Lent)

Red – Holy Week

White/gold Easter Day – Pentecost

Red – Pentecost

Green – Pentecost – 31st Oct

Red – 1st November – Advent

Purple – Advent – 24th December

Song/music

Song/music is a very powerful means of creating the right atmosphere and unifies and uplifts the school community. We have a bank of music from which to draw, taken from a variety of cultures and types, likewise with the songs we sing. We select our songs/music carefully to match the value/theme.

Each week we have a singing worship. During this we take time to consider carefully the words of the songs and make this a worshipful experience by our reflection and responses to the words and music.

We aim to provide the opportunity for children to listen to a wide variety of music as they arrive and leave the hall for worship. The music is carefully planned and chosen by our music specialist but alternative music may be chosen if this suits the theme. The entry and exit music also contributes towards creating the reflective atmosphere in the hall space.

Opening and Closing Collective Worship

In line with the Church of England tradition, Collective Worship begins and ends with an opening and closing response.

The opening response to worship is:

'God the father, God the Son and God the Holy Spirit, we welcome you here today'

Collective worship finishes with a prayer and a period of silence and reflection.

Children's Input in Worship

Pupil led assemblies take place each half term. Children from different classes lead the opening and closing responses. In addition, as part of their monitoring role, year 6 children are responsible for setting up the hall for worship, for operating the music and ICT equipment, and for turning lights on and off by the door.

Year 6 children take an active role in all the church services during the year, by leading the prayers and taking the readings. Church services are planned to enable the children to be actively involved and in most services, each class will present an aspect of the theme and will be as actively involved as possible.

The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources are used including ICT. All collective worship resources are stored in the hall. Leaders choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

We feel that prayer is a good way of enabling children to focus their thoughts. Nevertheless, pupils should not be required to say or affirm prayers in which they do not believe. We have developed various forms of introductions to our prayers which distances children, but gives them the opportunity to participate if they so desire.

For example,

'And now in a moment of stillness and reflection, listen to the words of a well-known Christian prayer...'

'I am now going to say a prayer. If you would like to make it your prayer, say Amen at the end.'

In this way we are able to use prayers from many different traditions if we deem appropriate.

Children are invited to contribute to or say a prayer, the school prayer or the Lord's Prayer is shared or a prayer is shared, linked to the value. A prayer is also offered at lunchtime as a whole school.

In addition to a prayer, we include the use of silence to provide an opportunity for pupils to respond in their own personal way if they so wish. We offer the children the chance to reflect by posing a question for them to think about, relating to the theme of the worship, during a short period of silence.

We invite the children to either look at the floor or close their eyes in order to help them to not be distracted.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made. (A change of personnel, music, a moment of silence, lighting the candle etc.)

Evaluation

The collective worship record sheet (kept in the file in the hall) has a section which requires the worship to be evaluated. We consider whether acts of worship have been successful by evaluating against some of the following:

- Involvement, enjoyment, attention, reaction of pupils
- The growth of respect and tolerance within the school community
- Positive response to shared experience
- An atmosphere which matches the theme
- A contribution to individual and community sense of well being

- A sense of occasion
- Good order
- Staff affirmation
- A sense of challenge
- A place in the overall plan of the school
- Enrichment of pupil's experience

Visitors

We enjoy the fresh approach which visitors can bring to our school worship, but we require them to adhere to our values. Anyone invited to lead our collective worship is made aware of our policy by which they are expected to abide, and unless otherwise agreed, will fit into the theme for the week.

We have made links with a range of visitors who regularly lead worship as part of our termly programme.

Pupils of other faiths

As a church school which includes some pupils from other faith traditions, the beliefs and values of those pupils are also recognised. Provision for specific religious observances (e.g. fasting) is made if required.

Monitoring and Evaluation

- Worship leaders regularly reflect on the effectiveness and impact of collective worship. The Senior Leadership Team discuss and review the evaluation and this informs future planning.
- Governors attending collective worship complete an evaluation that forms part of the evidence base for self-evaluation. Governors are also invited to provide informal feedback to the Collective Worship Co-ordinator.
- Pupil views are sought through a range of ways including through pupil forums and pupil monitoring forms, which are completed by different groups of pupils at least once a year.
- The governors responsible for SMSC monitor the policy and practice as part of the programme of governor visits and reports are discussed as part of the Standards Committee meetings.