

Emmanuel CE School



Collective Worship Policy

Mission Statement

Building on our Christian ethos, and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

“Always treat others as you would like them to treat you” Matthew 7:12

1 Aims and purpose

1.1 Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

2 Collective worship

2.1 Collective worship is a special act that involves all members of the school coming together to show reverence to God. The expectation is that everyone takes an active part in worship.

2.2 In line with the 1988 Education Reform Act, which states that collective worship should be ‘wholly or mainly of a broadly Christian character’, our worship is based on the teachings of Christ and the traditions of the Christian Church, as well as wider Anglican traditions through the use of liturgical language, colours and songs. However, collective worship is also conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school community.

3 The Theological Basis of Collective Worship

3.1 We believe that through our worship, children should be able to articulate answers to three key questions: Who is Jesus Christ? What is the Church? What does it mean to be a Christian today? They may formulate these answers from within the Christian faith, or from the perspective of another faith or no faith.

3.2 Through the use of the seasons of the Church's year and our 'ASPIRE' Christian Values, the children experience a broad understanding of Christian beliefs and concepts allowing them to understand God as Father (harvest, creation); God as Son (Christmas, Lent, Easter, parables and teachings); and God as Holy Spirit (Pentecost, the early Church, the lives of the saints).

3.3 The Bible is used to inform and direct our collective worship. Through careful planning, children are introduced to a range of stories from the New Testament and Old Testament.

4 Organisation of Collective Worship

4.1 There is a daily act of collective worship in our school, which pupils in Key Stage 1 and Key Stage 2 attend. The EYFS attend 1-2 acts of worship per week.

4.2 The Headteacher, Deputy Headteacher and other teachers conduct collective worship. There may be times when visitors from our local community will lead a collective worship on a particular topic.

4.3 The key elements of collective worship are followed by all members of staff who lead collective worship. Collective worship is inclusive, invitational and inspiring. Appendix A.

4.4 Collective worship themes are planned theologically as outlined in 3.2 but also incorporate elements from PHSE learning British Values, world events, social, moral, spiritual and cultural learning, school community celebrations and pupil voice.

4.5 Once a week, collective worship acknowledges and rewards pupils for their achievements both in school and outside of school. This is an integral part of the ethos of the school, which is that all pupils are valued and all achievements are recognised and celebrated.

4.6 All pupils and staff attend a weekly Eucharist service at Emmanuel Church. This is an opportunity for our school community to worship together in church and take part in the Christian tradition of the Eucharist. All parents/carers and governors are also invited to this service.

4.7 Collective worship is also held outside of school hours three times a year to celebrate Harvest, Christingle and Mothering Sunday. All pupils, parents/carers and governors are invited and welcome to attend these services. Staff are asked to attend the Harvest and Christingle services.

4.8 Once a year, collective worship is led by each class. Parents/carers and governors are invited to attend and this is an opportunity for pupils to share their learning with the school community.

5 Right of withdrawal

- 5.1** We expect all children to attend collective worship. However, any parent/carer can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned.
- 5.2** The Headteacher keeps a record of all children who withdraw from collective worship.

6 Monitoring and review

- 6.1** Acts of worship are informally evaluated on a regular basis through dialogue between members of the senior leadership team and members of staff.
- 6.2** A 'Faith Group', made up of a member of the SLT, the RE Subject Leader and other members of staff, parents and pupils, regularly reviews collective worship as part of their responsibilities. (Appendix B). They gather feedback from pupils (Appendix C) and make recommendations for the future.
- 6.3** It is the role of a named school governor with responsibility for religious education and collective worship to monitor the policy and practice of collective worship. The governor concerned liaises with the Headteacher before reporting to the governors on religious education and collective worship.

Policy reviewed **June 2019**

Agreed review schedule **3 yearly**

Next review due **June 2022**

Reviewed by (signature)

Flick Rea, Chair of S&HR

Kathryn Fitzsimmons, Headteacher

Date:

Appendix A

Key Elements of Collective Worship

Year 6 monitors help to lead worship on a daily basis by setting up the hall: moving the table, setting up chairs and ensuring the music is ready.

Gathering

The aim of the gathering is to bring people into the presence of God, into a sacred space, enabling all to focus on a time of worship.

A table is always on display in the hall with appropriate coloured embroidered cloths to reflect the season of the church year. This is a focus for worship and a cross and candles are also used.

Quiet music is played, linked to the theme of collective worship, as the children enter the hall in silence.

The children are greeted with, "Good afternoon Emmanuel School". When they respond, the member of staff leading worship says, "God is with us" and the children say, "Thanks be to God".

Engagement and Responding

Children are engaged in the theme of collective worship using a biblical story, drama, wondering questions, visual aids or artefacts. They are encouraged to actively participate and offer their ideas and reflections.

Reflection

This is the most important part of the collective worship as it signifies the start of the worship element. It also gives staff and pupils the opportunity to reflect on their behaviour, values and attitudes.

The member of staff leading collective worship lights the candle and draws it to the children's attention. They say, "Let us be still on the inside and still on the outside".

The member of staff directs the reflection; drawing out the key theme or moral from the worship. They pause for effect throughout this period and finish by watching the candle in complete silence.

The reflection is completed by saying, "Now let's get ready to pray". This affords individuals the opportunity to put their hands together or simply to bow their heads in an act of respect. The adult says a prayer or a child may read a prayer aloud. The rest of the school can join in or listen quietly.

Sending out

The adult blows out the candle and inspires the children into action. They are dismissed to quiet music linked to the theme of the collective worship.

Appendix B

Monitoring Form for Collective Worship

After engaging in and observing collective worship, make comments against each of the prompts below to consider: In what ways and to what extent is collective worship inclusive, invitational and inspiring?

Date and Time:	Leader:	Bible verse/ Theme:
Were the statutory obligations met? Y/N	Joined by:	
How was it inclusive? Were there opportunities for the whole school community to engage with Worship today? (E.g. Staff, SEN, EAL, other faiths)		
How was it Inspiring? Describe the variety of creative experiences used to enable the children to encounter God. <i>Liturgy/ Music/Biblical story passage/Drama /Deep, wondering questions/Prayer time/Stillness and reflection</i>		
How was it invitational? What opportunities were the pupils given to take part in the act of Worship today? (planned or unplanned)		
What was the key message of the act of worship? Was it clearly delivered and understood by pupils and staff?		
How did the pupils discuss and explore the school Christian values?		
How did pupils encounter the teachings of Jesus and explore the relevance of his teaching in today's world?		
How did worship inspire the pupils into action? What opportunities were the staff and pupils given to reflect on their behaviour, values and attitudes?		
What opportunities were there for the pupils to become aware of the different traditions and styles within the worldwide Anglican church?		
Reflect on the impact of the act of worship on the whole school.		
Reflect upon the pupil voice collected – does it match your observations from the act of worship?		



Appendix C

Collective Worship – pupil voice

What did you learn in Worship today?

Will you **do anything** in response to what you have learnt about today in Worship?

How did Worship make you feel today?
Tell me more about why it made you feel this way.

If you had been leading Worship today, what might you have done differently?

What did you enjoy about Worship today?

What did you not enjoy about Worship today?

Circle if these things were used:

Candle Bible song reflection stillness prayer participation sending out thought

Name:

Class:

Date: