



## Collective Worship Policy

This policy was established, and approved for implementation by the full Governing Body of Grange C of E School

### Grange C of E School's Vision Statement

Achieve, Believe, Care

Grange Church of England School is at the heart of our local community. Our Christian vision is rooted and grounded in values of love, hope and trust. We are an inclusive school and our belief is that everyone is unique, valued, loved and matters to God.

Our aim is to develop happy pupils with enquiring minds, respect for themselves, others and the world in which we live. All members of our school community are nurtured and encouraged to develop resilience and skills in order to flourish and enjoy *'life in all its fullness.'* (John 10:10)

*'Let us think of ways to motivate one another to acts of love and good works.'* Hebrews 10:24

Signed by the Chair of Governors:
Dated:
The name of our Collective Worship Governor is: Judith Mitchell and Gill Webster
This policy is to be next reviewed in: September 2024

### Our vision for Collective Worship

Collective worship is central to the life of Grange C of E school. It is part of the outworking of the school's Christian vision and is a time for the whole school community to gather, pause and reflect their own spirituality, values and place in the world and drawing on the opportunities described by the DfE (circular 1/94).

***‘...there is a strong educational case for experience of worship being part of school life, since its omission lessens the possibility of understanding traditions to which worship is essential;’***

### ***Church of England Vision for Education 2016***

Collective worship is not the same as an assembly, though can take place in the same gathering. A school may hold any number of assemblies each week but must have a daily act of collective worship. Collective worship can be held in class or tutor groups for a shorter period of time.

## **Aims**

### **Inclusive, Invitational, Inspirational**

The aims of collective worship **in this school** are:

- Collective worship will help educate for wisdom, knowledge and skills, hope and aspiration, dignity and respect as well as developing community and understanding of living well together.
- It aims to be inclusive, invitational and inspirational
- It is central to the life of the school
- It supports pupils and adults in their spiritual growth
- Supports pupils in their understanding of the Trinitarian nature of God in Christian belief
- Introduces pupils to a variety of forms of Christian worship that reflect the rich diversity of experience in Anglican (and other Christian traditions) locally and globally.
- Enables pupils to use the use of silence or stilling, reflection and prayer
- Provides opportunities to explore the ‘Big Questions’ of life and to recognise the responses that have been made to these by people of faith
- Affirms the uniqueness and contribution of every individual in the sight of God

## **Legal Framework**

Since 1944 collective worship has been a legal requirement in maintained schools. The law requires that all registered school age pupils take part in an act of worship each day. In a church school these acts must be distinctively Christian in nature. By inviting the school community to worship, we need to consider the varied backgrounds that the school community come from and therefore collective worship is invitational rather than confessional in nature.

At this school collective worship is conducted in accordance with the Trust Deed and Instrument of Government and is consistent with the beliefs of the Church of England.

## **Planning, Recording and Evaluation**

The content and planning of collective worship should be varied. The themes for each week/half term/term are shared with staff and visiting clergy at the beginning of each term and include ideas for stories from the Bible that support this. However, the pattern is flexible and on occasions, will focus on a response to local or national events. Worship is planned on a rolling cycle.

The plan is based on half term themes, with core Christian values being explored. It is broken down into weekly sub themes with a key text from the bible identified. These themes are reflected in the hall and classrooms. Where relevant the 'Heartsmart' theme is linked with the cw.

The school visits the local church for worship, particularly at major festivals in the Christian calendar Harvest, Christmas, Easter and for the Leavers' service at the end of school year. On occasions, usually at Harvest the school is welcomed to the Methodist or URC church for worship.

We also use classroom areas and at times outdoor areas e.g. school grounds or reflective spaces set up in classrooms as a focus for worship.

## **Resources**

The school uses a variety of resources recommended by Carlisle Diocese that are available to use when planning collective worship. Amongst others, we utilise materials from Carlisle Diocese, from other Diocese such as Jumping Fish resources from Gloucester, The Barnabas Trust, SPCK, Christian Aid. Imaginor, Heartsmart and other story/parable-based explorations. including resources from the world-wide church. In addition, the school has a global outlook and a focus on UN CRC and related resources relating these to our school values of Love, Hope and Trust.

## **Responsibilities**

**Headteacher (CW lead)** – has the delegated responsibility for day to day acts of collective worship:

Identifying and planning themes

Support where required for those leading worship

Identifying training needs

Monitoring and evaluation of collective worship

**Foundation Governors** – monitor and evaluate the impact of collective worship in our school through governor observations and ensure collective worship is consistent with the trust deed. The governor with collective worship responsibility will report annually to the full governing board and propose any necessary amendments to the School Development Plan, including any need for staff development or training. **See Appendix 4.**

**Leaders of collective worship** – plan and deliver acts of worship.

## **Visitors**

We encourage guest leaders of collective worship throughout the year. Some of these may be linked to a specific project or organisation. Please see additional diocesan guidance for religious or faith visitors taking part in collective worship.

<https://www.carlisle-diocese.org.uk/documents/guidance-staff-when-faith-representatives-visit-ce-school/>

<https://www.carlisle-diocese.org.uk/documents/guidance-faith-representatives-visiting-schools/>

## **Review**

There will be a review every three years of this policy. Its effectiveness will be monitored by the collective worship leader, together with a senior leader and governors. This will include discussions with other members of staff, observation of teaching and monitoring of children's work. Evaluation of teaching plans will form part of any review. The outcomes will influence the school development plan.

## ***Evaluation and Review***

Evaluation and review is carried out in a variety of ways. Children are invited to give feedback and respond during or after an act of worship-this may take different forms-verbal or written. The Head and Clergy meet regularly to review what we do and the impact. Collective Worship features at a regular staff meeting item at the beginning of each term. Governors are kept informed of the themes through the Headteacher's regular report to Governors and feedback from the governor who monitors the area. Our school is reflective in nature and points of action are put in place following reviews.

The Governors with oversight of collective worship will be appointed annually and will meet with the worship coordinator to monitor

- The implementation of this policy
- The ongoing development of the rolling plan
- The evaluation for worship

Each year these governors seek the views of stakeholders to evaluate the impact of worship and to identify ideas for future development through:

- Talking with the pupils and school council.
- Informal conversations with parents after Friday celebration worship or at special services or church acts of worship and at parents' evenings.
- The parent's questionnaire
- Seeking the views of staff and visiting worship leaders

Foundation governors also participate in collective worship and provide feedback.

*This guidance takes into account current requirements for collective worship in the new SIAMS schedule from September 2011*

## Appendix 1

### Example questions to ask during monitoring activity for Collective Worship

This is intended to help governors and others to monitor or evaluate the effectiveness of acts of collective worship. The prime concern is to ensure that the governors' policy on collective worship is being delivered. Monitoring the effectiveness of the worship leader is the headteacher's responsibility and governors should guard against judging or commenting on this aspect. Governors who are present in worship should participate in the worship fully.

Question	Comments	Action required
<p>Are the children:</p> <ul style="list-style-type: none"> <li>• Engaged, interested and responding well</li> <li>• Actively involved - they took part through drama, roleplaying, readings etc</li> <li>• Able to take a lead – they made choices that affected the worship</li> <li>• Enjoying worship</li> <li>• Moved/made to think</li> </ul>		
<p>Does the presentation:</p> <ul style="list-style-type: none"> <li>• Vary in pace, format and emotional tone – were there lively and quiet times</li> <li>• Appeal to the senses</li> <li>• Allow for a variety of learning styles</li> <li>• Allow for a range of responses</li> </ul>		

<ul style="list-style-type: none"> <li>• Include effective use of eye contact, variation in tone and pitch, body language and gesture</li> <li>• Clearly related to children's previous learning and experiences</li> </ul>		
<p>Is the content:</p> <ul style="list-style-type: none"> <li>• Relevant to the pupils age interests and ability</li> <li>• Related to the school curriculum</li> <li>• Linked to the distinctive Christian Values</li> <li>• Reflective of Christian traditions and practice</li> <li>• Inclusive of those of all faiths and none</li> <li>• Well resourced</li> </ul>		
<p>Did the leader succeed in:</p> <ul style="list-style-type: none"> <li>• Creating an appropriate emotional environment – secure, warm, lively, amusing, challenging or reflective</li> <li>• Promote spiritual, moral, social and cultural development</li> <li>• Provide appropriate opportunities for meaningful reflection, not only, but including silence</li> </ul>		