

A small school where BIG things happen

BRIGHSTONE C.E. PRIMARY SCHOOL



Collective Worship Policy

Date Agreed: 19th April 2018

Review Date: April 2019

Signed: Didi Nicholson
Chair of the Board of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	13 th Oct 2015	KH	FGB	New Policy to reflect current practice
2	27 th Mar 2017	TF	FGB	Minor revisions to reflect practices
3	19 th April 2018	BR	S&P	Annual update

We believe that every child is unique and should be given the opportunity to fulfil their potential in a supportive and caring Christian environment.

All the governors and staff at Brighstone CE Aided Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place in order to support the families, children and staff of the school.

INTRODUCTION

This policy is an agreed statement of the values and aims of Collective Worship at Brighstone Church of England Aided Primary School.

References to ‘parish’ refer to St Mary’s Brighstone, which the school is linked to. This is the parish named in the Instrument of Government for the school (IoG). The vicar will be the ‘principal officiating minister’ of the named parish.

RATIONALE

Worship at our school should:

As worship:

- Should at its simplest create a time and space where we can come closer to God and God can come closer to us
- Be distinctively Christian
- Use and promote the clearly identified core Christian values of the school
- Have ***Integrity*** as acts of Anglican worship whilst being ***Invitational, Inclusive*** and ***inspirational***
- Be based on Biblical text or themes
- Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Reflect on human existence and celebrate the joy and diversity of life
- Use the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions and the practice of the local parish church

For people:

- Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community
- Celebrate the God given gifts and talents of individuals and the whole school community
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the school community, and those with none.
- Raise aspirations of individuals and the school community

To comply:

- Reflect the trust deed
- Be clearly outlined in the school brochure and on the school website
- Involve learners and adults in planning, leading and evaluating collective worship
- Be monitored and evaluated for the impact it has on the school community by foundation governors

Aims

- To promote the joy of worship as engaging, inspiring and transformative.
- To develop spirituality, morality, social and cultural values.
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer.
- Sometimes to be joyous with singing, music, dance, drama etc.
- To give an opportunity to acquire a secure knowledge of the Christian faith as revealed in the Bible.
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop pupils' sense of self-worth and to provide opportunities to celebrate achievements.
- To develop a caring attitude to others and a sense of community and loyalty.
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship.
- To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship weekly.

How we will achieve our aims

We aim to promote Collective Acts of Worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- ♦ Creating a sense of occasion and reverence following the 4 central attributes of worship:
 - Gathering** (*enhanced by music, actions, symbols and by those leading worship*)
 - Engaging** (*grounded in distinctively Christian teaching*)
 - Responding** (*praise, silence, song, guided reflection, prayer, actions*)
 - Sending** (*meaningful messages, thoughts to consider in conclusion*)
- ♦ Arranging Worship at different places when possible, different times with different people and groupings, involving all members of the School community at some time
- ♦ Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; RE curriculum, festivals and celebrations, within Christian and other faith traditions, Christian values and the SEAL programme – celebrating achievements, good work and behaviour

- ◆ Using a wide range of resources, devotional aids, artefacts (from religious and secular sources), drama and external speakers to engage children's interest
- ◆ Encourage children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgical statements
- ◆ Providing opportunities for pupils to reflect, contemplate on their own thoughts, feelings and beliefs – the centrality of prayer – writing prayers
- ◆ Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
- ◆ Involving pupils and members of the wider community to both lead and participate in collective worship and activities within St Mary's Brighstone
- ◆ Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

Central attributes of an Act of Worship

The School will endeavour to fulfil the legal requirements of 1988 Education Reform Act in conjunction with School's trust deed, by holding '*An Act of Collective Worship every day*'.

During Collective Worship, whether in the hall, classroom or outside, we will apply the following four central attributes: (See Appendix 1 for ideas for each element)

Gathering Making special and significant this part of the day through appropriate symbol and ceremony

Engaging Using the best available techniques to stimulate interest in the content

Responding Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways

Sending Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship

The School may vary the organisation Whole School/Class/Key Stage each year or term (*Appendix 2*). Our Collective Worship is planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include School staff, pupils, Governors, representatives from St. Mary's Church and other local churches, members of different faith communities and members of the local community.

Each time the school meets, a candle lighting prayer is used. Throughout the year, individual classes and groups of children plan and lead Collective Worship. Friday is our Golden Worship to which the whole School community is invited to share and celebrate the achievements and interests of our learning faith community. The whole School community are invited to join in our Eucharist service every half-term which takes place at St. Mary's Church.

The Centrality of Prayer

During the Collective Worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in an invitation to join in prayer, read out or recited, which is then displayed and used in class and School reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their life and the life of the worshipping community
- Prayer contributes to the spiritual development of the whole school community

There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside collective worship. Each class has a 'reflection area' to engage and prompt individual learners, as well as designated special spaces in corridor areas.

Management and Organisation of Resources

The Deputy Head and Head Teacher plan worship on a half termly basis using the 'Roots and Fruits' publication along with other recommended resources. Resources and artefacts are stored in the Staff work area. All classes have access to prayer books and Bibles, as well as a class set of Bibles in the library. A board is displayed in the hall, highlighting the focus and theme of Collective Acts of Worship, music and prayer. The School's reception area displays, reflect the colours of the Church year, current ideas and themes, as well as the school's distinct ethos and values.

Communication

The weekly Brighstone Buzz contains the weekly theme and prayer. Some parents will value this personally and may discuss and reflect on the worship at home with their child. Information about school worship is also provided to St Mary's and via the school website, so that parishioners can be informed about the worship in school.

Parental Involvement

Parents are actively encouraged to participate in relevant Collective Acts of Worship, Church Services and Golden Worship when held, throughout the year.

Legal status of collective worship

All maintained schools in England must provide a daily act of collective worship.

In a Church of England School, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

Right to withdraw

Parents have the right to withdraw their child from the daily act of collective worship. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship.

Collective worship guidance is contained in Circular 1/94.

Our school will respect parental request and will try to discuss the request to see if an accommodation can be reached and to ensure worship remains inclusive and invitational and open to all members of the school community.

Responsibilities

All teaching staff, including teaching students and HLTA's, are expected to participate and lead Collective Worship and all other support staff are asked upon recruitment, if they are happy participate in Collective Acts of Worship that promote the Christian ethos and values of the School. The school welcomes offers from any member of staff who feels confident to lead worship.

Monitoring and Evaluation

Monitoring and Evaluation of Collective Acts of Worship is undertaken by all members of staff and members of the governing body on a regular timetabled schedule throughout the year. All those delivering worship, will be observed termly. This process supports the School's self-evaluation and is reported to the Governing Body in the Headteacher's report. (Appendix 3)

Pupils are also involved in evaluating collective worship through the feedback in weekly class worship and questionnaires.

Collective Worship Coordinator: **Teresa Fox**

Review

This policy should be reviewed annually, or earlier if changes are made to the SIAMS Evaluation Schedule.

Appendix 1 – Ideas for addressing the 4 central attributes

Appendix 2 – Worship Planning 2017/18

Appendix 3 – Collective Worship Observation Form (and guidance)

Appendix 4 – SIAMS Grade Descriptors for Collective Worship

Appendix 1 (*Available as 'hard copy' ideas for the 4 central attributes*)

APPENDIX 2

Worship Planning 2017/18

The format:

Monday	Whole School – Headteacher (School Hall)
Tuesday	Key Stage 1 and 2 worship – Staff Member or Pupil led (School Hall) Key Stage 2 (Class based)
Wednesday	Visitor from St Mary's (School Hall)
Thursday	Class worship – Staff Member or Pupil led (School Hall) Key Stage 1 (Class based)
Friday	Golden Worship – Headteacher / Staff Member (School Hall)

Within each term there always needs to be flexibility due to extra events and changes in staff that are not previously known or planned etc.

Class Worship

Class teachers are asked to discuss the previous day's worship with the group using the 4 simple questions below. The class teacher does not have to prepare more material but be prepared to review openly what took place and the impact and influence the worship had. The purpose is to discover what the pupils have remembered, understood and learned from the worship. If the children did not understand – the class teacher is in an ideal position to develop the ideas at an appropriate level for the class. Simply discussing the worship gives it relevance and importance and for some, a better or deeper understanding.

Tell me one thing you liked about the Collective Worship yesterday?

- a. *This is a personal idea just about your feelings or thoughts.*
1. Tell me one thing that would have made it better for you?
 - b. *This is a personal idea just about your feelings or thoughts.*
 2. Tell me what it was about?
 - c. *This is about factual recall.*
 3. Tell me why did the person leading the worship does it in the way they did?
(How you phrase this depends on the age of the pupils)
 - a. *So, what was the point?*
 - b. *What do you take away?*
 - c. *What do we learn about how we live our lives?*

Golden Worship

Parents are welcome to attend worship on Fridays where the achievements of pupils both in school and outside of school are celebrated on a two-weekly rotation.

APPENDIX 3

**Collective Worship – Observation Form
BRIGHSTONE CE AIDED PRIMARY SCHOOL**

Leader: _____ Observer: _____

Worship Theme: _____ Date: _____

Grouping: _____ Length of worship: _____

Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us

Also see 'Questions to ask the children' & 'Points for consideration' (reverse)

CRITERIA	ASPECT	COMMENT
Central Attribute 1 Gathering	Is there a real sense of a marking the start of a very special time in the school day? Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.	
Central Attribute 2 Engaging	Does the worship leader capture the attention of the children and staff, so they become actively engaged in the content? Excellent - well expressed, stimulating or poor communicator Convincing, enthusiastic, warm or lack of rapport.	
Central Attribute 3 Responding	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
Central Attribute 4 Sending	Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way? Clear summary, learners given opportunity to reflect or Unclear what the message was.	
In addition		
Content	Clear Christian content and teaching Woolly, lack of structure, largely secular	
Comments from the children	Grade: _____ (See Descriptors)	

Pointers for consideration - NB not a check list.

Gathering	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	where greetings exchanged, and introduction made
	Atmosphere	extent to which Act of Worship is portrayed as special and important
Engaging	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which message is clear and compelling or words lack power and appear as paying lip service
Responding	Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
	Singing	whether there was appropriate hymn / song, quality, enthusiasm of participation
	Reflection	learners given time to pause and reflect
	Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sending	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an Act of Worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

Questions to ask the children after worship:

1. Tell me 1 thing that you liked about today's worship?
2. Tell me 1 thing that would have made it better for you?
3. What was the worship about?
4. What did you learn from the worship?

APPENDIX 4

Grade Descriptors: Collective Worship

Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
All members of the school community place great value on collective worship and can articulate its place in their school life and what it means to them personally.	Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.	Collective worship is recognized as important in the life of the school community and is valued. It meets legal requirements but there is no consistent approach to improving the quality of the worship experiences provided.	Worship does not hold a distinctive place in the daily life of the school and learners cannot see its importance in their lives. Little monitoring and evaluation of worship occurs, and no account is taken of learners' views. There is insufficient impact on improvement.
Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position He occupies in the Christian faith.	Collective worship often includes teaching about the person of Jesus Christ and learners have an understanding of his important place in worship.	Learners have some knowledge of the life of Jesus Christ though his significance in worship is not fully understood.	Learners show at best halfhearted or little response to aspects of worship.
Collective worship has a strong focus on God as Father, Son and Holy Spirit and learners can recognize and express this with understanding.	Learners are aware of God as Father, Son and Holy Spirit in worship but their understanding of this is undeveloped.	Reference is made to God as Father, Son and Holy Spirit on occasions but the significance of this has not been made explicit to learners.	Neither the place of the person Jesus Christ nor Biblical material are given prominence in worship and the central attributes of worship have a low profile and do not support learners in being more fully engaged in worship.
Collective worship regularly includes Biblical material and learners are able to relate this to the school's core values and their own lives.	Collective worship often includes Biblical material and learners are able to make some links between this and their own lives and to the school's core values.	Collective worship sometimes includes Biblical material but its relation to learners' lives and the school's core values is not always explicit.	Learners have limited awareness of different Christian traditions including Anglican. The major Christian festivals are celebrated but learners gain little understanding of Christian beliefs and values from worship.
Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican practice.	Learners have an understanding of different Christian traditions in worship, particularly local Anglican practice, though cannot always articulate these fully.	Learners have some understanding of a few different Christian traditions in worship mainly related to local Anglican practice and to some Christian festivals.	There is little to raise learners' spiritual awareness or to directly inspire them in the service of others. Prayer and reflection play a limited role in the pattern of school life, so learners derive little spiritual benefit.
Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all parts of the school community's life	Most learners recognise the value of worship, respond positively and participate willingly.	Learners behave well, are attentive and respond to the different elements of worship but are often passive.	Inspectors should use their professional judgement in making this judgement. Collective Worship may be inadequate if more than one of the above apply:
Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.	Themes are relevant and pay close attention to learners' spiritual and moral development. In response, learners take some action in the service of others	Learners regularly experience such elements as song and prayer but there is limited variation in the pattern and setting for collective worship	
All of the central attributes of worship are a natural and integral feature of all acts of collective worship wherever they are held, and imaginative use is made of a variety of settings.	Most of the central attributes of worship are present though some are less developed than others. The setting is appropriate and often varies.	Themes support the school's core values, particularly in the area of moral development. Spiritual development may be more limited because planning for this is less focused. Occasionally learners are prompted to respond in service to others.	
Planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. Learners develop a secure understanding of the seasons of the Church year and Christian festivals	Planning provides a structure that enables learners to encounter Christian beliefs. Worship is related to significant moments in the life of the school and the seasons of the Church. Most Christian festivals are	Learners are familiar with prayer as a part of the daily life of the school and sometimes contribute written prayers.	

including local celebrations. A range of members from the school community, including local clergy, contribute to planning.	celebrated or acknowledged in the context of worship. There is some contribution from clergy and other members of the school community.		
Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.	Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.	Planning provides a basic structure for collective worship, but insufficient consideration is given to the coherent development of Christian themes. The main Christian festivals are usually included. Responsibility for planning lies with a few members of staff with little involvement from other members of the school community.	
A range of leaders, from different Christian traditions, offers learners a rich experience of worship.	Staff and clergy are regularly involved in planning and leading collective worship with some involvement of other Christian traditions.	Some feedback on collective worship is gathered that prompts small changes to the arrangements for worship although there is limited analysis of its impact on the school community.	
Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.	Learners enjoy contributing within collective worship and are increasingly taking responsibility for particular aspects.	Collective Worship is mainly led by senior staff and sometimes clergy with occasional contributions from members of other Christian traditions.	
Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.	Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship.	Learners occasionally contribute to leading collective worship, but this is not a regular feature.	