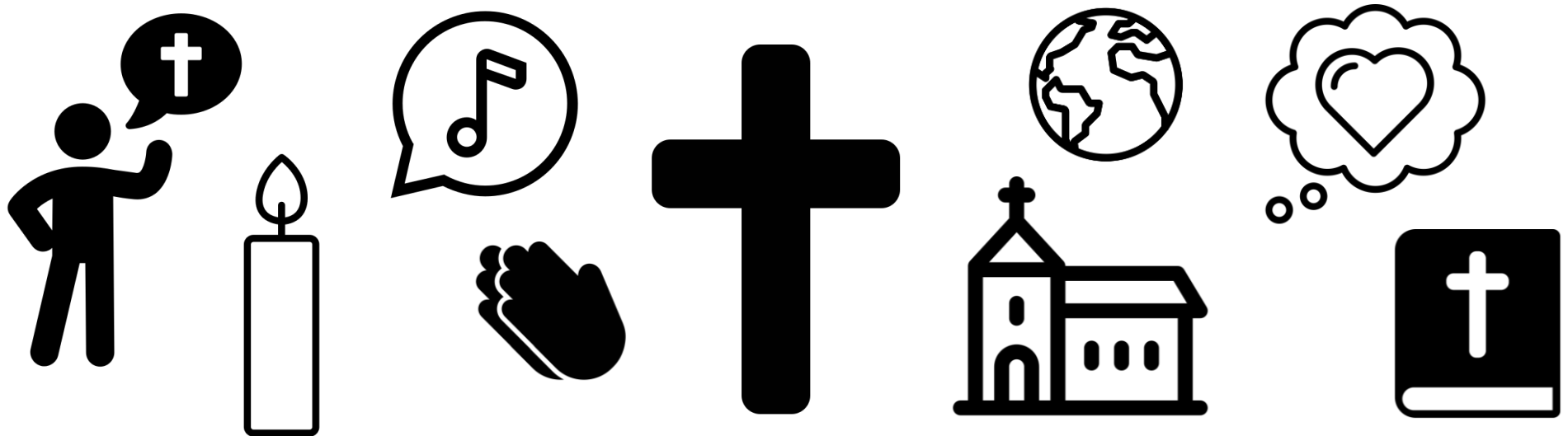


A Fresh Approach to Collective Worship

Support and guidance for planning and leading Collective Worship in Canterbury and Rochester Diocesan Schools



Shout for joy to the LORD, all the earth.

Worship the LORD with gladness; come before him with joyful songs.

Know that the LORD is God. It is He, who made us, and we are his; we are his people, the sheep of his pasture.

Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name.

Psalm 100: 1-4

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Living out your vision through Collective Worship

Collective Worship in Church of England schools

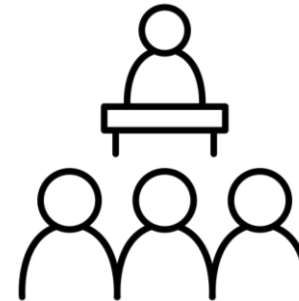
Collective Worship in schools needs to be a highly valued and set apart time in the school day and week, where the whole school community can gather together in a time that is honouring and worthy to God. It needs to provide opportunities for the school community to arrive in worship with the right attitude, engage with their own spirituality and Biblical teachings and leave feeling refreshed and inspired.

The SIAMS evaluation schedule talks about worship being the ‘heartbeat’ of the school, beating away beneath everything that goes on in school. Just as the beating of a creature’s heart is the signal that it is alive, the heartbeat of worship should signal the life, energy and Christian spirit of the school.

Worship can also be a ‘time to breathe’; a time when all can come together to find a space, silence and quietness to reflect on their own spirituality, values and place in the world. Just as breathing is vitally important to life, worship is a significant and sacred time in the life of the school; ensuring the time is valued to allow all to ‘breathe’ through worship.

Collective worship gives the whole school community the opportunity to:

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



Click here for more information - [Collective Worship | The Church of England](#)

The whole school community involves all pupils as well as all staff, unless pupils have been withdrawn by parents/carers or unless staff members have exercised their right to withdraw from acts of worship.

- **Is Collective Worship a highly valued time by the whole community?**
- **What might worship, that is the heartbeat of your school, look like?**

Setting worship in its broader context

Dictionary definition:

Worship: To have or show a strong feeling of respect and admiration for God or a god.
To honour with extravagant love and extreme submission.

The word worship comes from the old English word ‘weorbscipe’ with the root being ‘worthiness’ or ‘worth-ship’ or ‘worth – to give’ or in its simplest form, ‘worth to something’.

For Christians, worship is about coming into God’s presence and giving glory; an act of praise and adoration through which they develop their relationship with God and obedience to His word. It is through encountering God within worship that they are formed (and transformed) as God’s people – this can take place anywhere and at any time and isn’t just what happens inside a church service. It requires the right spirit and heart, which is a very personal thing.

‘True worshipers will worship the Father in the Spirit and in truth.’ John 4:22

Christian worship can take many forms; singing, prayer, silence, acts of love and service, reflection, reading/studying the Bible, meeting or eating together.

‘They devoted themselves to the apostles’ teaching and to fellowship, to the breaking of bread and to prayer. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favour of all the people’

Acts 2: 42, 46

What is Collective Worship?

Legislation requires schools, including Voluntary Aided and Voluntary Controlled schools, to conduct daily acts of Collective Worship. However, the legislation does not define what is meant by the term ‘Collective Worship’.

“... Worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to ‘collective worship’ rather than ‘corporate worship’. (DfE Circular 1/94 para 57)

Corporate Worship

Corporate worship assumes a shared set of beliefs and values, i.e., a worshipping congregation meeting on a Sunday, where the worship is confessional and evangelistic (to spread the Christian gospel by public preaching or personal witness).



Collective Worship

Collective worship, in recognising the collectivity of all participants, can make no such assumption that all have the same beliefs and values. It must be non-confessional. Collective Worship should be: “Appropriate to the family backgrounds of the pupils and their ages and aptitudes.” (DfE Circular 1/94 p.22)



The legal requirements of collective worship in Voluntary Aided and Voluntary Controlled schools.

- Be conducted in accordance with the provision of the Trust Deeds of the school and Instrument of Government and should be consistent with the beliefs and practices of the Church of England
- The Governing Body should ensure that **all** pupils **each day** engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church
- Arrangements for collective worship, in foundation schools of a religious character, are the responsibility of the Governing Body, after consulting with the Headteacher (*DfE Circular 1/94 para 52 & 53*)
- All acts of worship in Church schools must be Christian in character (based on Biblical teachings)
- All registered pupils (apart from those whose parents exercise the right to withdraw) must on 'each school day take part in an act of collective worship' – This includes Reception pupils.

Collective worship or assembly?

*All registered pupils attending a maintained school should take part in **daily collective worship** (DfE Circular 1/94 para 51)*

It is helpful for the daily gathering for the act of worship to be called collective worship (rather than assembly) when referred to in school. The DfE circular 1/94 refers to this time as collective worship throughout this legal document, so it is good practice to follow suit.

Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear. (DfE Circular 1/94 para 58)

An assembly is a time for notices, matters of discipline or when visitors come in to give a talk or presentation (e.g. charities, an author for book week etc.) or when pupils present their curriculum work to the rest of the school. This is very different to the structure and atmosphere required for acts of worship.

Examples of how to demonstrate the transition between collective worship and assembly:

- Share notices at the beginning, not the end, so collective worship does not become muddled with matters of discipline or negative messages that might distract from the positive messages given at the end of the act of worship
- Light the candle and say the liturgical greeting for the day after any notices have been given
- Be explicit about the transition e.g. 'we are lighting/extinguishing our worship candle because our act of worship has begun/finished' or similar
- Ensure the person leading worship is a different person to the one leading the assembly time that day

Difference between collective worship and religious education

Collective worship and RE are two very different things and should not be confused or used as vehicles to teach each other. The time allocated for collective worship is not curriculum time but a separate entitlement for all registered pupils unless withdrawn by their parents/carers.

RE is an academic subject, where children learn about the different beliefs and faiths of believers, collective worship enables pupils to approach the threshold of worship and engage with their own spirituality and experience the Christian faith in action. There may be stories from the Bible that occur in both RE and collective worship, but the motivation of and focus for exploring the stories will be different.

Reflection or prayer areas should be separate to RE displays or working walls and ideally should not be near each other. Reflection areas should be a place where children can come and write or create a prayer or express an idea to help them to develop spiritually, think quietly about their own faith and interact with the images, objects or Biblical texts in the area. An RE working wall should document the academic learning journey that has gone on during the RE lessons.

(DfE Circular 1/94 – Religious Education and Collective Worship:

This document contains the legal guidance on Collective Worship, which has been referred to within this document Pages 20-25)

Non-confessional collective worship

Non-confessional collective worship means that the language used in any word, song or response does not require the person saying it to profess a faith they may not have. It may explain a truth about the Christian faith or tradition but does not include any element of personal declaration of faith. Our schools and acts of collective worship must be non-confessional to allow them to be truly invitational and inclusive of all faiths and none.

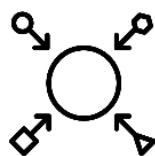
It is an expectation that care will be taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

(CEE0 collective worship guidance doc)

There is a constant tension between the distinctive Christian character of the school whilst being inclusive and invitational to all those being educated within it. Finding a balance and harmony is the key to a flourishing CofE school where all know they are welcomed and included for who they are.

Our distinctive Christian vision demonstrates to all looking in, that we are a Church of England school, where the driver for all we do is the example of Jesus. This vision does not ask those who attend the school or teach there to profess a faith in Christianity that they may not have. It simply says that our school is built on Christian values that guide our behaviour and decisions – these are great life values to live by to help us to flourish individually and together.

Inclusive



Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In the Church school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all. Many pupils and staff in our schools will come from homes of different faith backgrounds as well as of no faith background. Moreover, many pupils will naturally be at different stages of their spiritual journey during their time in school. Pupils should be given the opportunity to think and ask questions. There should be space to consent, and dissent: to participate and to stand back; and to consider. It is an expectation that care will be taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

Collective worship should not be 'done to' but will involve meaningful contributions from the whole school community, including pupils. It is recognised that pupils will bring their own experience to worship. Inclusion requires pupil involvement in planning, leading and the evaluation of worship. Although part of a national legislative framework, collective worship in the Church school grows out of the local context and out of pupils' experience, including their cultural backgrounds.

Invitational



Parents, pupils and adults can expect to encounter worship that is consistently invitational. There should be no compulsion to 'do anything'. Rather, worship should provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity. The metaphor of 'warm fires and open doors³' captures this idea. The warmth of the fire derives from the clarity and authenticity of the Christian message at its heart. There is no value to an encounter with a watered down, lowest common denominator version of faith. Importantly the door is open, all are welcome to come in and sit as near or as far away from the fire as they feel comfortable. Pupils and adults should always only be invited to pray if they wish to do so and should be invited to pray in their own way. Prayer should always be accompanied by the option to reflect.

Music and liturgies used in worship should reflect the best of traditional and modern Anglican worship, it should connect with the theme and explore the sacred to educate and engage. Music used should reflect the diverse worship experience of the wider Christian community. Care should be taken with the music and liturgy: the traditional and modern riches of Christian hymnody and music will be drawn upon, but schools should think about what is most appropriate, at a given time, for the spiritual life of their particular community.

Introduction

Church of England schools are committed to offering high quality collective worship. They are places that recognise and value collective worship as central to fostering a sense of community and to expressing the school's Christian vision. In practice this means that structure, planning, evaluation, participation, collaboration, and respect of worship are all taken seriously by the school and by diocesan authorities.

This document has been produced to challenge, to guide and set expectations for Church school communities and diocesan authorities encouraging them to reflect on their practice and to ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

In Church of England schools, collective worship is seen as more than a daily 'rite and wonder' moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives. Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.

This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.

³ The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good (The Church of England Education Office 2013) page 10

Inspiring



Pupils and adults can expect the worship they encounter in a Church school to be inspirational. Worship should be formational and transformational: it should enable pupils and adults to ask big questions about who we are and why we do what we do. It should motivate pupils and adults into action, into thinking differently, and into reflecting on their and the wider community's behaviour and actions. As a result of inspirational collective worship, they should be inspired to become courageous advocates of causes. It should encourage them to think searchingly about their faith, beliefs and/or philosophical convictions.

There will always be those who are uncomfortable to enter through this open door of worship in our schools and so the Church of England recognises the right of withdrawal from collective worship for those parents or pupils who wish to exercise this option. This, and how to exercise this choice, should be explained fully in the school's collective worship policy and referenced on the school's website.

	Invitational	Inclusive	Inspiring
Questions to reflect on.	<p>How is the whole school community invited into worship?</p> <p>How is the whole school invited to join in with worship, prayer and reflection time?</p> <p>Are there opportunities for the whole school community to contribute and lead parts or all of the act of worship?</p> <p>How does the whole school community experience worship that is rich and vibrant and pleasing to God?</p> <p>Are the song and prayer choices appropriate for collective worship (rather than corporate worship)?</p>	<p>Are there opportunities in your weekly collective worship plan for the whole school community to gather together?</p> <p>Are there opportunities for the whole school community to plan and lead worship regularly?</p> <p>How do you include everyone in a daily act of worship?</p> <p>Is there provision for pupils with SEND to engage with worship that is appropriate to them?</p> <p>How do you include children who don't like loud music, for example?</p> <p>Do you plan in opportunities to explore how Christian's worship and celebrate around the world?</p> <p>How do you include those of other cultures?</p> <p>How do you provide a balance of activities and styles over time to allow all children and adults to engage with the worship?</p>	<p>How does your worship inspire the children to take action or do things differently?</p> <p>Are there opportunities for the pupils to be inspired by stories of Christians who have made a difference in the world or real-life miracles?</p> <p>How do you provide opportunities for the whole school community to relate and apply the stories, verses or teachings from the Bible into their own life?</p> <p>Does worship challenge and engage the children to think and reflect on big questions and issues?</p> <p>Are the Bible passages, stories and songs explained in such a way is inspiring and engaging?</p> <p>Is worship held in a variety of venues? Outside, school hall, classroom, church or chapel for example?</p>

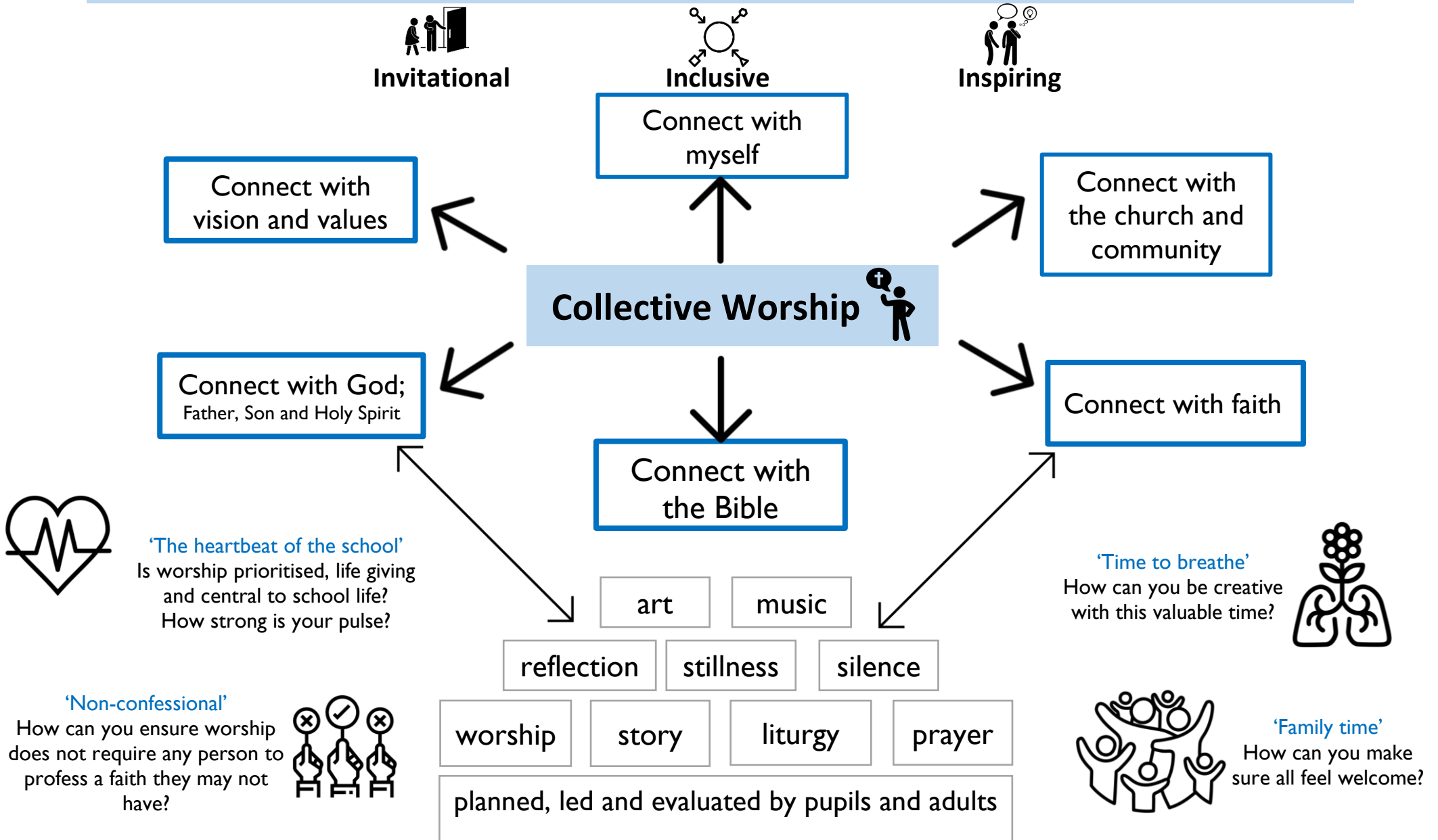
A model of good practice for leading collective worship in a Church of England School

Collective worship at XXXX C of E School looks like:

- **There should be an act of collective worship every day, to which every child within the school must be invited to attend** (whole school, Key Stage, tutor group or in the classroom)
- **All teaching and ideas must be Christian and follow the teachings of the Bible, which are explored and made relevant to life today**
All acts of worship should have a Bible story or Bible passage as the focus
- The leader should try to create a welcoming and inviting atmosphere conducive to worship by, for example,:
 - Playing worship or quiet reflective music on arrival
 - Or displaying an image, quote or question to engage the children in the theme
 - Setting the hall up with 'altar table' as a focus for worship: table cloth (which is the correct colour for the liturgical calendar), cross and candle
- There should be a welcome, for example, by lighting the candle and by saying an Anglican liturgical greeting/prayer (The Lord be with you...)
- **Try to ensure that children always have a role within the worship.** This could be planned or spontaneous, individually, in groups or as a whole community. Be creative and allow the children freedom and opportunities to be creative within the worship experiences.
- Children should be given a chance to discuss, in talk partners, share their ideas/answers to a posed wondering question (I wonder what respect means? What does it look like in our school?)
- Sung worship should be included to enable pupils to respond in this way.
- There should be a time for children to be still and silent to reflect and think about the key thoughts and or the Bible message
- Children should be given opportunity to pray, which might be personally (silently) or out loud as a group or on behalf of the other children or in other ways
- It is important to send the children out with a thought, verse, prayer or question to enable them to continue their thinking and spur them into action (when appropriate) following the worship session
- The end of worship provides a good opportunity to close with an Anglican liturgical sending or blessing prayer and to extinguish the candle to show that worship has ended.

This model of good practice could form part of the Collective Worship policy for your school, so that the whole school community is aware of the expectations of leading worship.

Distinctive Christian Vision



Collective Worship in the SIAMS Evaluation Schedule

Strand 6: The impact of collective worship

In a Church school, collective worship should be inclusive, invitational, and inspiring.

IN THIS STRAND THE FOLLOWING MUST BE EXPLORED:

- The ways in which collective worship is an expression of the school's Christian vision.

In developing collective worship that is inclusive, invitational, and inspiring, the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship, and reflection **whether they are engaged in learning in school or at home.**
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Collective worship leader

- How can you ensure these areas are all met in your school?
- How will you evaluate collective worship to ensure it has an impact on the whole school community? **see monitoring guidance sheets*

Planning collective worship

Collective worship planning should:

- Provide regular opportunity for pupils to plan and lead all or parts of the act of worship
- Allow the whole school community to experience worship that is rich and vibrant and pleasing to God
- Enable the children to begin to understand the Trinitarian nature of God as Father, Son and Holy Spirit
- Allow the whole school community to engage with Bible texts, stories and teachings daily
- Allow the whole community to encounter Christians from around the world and their similar and different worship styles
- Provide opportunities for the whole school community to relate the stories, verses or teachings from the Bible into their own lives (application)
- Include liturgy, traditions and practices that reflect the Anglican practice of the school community
- Provide a balance of activities and styles over time to allow all children and adults to engage with the worship, for example,
 - Artwork
 - Music
 - Images/icons
 - Multimedia
 - Drama
 - Story
 - Reflection time
 - Stillness
 - Silence
 - Prayer

Other considerations when planning collective worship:

- Include the school's vision and associated Christian values and the teaching that roots them in Biblical narrative
- Ensure the plans and themes are personalised for your school and reflect your local context
- Include links to local charities and charity weeks that are occurring in your area
- When appropriate, adapt or change the planning to focus on global or national situations that should be shared, spoken and prayed about as a school community e.g. conflict or terrorist incidents, human suffering, natural disasters, situations in the school or local community or a moment of celebration, e.g. a royal wedding, football, a rescue operation.

Suggested patterns of weekly collective worship

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce the main theme for the week	Explore the main theme for the week	Explore the main theme for the week	Psalm Worship <i>*See below for guidance</i>	Celebration Worship <i>*See below for guidance</i>

Or/

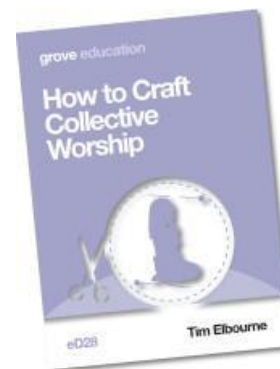
Monday	Tuesday	Wednesday	Thursday	Friday
Introduce the main theme for the week	Worship in the classroom/ Tutor group worship – practical out-living of the main theme <i>*See below for guidance</i>	Explore the main theme for the week	Singing or Praise Worship <i>*See below for guidance</i>	Celebration Worship <i>*See below for guidance</i>

Or/

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce the main theme for the week	Explore the main theme for the week	Worship in the classroom /Tutor group worship – practical out-living of the main theme. <i>*See below for guidance</i>	Explore the main theme for the week	Celebration Worship <i>*See below for guidance</i>

N.B: You might like to alternate singing and praise worship with Psalm worship.

This grove booklet by Tim Elbourne, [How to Craft Collective Worship](https://www.grovebooks.co.uk/how-to-craft-collective-worship/), is a quick guide to the practicalities of planning and leading worship in schools.
www.grovebooks.co.uk



Understanding the structure for an act of collective worship

These principles are for all forms of collective worship in schools: whole school, Key Stage or worship in the classroom.

	Gather	Engage	Respond	Send
Biblical context	The next holy day almost the whole city gathered to hear the word of the Lord. Acts 13:44	Jesus told them a story to teach them that they should keep on talking with God and not give up. Luke 18:1 He taught them by telling many stories in the form of parables. Mark 4:2 Every scripture is inspired by God and useful for teaching, for reproof, for correction, and for training in righteousness, that the person dedicated to God may be capable and equipped for every good work. 2 Tim. 3:16,17	But Jesus often withdrew to lonely places and prayed. Luke 15:6 In prayer there is a connection between what God does and what you do. Matthew 6:14 (<i>The Message</i>)	So the word of God spread Acts 6:7 I have set you an example that you should do as I have done for you. John 13:15
Key ideas	We gather together to meet with each other We all come to play a part in this community We are preparing to meet God	We engage with the big things and the little things in life We encounter Jesus and the stories of the Bible We are listening for God's message for us	We have responded to what we have heard and seen We respond together as individuals We are given the opportunities to worship God	We are sending out to love and serve one another and to make a difference in the world We are all sent out with God's blessing
Involving the school community	How might you involve the school community? Planned or spontaneous? (some examples: light the candle, say the bidding prayer, welcome the school community)	How might you involve the school community? Planned or spontaneous? (some examples: drama, reading the Bible passage, talk partners, helping with an illustration, leading the sung worship)	How might you involve the school community? Planned or spontaneous? (some examples: spontaneous or planned prayers, share what they might do as a response to the worship today, answer a question)	How might you involve the school community? Planned or spontaneous? (some examples: blow out the candle, say the sending prayer/liturgy)

Questions to consider when planning an act of Collective Worship	<p>How do we prepare the space for worship? Does it feel like a special space? <i>(If worship is held in a multi-purpose space, how does it feel different to lunchtime or a PE lesson?)</i></p> <p>Is everyone who is involved in worship today ready and prepared? Do they all know what they are doing?</p> <p>How do we prepare all those arriving for worship and to meet with God? <i>(some examples: quiet music, video clip playing, central image or quote up)</i></p> <p>How might you expect the school community to enter the worship space?</p> <p>How will we signal that worship is about to begin?</p> <p>How will we gather today to greet each other? <i>(What will we say – this is an opportunity to use some Anglican liturgy?)</i></p>	<p>How will you engage the whole school community in sung worship? How does the song link to the theme for the day?</p> <p>How will you engage the school community in the Bible passage, message and or theme for the act of worship? <i>(some examples: story, video clip, drama etc.)</i></p> <p>How will the school community engage with the Bible text and know where in the Bible it comes from? <i>(Will it be read out, displayed, told in own words?)</i></p> <p>What questions will you ask the children to engage them into the story, teaching or message? <i>Some examples:</i> <i>'I wonder what you think this story might teach Christians or us as a school community?'</i> <i>'I wonder why Jesus told this story?'</i> <i>'I wonder if this story makes you think of a situation in your life?'</i> <i>I wonder why Christians might think this story is special?'</i></p> <p>How will you link it to real life ('take it back to the playground or at home') or events in the local community or world? Link to Christians around the world, charity events.</p>	<p>How will you allow the school community to respond? <i>(Think, question or act)</i> <i>Some examples</i> <i>'I wonder what you might do differently after hearing the story today?'</i> <i>'I wonder how you felt after watching that video clip?'</i> <i>I wonder what you can do to ... help/care for others, forgive, persevere or be a better friend etc.?</i></p> <p>How might you incorporate reflection, silence or stillness into worship?</p> <p>What opportunities will there be for formal or informal prayer? <i>(for example, teacher-led, child-led, spontaneous, planned, up on screen, personal in head, call and response, prayers used as part of Anglican liturgy)</i></p>	<p>What thought will you send the community out with as they leave? <i>(for example, a soundbite, activity or key message from the act of worship to reflect on as they leave worship and over the rest of the week.)</i></p> <p>How will the school community leave the act of worship? <i>(for example, singing, silently?)</i></p> <p>What special words, final blessing or prayer will be used as the worship finishes? <i>(this is an opportunity to use some Anglican liturgy)</i></p>
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Key features of each section of worship	Check list/prompts Altar table out, Bible and candle, props for the act of worship. Calm atmosphere created? Music on, focal image up. Share a bidding prayer or greeting Light the candle	Check list/prompts Sing together. Read from the Bible. Share the message. Use a variety of strategies. (Video, artwork, music, drama, props etc.) Discuss and question the children.	Check list/prompts Opportunity to respond – discuss, question, think. Reflection time (silence, stillness) Listen to a piece of music to reflect on. Prayer time	Check list/prompts Blow candle out. Send the school community out with a thought or action. Share a sending prayer / blessing as the children leave.
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Pupils planning and leading worship.

Don't let anyone think less of you because you are young. Be an example to all believers in what you say, in the way you live, in your love, your faith, and your purity. 1 Timothy 4:12

The SIAMS evaluation schedule clearly states the importance of pupils being given the responsibility and ownership of planning, leading and evaluating acts of worship by naming them first in the sentence.

Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

The schedule is not specific about what this should look like; just that pupils should be involved at all levels. How this looks in individual schools will also vary according to the context and distinctive Christian vision of the school.

The model collective worship policy expects pupils to be regularly involved in leading acts of worship:

Pupils regularly plan and lead worship on a voluntary basis. They work with the collective worship leader to develop their own understanding of worship and to design an act of worship to support the spiritual development of their peers.

Worship should not be a time where the children (or adults) in the room are passive. It should give them time to lead, fully participate and engage with what is being said, resulting in acts of worship that have an impact on the lives of all those present.

In all other curriculum areas we are encouraging pupils to be independent learners, who take responsibility for their own thinking, questions and progress; so why is this often *not* the case in Collective Worship?

The Canterbury Diocese [Vision for Children](#) 'Seeing the child' says '*We engage in ministry **with** children, not **to** them, and recognise their innate spirituality. We understand that they can enhance our spiritual journey as much as we can enhance theirs.*' Children are 'fellow pilgrims' who are an integral and equal part of any act of worship. Robert Coles in The Spiritual Lives of Children, says, '*children are active agents who walk with adults on the journey of life*'.

The Church of England Vision for Education states that 'education needs to have a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character that enable people to flourish together'.

Both of these quotes support the understanding that children are not empty vessels that need filling spiritually; they are already spiritual beings who are fully able to engage with worship, often leading the adults into more profound thinking and deeper spiritual experiences.

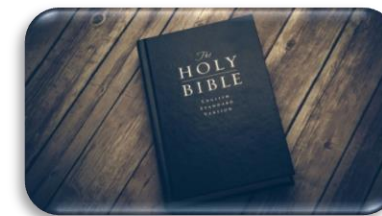
- **How can you ensure worship is not a passive time for pupils? – How can we encourage pupils to be independent thinkers in worship?**
- **How could you engage pupils to plan, lead and evaluate worship? – What will this look like in your school?**

Reading and using the Bible in worship

*God's word is alive and working. It is sharper than a sword sharpened on both sides.
Hebrews 4:12*

*Your word is a lamp to my feet and a light to my path.
Psalm 119:105*

*Every part of Scripture is God-breathed and useful one way or another—showing us truth, exposing our rebellion, correcting our mistakes, training us to live God's way. Through the Word we are put together and shaped up for the tasks God has for us.
2 Timothy 3:16-17*



So what is the Bible?

- '1.1 Each Church affirms... 1.1.3 the Holy Scriptures of the Old and New Testaments as containing all things necessary for salvation and as being the rule and ultimate standard of faith' (The Anglican Communion Covenant - <http://www.anglicancommunion.org/identity/doctrine/covenant.aspx>)
- The Word of God, a sourcebook to help us understand God and the values common to a Christian life (www.worshipworkshop.org.uk)
- A storehouse of wonderful stories for children and grownups. Remember Noah and the ark? Joseph's coat of many colours? Daniel in the lion's den? Jonah and the fish? The parables of Jesus? These stories emphasise the triumphs and failures of ordinary people.
- A refuge in trouble, and a treasury of insight as to who we are - magnificent creatures of a God who loves us and gives us a purpose and a destiny (<https://www.biblica.com/resources/bible-faqs/what-is-the-bible/www.biblica.com/resources/bible>)
<https://thebibleproject.com/explore/how-to-read-the-bible/>
The Bible Project has produced a series of information videos about the Bible and how to read it.
- Each session of Collective Worship **should include a passage of scripture**, whether it is a whole story or a few verses. Please don't feel you have to read the whole passage around the verses you want to explore. Read it just as you would a story book or information text in your classroom as best supports knowledge, understanding and exploration.
- It is important that the children know that the story or verses you are sharing come from the Bible, so tell them and share the book, chapter and verse with them. If appropriate read it straight from the Bible and display it on the screen as well so the children can follow along. However, there are many stories that are best told in the leader's own words rather than reading it. Try and bring the stories to life, just as you would in the classroom. Most children you speak to about worship, say 'I want to be involved more, I love it when there is drama in worship as it helps me visualise the story.'

- When discussing a Bible passage or story, ask the children what they think the passage/story might mean rather than just telling them. Allow them to think and ponder first. If they need some guidance then support them, but if you give them all the answers, they won't think for themselves or engage personally with the text. ('Make the children work harder than you!' ©Lazy Teacher)
- Use a version of the Bible that is suitable for the children or uses language that explains the passage in the best way for your school. www.biblegateway.com - You can use this website to locate the Bible passage you need, plus it has hundreds of different translations to choose from. NIV, New Living version, International Children's version, Good News Bible, The Message (which is a contemporary idiomatic translation) are all suitable translations for school. This website has a feature where the text can be read out loud, which can help with some of those difficult pronunciations of names and places!
- [Bob Hartman](#) is a fantastic Christian author, who has written versions of most of the stories in the Bible which dramatically bring the stories to life.

Bible story video links	
Saddleback kids Bible story videos	https://www.youtube.com/channel/UCEbMIvIWVubIANRR54YuS0g
Crossroad kids – God's story videos	https://www.youtube.com/user/crdschurchkc
Max 7 – 3D parable stories	https://www.youtube.com/playlist?list=PLNLH-JuUN7xq3fvZXekopIXHfk4MUemrE
What's in the Bible?	https://www.youtube.com/user/whatsinthebible
Lifetree Kids Bible stories	https://www.youtube.com/playlist?list=PL_k-IsPh7WymN3diiYagvOSnt7vCRhVrr

What is liturgy?

Christian worship has always followed patterns. These patterns have been known as liturgy. This is a Greek word which means the 'work of the people'. We use liturgy as a name for the patterns of worship which are found in Christian Churches. In the Church of England, there are liturgies for all kinds of worship from the Baptism of Children to the Ordination of Priests.* The liturgy dictates the pattern for the act of worship and provides opportunities for many people to contribute within it.

*Taken from [Worship Workshop website](https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship), refer to this site for more information on liturgy and the pattern of worship.

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship> - further examples of liturgy and prayers linked to the church calendar, which are used in Anglican worship in churches.

Common Worship is a family of volumes which, together with the Book of Common Prayer, make up the official liturgical resource of the Church of England.

Examples of liturgy

To open and begin worship:

The Lord be with you

And also with you.

Grace, mercy and peace be with you
and also with you.

God is love
all the time.
All the time
God is love.

To close and end worship:

Go in peace to love and serve the Lord.

In the name of Christ.

Amen.

Go in the peace of Christ.

Thanks be to God.

We go into the world to walk
in God's light, to rejoice in
God's love and to reflect
God's glory.

Amen

There are also many other examples in the previous set of worship materials produced by the Dioceses of Canterbury and Rochester. In addition, there are examples of some traditional prayers, including those written by Christians through the ages, in a separate document on the Dioceses' websites.

Further examples of Anglican liturgy (including biddings, responses, prayers and blessings)

<p>The Lord bless you and watch over you, the Lord make his face shine upon you and be gracious to you, the Lord look kindly on you and give you peace; and the blessing of God almighty, be among us and remain with us always. All Amen.</p>	<p>Now to him who is able to do immeasurably more than all we can ask or conceive, by the power which is at work among us, to him be glory in the Church and in Christ Jesus throughout all ages. All Amen.</p>	<p>The Lord be with you All and also with you.</p> <p>Let us bless the Lord. All Thanks be to God.</p>
<p>The grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with us all evermore. All Amen.</p>	<p>In the name of the Father, and of the Son, and of the Holy Spirit. All Amen</p>	<p>Eternal God, our beginning and our end, accompany us in this day's journey. Dawn on our darkness, open our eyes to praise you for your creation and to see the work you set before us today. Take us and use us to bring to others the new life you give in Jesus Christ our Lord. Amen</p>
<p>Go in the peace of Christ. Alleluia, alleluia. Thanks be to God. Alleluia, alleluia.</p>	<p>Grace, mercy and peace be with you and also with you.</p>	<p>Lord, direct our thoughts, and teach us to pray. Lift up our hearts to worship you in spirit and in truth, through Jesus Christ our Lord. Amen</p>

Music in collective worship

*Sing to the LORD a new song; Sing to the LORD, all the earth. Sing to the LORD, bless His name;
Psalm 96:1*

Exploring music in collective worship that is invitational, inclusive and non-confessional.

Music and liturgies used in worship should reflect the best of traditional and modern Anglican worship, it should connect with the theme and explore the sacred to educate and engage. Music used should reflect the diverse worship experience of the wider Christian community. Care should be taken with the music and liturgy: the traditional and modern riches of Christian hymnody and music will be drawn upon, but schools should think about what is most appropriate, at a given time, for the spiritual life of their particular community.

Invitational singing that is non-confessional

Another way our worship can be distinctively Christian and truly invitational and inclusive is through our song choices. Whilst there are not any clear rules on this, care should be taken to avoid lyrics that strongly confessional.

'Whilst most will enjoy singing their heart out, schools should not insist that everyone must join in and should take care with what is appropriate, depending on their context. So, for example, insisting all pupils sing 'All to Jesus, I surrender' in a school where the majority of pupils are devout followers of another faith or none, might seem unnecessarily exclusive when there is lots of other inspirational Christian content to choose from.'

(Nigel Genders CEEO Chief Education Officer)

Choose wisely

When choosing songs, we need to consider the lyrics wisely – 'Are they asking those who are singing, to declare a faith in God they may not have?'

→ Avoid lyrics that use personal pronouns to declare a belief in God.

e.g. I believe in God, I worship you God, I love you Lord, My Jesus, my Saviour

→ Use songs that teach children truths about how God feels about them or Christian truths

e.g. 'I won't be afraid, for you are with me' 'You will carry me safe to shore'

→ Consider the context of your school carefully. What words and themes might not be appropriate to sing, listen to or enjoy in worship?

For example, would it be appropriate to sing 'Onward Christian soldiers, marching unto to war' in a school with a high Muslim population for? How might this offend or detract from the invitational and inclusive nature of your acts of worship?

→ Are the songs and video clips used within worship a reflection of the school context? Are those portrayed on screen a diverse make up of cultures and genders?

Open this discussion up with your staff. Which songs are appropriate to sing in our context, whilst not losing worship that is distinctively Christian?

Listen



There is a rich and wonderful library of traditional and modern Christian worship that the children should experience but are often confessional in nature. This is especially true around Easter as most Christian worship songs or hymns are confessional. Provide opportunities for the school community to listen and reflect as the song plays and those who would like to sing or utter the words know they can do so.

Explain



Some of our favourite collective worship songs contain elements that are confessional – does this mean we cannot sing them anymore?

By explaining what the lyrics mean to Christians might help some children decide to sing them or not, it also allows for pupils to truly understand exactly what it is they are singing about.

For example, 'My Lighthouse' does not use the word 'God' within it, it just says 'You will carry me, I will trust your promise'. Each child can choose who they are singing about, for some it will be God, for others it might be Allah or their parents.

The same is true of 'One more step along the world I go'. The lyrics 'Keep me travelling along with you' was written to mean God but could represent anyone in the life of the child singing it.

'Our God is a great big God' – You could explain that this is a song Christians sing in church that helps them learn more about God. We are a school that is built on Christian values, so 'our God' refers to our school and community.

Invite



Hopefully, through your invitational language and inclusive community, your children should know that they can choose to sing or not.

Allowing this freedom enables you to choose songs that may have a confessional 'feel' to them. E.g. 'All through history you were faithful.'

'God loves each of us in a special way.'

Singing is recorded hundreds of times in the Bible, where God's people, in whatever situation they were in, sung out their praise, adoration, thanks, sorrow or lament to God. Christians believe that when you sing you bring glory to God, offering Him the praise and worship He deserves for His great love and mercy.

Sing psalms and hymns and spiritual songs among yourselves, and making music to the Lord in your hearts. ²⁰ And give thanks for everything to God the Father in the name of our Lord Jesus Christ. Ephesians 5: 19-20

Christians also believe that singing is something God asks His people to do – as with liturgy, it allows Christians to recall and articulate their theology, pieces of scripture and spiritual truths.

Let the word of Christ dwell in you richly, teaching and admonishing one another in all wisdom, singing psalms and hymns and spiritual songs, with thankfulness in your hearts to God.
Colossians 3:16

Both of these Bible verses point out that God doesn't mind **how** you sing songs, whether they are contemporary or traditional, which instruments are used or the length/volume of singing. God is more concerned with the heart of the song and the attitude of the worshipper.

- Does the song bring glory to God?
- Does the song allow the pupils to engage in worship?
- Is the song reflective of the mood of the act of worship?

Songs that remind children of God's character and love for them, of Bible verses and the teachings of Jesus are appropriate for collective worship. The songs that are sung in worship should still reflect the Christian foundation of the school.

Both of these websites offer songs that can be bought for use in collective worship in schools.

<https://www.fischy.com/>

<http://www.outoftheark.co.uk/>

CCLI licence (Collective Worship copyright licence)

Churches and schools increasingly use technology to create, distribute or display songs, service sheets and content. Copyright owners should be fairly compensated for the copying of their works. A CCLI license allows schools to play and show Christian songs and videos that are copyrighted within school and provides the songwriters and artists with an income for their work. It is important that every Christian song or music video that is used in worship is reported on the CCLI website. Please see their website for more details.

<https://uk.ccli.com/about-ccli/>

<https://uk.ccli.com/reporting/>

You need a licence to reproduce the words of hymns or worship songs for use during collective worship and other events at your school.

You need a licence if you:

- create your own service sheets or hymn books for pupils and staff
- create your own overhead projector acetates
- create your own song words database for use with song projection software
- type song words into your computer and store them for future use
- record music from your services (e.g. carol services) on video or audio

<https://www.gov.uk/collective-worship-copyright-licence>

Suggested songs for consideration to sing in collective worship

(This is not an exhausted list, just examples of songs that could be sung – please always check the lyrics and videos to ensure they are appropriate for your context. There are also other versions of these songs, the links are just examples.)

Suggested songs for consideration for collective worship	
Nothing's too big for His power	https://www.youtube.com/watch?v=Yopo6DvV9Z8 https://www.youtube.com/watch?v=L5D9M8ZpX8o
Big family of God by Nick and Becky Drake	https://www.youtube.com/watch?v=smkYUzrgD7A
Creator God by Nick and Becky Drake	https://www.youtube.com/watch?v=7uDwnqynJD4
All through History by Nick and Becky Drake	https://www.youtube.com/watch?v=qGbSK5zRTtA
Never give up	https://www.youtube.com/watch?v=I5R6SNZ-Klg
This little light of mine	https://www.youtube.com/watch?v=cKkblZtqhyQ
God is with us forever	https://www.youtube.com/watch?v=LovLvqwtXkY
My Lighthouse	https://www.youtube.com/watch?v=IFBZJGSgyVQ
Brave	https://www.youtube.com/watch?v=fCC9fGnHH4I
City on a hill	https://youtu.be/ITEadEftdnM
God is good all the time	https://www.youtube.com/watch?v=vt6TslAHlgs
Shine from the inside out	https://www.youtube.com/watch?v=W2xc-w8Zcbo
I won't be afraid	https://www.youtube.com/watch?v=YhAH2zU8UiU
The Lord's prayer	https://www.youtube.com/watch?v=ijPuAtrwHYM
We will go by Watoto Children's Choir	https://youtu.be/tCEGDkdXOcM
One more step along the world I go	https://www.youtube.com/watch?v=7PXV3dwaeNU
Golden Rule is love by Nick and Becky Drake	https://youtu.be/se6gQUVscnw
Don't forget to remember by Ellie Holcombe	https://www.youtube.com/watch?v=fNsoXsyeUE0
Harvest Samba	https://youtu.be/dqpkVVsR6Yew
Morning has broken	https://youtu.be/BFARer-w0Eg
Everywhere around me	https://www.youtube.com/watch?v=2Od_qFj2g50
Peace like a river	https://youtu.be/7it5WlFVtTs
Love never fails	https://youtu.be/KS5or9cSLnE
Based on 1 Corinthians 13:4-8	

Suggested songs for consideration to explain and invite your school community to sing in collective worship

♪ “These are songs that teach Christians more about God, his love, creation of the world and each of us.”

(This is not an exhausted list, just examples of songs that could be listened to – please always check the lyrics and videos to ensure they are appropriate for your context. There are also other versions of these songs, the links are just examples.)

Who put the colours in the rainbow?	https://youtu.be/9BfRO4RA0G4
Make me a channel of your peace	https://youtu.be/ihhvm6eLWZI
All things bright and beautiful	https://youtu.be/c4qQiLStH9U
He's got the whole world in his hands	https://youtu.be/-TICLiMjiTw https://youtu.be/kDBJNQiuqnM
We plough the fields and scatter	https://youtu.be/ohXNLA1hjSc
Our God is a great big God	https://www.youtube.com/watch?v=StSJ4D05nuU https://www.youtube.com/watch?v=eaXPXWBcE3I
Giant of Faith (Big Start Assembly songs)	https://youtu.be/2aM5DViPkqc

Suggested songs for consideration to listen to and enjoy in collective worship.

♪ Many of these songs and hymns could be used to gather your school community or as background music for a reflection time.

♪ Others are traditional hymns that are part of the rich tapestry and heritage of Christian worship. We should not exclude these from worship due to their confessional nature but opportunities should be provided for our school community to listen to and appreciate them as part of Christian worship.

(This is not an exhausted list, just examples of songs that could be listened to – please always check the lyrics and videos to ensure they are appropriate for your context. There are also other versions of these songs, the links are just examples.)

10,000 reasons	https://www.youtube.com/watch?v=DXDGE_IRI0E
Wonderful Lord, Wonderful God	https://www.youtube.com/watch?v=IqZWK8ZE2Pk&list=RD1qZWK8ZE2Pk https://www.youtube.com/watch?v=LIPzYxrx7lc
Be Thou my vision	https://www.youtube.com/watch?v=jIMhshpf0Y4
Philippa Hanna	https://www.youtube.com/watch?v=RTThWShsXF0U https://www.youtube.com/watch?v=SaVw-B30X8Y https://www.youtube.com/watch?v=fVNKj0fbMiU https://www.youtube.com/watch?v=qGntY93UwrA
Rend Collective	https://www.youtube.com/watch?v=YcSWpVKKMcs https://www.youtube.com/watch?v=w6Y9IaxwxfI
Laura Daigle	https://www.youtube.com/watch?v=3ch6eXkQWU8

Quiet reflective prayer music	https://www.youtube.com/watch?v=MUoAvDWal9Y
Jonathan McReynolds	https://www.youtube.com/watch?v=mfyVej2OdQg
Lou Fellingham	https://www.youtube.com/watch?v=SGJlZvl8PJM https://www.youtube.com/watch?v=iTOGgS0CXBk
Maverick City	https://youtu.be/q5m09rqOoxE
Don't worry by Ellie Holcombe	https://www.youtube.com/watch?v=QhbK2GpbKTY
The Rock by Nick and Becky Drake	https://youtu.be/urmrckEFhX8
The Lord is my Shepherd (Psalm 23)	https://youtu.be/pN4tPkX0MG0
Be still for the presence of the Lord Great hymn for gathering your school community into worship.	https://youtu.be/WDP9pIVNpdc
I the Lord of sea and sky A song of justice and bringing change into the world.	https://youtu.be/uZTQF_9D3-Y
How Great Thou Art Great hymn of praise, but very confessional. Perhaps you could use the opening verse as a prayer or reflection. You could listen to this as a song that Christians love to sing.	https://youtu.be/uKGf06YM7rQ https://www.youtube.com/watch?v=qGD3OkEle4
Amazing Grace A reflective song to explain what Christians believe about the sacrifice of Jesus for mankind through the gift of grace.	https://youtu.be/Obp-9BEZelc
You hold the world in your hands Israel Houghton A reminder of Gods love for the world and mankind.	https://youtu.be/A7zhpp0t_zc
Every praise by Hezekiah Walker An uplifting song of praise, great to open or close your worship.	https://youtu.be/UuuZMg6NVeA
Remember me Reflective song for Easter services	https://youtu.be/nhFBX5ZSySo

Prayer in collective worship

Listen to my voice in the morning, LORD. Each morning I bring my requests to you and wait expectantly”
Psalm 5:3

“I am praying to you because I know you will answer, O God. Bend down and listen as I pray”
Psalm 17:6.

Christians believe that prayer is a communication process that allows them to talk directly to God, whilst spending time listening to what God has to say to them. It is a two-way process of talking to their best friend.

The disciples asked Jesus how to pray and he taught them the Lord's Prayer, which covers everything asked of Christians when they pray. It is made up of 7 prayers, 3 addressing God and 4 related to our concerns and needs. It also sets a model for prayer.

Our Father – reminds Christians that God is a personal God, who is theirs.



Praise the name of God for He is good. Hallowed means; greatly revered and honoured.

Four personal requests:

1. Provide for us all we need
2. Forgive us all we have done wrong
3. Help us to know what is right and wrong and to stay on the path you place before us
4. Protect us from harm

Asking God for His ways and will to be lived out on earth, so that all may live their life as God intended. God wants us to pray for others as everyone is part of God's Kingdom.

A closing 'hymn' of praise to God. May you continue to be great. May you rule the Kingdom and have the glory and the power for ever and ever.

Amen – So be it
May all that I have prayed happen.

A model of prayer following the Lord's Prayer.

- Praise God for He is good.
For the LORD is the great God, the great King above all gods. Psalm 95:3
- Thank God for all He has done for them.
I will give thanks to you, LORD, with all my heart; I will tell of all your wonderful deeds. Psalm 9:1
- Ask for protection, help, guidance, support, healing or blessing for others.
Don't fret or worry. Instead of worrying, pray. Let petitions and praises shape your worries into prayers, letting God know your concerns. Philippians 4:6-7
- Ask for protection, help, guidance, support, healing or blessing for themselves
The LORD is my light and my salvation; I will fear no one. The LORD protects me from all danger; I will never be afraid. Psalm 27:1
- Say sorry for when they have disobeyed Him or hurt someone.
But I confess my sins; I am deeply sorry for what I have done. Psalm 38:18
- Praise and thank God
Give thanks to the Lord, for He is good. His love endures for ever. Psalm 136:1
- Amen
- *Then all the people said, "Amen," and praised the LORD. I Chronicles 16:36*
Amen uttered at the end of a prayer or hymn, means 'so be it'. Explain to the children that when they join in with the Amen, it actually means 'I agree' or 'so be it.'

https://www.youtube.com/watch?v=QVHUx_EJnUs – What Christians believe about prayer video clip.

https://www.youtube.com/watch?v=ZrdIXOk_QdQ – God's Story, What is prayer? A video clip for Christian children.

http://www.going4growth.com/downloads/Creative_Prayer_through_the_year_-_Jane_Tibbs.pdf This is a great resource with lots of examples of prayers you can use in school.

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/daily-prayer/collects-suggested-canticles-refrains#mm11a> - Prayers from the Anglican Common Book of Worship – linked to the liturgical calendar.

Example prayer structures

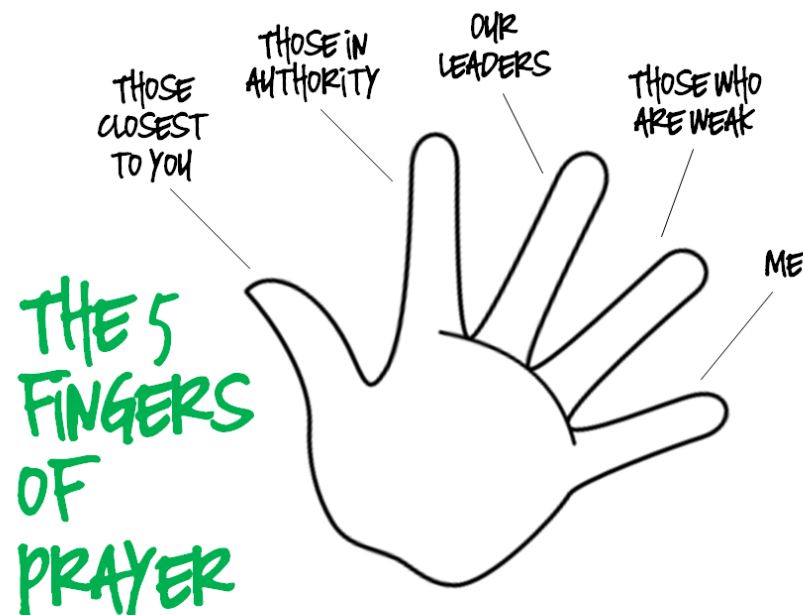
It is good to give children a scaffold or model to use when learning to pray, just as you would when teaching a new genre of writing. Both of these structures are easy to remember and will help children to frame the words they want to use when invited to pray.



1 tsp = 1 teaspoon

thank you - sorry - please

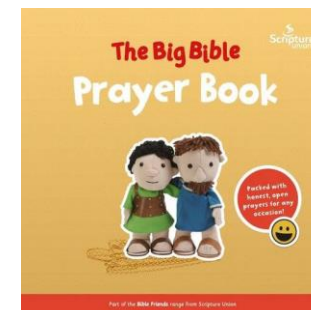
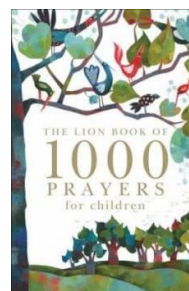
Dear God,
Thank you so much for all you have done for me. Thank you for helping me with my homework that I found difficult.
I am sorry when I was unkind to my sister, help me to be kinder to her tomorrow. Please will you look after my Grandma because she is poorly, thank you.
Amen.



Both these books offer some example prayers which can be used and then adapted by the whole school community.

[The Big Bible Prayer Book](#) by Scripture Union has some lovely examples of prayers you could use in worship.

[The Lion Book of 1000 prayers for children](#)



Guidance on planning celebration worship

Rationale:

*Praise the LORD! Praise God in his sanctuary; praise him in his mighty heavens! Praise him for his mighty deeds; praise him according to his excellent greatness!
Praise him with trumpet sound; praise him with lute and harp! Praise him with tambourine and dance; praise him with strings and pipe!
Praise him with sounding cymbals; praise him with loud clashing cymbals! ... Psalm 150:1-6*

Gather	Engage	Respond	Send
<p>Suggested biddings and responses might include:</p> <p>I say to the Lord, 'You are my Lord' And all the good things I have come from you</p> <p>The Lord is good He made us and we belong to him</p> <p>O Lord, our Lord Your greatness is seen in all the world</p> <p>The world and all that is in it Belong to the Lord</p> <p>Praise the Lord For the Lord is good</p> <p>Alternatively, invite pupils to write some biddings of their own.</p>	<p>The following Bible passages are suggested for exploration in relation to the theme of celebration but there will be others that you can find:</p> <ul style="list-style-type: none"> Wise words from the book of Proverbs The message of the Old Testament prophets e.g. Isaiah – hope for the future and celebration of things to come Daniel – celebrating trust/faith and the need for resilience The Prodigal Son – being happy for others Zacchaeus – the inclusion of what everyone can offer Parables of the Kingdom – using our gifts to extend God's Kingdom on earth Pentecost – links with the fruits of the Spirit and the ways in which we should use these to benefit others Celebratory passage from Psalms E.g. Psalm 100 <p><i>Shout for joy to the Lord, all the earth. Worship the Lord with gladness; come before him with joyful songs. Know that the Lord is God. It is he who made us, and we are his; we are his people, the sheep of his pasture. Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name. For the Lord is good and his love endures forever; his faithfulness continues through all generations.</i></p>	<p>Celebrate the children's talents and gifts by giving certificates and awards.</p> <p>Reflect on how it is good to celebrate hard work, progress and achievement and the living out of our values.</p> <p>Reflection on your school values – I wonder which value you have lived out this week? Share any examples of children or adults living out the school values.</p> <p>I wonder what you have achieved this week? What have you learnt, made progress in? Be still and reflect on this.</p> <p>Prayer together – suggested thoughts: Thank God for his goodness, help and guidance. Thank God for all his has provided for us. Pray for the school and all those within it. Ask God to help those who find school difficult or who need help with something.</p>	<p>Bless and send the school community out with a challenge</p> <p>e.g.</p> <p>I wonder which value you are going to work on next week?</p> <p>I wonder what you are going to do to be the best person you can be?</p> <p>We go into the world to walk in God's light, to rejoice in God's love and to reflect God's glory. Amen</p> <p>Go in peace, We go in peace Go in joy We go in joy Go in love We go in love Amen.</p>

Many schools use one of their weekly acts of worship to show how much the school community values the achievements of its members. Here are some suggestions to help you to develop the sense of worship and celebration for such occasions within the four-part framework recommended by the Diocese. This should be an opportunity to reflect the belief that our gifts and talents are God-given and precious in the sight of God. As such, we must nurture and use our gifts in the service of others. Make sure that this is done in the context of worship rather than as an 'assembly' if this is to be your act of worship on a particular day of the week.

Guidance on planning Singing or Praise Worship

Rationale:

*Come, let us sing for joy to the LORD; let us shout aloud to the Rock of our salvation.
Let us come before him with thanksgiving and extol him with music and song. Psalm 95:1-2*

Throughout the Bible there are many stories and records of God's people singing and praising Him. Singing forms a large part of Christian worship, so it is important that it features regularly in Collective Worship in Church of England schools.

There are many wonderful traditional and contemporary Christian hymns and songs to sing in schools, but does the school community actually understand what they are singing?

Singing worship is a great opportunity to explore the words, stories and theology behind the words and should follow the same 4-part pattern as all other acts of worship, and have worship as its focus. *See examples of song explanations

<http://www.worshipworkshop.org.uk/songs-and-hymns/>

Gather	Engage	Respond	Send
<p>The Lord is with us Let us praise his name together</p> <p>Come on everyone! Clap your hands! Shout to God with joyful praise!</p> <p>Light the candle</p> <p>https://www.youtube.com/watch?v=x1ImZC1cosM https://www.youtube.com/watch?v=Sijvkt5h4kc https://www.youtube.com/watch?v=w6Y9IaxwxfI https://www.youtube.com/watch?v=3ch6eXkQWU8</p> <p>Examples of music to have playing as the start of worship.</p>	<p>Sing a song that is familiar to the school community that engages the hearts and minds of all in the worship space.</p> <p><i>I wonder how this song makes you feel? I wonder why Christians might sing this song? Which is your favourite line/lines? Why?</i></p> <p>Teach and sing a new song. Allow the children to listen to the music and hear the words.</p> <p>Choose a section to explore and explain – <i>I wonder what these words mean; I wonder why the writer included them in this song? I wonder if the words have come from the Bible?</i></p> <p>For example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Fire before us, You're the brightest You will lead us through the storms</p> </div> <p>These lyrics are taken from 'My Lighthouse' by Rend Collective. When the Israelites were wandering in the desert, God guided them by a pillar of fire at</p>	<p>Choose a more reflective song. Allow the children time to sing it and then sit and listen to words quietly.</p> <p>For example: Listen to this song. Allow the children to reflect on the words. <i>I wonder why Jonathan wrote this song. How does he feel about God? I wonder it makes you feel?</i> I'm not lucky: I'm loved by Jonathan McReynolds.</p> <p>Or/ Listen to this hymn. Display the words as it is sung. <i>How was the writer feeling when they wrote this? How do they feel about God? Which words speak to you / do you like/help you think about God? I wonder why Christians still sing this song despite it being written almost 300 years ago.</i> https://www.youtube.com/watch?v=dTKlqmdfHsk Great is thy Faithfulness by Thomas Obadiah Chisholm</p>	<p>I wonder when else you might sing songs of praise?</p> <p>Go in the peace of Christ. Alleluia, alleluia. Thanks be to God. Alleluia, alleluia.</p> <p>Go in peace, We go in peace Go in joy We go in joy Go in love We go in love Amen.</p>

	<p>night to direct their paths and lead them to where they were going safely.</p> <p>Exodus 13:21 <i>By day the LORD went ahead of them in a pillar of cloud to guide them on their way and by night in a pillar of fire to give them light, so that they could travel by day or night.</i></p> <p>These words remind Christians that God will still lead his people, just as he did in the Old Testament. There might not be an actual pillar of fire as there was then, but I wonder how Christians know that God is leading them? Why else might it say, 'You're the brightest?'</p>	<p>Pray together -this could spoken or sung. The words and song below could be used as a singing prayer.</p> <p>Father, I place into your hands The things I cannot do, Father, I place into your hands The things that I've been through. Father, I place into your hands The way that I should go, For I know I always can trust you.</p> <p>http://www.worshipworkshop.org.uk/songs-and-hymns/hymns/father-i-place-into-your-hands/</p>	
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- **How can you incorporate traditional and contemporary songs into your worship sessions?**
- **How can you ensure that worship enables all children to join in and engage with the music?** (e.g. A balance between loud and more reflective songs, songs with sign language actions)

Reflective songs to listen to in Collective Worship	
Philippa Hanna	https://www.youtube.com/watch?v=RTbVShsXF0U https://www.youtube.com/watch?v=SaVw-B30X8Y https://www.youtube.com/watch?v=fVnKj0fbMiU https://www.youtube.com/watch?v=qGntY93UwrA
Rend Collective	https://www.youtube.com/watch?v=YcSWpVKKMcS https://www.youtube.com/watch?v=w6Y9Iaxwxfl
Laura Daigle	https://www.youtube.com/watch?v=3ch6eXkQWU8
Quiet reflective prayer music	https://www.youtube.com/watch?v=MUoAvDWaI9Y
Jonathan McReynolds	https://www.youtube.com/watch?v=mfyVeJ2OdOg
Lou Fellingham	https://www.youtube.com/watch?v=SGJlZvI8PJM https://www.youtube.com/watch?v=iTQGgS0CXBk

Guidance on planning Psalm Worship

Rationale:

*"Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom,
and as you sing **psalms**, hymns and spiritual songs with gratitude in your hearts to God." Colossians 3:16*

I am turning now to the Book of Psalms because I desire that you and I may learn to be worshippers, men and women who, like David, seek after God and yearn to know the heart of God. (<https://bible.org/seriespage/1-significance-psalms>)

The psalms are Hebrew poems collected as the book of Psalms in the Bible, varying greatly in mood and tone across the psalm. The 150 Psalms express feelings in hymns of joy, pleadings, sorrows, penitence, petition and thanksgiving. Exploring and discussing three or four verses is ideal, pulling out the wisdom and considering the importance of the verses for Christians today.

An example of how Psalm worship could be structured:

Gather	Engage	Respond	Send
<p>Lord, direct our thoughts, and teach us to pray. Lift up our hearts to worship you in spirit and in truth, through Jesus Christ our Lord. Amen</p> <p><i>There are some great images you could display to support the understanding of this psalm.</i></p>	<p>Explore a selection of verses from a Psalm. What does the word <i>psalm</i> mean?</p> <p style="text-align: center;">When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is mankind that you are mindful of them, human beings that you care for them? Psalm 8:3-4</p> <p>Read and listen to this psalm. <i>Why do you think the psalmist write this – what was feeling was he feeling? How do they feel about God? How does it make you feel? How does God feel about those he has created?</i></p> <p>If God put such care and attention into the moon and stars, how much more did he put into the humans he created in his image? What does 'you are mindful of and care for them' mean?</p>	<p>Show the children an image of the night sky and allow them time to just look at it and consider the 'work of your fingers'</p> <p>Allow the children to sit and listen to this song Lovin' me by Jonathan McReynolds. How do these words reflect this Psalm?</p> <p>Pray What would you like to thank God for today? Get the children to think quietly in their heads about something in creation they are thankful for. Ask some children to come and lead the spoken prayers, thanking God for his care for all those He made.</p> <p>Sing I am a friend of God by Israel Houghton – the words of this song are taken from Psalm 8.</p>	<p>I wonder - do you care for all that God has made? What might you do or say this week to remember that God cares for you?</p> <p>We go into the world to walk in God's light, to rejoice in God's love and to reflect God's glory. Amen</p>

Questions to consider when looking at Psalms:

- Who wrote the Psalms?

- How were the Psalms used by God's people in the Old Testament?
- Are they still relevant now? What do they teach Christians today?

<https://www.barnabasinchurches.org.uk/psalms-ways-into-the-psalms-with-children/> Great ideas for exploring Psalms with children.

Further information about the book of Psalms

<https://thebibleproject.com/explore/psalms/>

<https://lifehopeandtruth.com/bible/holy-bible/old-testament/the-writings/the-book-of-psalms/>

<https://www.psalmsforkids.com/about/psalms-facts/>

Link to [images](#) and [artwork](#) from psalms

Suggested Psalms for worship

- Psalm 9:1-2 – I will tell of your wonders
- Psalm 23 – The Lord is my Shepherd
- Psalm 27: 1-3 – 'whom shall I fear?'
- Psalm 27: 4-6 – 'Dwell in the house of the Lord'
- Psalm 40: 1-5 – He heard my cry for help
- Psalm 56: 3-4 - Trust God when you are afraid
- Psalm 91 – God is my refuge and fortress
- Psalm 100 – Psalm of praise
- Psalm 102: 1-2 – A prayer of distress, calling out to God
- Psalm 103: 1-5 – Truths about God
- Psalm 103: 8-13 – Truths about God and his compassion
- Psalm 106: 1 – Give thanks to God
- Psalm 107 – Describe how God has rescued and healed people over time
- Psalm 116: 1-2 – How God hears us when we call out to Him
- Psalm 121 – Where does my help come from? God watches over His people.
- Psalm 133 – Importance of living well together
- Psalm 136 – Call and response Psalm, proclaiming God's love and faithfulness (choose the most appropriate verses)
- Psalm 137 – By the Rivers of Babylon – remember what God did for His people
- Psalm 139 – God knows His people
- Psalm 150 – Let everything that has breath praise the Lord

Guidance on structuring Worship in the Classroom

Rationale:

For where two or three gather in my name, there am I with them.” Matthew 18:20

Worship in the classroom is a great way to spend quality time with your class, in a different way to teaching them, without thinking about targets, success criteria, outcomes etc. It allows the children to enter worship in a more intimate way, where many children feel more comfortable to interact and join in. It is also a fantastic opportunity for the children to lead some or most of the worship as they often feel safer in front of a small audience. You know your class the best, so when planning worship in the classroom, ensure it is suitable and relevant for the age and needs of the children. It still needs to follow the same 4 elements and include a Bible text or story, prayer and reflection time and a song. Using a clear signal to open and close the worship will allow the children to move from a teaching session into worship.

One example of how worship in the classroom could be structured:

Gather	Engage	Respond	Send
<p>Light the candle</p> <p>The grace of our Lord Jesus Christ, the love of God and the fellowship of the Holy Spirit be with you and also with you.</p> <p><i>(The 'Grace', from St Paul's second letter to the Corinthians is a very widely used text. While most often used as a closing prayer it is also makes a good greeting, especially for worship in small groups.)</i></p>	<p><i>Sing together</i> https://www.youtube.com/watch?v=lnDs58jlvfQ <i>God cares for you.</i></p> <p><i>Show the children this verse:</i></p> <p><i>Give all your worries and cares to God, for he cares about you. 1 Peter 5:7</i></p> <p>What do you notice about this verse? Which words stand out to you? How does this passage make you feel? I wonder how this verse might help Christians when they are feeling worried?</p>	<p>I wonder how it makes you feel that you can give anything you are worried about to God and he will care for you.</p> <p>Give the children a small piece of paper- ask them to write anything that is worrying or bothering them. When they are ready and if they would like to, get them to bring it to the front and put by the cross as a symbol that they are giving the things they are worried about to God. (Have some quiet worship music playing whilst they do this.) Invite all the children to say the Bible verse together.</p> <p>Dear God, Thank you that you care for us and that we can bring everything we are worried about to you. Help us to stop worrying about all the things we wrote down and please help with each of these situations. Thank you God, Amen.</p>	<p>So, when you are feeling worried this week, what could you do?</p> <p>The Lord bless you and keep you. May He show His face to you and have mercy. May He turn His countenance to you and give you peace. The Lord bless you! <i>(from the book of Numbers 6:24-26)</i></p>

Additional examples of practical activities for worship in the classroom

1. Game - Praying for our world:

Using an inflatable globe, get the children to pass/roll it round the classroom whilst music is playing (you could use '[Build your kingdom Here](#)' by Rend Collective). When the music stops, whoever is holding the ball has to look where their hands are and then we all pray for the country under their left hand. Talk about what that country might need prayer for, then say together...

Lord, we pray for Bless the leaders to be wise. Look after all the people there. Thank you for that country and we pray for all who live there. Invite all to say: AMEN!

You could also pray for anything specific for that country, e.g.: war, famine, disasters etc.

Keep it moving quickly, let the children have fun!

2. Using song 'He holds our world in his hands'

Get the children to think about a country they had just prayed for. [Watch the video](#) and listen to the song (approx. first 2 mins) The song says that we need not be afraid because God holds the world in his hands. Think about this quietly and say a quiet Amen together, knowing that God had heard the prayers of our heart.

3. Praying for the news:

Give the children various newspaper articles and pictures about recent news and create a collage in groups of things that are happening in our world that need prayer. Play worship music in the background, which helps to create a reflective atmosphere.

This activity will help the children to think and talk about our world and problems other people face. Allow them to respond to these situations; write prayers, poems or thoughts on the collage to demonstrate how these situations make them feel.

4. Praying for our local area.

Get some maps of your local area and get the children to think about their neighbourhood. Plot people on the map, those who need prayer/support.

Ask them to think about other people. Look at doctors, hospitals, other schools, and friends etc. on the map, who may need prayer.

Spend some time quietly thinking for these people. Invite children to write prayers on post-it notes and stick them on the relevant part of the map.

<https://www.prayerspacesinschools.com/> - This website has hundreds of interactive prayer ideas that can be used in schools.

Collective worship in Early Years

Rationale:

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14
You have taught children and babies to sing praises to you. Psalm 8:2

A suggested weekly structure for worship in an EYFS classroom.

Monday	Tuesday	Wednesday	Thursday	Friday
Worship in the Classroom Share the story and props Sing together. Say a simple prayer together.	Worship in the Classroom Re-cap the story and props/act out. Develop/reinforce the message. Sing together. Say a simple prayer together.	Class Reflection Worship Link with events which have occurred during the week at home/school. Opportunity for children to say 'Thank you'. Opportunity for children to share a prayer.	Singing Worship Opportunity to learn a new song and discuss what the words mean.	Celebration worship

- **When do the children join in with whole school worship?**
- **How do you follow the same plans as the rest of the school and then simplify them?**
- **How will you introduce the concept of prayer, worship and singing in worship?**

Guidance, with some examples, on structuring worship for children in EYFS

Gather	Engage	Respond	Send
<p>Make a set of picture cards from which the pupils can choose how they mark their gathering which might include:</p> <p>‘Light a candle’ ‘Play some music’ ‘Sing a worship song’ ‘Put up a special worship picture.’</p>	<p>Choose appropriate story material. A story from a Children’s Bible. A story with a Christian message.</p> <p>Ensure you apply the Christian message to the pupils’ own lives and experiences.</p> <p>Engage children using their senses.</p>	<p>Provide some time for prayer and reflection.</p> <p>You could:</p> <ul style="list-style-type: none"> • Use a book of simple prayers for younger children • Roll a prayer cube • Recite a simple prayer after you • Encourage the children to look at a visual focus (object or picture) to help them think about how they could respond to what they have heard today • Think about situations or people the children are aware of to pray for • Create a prayer wall of their prayers • Create an interactive prayer station for the children to engage with 	<p>Sending cards might include.</p> <p>‘Give someone a hug’ ‘Smile at someone’ ‘Help someone today’ ‘Play with someone you don’t normally play with.’ ‘Try something new today.’ ‘Say something nice about someone.’</p>

[Jack in the box worship](#) is a specific one-year programme written for EYFS, introducing them to Christian worship and faith.

