



COLLECTIVE WORSHIP POLICY (GUIDANCE)

Please make this policy document bespoke to the school – the words in brackets are particular examples of this but the whole document needs to reflect your context and its practice.

(Name of school)

(School's Distinctive Christian Vision)

Our collective worship policy strengthens and supports the Christian identity of our school, reaffirms our vision and associated values of *(insert school values)* and celebrates the central role that each child has to play in their community. Our worship reflects the variety of traditions found in the Church of England, and will recognise and follow the Christian liturgical year. The daily Christian act of worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the overall spiritual, moral, social and cultural development of the whole school community.

Collective worship gives pupils and school staff the opportunity to:

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

In line with the requirements of the requirements of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) schedule, we aim to ensure that collective worship

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- 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. ^[SEP]
- 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. ^[SEP]

The Anglican Christian Tradition

The following are shared as Christian elements of collective worship:

- Exploring the Christian understanding of God as Father, Son and Holy Spirit
- Using the Bible for inspiration, stories and guidance
- Observing the cycle of the Church's Year – Advent, Christmas, Lent, Easter, Pentecost and Saints Days amongst ordinary days
- Learning and saying prayers from a number of sources, in particular the Lord's Prayer and the blessings in common use
- Singing a wide variety of hymns and songs from traditional to modern
- Experiencing Christian symbols in worship and reflecting on their meaning
- The use of prayer, silence and reflection
- Using Psalms with simple responses – Taizé style

We may also use elements which are more distinctively Anglican: *(delete as appropriate)*

- Using prayers from Common Worship
- Using Anglican sentences and responses at the beginning and end of worship
- Using Collects as a focus for worship
- Celebrating Eucharist

Implementation

Collective worship is planned by a variety of stakeholders including staff, pupils, the incumbent of our local church and external visitors (*specify other Christian denominations who support*) in consultation with the collective worship leader. This act of worship can take place at any time of the school day and in any regular school grouping e.g. whole school, key stage or class. Our school plans systematically and cohesively use (*insert planning guidance e.g: Rochester Diocesan Collective Worship Planning*) which is adapted and changed to meet the needs of our community. This ensures that there is a shared understanding of the long and short term planning of worship and this enables continuity. Visitors to our school are asked to read and comply with our school visitor and safeguarding policies: (*provide link, use appendix*). This should include discussing the content of any worship with a member of the senior leadership in order to ascertain its suitability for the school community. Visitors are never left alone with children as the supervision of pupils remains the responsibility of school staff.

We meet (*insert rota timing, groupings, venue, worship leaders*)

We are mindful of the variation in personal spiritual styles and provide a range of creative opportunities including (*eg: music, silence, symbolism, drama, use of IT*).

Our worship consists of 4 stages:

- *Gather* – we welcome the community, for example, (*with music, liturgy and the lighting of a candle*)
- *Engage* – we share, for example, (*a Bible reading, followed by an activity to engage pupils with the Christian message*)
- *Respond* – pupils, for example, (*discuss, share, reflect, pray or sing*)
- *Send* – we share, for example, (*the message of the worship again and ask pupils to think about how they will affect their day / learning/ behaviour. We close with liturgy, final prayer, music and the blowing out of our special candle*)

Expectations of pupils

(*if appropriate, insert pupil expectations commensurate with your behaviour policy*)

Pupils regularly plan and lead worship on a voluntary basis. They work with the collective worship leader during (*lunchtime/ after school club*) to develop their own understanding of worship and to design a worship to support the spiritual development of their peers. (*If there is school worship committee which includes pupils insert details here*)

Developing worship

The school allocates part of its budget to support the daily act of collect worship. The collective worship leader attends professional development as appropriate with Rochester Diocese and accesses a wide range of resources to ensure that worship is both inspiring and engaging.

Self-assessment and Inspection

Our school regularly evaluates our acts of collective worship and the impact they have on the school and its wider community. This involves monitoring by school leaders, staff, pupils and governors in order to grow and to develop. We also welcome the contributions of parents and pupils through our suggestion boxes and questionnaires, which are reviewed and considered on a regular basis. *(Attach as an appendix)* These are shared with our *(worship committee, during full governing body meetings)* and play an integral part in developing the spiritual growth of the school. Worship is independently inspected by law under Section 48 of the Education Act 2005 (SIAMS) in consultation with the Diocese of Rochester.

Parental Withdrawal

Worship is regarded as special time which wholly reflects our ethos as a church school. It is an inclusive opportunity for those of all faiths and of none. We respect the right of parents to withdraw their child/children from acts of collective worship. However, as collective worship is central to our ethos, we would appreciate the opportunity to discuss this decision with parents.

Date of validation..... Signed.....
Chair of Governors

Date of review..... Signed.....
Chair of Governors