

Winterbourne Earls C. E. (VC) Primary School

Collective Worship Policy

Agreed:

To be reviewed: January 2023

Philosophy

Winterbourne Earls C of E School is a Church of England Voluntary Aided/Controlled School. Worship is therefore an important part of the school day as it gives us the opportunity to come together as a school community to place ourselves in God's presence, allowing ourselves to pause and reflect. It is attended by all students, and staff and any visitors in school are very welcome to join in.

Collective Worship and the Law

Church schools in the diocese must fulfil two legal requirements for Collective Worship:-

- The legal requirement for Church schools ensures that every child in the school is entitled to an opportunity for daily worship.

"The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups."

The School Standards and Framework Act 1998

- Collective worship in Church schools must be in accordance with the school's trust deed.

Collective Worship should be in accordance with the school's Trust Deed

All acts of worship are in accordance with the school's Trust Deed and reflect the Anglican status of the school based upon the foundations and principles of the Church of England. In addition to daily school worship, special celebrations throughout the year take place in Church.

Parents are made aware that the school is a Church school and as such Collective Worship takes place daily. This is done through the school prospectus or on the school website. The governing body acknowledge their legal responsibilities and are clear of their statutory responsibility to uphold the Christian foundation of the school. This responsibility to uphold the Christian ethos and foundation of the school is also made clear to staff on their appointment.

Aims of Collective Worship

It is our aim at Winterbourne Earls School that worship should: -

- reflect the Vision Statement of the school
- be appropriate to the ages, aptitudes and backgrounds of the pupils
- be inclusive and an occasion where each individual's integrity is respected
- offer opportunities for pupils' spiritual, moral, social and cultural development
- become familiar with the place of the church within the local community
- reflect some of the practices and traditions of the local church

- celebrate the values and worth of the school community
 - be an opportunity for pupils to reflect on human experience
 - help children explore and develop their own spirituality and beliefs
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- offer opportunities to share worship with parents, governors and members of the local community
 - celebrate special occasions in the Churches year and the life of the community
 - show appreciation for the God given gifts and talents of the school community

Responsibility for Collective Worship

The governors hold overall responsibility for ensuring that the legal requirements for worship are met. The Headteacher and staff have the responsibility for organising and planning the worship, along with the clergy who devise the themes for the terms. This ensures continuity between the worship in the school and in the parish or parishes. It is made clear to all staff and clergy who lead collective worship that they should do so in a way that ensures that all present can take part with integrity.

The Timing of Collective Worship

Collective Worship should be given a special period in the school day:

Monday: whole school Worship led by the Headteacher/ deputy Headteacher

Tuesday: Class Worship

Wednesday: Praise Worship

Thursday: whole school Worship led by the clergy/ visitor

Friday: whole school Celebration Worship

The school celebrates Harvest, Christmas, Easter and end of year leavers in church services held at St Michaels and All Saints Church.

The Planning of Collective Worship

Collective worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. The content and methodology of Collective Worship should be varied and there should be evidence of this in planning.

Each term there is a theme for Collective worship that is developed through the weeks. These are published at the beginning of each term. Those leading worship relate their worship to this theme. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints. Alternatively class teachers may develop their worship from themes and events that occur on the curriculum during the week.

This pattern is flexible and on occasions it is recognised that teachers may feel that they need to respond to local or national events.

All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity. A worship-planning group meets once a term led by the worship co-ordinator. These meetings are an opportunity to review and evaluate the last terms Acts of Collective Worship and to

plan themes for the next term. Children may also be involved in planning and delivering class based and whole school-based worship.

A group of worship leaders, including the school foundation governors and staff, have a role monitoring collective worship at the school.

We seek to encourage pupils to voice their views on collective worship and to be a part of the evaluation process. The worship leaders regularly seek the views of the children and report these findings to the school council.

Evaluation and Monitoring of Collective Worship

Following the planning of worship; the evaluation and recording is an integral part of the process. Worship is celebrated, reflected upon and evaluated by the pupils each half term. Feedback helps to improve the quality of worship offered to the pupils. The foundation governors have a key role in this process to ensure that the legal requirements are met and that the worship offered to the pupils is of the highest quality. Foundation Governors may also interview a cross-section of pupils.

Rights of Withdrawal

At Winterbourne Earls V. C. School we seek to be an inclusive community however we respect the right of parents to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the Headteacher/worship co-ordinator followed by written confirmation of withdrawal.

The school has a system of suitable supervision for students withdrawn from Acts of Collective Worship. However, no additional work is set or followed in this time.

All teachers in VC Schools, including the Headteacher, have the right of withdrawal from the Act of Collective Worship, but the Headteacher, should he or she wish exercise this right, maintains statutory accountability for Acts of Collective Worship in Winterbourne Earls school.

Resources

Resources for worship are kept by the worship co-ordinator and Headteacher. Current resources for developing worship include:

- Values for Life
- Routes and Fruits – Imaginor

Appendix 1

Questions about Collective Worship for the Staff and Governing Body

- Is there a clear policy document for Collective Worship?
- Does the school policy relate to the school's Ethos and/or Vision Statement?
- Is the policy for Collective Worship being followed?
- How is the worship organised?
- Does the school have a named person responsible for Collective Worship alongside the Head Teacher?
- Is there a governor with responsibility for Collective Worship?
- Does the school prospectus clearly reflect the legal position of Collective Worship?
- Does the prospectus and other school documentation reflect the value that the school and the governing body place on Collective Worship?
- Is the Collective Worship clearly planned?
- Is there a budget set aside for Collective Worship?
- Is the worship professionally resourced?
- Have staff received in-service training on Collective Worship? In house training
- Does the Collective Worship offered in the school underpin the school's Christian ethos?
- Is the Collective Worship provided underpinned by Christian values?
- Is the Collective Worship regularly monitored and evaluated?
- Does the worship take place in a variety of groupings?
- Are staff present for Collective Worship?
- Are support staff present for Collective Worship?
- Are there opportunities for governors and parents to be present for worship?
- Are there opportunities for individual class worship within the classrooms?
- Does the pattern of worship reflect the broad spectrum of the Anglican tradition and Christian heritage?
- Does the worship allow the pupils to encounter some of the wide range of art, music and artefacts within the Christian tradition?
- Does the quality and provision of Collective Worship offer opportunities for pupils' spiritual development?
- Does the worship offer opportunities for pupils' cultural and multi-cultural development?
- Does the worship give opportunities for the pupils to explore the worldwide Christian Church?
- Does the worship provide pupils with an opportunity to worship God?
- Does the worship take place in an environment conducive to worship?
- Does the worship offer pupils opportunities to encounter the more challenging experiences of life and death?
- Does the worship provide opportunities for the pupils to share and reflect upon things that are significant and meaningful to them?
- Does the worship provide experiences that are relevant to the pupils' ages, aptitudes and family backgrounds?
- Does the worship give time for silent reflection and an exploration of inner space?
- Does the worship link into other areas of the school curriculum e.g. PSHE and circle time?
- Do the classrooms have a 'sacred space' or a table set aside with a cloth and a candle as a vehicle for prayer and reflection?
- Have the school considered other vehicles for prayer and reflection e.g. an anonymous prayer box?

- Are pupils, governors, clergy or other visitors involved in leading Collective Worship?
- Does the governing body provide guidance for visitors who lead worship?
- Are there regular acts of worship for staff, including a Eucharist?
- Does the school have any links with other Christian denominations?
- Does the worship celebrate all that is good and express thankfulness and joy at simply being alive?

Appendix 2

Observation framework to assess the quality of a specific act of collective worship.

(Not all sections of this form will apply to each act of worship).

Groups Present:

(Whole School/ Key Stage/Year/Class etc.)

Date:	Time:	Leader:
Theme		
Purpose and Development <ul style="list-style-type: none">• <i>Was the purpose of the act of worship clear to all present?</i>• <i>Was the theme developed effectively?</i>• <i>Were visual aids or different elements used in presentation?</i>• <i>Was worship integral to the school day?</i>• <i>Was the act of worship conducted at an appropriate pace?</i>• <i>Was visual art used or children's creative work shown and celebrated?</i>		
Atmosphere <ul style="list-style-type: none">• <i>Was there a sense of order on entering and leaving?</i>• <i>Were candles, flowers, a cross or other visual focus used?</i>• <i>Was there a relaxed, secure atmosphere?</i>• <i>Did the leader contribute to the atmosphere with language, attitude and tone?</i>• <i>Is there a distinction between the assembly and an act of worship?</i>• <i>Was there a balance of music, speech and silence?</i>		
Spiritual Dimension <ul style="list-style-type: none">• <i>Could this act of collective worship have contributed to the spiritual and moral development of individuals?</i>• <i>Were there opportunities for prayer/reflection/quiet? How were they used?</i>		
Integrity <ul style="list-style-type: none">• <i>Was there a sense of respect for individuals?</i>• <i>Was there openness, or compulsion, in invitations to pray or sing?</i>• <i>Did the occasion engender ease or discomfort among the participants?</i>• <i>Were the words of songs or hymns appropriate for the pupils and the theme?</i>		

Pupil/Student Involvement

- *How wide was the age range?*
- *Was the delivery appropriate for the interests, background, ability and age range of pupils?*
- *Were the pupils engaged and well motivated?*
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Staff

- *Were teachers present (how many?) or was this seen as non-contact time?
Were they involved or spectators?*

Parents, Governors, Visitors, Clergy

- *Were any parents, governors or visitors present?*
- *If so, what role did they play?*
- *Were links with the local church referred to?*
- *If a visitor led the worship: was it evident that the briefing has been adequate?*
- *Was the visitor introduced properly?*
- *Was the visitor's contribution appropriate in content?*
- *Were the concepts and language used appropriate to the children present?*

Close

- *Was the timing good?*
- *Did the occasion clarify and affirm the values for which the school stands?*
- *Did it offer pupils/adults something to think about and take into the life of the school?*

Additional points for future development

Appendix 3

School Acts of Worship Record

Theme: Praising God! Times to Celebrate God's Love!



<p>Hymns & Music</p> <p>Praise Him On The Trumpet, Recorder & Harp!</p> <p>Thank you Lord for All Your Love.</p>	<ul style="list-style-type: none">• Readings – these were read by children• Prayers – children were encouraged to pray spontaneously• The service, led by the Headteacher, began with pupils reflecting on times when they wanted to say “thank you.”• The concept of Christians wanting to thank God for his love and care was introduced together with ways of expressing thanks and joy through music.• A “band” of pupils was formed to accompany the 2 hymns chosen – with an emphasis on volume and enjoyment!• A quiet prayer time focused upon repentance for not saying thank you to God, requests for help in being positive and thankful in our lives and thanks to God for the happiness Praise brings.
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Evaluation – Adults & Children

A very joyful (if not completely tuneful) noise was made by the accompanying band and the rest of the school sang with substantial vigour (not to be outdone)! The concept of thanks and praise was enjoyably demonstrated as witnessed by the band who asked, “Can we do that again?”

Appendix 4

Pupil Questionnaire for the Evaluation of Collective Worship

Is the length of our worship: About right/ Too long/ Too short

Which things do you like best in worship?

Stories/Drama/Dance/Poems/Prayers written by pupils/Prayers written by adults/Opportunities for spontaneous prayer/Music/Singing/Quiet time/Don't mind

Why?

Which type of worship do you like best?

Whole school/Key Stage/Year Group/Class worship/Having a visitor/Going to church

Why?

Do you like it best when?

Adults lead worship/Children lead worship/A visitor leads worship/The priest/vicar leads worship/There is a mixture of leaders (pupils and adults)

If you were able to change our worship what would you do?

What time of day should we have worship?

First thing in the morning/Later in the morning/Early in the afternoon/Last thing in the afternoon/Different times on different days

Is there anything else you would like to say?

Appendix 5

Collective Worship Survey

The school is interested in your views and will use them to improve and develop the quality of collective worship. We thank you for the time and thought you give when answering our questions. This survey will be completed by parents, staff, governors and the wider community that the school serves.

1. Collective Worship is a special part of the day. Any comments	Strongly Agree	Agree	Mostly Agree	Disagree
2. Children should plan and lead Collective Worship. Any comments	Strongly Agree	Agree	Mostly Agree	Disagree
3. Collective Worship should always have prayers. Say Why	Strongly Agree	Agree	Mostly Agree	Disagree
4. Collective Worship should always have a Bible story. Say why	Strongly Agree	Agree	Mostly Agree	Disagree
5. Collective worship should always have music and/or song. Say why	Strongly Agree	Agree	Mostly Agree	Disagree

6. What is the best time of day for Collective Worship?

7. What is special about worship in a Church School?

8. Do you think Collective Worship always has to be in the same place, if not, have you any suggestions about other places where Collective Worship could be held?

If you have anything else you would like to say about Collective Worship please write your thoughts, ideas and reflections in this space

Please circle the description that fits you best:-

- Parent
- Member of school staff
- Governor
- Member of village community
- Other

Thank you so much for completing this survey, we really appreciate the time and thought you have given