



**Baildon Church of England Primary School
and Nursery**

COLLECTIVE WORSHIP POLICY

Vision

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever changing world.

Statement of Intent

At Baildon Church of England School, the daily act of Collective Worship is highly valued and every effort is made to ensure that all children and staff take part in a high quality and meaningful experience offering a spiritual encounter within an inclusive Christian and educational context.

This policy outlines the purpose, nature and management of collective worship within our school and has the support of the school staff and the Governing body. The implementation of this policy is the responsibility of all teaching staff and reflects the school's mission statement. This ethos reflects our status as a Church of England School.

Aims

The aims of the collective worship policy are to provide the opportunity for pupils to:

- worship God
- reflect on values that are of a broadly Christian nature and in their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered
- reinforce positive attitudes

The school will fulfil its statutory duty in providing daily collective worship for all registered pupils (unless withdrawn by parents). This is usually provided within a daily act of worship (class, year based, key stage or whole school).

The Nature of Worship

Collective worship is the school community coming together to share in an act of Christian worship. It is concerned with reverence or veneration of God and pupils should be (at their level) capable of perceiving this. The main emphasis will be in the traditions of Christian belief and accord special status to the person of Jesus Christ. Within each term the majority of acts of worship will be of a broadly Christian character.

There are three fundamental principles underlying the provision of our acts of Collective Worship.

These principles are broadly outlined below:

- 1) Inclusive in nature;
- 2) Broadly educational in content;
- 3) Specifically Spiritual, Moral, Social and Cultural in content.

INCLUSIVE - this means that we want our acts of collective worship to:

- recognise and celebrate the diversity of cultures, life styles and religions which exist in our multicultural society. However, the majority of the Acts of Collective Worship will be wholly or mainly of a broadly Christian character;
- have an atmosphere in which everyone feels valued and safe;
- be suitable for every child to attend unless withdrawn by his/her parents/guardians;
- focus on issues and experiences which are relevant to the children;
- include active participation by members of the Faith Council and other pupils, Governors and members of the local community.

EDUCATIONAL - this means that we want our acts of collective worship to:

- reflect the vision and aims of the School, and foster a sense of shared values;
- be valuable learning experiences and, as such, to be included in schemes of work and curriculum planning;
- to enhance, complement and extend the curricular work;
- to provide an opportunity to celebrate the academic, social, personal or sporting achievements of the children;
- to provide an opportunity to learn how to behave in a large social gathering.

SPIRITUAL MORAL, SOCIAL AND CULTURAL - this means that we want our acts of collective worship to:

- provide a brief period of relaxation from the busy life of school, when children will have time to pause for thought in an atmosphere of peace and quiet. This involves a quiet and well-ordered arrival and departure;
- provide the children with an opportunity to contemplate the spiritual dimension of their life through music, images and words. The writings of the world's great religions, their prophets and followers provide a source of meaningful stories and philosophies for life;
- provide an opportunity for private quiet contemplation and prayers;
- have a sense of occasion that separates them from the rest of the school day.
- emphasise the value of prayer, meditation and silence
- promote thoughts about the needs of others.

Implementation

Frequency of Collective Worship

Acts of collective worship normally take place in the school hall.

Our current arrangements for Collective Worship are:

Whole School Collective Worship on Monday, Tuesday and Thursday

Whole school focus on songs of praise on Wednesday

Prayers and reflection on a Friday in classroom.

Services led by the incumbent are held in both school and Church at different times throughout the year.

Character

Each experience of Collective Worship will be positive and will encourage a thoughtful response. The Christian ethos of the school will be explored and expressed by engaging with spiritual, moral, social and cultural issues.

Content

Themes for Collective Worship will be developed through a wide range of approaches to interest and challenge all of the children.

These may include story, poetry, art, artefacts, drama, science, music and song, ICT and links with other communities. The aim will be to make collective worship as interactive and inclusive as possible

Themes are identified for each half term which draw from the Liturgical Year, Festivals, Global Issues and Christian Values. In addition, visits and visitors are welcomed to school to lead Collective Worship. Themes are identified at the beginning of each half term and shared with staff.

Each Collective worship session will follow a similar format which is outlined below:

- Any notices
- Classes to assemble and place their heart on the altar table
- **Welcome** – the collective worship is started with the opening of the Bible and lighting of the candles. We open the Bible *to think about God the father*
- We look at the cross *to think about God's Son Jesus*
We light the candle *to think about the holy spirit.*
The root or theme of the worship is shared. This might be a Bible story or passage for example.
- **Learning**- there will be a stimulus to learn from which may be a story, drama, video clip, poem, picture or object.
- **Reflecting**- giving everyone the opportunity to consider how the stimulus has resonated with them or how it challenges them. This may include searching questions, meditation or a few moments of silence.
- **Prayer**-
- **Responding**- everyone is asked to consider how they might act as a result of today's worship. How might God be challenging them to make a difference in our school community or in the wider world? A specific challenge or task may be given or those present may be asked to consider for themselves what they might do now as a result of what they have heard.
- **Dismissal**- classes collect their hearts and leave the hall- if additional items are to be distributed as part of the challenge, this is when this will happen.

Equal Opportunities

Staff and Governors are committed to ensuring that opportunities for worship are relevant to all pupils and pay due regard to their ages, abilities, sexuality, belief and interests. We aim to recognise the equality of each child in God's sight, whatever the child's gender, race, sexuality,

physical or mental ability. Pupils currently take part in collective worship and often lead worship. However, each parent has the right to withdraw their child for religious reasons.

Special Education Needs

Staff and Governors attempt to ensure that materials and subject matter used in collective worship are appropriate for the range of abilities of all pupils in school.

Monitoring and Evaluation

A record of the content and character of the daily collective worship will be retained. Views of pupils will be gathered to inform developments where appropriate in Collective Worship. Observations by Foundation Governors are also used to support evaluation of Collective Worship.

The policy will be promoted and implemented throughout the school and will be updated every year to reflect the organisation.

The policy will be reviewed in September 2020 to assess its effectiveness and implementation or earlier should it be required.