

South Baddesley CE Primary School

Collective Worship Policy

Our daily act of collective worship is at the heart of school life and part of our moral and spiritual guidance for all children. Collective worship follows the requirements of the 1996 Education Act and is in accordance with the diocesan policy on worship in voluntary schools.

As a church school our collective worship is founded on the traditions of the Church of England. It reflects our core Christian Value of 'kindness' and explores over time a range of other Christian values linked to pupils' experiences and development.

At South Baddesley, collective worship combines joy, inspiration and transformation. It gives pupils and school staff the opportunity to:

- Engage in an act of community; this strengthens our feelings of belonging and togetherness.
- Experience moments of awe and wonder.
- Express praise and thanksgiving to God.
- Be still and reflect, creating breathing space.
- Explore the big questions of life and respond to local and national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ as revealed in the Bible.
- Affirm Christian values and attitudes, including understanding the language and symbols of Christian faith.
- Share each other's joys and challenges, sharing aspirations and dreams.
- Celebrate individuals and groups, as well as the celebration of special times in the Christian calendar.
- Learn from visitors including members of the clergy and other lay members of the church.

At South Baddesley staff and pupils are expected to be present at the daily act of collective worship. Acts of worship are of an inclusive nature and appropriate to individual development.

There flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs. Worship is 'collective' rather than 'corporate.' Appendix one outlines the pattern for worship each week.

HOW do we organise collective worship?

- ✓ Collective worship information is shared with parents via the Friday Bulletin.
- ✓ Collective worship incorporates Bible stories and makes reference to texts from the liturgical year.
- ✓ Learning Circles are used each term to evaluate and deepen pupils' response to worship themes.
- ✓ Members of the clergy and lay members of the parish are invited into school each week and for special events.
- ✓ Acts of worship are shared at our local church, St. Mary's, each term.
- ✓ Our programme for Relationships and Health Education, Heartsmart, is linked to Christian Values.

Parents have the legal right to withdraw their children from acts of collective worship but no special provision can be made for them. Parents should inform the Headteacher in writing if they wish to do this.

Teaching and support staff have the right to withdraw from acts of collective worship.

Monitoring and review

The Governing Body and foundation governors in particular, have a special responsibility for ensuring that the Christian character of the school is secured and developed and that the school is run in accordance with its trust deed and the ethos statement which appears on its Instrument of Government. Therefore, it is a governor responsibility to ensure that collective worship is conducted in accordance with the provisions of the Trust Deed.

Collective worship is monitored through:

- ✓ Foundation Governor's annual meeting with pupils.
- ✓ Termly Learning Circles (pupil led evaluation).
- ✓ Senior Leader monitoring of collective worship.
- ✓ Staff feedback to the Headteacher.

Policy reviewed: January 2022

Date of next review: January 2025

Appendix one – pattern for collective worship at South Baddesley

Monday: whole school worship led by a senior school leader.

Tuesday: singing for worship.

Wednesday: clergy led worship.

Thursday: Class worship or phase worship.

Friday: Community Assembly – pupil led worship for the wider community

Appendix two – Best Practice in Collective Worship

Collective worship at South Baddesley follows the fourfold structure recommended by the diocesan.

Gathering: marking the worship as a special part of the day through the use of symbol or ceremony.

Some ideas for 'gathering.'

- Teach a short prayerful song.
- Light a candle with a prayer or greeting such as 'Peace be with you....and also with you.'
- Use an inspirational or thought provoking image on screen as children arrive • Use music, playing while the children arrive, that links to the theme
- Create a sense of ceremony – a tealight in a special holder is lit in the classroom, the light is processed at the front of the class as they walk to the worship space. As the school gathers all the lights are placed at the front of the hall and a main candle is lit.
- Ask the children, explain that Gathering is a key part of our school worship, what would make it special for them
- **Vary the gathering each half term – the gathering can reflect the cycle of the church year**

Engaging/Learning- using the best resources to enable the content to be stimulating. This enables joy and inspiration.

Some ideas for 'engaging'

- The imagery, the music, perhaps the fragrance you used (burning an incense stick) can be used to start the engagement:
- Ask questions about the image / music / fragrance.
- Find out what the children already know. We sometimes tell a Bible story that most of the children know quite well. Rather than reading or telling it again,

get the children to help you retell the story, their own words can provide you with profound insights.

- Tell a story from your own life or childhood which relates to a Bible story.
- Try to be creative in bringing stories to life for children, through drawings, music, volunteers, props, images, clips, interesting objects, symbols.
- Try to internalize stories so that you can tell them engagingly without reading them directly from the page.
- Talk to your vicar / lay ministers about Bible telling resources such as "Open The Book", a dramatic way of telling Bible stories that involves adults and children.
- Consider sometimes sitting on the floor at the children's level, talk in a low voice so everyone has to work hard to hear.

Responding – a time for reflection and individual response to the content. This can enable collective worship to be transformational.

Some ideas for 'responding'

- When you ask a question, responding can be: think about this in your head or talk to the person beside you (talking partner).
- Responding can be quiet – is this your preferred style? What will work best for the subject / children?
- Responding can be noisy – is this your preferred style? Can you successfully restore calm?
- Responding can be allowing the children to tell the story for / with you.
- If you are using a well-known Biblical story, rather than telling it all yourself ask the children what comes next, this is both engaging and responding.
- Can the response be an action rather than words? How can you show compassion to this person, show me in a mime?
- The response could be a spontaneous prayer said out loud to a partner or to everyone.
- Singing an appropriate song may be an appropriate way of responding.
- Responding might be private as we all listen to a piece of music or look at an image or at a candle flame.
- A collective response might be asking what we can do as a school to make a difference in the context of the theme, gathering the ideas and offering them to the school leadership might be appropriate.
- Asking the children to show work that they have done in class the week before, you have to set this up in advance.

Sending – closing and summarising the key messages.

Some ideas for 'sending.'

- Sending or the conclusion should be your starting point for every worship. Always ask yourself “What do I want the children / adults to take away?” “What impact do I want the content of the worship to have on the lives of the children and adults?”
- Some sending may be personal to the individual and some may be outward to others and involve a school wide response.
- Use a final prayer to sow the seed you want – make sure that the language you use can be understood by children of all ages present.
- Empower the children “Remember, although you might be small or very young compared to us adults, you can change the world by what you do today”
- Reference the way you gathered the children “Dear God, show us who you are and how you want us to be.” As you leave today, what have you learned about how God wants human beings to be. Does it affect you?
- Ask them to think how they treat others while they work, play in school and how they behave. For example, ask them to be courageous in defending others in class against unkindness.
- Ask the children what they think the sending message should be today.

Use of prayer in collective worship

Opportunities for prayer and reflection are central to worship, not only in the daily act of collective worship, but also throughout the school day e.g. before lunch, at the end of the day, at indoor and outdoor reflection areas.

Each classroom has a sacred space that includes samples of prayer boxes, prayer trees and prayer walls for pupils to use in spontaneous prayer.

Prayer can take many forms. It can be collective, personal, formal, created by the pupils themselves, silent, meditational, sung and spoken.

Children at South Baddesley have the opportunity to know and offer the Lord's Prayer on a regular basis.

Appendix three - Resources for Collective Worship

<http://www.worshipworkshop.org.uk/>

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/liturgical-year>

https://cofewinchester.contentfiles.net/media/assets/file/Collective_Worship_Resource_Recommendations.pdf

https://cofewinchester.contentfiles.net/media/assets/file/Liturgical_colours.pdf

<https://www.winchester.anglican.org/resources-for-prayer/>

Appendix four – monitoring pro-forma for collective worship at SBS

Date:	Class:
Gathering: Quality of the opening of today's worship.	
Engaging/ Learning: How well is focus of worship delivered to children? Is it inclusive? Stimulating and appropriate to age?	

<p>Considers pupils starting points. Deepens children's understanding, morality, understating of Christianity.</p>	
<p>Responding: Opportunities for pupils to reflect and respond.</p>	
<p>Sending: Summary/ closing of worship.</p>	
<p>Other comments about the general quality of worship.</p>	
<p>Signed:</p>	

Staff reflection: Collective Worship.

Please evaluate using a scale of 1-5 (one being not effective/5 being very effective).

Please add comments where you feel necessary.

- ✓ Collective worship provides a good opportunity to come together as a community and develop a sense of belonging.

- ✓ Collective worship reflects Christian traditions and our values.

- ✓ Collective worship is inclusive of the whole school community.

- ✓ Collective worship contributes well to pupils' moral and spiritual development.

- ✓ Collective worship provides children with an opportunity to consider bigger questions, ideas and thoughts.

Appendix five – Bible Stories

Bible Stories for each class:

All classes to cover: Easter story and Nativity, each with a specific focus

Gruffalo

- Noah's Ark
- Christmas focus: Baby Jesus

Elmer

- The Lost Sheep
- Christmas focus: Angels visit

Paddington

- The Good Samaritan
- Jesus Feeds the 5000
- Christmas focus: Wise men

Tulane

- Jesus Calms the Storm and walks on water
- Daniel and the Lions Den
- Easter focus: Waving palms to Jesus

Shadow

- Jonah & the Whale
- Moses and the 10 commandments
- Easter focus: The Last Supper

Aslan

- Joseph and Coat of many Colours
- Jacobs Ladder
- Easter Focus: Jesus dies on the Cross/Jesus is alive