

## St Christopher's CE Primary School Collective Worship Policy

**Policy reviewed by Performance and Standards Committee: 26.1.2018**

**Information Updated: November 2019**

**To be reviewed: Jan 2021**

*'I have come in order that you might have life: life in all its fullness' (John 10:10)*

"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God".

William Temple (1881-1894)

### **Philosophy**

St Christopher's CE Primary School is a Church of England School. We are an Academy in the Oxford Diocesan Schools Trust. Worship is therefore an important part of the school day, as through it we offer the opportunity to explore, reflect on and respond to the mystery and meaning of the Christian faith. It is attended by all students, 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. In addition to daily school worship, occasional special celebrations take place in St James's Church or St Francis's Church, or the new Grace Church, Cowley.

### **Aims of Collective Worship**

It is our aim at St Christopher's CE Primary School that worship should: -

- reflect the schools' Trust Deed
- reflect our Vision Statement: "Flourishing together in a Christian community where every child has a life-long love of learning and has the confidence, resilience, skills and ambition to achieve their dreams"

- make regular reference to our school Bible verse: *'I have come in order that you might have life: life in all its fullness' (John 10:10)*
- be clearly planned
- be appropriate to the ages, aptitudes and backgrounds of the pupils
- offer opportunities to worship God
- be inclusive and an occasion where each individual's integrity is respected
- offer opportunities for pupils' spiritual, moral, social and cultural development
- reflect some of the practices and traditions of the local church
- be regularly monitored and evaluated
- underpin the Christian values and ethos of the school
- celebrate the values and worth of the school community
- be an opportunity for pupils to reflect on human existence
- help children explore and develop their own spirituality
- enable children to explore and evaluate their own beliefs
- offer opportunities to share worship with parents, governors and members of the local community
- celebrate special occasions in the Church's 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 calendar for Collective Worship draws on the Church year, the school values and the Jigsaw programme for PSHE. The lead for Collective Worship is the Headteacher.

### **The Timing of Collective Worship**

Collective Worship should be given a special period in the school day; a time when various groups within the school can meet together for prayer and reflection.

- Collective Worship can take place at any time and in any groupings. Schools might consider a variety of groupings throughout the week. In the school year 2019-20, we have whole school worship on Monday and Wednesday mornings, phase assemblies on Tuesday mornings, class-based worship on Thursdays, and Friday afternoon collective worship alternates between class-led worship and 'celebrations' assemblies.
- Worship can take place in a variety of settings; for example - In the school hall, in a class, outside, in the local church or church hall.
- The 1998 Education Act allows schools, on special occasions, to hold their daily Act of Worship elsewhere than in the school.

### **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 based on our 3 core values of Love, Courage and Belonging, or other values that link with these. These are published at the beginning of the year. Those leading worship are encouraged to relate their worship to this theme. The themes chosen are broad enough to allow all those who lead 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 who lead collective worship are asked to plan their act of worship in as much detail as they would any other learning activity.

The school's Foundation Governors have a role monitoring Collective worship at the school.

### **Evaluation of Collective Worship**

Following the planning of worship; the evaluation and recording, needs to be an integral part of the process.

We seek to encourage pupils to voice their views on collective worship and to be a part of the evaluation process. Feedback is regularly given by pupils and adults during collective worship and the 'post-its' are added to the collective worship book which is kept in the school hall. Feedback from any of these groups will help to improve the quality of worship offered to the pupils.

### **Monitoring of Collective Worship**

The monitoring of the planning and provision of worship should be carried out on a regular basis. 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. The Collective worship section of The National Society's Self-evaluation toolkit will be used as a basis for this process.

### **Rights of Withdrawal**

At St Christopher's CE Primary 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 head teacher 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.

"The Holy Spirit is part of the Trinity, the Father, Son and Holy Spirit. The Holy Spirit rose Jesus from the dead. It blesses you and helps you to change. It makes people tell the truth and makes them confident. They think 'I have to do this for my family and my God.' If you have a go and you don't manage to do it you think 'Oh well, at least I tried'. It's powerful and it gives you lots of courage. (Conle, Year 5)

“The Holy Spirit keep Jesus’s memory alive so people can worship him. It helped him do miracles. It helps you be honest and it helps you to be a good person. It can help people be the opposite of what they are.

In school the Holy Spirit can help you. If someone is not getting ahead in their work because they are not listening and they don’t know what to do, you don’t think ‘that’s their fault, they should have listened’, you turn around and you think about how you can help them to make better choices next time.” (Erin, Year 5).