

**St. Margaret's Church of England Primary School**

**Policy for Collective Worship**

***Jesus said: I came to give life – life in all its fullness  
John 10:10***



*Discovering 'life in all its fullness'*

‘Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs, to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.’ Religious Education and Collective Worship Circular 1/94 (para 50)

**This policy is renewed to reflect and allow for the working out in our school of the Church of England Education Office’s Vision for Education (2016) ‘Deeply Christian, Serving the Common Good’. In church schools the deeply Christian foundation for this vision will be seen in the ‘authentically Christian worship and ethos of those schools’. (p3)**

## **Introduction**

St. Margaret’s is a school with a living Christian foundation in which collective worship is an important feature of each day for children and adults alike.

Christian worship at St. Margaret’s School is in accordance with the trust deeds and is consistent with the traditions of the Anglican Church. Our worship regularly includes reading from the bible, the cycle of the Anglican year, Christian symbols, and liturgical responses from the Anglican tradition.

## **Legal position**

St. Margaret’s is a Church of England Primary School. In addition to the national legal requirement that there should be daily worship, as a church school, we have a Trust Deed which states that worship should be ‘in accordance with the principles and practices of the Church of England’ and in accordance with the School Ethos Statement in the statutory Instrument of Government. Collective Worship takes place every day for all pupils. All teachers are expected to attend the act of collective worship and support staff when practicable.

## **Vision**

St. Margaret’s Church of England School has a living Christian foundation following the teaching of Jesus and claiming His promise of ‘life in all its fullness’ for everyone including those of us who are vulnerable. We live out this faith by thinking and acting with **love and compassion** . Everyone’s God-given uniqueness is welcome and important here. We are committed to providing a safe environment in which children and adults can flourish .

We are a family-like **community** which shares laughter and joy, sadness and tears fostering strength in togetherness - giving and receiving forgiveness.

We aspire for all to grow in **academic wisdom** - developing knowledge and skills that will inspire **ambition and excellence**. We aspire for all to acquire **spiritual wisdom**, questioning without fear to understand the universe, each other and ourselves as God's work in progress as we try to be more like Jesus.

We value **childhood** and are determined to provide an education for children that enables them to appreciate it as a blessing; treasuring and remembering it for its **richness** and **challenge, enjoyment, excitement** and surprise.

We set our sights on living and learning in this Christian community to renew hearts and minds and give **hope** for the future for everyone as we journey in faith.

## Values

We believe in these gospel values. In the context of our Christian community they will determine all that we do in pursuit of our vision for children and adults.

We have identified values that will enable us to build strong foundations for a community in which we all join together and play our part to reflect the character and teaching of Jesus.

<b>Wisdom</b>	<b>Knowledge, skills, understanding, doing the right thing</b>
<b>Dignity</b>	<b>Everyone has a place at the table</b>
<b>Community</b>	<b>Enabling everyone to flourish together</b>
<b>Hope</b>	<b>Trust in God's promise for our future. Aspiration to spiritual fulfilment and academic achievement for all</b>
<b>Compassion</b>	<b>Reaching out to those who are vulnerable</b>
<b>Forgiveness</b>	<b>A chance to start again if we make a bad choice</b>

## Aims

*In the context of our Christian values and ethos, a caring, safe and stimulating environment and our commitment to continuous improvement we aim:*

### Learning Aims

- To promote curiosity and enquiry and to foster a love and enjoyment of learning.
- To motivate all learners to engage in meaningful learning by responding positively to challenges and changes.

- To enable everyone to become successful life long learners by developing a range of effective learning skills and attitudes in order for us all to achieve personal excellence.
- To inspire the development of imagination and enable free, creative, and sensitive responses, to a range of experiences and opportunities.

### Personal Aims

- To foster in our community deep and tangible respect for ourselves, all others and our world.
- To equip children to take their independent place in our changing world by encouraging children's responsibility for their own choices, actions and words and for their own health and well being,

### Spiritual Aim

- To foster a sense of awe and wonder and to enable children's spiritual awareness to be deepened through opportunities for stillness and quiet reflection, whilst they learn to explore, understand, respect and appreciate diversity in faith, beliefs and traditions.

## Spirituality

In our school we aim for spirituality to be 'a thread that runs through [school] life, bringing compassion, thankfulness, courage, peace and a sense of purpose and meaning to the every day, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success.' (Burns and Lamont p13)

Burns, S., Lamont, G. (1995) *Values and Visions: a Handbook for Spiritual Development and Global Awareness* Trowbridge: Hodder & Stoughton.

How we give expression and direction to our energy, or fire, is our **spirituality** – our way of being in the world, what shapes our action. It informs our choices and commitments. Christian life and worship are examples of Christian spirituality - but this may take various forms according to our tradition. There are also Islamic, Hindu, Buddhist (etc) spiritualities. It means paying attention to spiritual life. From a Christian perspective, this could include prayer and worship, but also acting for others.

We work to make spirituality tangible in our thinking and planning by using research based models, in particular 'Seeing Anew/What if learning' (Alison Brown Derby Diocese) and Be Oracles Power (Maurice Irfan Coles).

This understanding is worked out by weaving spirituality through our whole curriculum including our worship opportunities for children and adults to move towards:

- Connecting faith with all of life
- Honouring the wonder of God's world
- Curiosity about life's big questions
- Seeing people holistically
- Being challenged and changed

- Celebrating grace
- Appreciation and gratitude
- Delighting in God's world
- Focused, loving attentiveness
- Respect and reverence
- Trust and affirming faith
- Humility and hospitality
- Seeking the good of others
- Finding worth through love
- Interdependence and community
- Love and forgiveness
- Hope and joy
- Self-control and peace
- Embracing responsibility
- Embracing Christian values
- Healing brokenness and seeking justice
- Encouragement and working for change
- Giving and serving others

(Seeing Anew/'What if...' learning)

The Be Oracles Power taxonomy of Spiritual Development helps us to ensure that spiritual development in our school is realised as a positive perspective and attitude, an open way of seeing, hearing, thinking and feeling about being in the created world. Spiritual development is recognised as the development of learners' inner life including how they view themselves, relate to others, express their ideas and creativity and find answers to life's big questions including the existence and nature of God. Learners are invited to engage with and reflect on these things to develop their spirituality against the backdrop of the Christian narrative.

We aim to develop pupils who are growing spiritually, demonstrating and living out an understanding of and appreciation of:

**B**eauty and the big picture

**E**cology and the environment

**O**penness and the Ow factor

**R**itual and relationships \*

**A**we, awareness and appreciation

**C**hildlike qualities – charity, compassion and creativity

**L**ove, laughter and listening

**E**nthusiasm

**S**acred, silence, stewardship and service \*

**P**eace, principles, purpose, prayer \*

**O**penness

**W**onder and the wow factor

**E**motional literacy \*

**R**eflection and respect \*

Those marked with \* are particularly regular features in our worship.

## **Aims of Collective Worship at St. Margaret's School**

- To be a powerhouse of spiritual flourishing for children and adults
- To consider the big questions of life and respond to national/international events
- To create an oasis of calm and peace
- To express respect and thanksgiving
- To transform hearts and minds
- To enable everyone to be reminded that they are created and loved by God, to celebrate uniqueness and value diversity
- To promote theological and religious literacy (CEE0 p5) including an understanding of the character of God and the person and teaching of Jesus Christ
- To imagine a different order of justice, mercy and hope
- To paint a picture of the Kingdom of God – life lived as God intends – and to invite participants to become a part of it
- To develop a sense of a family and community in which we can share each other's joys and challenges
- To grow children and adults who radiate, manifest encounter and live wisdom, hope, community and dignity
- To consider, celebrate and apply the Christian story
- To give children, staff, parents a taste of and desire for 'life in all its fullness'

## Acts of worship

- a. A daily act of worship is a core feature of our school life. This will be wholly of a Christian nature.
- b. Worship will take place in whole school, class and phase groups. In the late spring and summer terms year 6 will lead their own classroom worship once a week that focuses on themes that are of particular relevance to them – e.g. changes, saying goodbye, making new friends, starting anew.
- c. The venue for collective worship will usually be the school hall, though sometimes children will gather in the Church or the classroom or even outdoors.
- d. The leader of worship will often be a member of the teaching staff or clergy from St. Margaret's or other denominations. Children will also play a part in leading aspects of collective worship.
- e. All teachers are expected to be involved in leading collective worship.

Each act of *Collective Worship* will follow this pattern:

### 1. Gathering

When gathering in the hall for worship the children will enter quietly whilst music is played and may join in worship songs that are being played. This music will over time reflect the wide range of musical traditions of the world and contemporary Christian worship. A thought inspiring image may be projected.

We have a wide range of worship CDs and songs from a variety of Christian traditions that can enrich the worship and engage the children. Children are consulted about the type of songs they enjoy singing in *Collective Worship*. We do not currently have a pianist.

A worship table provides a focus for our worship in the hall. This has a cross, candles and an open bible on and also a cloth appropriate to the liturgical year. Pupil leaders prepare the worship space on a daily basis and each class brings a cross with them to show that they are present.

### 2. Welcome

*Collective worship* will begin with a short period of quietness during which time three candles representing the Trinity are lit using a form of words. *Worship* will begin with a traditional greeting such as 'the peace of the Lord be with you ~ *and also with you*' or 'God is good all the time ~ *all the time God is good.*'

### 3. Learning

The learning aspect of it is intended to enable children to acquire:

**Inner treasure** – time to reflect on their uniqueness and worth, made in the image of God

**Shared treasure** – developing a sense of community and togetherness

**Overflowing treasure** – experiences, ideas, skills and attitudes that might overflow into their learning and lives in general e.g. empathy, appreciation

**Lasting treasure** – spiritual awareness and experience, faith in things unseen, awareness of God, a sense of eternity

*(Based on Finding treasure – A guide for inspirational worship in Herefordshire schools 2007)*

This part of worship may include visual images, video, drama, poetry based on Bible stories or other texts. The data projector is used to make visual aids accessible to all who are gathered for worship.

#### **4. Reflecting**

Time is taken to invite everyone to consider how the Bible story or stimulus has resonated with or challenged them. Searching questions are often used to focus reflection and participants invited to meditate, think, wonder silently or share their thoughts with a neighbour.

#### **5. Prayer as a response**

Opportunities to pray are always offered and take different forms. For example:

- Responsive Prayers
- Known Prayers
- Spontaneous prayers using the teaspoon model
- Written prayers
- Interactive prayers

#### **6. Singing as a response**

A range of traditional and contemporary worship songs are used in our worship and are chosen to reflect the theme for the day. These are both confessional and non-confessional.

#### **7. Sending out.**

Worship usually ends with the words 'Go in peace, go in joy, go in love ~ *in peace, in love in joy we go*' or similar. If clergy are present a blessing will be given. Music may be



played as the children leave with their teachers or sometimes we will leave in 'thoughtful silence'.

## **Distinctiveness and inclusivity**

Although our Collective Worship is wholly of a Christian nature we welcome those of all faiths and none to join with us and invite them to engage in ways that are appropriate and enriching for them – this may include observing, learning, reflecting responding, being.

## **Planning for Collective Worship**

We have a cycle of themes based on our Christian values and the church year .The plan has been designed to ensure a balanced exploration of Christian themes and other spiritual, social, emotional and cultural experiences and also to give children a sense of the Christian story through the chronology of the bible. These themes also develop theologically and spiritually the themes of the Jigsaw PSHE programme. The plan should be used creatively and imaginatively to develop the spiritual and worshipping life of the school and provides flexibility for those planning worship to do so in response to prayerful consideration of the emerging needs of the school, the community and the world.

Pupils will be involved in the planning and presentation of class collective worship including:

- Harvest thanksgiving
- Remembrance
- Advent
- Ash Wednesday
- Family worship (Mothering Sunday)
- Pentecost
- Moving up

When possible, church services are held as follows:

- Easter
- Whole School Communion in Summer term
- Leavers' service

Communion Services take place in school or church every term, led by the incumbent. Parents decide how their children will participate – receive a blessing, take communion, remain seated.

In our 'Celebration worship' each week we focus on celebrating and thanking God for our achievements, our living out of our values and asking for God's help when our learning or life in school is challenging.

In our class worship we use Picture News stimulus to focus on current issues in the world.

St. Margaret's CE School Collective Worship Programme				
Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to the theme	Every Story Whispers His Name  Story led worship linked to the value	Class / Phase Worship World wide issues / context	Whole school worship - led by Rev Dom	Celebration Worship  Celebrating achievements including living out of our Christian values
<i>Discovering 'life in all its fullness'</i>				

### Worship Crew

A group of pupil volunteers take responsibility for planning and leading worship with the Collective Worship Lead once a week using the Flippin' Praise resource for the welcome, reflection, sending out and prayers in phase worship.

### Inclusion of parents, carers and visitors

Parents and other visitors are invited to join the school for communion services, class led worship, church services and to celebrate other special events.

### Prayer

#### 'Morning, noon and night'

Prayer is actively encouraged and we have a dedicated team of people who are willing to pray with colleagues, parents and children. We have a weekly staff prayer group. Governors meetings all begin and end with prayer.

#### Preparation for the midday meal

Children are invited to give thanks for their food in their classrooms in a variety of ways. Teachers are provided with resources to support them with this.

#### At the end of the day

The tradition of a closing prayer at the end of the day is strongly encouraged. Teachers are provided with resources to support them with this. A short period of quiet time and reflection on the day past should give all the opportunity to end the day in a spirit of calm thanksgiving rather than of rushed chaos.

## Prayer Spaces

Each classroom offers a reflective area that children can use independently. These include as a minimum a bible, candle, teaspoon prayers, and a cross.

We have a designated prayer space in the Junior part of the school that offers children and adults a space to pray, reflect, be still. A range of resources are available including natural objects, reflective music, and a prayer tree. Creative ways of praying are introduced in worship times and then available for use in the prayer space. There are quiet spaces/spaces for prayer and reflection in both playgrounds.

## **Right of withdrawal**

Parents have the right to withdraw their children from all or part of acts of worship and should discuss this with the Headteacher.

## **Responsibility**

The Collective Worship Policy document is the responsibility of the Governing Body and the Distinctiveness committee in particular. The incumbent is the chair of this committee. The lead for Collective Worship is a member of the senior leadership team.

## **Resources**

A range of resources for prayer and worship are available near the Headteacher's office and we also make use of a range of online resources .

## **Monitoring and evaluation**

Children, staff, governors and parents are invited to evaluate the impact of collective worship on them using an evaluation sheet and also through pupil interviews, parent questionnaires etc. The Distinctiveness committee consider the outcomes on a termly basis and adapt/improve provision as is appropriate.

## **Review**

The policy will be reviewed in 2025 but changes may take place in the interim if felt appropriate.

Date approved by the Governing Body: May 2022

## Associated documents:

Resources list

References

Evaluation form

Worship crew planning sheet

Seeing anew planning sheet

Half termly plans

Morning noon and night resource

Be Oracles Power Grid