



COLLECTIVE WORSHIP GUIDELINES

Written by Collective Worship Co-ordinator and Governor

Reviewed 2018

Introduction

Collective Worship is for all pupils at St Margaret's at Hasbury C.E. Primary School. It aims to unite the whole membership of the school and therefore develop a sense of community. This is particularly relevant at St Margaret's at Hasbury as we are a split site school. Collective Worship also promotes the spiritual, moral, social and cultural development of every child. It is also used as a time to celebrate the worth and value of every member of the school community, thus working towards the school's aim of supporting and developing the unique gifts and talents that all children possess, through an inclusive education that enables them to progress and flourish as learners.

Collective Worship forms part, but not all, of the daily assembly of children at St Margaret's at Hasbury Church of England Primary School.

The school has a Policy Statement for Collective Worship. These guidelines expand on this statement and provide further advice on the day to day implementation of Collective Worship throughout the school.

Reasons for Collective Worship

Numerous gains are derived from good practice in Collective Worship. A sense of the wider and diverse community, both local and international, can be developed. Time is provided to reflect on the values and ideals set out in the school's aims and objectives. Individuals and classes can provide their own distinctive contributions within this framework when they participate through their work and achievements.

Collective Worship lifts the children above the level of ordinary routines, problems and worries and allows them to consider the spiritual dimensions of their own experiences within a quiet and calm atmosphere.

Celebrations of achievement may raise individual hopes and self-esteem, and an understanding of the varied cultures and festivals enables all children to participate more fully in the shared responsibilities of the community to which they belong. Careful thought is given to the kind of language used so that differences and similarities are equally acknowledged, appreciated and valued.

Policy and the legal requirement

Schools have a legal responsibility to provide a daily act of worship which should be 'wholly or mainly of a broadly Christian character' and 'reflects the broad traditions of Christian belief' (DFE Circular1/94, paragraphs 60-61).

Advice from the same report states that:

- a) it is intended that children from a non-Christian background can take part;
- b) it must contain some element which can be related specifically to the traditions of Christian belief;
- c) it must accord some special status to the person of Jesus Christ;
- d) it must not be distinctive of any particular Christian denomination;

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e) it may contain some non-Christian element, including elements common to Christianity and one or more other religions.

At Hasbury we aim to ensure that all children, from any background, are able to benefit from taking part in our Collective Worship, whilst acknowledging that parents have the right to withdraw their children and are not obliged to state their reasons. We ask that this request is made in writing. The safety of any children withdrawn remains the responsibility of the school.

Current Organisation of Collective Worship in our School

Collective Worship is timetabled to take place during the first session of each morning.

The pattern is:

Monday - Whole school collective worship is led by Mrs

Griffiths or Father Rob Hall-9.10am. All teachers to attend.

Tuesday - Collective Worship in the classrooms, led by collective worship team members at 10.30 am.

Wednesday -Whole School assembly, led by classes and class teachers at 9.10am/10.30am

Thursday - Whole school Achievement Worship at 10.20 am.

Friday - Whole school singing assembly led by Mrs Stamp and Mrs. Highfield at 10.30 am

Knowledge, skills and understanding of Collective Worship

Collective Worship is a worthwhile and important activity within the life of St Margaret's at Hasbury; an occasion which is accorded respect, where everyone's sensitivity is nurtured.

Through Collective Worship the children learn to empathise with others whose values, beliefs and lifestyles may be different. Feelings of awe and wonder, reverence, love, joyfulness and sorrow may be shared or kindled in the imagination. Opportunities are provided for the children to reflect on feelings, beliefs and relationships and to see issues from another's point of view.

Although Collective Worship should be 'wholly or mainly of a broadly Christian character', it is important that neither staff nor children should feel compromised in their own beliefs. We aim for our worship to include children from all backgrounds and therefore recognise that the language used must be carefully considered by those leading the session. We do however recognise that on some occasions some pupils may not be able to identify with the content of an act of worship. We acknowledge that they have the right to observe thoughtfully, even if they cannot participate actively.

Equality of Opportunity and Gender

Collective Worship at St Margaret's at Hasbury is inclusive of all children. It is about:

- sharing what is meaningful and significant in our lives, both collectively and as individuals
- sharing common concerns and responsibilities and developing positive attitudes and values
- affirming the equality of each individual in God's sight, whatever a child's gender, ethnicity, physical or mental ability.

Those who have social difficulties are supported by teaching assistants to enable them to participate without disturbing others.

Special Educational Needs

The staff and governors at St Margaret's at Hasbury are committed to ensuring that every child in the school will derive some benefit from Collective Worship, whatever their academic ability. Every attempt is

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therefore made to ensure that materials used are appropriate to age of the children participating in the worship, and provide for a range of abilities, aptitudes and interests.

Approaches to learning and teaching

Although different members of staff lead the children, key common approaches have been agreed throughout the school. Regular elements include themes, a focus for quiet reflection, a prayer, a story, a hymn or song and the use of music as the children enter and leave the halls.

Children are encouraged to participate through answering questions, reading appropriate work, or prayers, written in class at an earlier time, providing a musical accompaniment for a hymn, a solo or group item of music, etc. Other children are expected to listen quietly and respectfully to the contributions of others.

As mentioned earlier, (see Equality of Opportunity and Gender), some children require support to sit quietly and participate in group activities. This is provided by teaching assistants sitting alongside the children, giving quiet encouragement as necessary.

We acknowledge that our children come from a variety of faith and non-faith backgrounds. This may mean that for prayer and quiet reflection they prefer to sit quietly rather than close their eyes. It has been agreed that this is acceptable. We also realise that children from some backgrounds will pray to God but not to Jesus; staff are aware of this and the majority of prayers are therefore addressed to God.

Parents and Community

Parents are invited to acts of worship commemorating special festivals or school occasions. The Welcome Service, welcoming new children and staff, takes place in September and January. Harvest and Mothers' Day are particularly well attended by our parents. Acts of worship take place in the church at the end of each term when parents and governors are invited. These services celebrate Christmas, Easter and our final Leavers' Service. Children and staff share in the delivery of these services, usually with additional input from a member of the Team Clergy.

We welcome members of the local community to speak to our children and to lead our acts of worship. These visitors may be from local groups, e.g. St. Margaret's and other local churches or may be connected with a charity which the children are supporting. All visitors are welcomed to the school and introduced by name to the children, usually by the Headteacher or a senior member of staff. The school recognises the need to remain in control of what is offered to the children at all times and staff consider the suitability of the visiting speakers together before return visits are booked.

Resources

An annual budget is provided for Collective Worship. This enables our resources to be updated regularly, ensuring good quality items are available to both staff and children. Teachers' books, artifacts and CDs have all been purchased. New resources are shown to the staff in meetings before being housed centrally, in a cupboard in the Early Years' Hall, so that all staff have access to them.

Resources include:

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Foci –

Painted Cross
Celtic Cross
Wooden Cross
Fish Symbol
Praying Hands
Cut-outs of people
Candles and holders
Ceramic Nativity Set
Peace on Earth Wall Calendar

Jewish, Muslim, Hindu, Sikh, and Buddhist artifacts are sometimes appropriate.

Books –

Assemblies for Infants Bk 2
Time-Line Assembly Book
Key Stages
Children's Illustrated Bible Bibles - including 'The Dramatised Bible' and various Children's Bibles
Lion Book of Prayers
Big books –
A day to rest
The Huge Bag of Worries
Poems About You and Me
How Do You Feel?

CDs –

Tranquility
Storm Chaser
Earth Rhythms
Nature's Drums
Gospel Naturally
Pachelbel Ocean
Come and Praise Beginnings

Plus varied classical CDs

Other books are also available in the collective coordinator's office.

Themes

Termly themes for Collective Worship are provided for staff to enhance the learning opportunities for all children. These themes are then developed, by individual staff, in a way which is appropriate to the age, aptitude and stage of development of the children present. Multicultural dimensions may be developed through many of our themes.

We acknowledge that situations vary within school, or the neighbourhood, and sometimes it is necessary to respond to circumstances as they occur, even if this means the theme is abandoned occasionally.

Cross curricular links

There are many cross curricular links included within the themes used for Collective Worship. PSHE, including SEAL assemblies, Art and Music are particularly relevant in developing the spiritual, moral, social and cultural aspects of our children's development.

Staff development

Staff development takes place in line with the School Improvement Plan. Individual staff needs are identified through the Staff Development Co-ordinator and arrangements made for LEA or Diocese training as appropriate.

Monitoring and evaluation

A daily record should be maintained indicating the children taking part in the Collective Worship, the leader and the story used. Each class has a copy of the term's themes which may be annotated following the assembly. Children are also encouraged to complete Reflection Sheets, especially when they have been actively participating in the session. KS1 have an evaluation sheet that involves drawing a picture and writing a sentence whereas KS2 answer a series of questions.

Monitoring takes place each term where the focus is decided by the collective worship team (children, Co-ordinator and Governor) prior to the term e.g class worship has been a focus and as a result of the children's findings, a list of what every class worship should involve.

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Role of the coordinator

Although the overall responsibility for Collective Worship rests with the Headteacher and the Governors, the co-ordinator ensures that Collective Worship meets the aims and objectives of the school. She provides the themes and foci for consideration, and ensures that staff have access to the lists in both departments. She books speakers to lead Collective Worship and arranges special services which take place regularly throughout the school year. She is responsible for updating resources within the budget allowed. She provides the record sheets for the daily records of the Collective Worship, and monitors the children's responses in line with the School Improvement Plan. She attends INSET meetings arranged by both the local authority and the diocese and cascades information from these to the Head and staff through staff meetings.

Health and safety

At all times the health and safety of our children is paramount.

We use candles in Collective Worship but are careful that children are not allowed to light these, although they do sometimes blow them out. Children are seated at a safe distance from the candles. We ensure that leads to the overhead projector are unplugged before children walk past. The CD player is supervised by a member of staff although a pupil may choose, and start, the music. Any equipment brought in by a visitor, e.g. a keyboard, is positioned with the safety of the children in mind.

At the Christingle Service, when candles are held by the children, staff supervise closely and carefully;

- the seats are spaced to allow adequate space for each child
- on arrival in church, coats are removed so that hoods are not touching the children in the row behind
- when the Christingles are alight, all children remain still, under close supervision of teachers and teaching assistants
- there are fire extinguishers in the church and a fire blanket.

Charging

Although the school may pay the expenses of a visitor to our Collective Worship, we have a policy that this is taken from school funds and the children are not charged for this.