
Minchinhampton Church of England Primary Academy

Collective Worship Policy

May 2024

Next update May 2026

School Vision Statement

We cherish all the people in our school.

Our aim for them:

'Life in all its fullness'

For us, this means people who are **flourishing**:

- people who have the **wherewithal to shape their own life well**;
- people who take a **delight in learning**;
- people who are **compassionate, who appreciate the value and preciousness of each and every person and all life on earth**;

hence people who are **helping to make the world a better place**.

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

How our vision relates to our Christian mission

A Spiritual Endeavour

The structure of the Vision is based on the 3 layers of spiritual experience:-

2. Ourselves- in that the foundations for spiritual growth lie in us feeling connected to ourselves (ref vision: 'People who have the means to shape their own life well')-
3. Other- in that the foundation for spiritual growth will also hinge on our feeling connection to others and the world (ref vision: 'People who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth.')
3. Beyond us- in that a journey of spiritual growth should in its essence include a search for meaning and purpose and in that the destination of spiritual growth should generally include that recognition that we are part of and feel connected to something bigger than ourselves. (ref vision: 'People who take a delight in learning and feel part of something bigger than themselves.')

The pathways take three key feelings - appreciation, compassion and curiosity and develop them across the 3 layers of spiritual experience. These pathways will provide an entry point and a reference point for our pupils' discussions and understanding regarding spirituality. We have chosen to focus on these feelings because they reoccur across both the taught and hidden curriculum and lead quite naturally towards the 'higher' levels of spiritual development- the sense that we are part of/ connected to something bigger; that sense that love conquers all and that sense of wonder.

Our spiritual pathways:

	ourselves	other	beyond us
We appreciate..	ourselves	our differences, our world	We feel part of something greater

We have compassion...	for ourselves	for others, for the world	We feel love is the answer
We are curious	about ourselves	about others, about the world	We feel wonder

At the heart of this school's vision is [a commitment to all the people](#) in it; to an ethos and an approach that nurtures the human spirit, that looks to nurture life in all its fullness.

This school is inspired to extend its remit beyond the narrow confines of academic attainment to sponsor the flourishing of every member of the school community in their broadest sense. We see it as our responsibility to guide children with the teachings of Jesus, to commit to a life of love and grace and to offer opportunities for our pupils, families, staff and volunteers to experience a life fully lived. In this way we look to build a thriving community of shining lights, as instructed in Matthew 5:16: *'...let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'*

We believe that Jesus teaches us to *"...be an example...with your words, your actions, your love, your faith and your pure life."* (1 Timothy 12:4) We look to live out these instructions in all that we do. We are guided by his radical hand to follow his lead and support our community to contribute positively to creation each and every day, to truly 'live' our core values.

Worship is central to the life and purposes of our school. We take the incarnation of God in Jesus as our inspiration and driving force. In this sense we have faith that humans have a connection with God and that they should be supported towards being the best they can be and to strive for wisdom and harmony. Our values, rooted in the Bible, support us with this.

The Trust Deed and school vision statement inform the policy and practice of collective worship. In Minchinhampton C of E Primary Academy worship is an affirmation and celebration of the Christian foundation values and ethos of the school.

Aims and purpose of collective worship

Through collective worship in our school we aim to:

- strengthen and support the school community giving expression to and reaffirming the Christian values of the school
- celebrate the gifts that each child and individual brings to the school community, recognising the uniqueness of each individual.
- encourage children to reflect on the puzzling questions that life poses;
- encourage children to respond to the wonder and mystery of the world around them and take a delight in learning;
- foster a concern and compassion for others within the school and wider world
- foster an appreciation of the created world and an awareness of our responsibility for it -to appreciate the value and preciousness of each and every person and all life on earth;

- encourage people to help to make the world a better place;
- provide an experience of worship that will allow children to respond to the presence, power and peace of God;
- provide opportunities for reflection, participation and enjoyment where children can be actively involved and develop their own spirituality;
- help the children to become familiar with the Bible and to understand that, for Christians, it is God's word;
- to help children appreciate difference - including between religions;
- introduce children to Christian language and symbolism and the cycle of the church year
- explore ways of praying and introduce children to some well-known Christian prayers.

Legal Framework

There must be a daily act of collective worship for all pupils which takes account of their age and aptitude. (Education Reform Act 1988). Parents have the right to withdraw children from collective worship and suitable arrangements should be made to accommodate these children.

However, in our Church school, worship has a central place and is regarded as a very important part of the pupils' education. There is an expectation that parents would meet with the headteacher to explore their reasons for requesting a withdrawal. The governors have a responsibility for worship in a Church school, in consultation with the headteacher. There is an expectation that staff will be fully involved in worship in this school.

Organisation

Day	Person Leading	Hall
Monday	Headteacher, member of staff or pupil led	KS
Tuesday	Choral Worship/ Head teacher	KS
Wednesday	Holy Trinity or Baptist church	KS
Thursday	Class Worship	Class
Friday	Head teacher	Whole school

The Head teacher takes the majority of Collective Worship- this to maintain focus/ consistency of messages delivered. Both the local vicar and the local Baptist minister take worship regularly and follow the same planning as school.

Class worship happens once a week and is planned for by the head teacher- communicated in briefing notes on a Sunday evening. Class worship is used to consolidate the message from KS or whole school worship and provide more opportunities for individual reflection and prayer.

Pupils take worship also on a rolling programme. This is voluntary and the head teacher supports the pupils.

Whole school worship happens once a week to bring the whole school community together and bring the message together at the close of the week.

Singing practice happens once every 2 weeks

Worship aims to be inclusive, invitational, and inspirational

Inclusive.

We come together as a community in a way that is inclusive of and accessible to all. We see spirituality as something fundamental to the human condition. We think of it as a function of the way we think and operate as individuals and as a community; as the way we choose to encounter others and the world around us. Our vision statement, '*Life in all its fullness*' (John 10.10) reflects this.

We are appreciative of each other and our differences and responsive to each other's needs and starting points.

We are curious – exploring values and themes collectively in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. the opportunity to think and ask questions.

We try to avoid Collective worship becoming something done to the children. We try to ensure the pupils are involved in planning, leading and evaluating of worship. Pupil run worship is flexible (following up their own interests and the truth they want to communicate) while at the same time in sync with the structure and themes in collective worship.

Invitational

In Collective Worship,, there is no compulsion to 'do anything' other than be present. Equally we do not water down the Christian message. We like the idea of 'warm fires and open doors ' to describe the approach. Pupils and adults should only ever be invited to pray if they wish to do so and should be invited to pray in their own way. Prayer should always be accompanied by the option to reflect.

Inspiring:

In our worship we look to ask big questions about who we are and why we do what we do. Our worship looks to draw upon theology as well as literature, art, music; on real life events, famous people and on the children's own lives. A tighter focus- only 1 value per old term helps us to go deep and draw on this variety of starting points. We want to motivate pupils to speak their truth and be courageous advocates. We want them to think deeply about their own faith, beliefs and/or philosophical convictions. We recognise the right of withdrawal from collective worship for those parents or pupils who wish to exercise this option and make this clear to our community.

Planning, Recording and Evaluation

Collective worship will be treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation.

Each 'long' term there is a theme for Collective worship based on the Values for Life, encompassing our core values. Those leading worship that week relate their worship to this theme. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of

the week the children will have had the opportunity to reflect on the theme from a variety of viewpoints.

Collective Worship is planned around the following 6 core values covered across a 2 year rolling programme:-

Humility
 Courage
 Compassion
 Forgiveness
 Thankfulness
 Responsibility

Value	Ourselves	Other	Beyond us
Humility	We are all important	...but no more important than anyone else.	..we are part of something
Courage	Be bold	..be strong	..for the Lord our God is with you
Compassion	Compassion for ourselves	..compassion for others, for the world	We feel love is the answer
Forgiveness	Forgive yourself	...forgive others... love your enemy	..and you will be forgiven
Thankfulness	Appreciate ourselves	..appreciate ourselves, our world	We feel part of something greater
Responsibility	Take responsibility for ourselves	...for others and our world	We serve

Planning around these core values is kept on a central master document, includes links to resources and includes planning around:-

1. the life of Jesus and Biblical stories
2. parables
3. stories including picture books
4. songs
5. PSHE themes
6. events and people

Where the core value links well to threads in the school curriculum, we look to cover these threads explicitly in worship also, for example 'appreciating difference' is often covered alongside humility and 'eco-activism' is often covered alongside compassion.

Each person leading worship is asked to plan his or her act of worship in as much detail as they would any learning activity. A Collective Worship order of service is provided to all staff / pupils order to ensure all aspects are covered (appendix 1). We follow the Church of England's liturgy: greeting, engaging, responding and leaving. The CW model inspires children to think, reflect and act in all areas of their daily lives. Our Collective Worship includes: invitational prayer, stillness, worship, singing and reflection. Our worship explores world events; Christian and other religious festivals; our values through the teachings of Jesus. It follows a clear, varied structure of making connections and understanding the impact on pupils' and others' lives. This enables pupils to reflect on their behaviour, values and attitudes, as well as explore the teachings of Jesus. See here an extract from the 'Forgiveness Curriculum.'

We seek to encourage pupils to voice their views on collective worship and to be a part of the evaluation process. The School Captains regularly ensure Worship is evaluated using evaluation prompts (appendix 2). The pupils are also encouraged to run their own collective worship. They are supported to plan using our planning proforma and to explore spirituality and the core value as well as their chosen topic.

The Foundation governors monitor Collective worship at the school.

Other faiths

We seek to ensure that a broad faith base is used to encourage discussion and debate with invited guests taking a collective worship at certain points of the year and the children visiting different places of Worship as part of the Religious Education Curriculum.

Safeguarding statement

Nothing contained within this policy overrides the current and ongoing commitment of the school to adhere to the Safeguarding of children, vulnerable adults or members of staff. This policy along with all others should be read in conjunction with the main 'Safeguarding' policy. Safeguarding of the children, vulnerable adults and members of staff is at the forefront of everything we do.

Resources

Resources for worship are kept by the worship co-ordinator and the school has allocated a budget to develop these resources.

This policy will be reviewed as required and at least every two years.

Appendix 1

Collective Worship Format at Minchinhampton

Gathering Together
Lighting the candles- 'in the name of the Father, the Son, and of the Holy Spirit'
Why are we here? We are together here this morning to think about <u>how to live our lives more fully, how to flourish</u> . We look especially to the example of Jesus. We are exploring the value of
Greeting and response: G: 'The Lord be with you' R: 'And also with you'
Learning Together

Stimulus- book/ pwr point/ youtube clip/picture/ story etc

Spiritual element- connection to self, to others, to something beyond

Reflecting and responding

Pause for thought- picture/ quote/ word/ imagination/

Song- optional

Prayer:- Prayer reflecting on value followed by The Lords' prayer

Leaving Together

Blessing-

Appendix 2

Evaluation prompts

Tell us something about the book/ pwr point/ youtube clip/picture/ story which was shared in Collective Worship.

Tell us in what ways the Collective Worship helped you reflect upon this term's value.

What might you do differently today given what you learned in Collective Worship?

What prayer might you say after this Collective Worship?