

Husbands Bosworth Church of England Primary School



Collective Worship Policy

Date Completed:	April 2022
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Collective Worship Policy

Rationale

Collective Worship at Husbands Bosworth CE Primary School takes place daily in accordance with the provisions of the school/academy Standards and Framework Act 1998.

The contents of all our Collective Acts of Worship is in accordance with the aims of Husbands Bosworth CE Primary School Trust Deeds.

This policy has been prepared by the governors and Head Teacher with the assistance from the teacher co-ordinating Collective Worship and the incumbent.

Husbands Bosworth CE Primary School is a Church of England Voluntary Controlled School. Worship is therefore an important part of the school day as it gives us the opportunity to come together as a school community to encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers to all pupils.

It is attended by all students, staff and any visitors in school are very welcome to join in.

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, special celebrations take place in Church.

It is our aim at Husbands Bosworth CE Primary School is that worship should: -

- reflect the schools' Trust Deed
- reflect the Ethos Statement and/or Mission Statement of the school
- 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 Churches year and the life of the community
- show appreciation for the God given gifts and talents of the school community.

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 week/month/term there is a theme for Collective worship based on the Diocese of Leicester provision. These are published at the beginning of the academic year. Those leading worship are encouraged to 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 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 leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity, an in conjunction with the collective worship co-ordinator.

A Foundation Governor has a role monitoring Collective worship at the school. We seek to encourage pupils to voice their views on collective worship and to be a part of the evaluation process. The school council regularly seeks the views of their classmates and reports these findings to the school council.

Rights of Withdrawal

At Husbands Bosworth CE Primary School we seek to be an inclusive community. However we respect the right of parents to withdraw their children from Collective Worship. This school expects that withdrawal will only be made following parental discussion with the head teacher/worship co-ordinator 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.

Resources

Resources for worship are kept by the worship co-ordinator, and are regularly updated.

Appendix 1

Questions about Collective Worship for the Staff and Governing Body

- Is there a clear policy document for Collective Worship?
- Does the school policy relate to the school's Ethos and/or Mission Statement?
- Is the policy for Collective Worship being followed?
- How is the worship organised?
- Does the school have a named person responsible for Collective Worship alongside the Head Teacher?
- Is there a governor with responsibility for Collective Worship?
- Does the school prospectus clearly reflect the legal position of Collective Worship?
- Does the school prospectus refer to the school's Trust Deed?
- Does the prospectus and other school documentation reflect the value that the school and the governing body place on Collective Worship?
- Is the Collective Worship clearly planned?
- Is there a budget set aside for Collective Worship?
- Is the worship professionally resourced?
- Have staff received in-service training on Collective Worship?
- Does the Collective Worship offered in the school underpin the school's Christian ethos?
- Is the Collective Worship provided underpinned by Christian values?
- Is the Collective Worship regularly monitored and evaluated?
- Does the worship take place in a variety of groupings?
- Are staff present for Collective Worship?
- Are support staff present for Collective Worship?
- Are there opportunities for governors and parents to be present for worship?
- Are there opportunities for individual class worship within the classrooms?
- Does the pattern of worship reflect the broad spectrum of the Anglican tradition and Christian heritage?
- Does the worship allow the pupils to encounter some of the wide range of art, music and artefacts within the Christian tradition?
- Does the quality and provision of Collective Worship offer opportunities for pupils' spiritual development?
- Does the worship offer opportunities for pupils' cultural and multi-cultural development?
- Does the worship give opportunities for the pupils to explore the worldwide Christian Church?
- Does the worship provide pupils with an opportunity to worship God?
- Does the worship take place in an environment conducive to worship?
- Does the worship offer pupils opportunities to encounter the more challenging experiences of life and death?
- Does the worship provide opportunities for the pupils to share and reflect upon things that are significant and meaningful to them?
- Does the worship provide experiences that are relevant to the pupils' ages, aptitudes and family backgrounds?
- Does the worship give time for silent reflection and an exploration of inner space?

- Does the worship link into other areas of the school curriculum e.g. PSHE and circle time?
- Do the classrooms have a 'sacred space' or a table set aside with a cloth and a candle as a vehicle for prayer and reflection?
- Have the school considered other vehicles for prayer and reflection e.g. an anonymous prayer box?
- Are pupils, governors, clergy or other visitors involved in leading Collective Worship?
- Does the governing body provide guidance for visitors who lead worship?
- Does the school celebrate the Eucharist?
- Has the governing body discussed the possibility of a school Eucharist?
- Are there regular acts of worship for staff, including a Eucharist?
- Does the school have any links with other Christian denominations?
- Does the worship celebrate all that is good and express thankfulness and joy at simply being alive?

Appendix 2

Example of an Observation framework to assess the quality of a specific act of collective worship.

(Not all sections of this form will apply to each act of worship).

Groups Present:

(Whole School/ Key Stage/Year/Class etc.)

Date:	Time:	Leader:
Theme		
Purpose and Development <ul style="list-style-type: none">• <i>Was the purpose of the act of worship clear to all present?</i>• <i>Was the theme developed effectively?</i>• <i>Were visual aids or different elements used in presentation?</i>• <i>Was worship integral to the school day?</i>• <i>Was the act of worship conducted at an appropriate pace?</i>• <i>Was visual art used or children's creative work shown and celebrated?</i>		
Atmosphere <ul style="list-style-type: none">• <i>Was there a sense of order on entering and leaving?</i>• <i>Were candles, flowers, a cross or other visual focus used?</i>• <i>Was there a relaxed, secure atmosphere?</i>• <i>Did the leader contribute to the atmosphere with language, attitude and tone?</i>• <i>Is there a distinction between the assembly and an act of worship?</i>• <i>Was there a balance of music, speech and silence?</i>		
Spiritual Dimension <ul style="list-style-type: none">• <i>Could this act of collective worship have contributed to the spiritual and moral development of individuals?</i>• <i>Were there opportunities for prayer/reflection/quiet? How were they used?</i>		
Integrity <ul style="list-style-type: none">• <i>Was there a sense of respect for individuals?</i>• <i>Was there openness, or compulsion, in invitations to pray or sing?</i>• <i>Did the occasion engender ease or discomfort among the participants?</i>• <i>Were the words of songs or hymns appropriate for the pupils and the theme?</i>		
Pupil/Student Involvement		

<ul style="list-style-type: none"> • How wide was the age range? • Was the delivery appropriate for the interests, background, ability and age range of pupils? • Were the pupils engaged and well motivated?
<p>Staff</p> <ul style="list-style-type: none"> • Were teachers present (how many?) or was this seen as non-contact time? Were they involved or spectators?
<p>Parents, Governors, Visitors, Clergy</p> <ul style="list-style-type: none"> • Were any parents, governors or visitors present? • If so, what role did they play? • Were links with the local church referred to? • If a visitor led the worship: was it evident that the briefing has been adequate? • Was the visitor introduced properly? • Was the visitor's contribution appropriate in content? • Were the concepts and language used appropriate to the children present?
<p>Close</p> <ul style="list-style-type: none"> • Was the timing good? • Did the occasion clarify and affirm the values for which the school stands? • Did it offer pupils/adults something to think about and take into the life of the school?
<p>Additional points for future development</p>