

WORSHIP POLICY FOR ALL SAINTS C.E. PRIMARY SCHOOL

Reviewed June 2011

The purpose of any policy document is to:

- a) To clarify thinking and promote a consistent approach, enabling curriculum development/improvement.
- b) To set out a broad rationale.
- c) To provide a summary of:
 - i. What the school is doing
 - ii. How it wants to develop
 - iii. How it monitors/reviews and evaluates

MISSION STATEMENT

Collective Worship at All Saints School plays an important part in the life of our school. As the "living centre" of the work, worship and worth of the school, it offers the whole school community opportunities to experience/participate in/take responsibility for the living expression of Christian worship, valued and honoured through the school's Anglican foundation. This is set within the context of the corporate community of our school which values and affirms every individual's unique contribution, regardless of age, sex, ability, background or religion.

LEGAL REQUIREMENTS

Our daily act of Collective Worship is in accordance with the Trust Deed of the school. This requires worship to be **consistent with** the faith, principles and practices of the Church of England.

We also take into account DfE legislation:

Worship will be:

- appropriate to the age, aptitude and family background of pupils
- provided in a variety of settings, groupings and timings, with a variety of leaders
- in sympathy with cultures and beliefs represented in the school community

We recognise the right of withdrawal from Worship for pupils at the request of parents and for staff, **but** currently enjoy the full support of the whole community.

AIMS OF COLLECTIVE WORSHIP

Worship

- enhance the spiritual development and the response of pupils
- to foster reflection, meditation, prayer and silence
- to create an atmosphere in which God is both normal and natural
- to foster a reverential attitude to God, the Divine, the transcendent
- to foster empathy and imagination, enabling pupils to participate in a variety of ways
- to explore and enjoy praise, prayer, and the rituals of Christianity (the Anglican tradition in particular)
- to affirm the Christian faith and the Christian status of Jesus as Son of God
- to enable pupils to reflect on the experiences of Christian adherents
- to enable pupils to assist or lead class worship
- to affirm the Christian faith through pupils leading class prayer
- to foster and value a search for a faith to live by
- to learn about and reflect upon Christian Teaching, Biblical material and Christian

festivals, in a way that relates to the pupils' experience and to living together in community to worship together rather than apart (whilst taking into account the multi-cultural nature of every school community)

- ❑ to provide an evocative setting for worship, with comfort for pupils and staff and appropriate resources, including a spiritual focus.

Assembly

- ❑ to recognise the beliefs and culture of others, particularly those represented in the school community and to celebrate these different beliefs and cultures through special themed weeks and themed days at school
- ❑ to develop a sense of community and shared values to consider the needs of others
- ❑ to foster charitable works to be challenging and inspiring to celebrate the highest achievements of the human spirit
- ❑ to celebrate achievements of members of the school that are held to be of worth
- ❑ to foster a thought-provoking atmosphere allowing for spiritual reflection and response

MANAGEMENT OF COLLECTIVE WORSHIP

The Head Teacher has responsibility for managing this area of the curriculum on a day to day basis, ensuring all legal requirements are complied with. This involves the production of a coherent programme for Collective Worship, which has continuity of Christian teaching and experience and such breadth and balance as is appropriate to the school community.

Records of content are kept centrally for whole-school worship and it is the responsibility of senior members of staff to liaise with the Head Teacher, so that full records and knowledge of the actual implementation of the worship programme are ensured.

The Head Teacher also has responsibility for auditing and keeping records of resources and ensuring they are accessible to pupils and staff as appropriate. An equitable budget needs to be negotiated to ensure the worship programme can be carried out effectively.

The Head Teacher also keeps in touch with development in the subject and acts in an advisory capacity to colleagues, ensuring that worship is prioritised on the School Development Plan, to allow for INSET and resource development.

Monitoring the quality of Collective Worship is an on-going process. This needs to be managed on a regular basis to ensure that effective review can take place. At present the following arrangements are in place:

- ❑ monitoring of teacher long / medium / short term planning.
- ❑ monitoring of timetables.
- ❑ visiting class based worship sessions across key stages.
- ❑ discussion with individual staff members.

CURRENT PRACTICE

a) Organisation

See attached programme of worship.

In addition the school worships in Church to celebrate the Eucharist, or Clergy celebrate the Eucharist in school. Parents and members of the congregation are invited on these occasions.

Visitors and outside speakers are invited to lead our worship in school.

b) Methodology for delivering the worship programme

The school attempts to worship in a variety of contexts:

- As a whole school
- Within each key stage
- Within individual class situations

As a school we have timetabled the worship programme for the end of the day. This gives time for pupils and staff to reflect on events, happenings and experiences over the day, and also provides a platform for pupils to leave the school in a more relaxed and serene manner.

Worship should be a time when the whole school is quiet and worshipping as one, irrespective of where pupils and staff may be located. No pupil should be involved in other activities at this time.

The following format is suggested:

Getting ready / creating an-atmosphere.

- Due to the physical layout of the school building a more structured approach to "Getting ready" needs to be employed. To this end the following model to be adopted:
- Music to be played as an aural stimulus. A variety of music to be encouraged.
- Each class teacher to provide a visual focus within the classroom - This may be a picture an O.H.P frame, a symbol, a small display or something else to catch the eye.
- A very simple but effective and universal pointer to spiritual things is a prominent lighted candle.
- The seating within each room to be arranged accordingly to enable an atmosphere to be created by the pupils.

Introduction.

To introduce worship the music being played within the area to stop, by turning down slowly the volume. At this point the class teacher or visitor to introduce the act of worship.

A short period of quiet to be employed within each of the classrooms prior to the "Content/element" phase being performed. Reflect upon the "Visual stimulus."

Content / elements of an act of worship.

During this phase of the act of worship the pupils should be encouraged to participate wherever possible.

Forms of participation may be:

- in suitable songs or hymns
- prayers led by pupils.
- Readings and stories from sacred books can be used to develop this phase.

In planning and preparing this phase of worship the following guidelines are offered to assist the class teacher:

1. Decide upon the topic/subject.
2. Unpack it. (Decide what it is really about)
3. Relate it to the child's world.
4. Use that experience to explore the core religious significance.

E.g.

1. Decide upon the topic/subject.

The Huguenot Cross.

2. Unpack it. (Decide what it is really about)

Encouragement, reward, a symbol of belief.

3. Relate it to the child's world.

Bring into school a cross on a chain, some badges, medals, children's work with encouraging comments written on it by the teacher.

Show the badges and talk about their function. Badges tell us the organisations to which people belong, their interests and what is important to them. Pupils can show their own badges (Guides, cubs, Save The Whale etc.)

Show some of the pupils' work with encouraging comments. Talk about how people feel when they get these remarks. Show a medal if possible. Medals are a form of "Well done". They show that someone else has recognised a person's bravery.

4. Use that experience to explore the core religious significance.

Describe briefly the history of the French Huguenots persecution because of their faith.

Explain that a cross or symbol was worn by the Huguenots. Emphasise the special design - eight points with a dove hanging beneath it surrounded by lilies.

Explain why the cross was designed in this manner: i. 8 pointed cross was an old Christian symbol - Showed Huguenots were Christians. ii. The dove was a symbol of the Holy Spirit. iii. Lilies were a symbol of the French Royal family. Most Huguenots were loyal French men and women.

Why did the Huguenots wear this cross?

Now explain why the cross was worn - perhaps one reason was that the cross was shaped like a well known French medal. Huguenots were denied certain medals by the French Government regardless how brave they were.

The main reason for wearing it was to declare their faith. To show other people what really mattered to them.

Another reason may have been to give them encouragement. The dove would have reminded them of the Holy Spirit as an ever present help for all Christians.

Perhaps a short reading from the Bible: Romans 1:16;1

Having now developed the "Content/element" section of Worship the teacher can now move into the final phase.

Reflection/prayer.

Invite pupils to respond - what do they think, what do they feel, what are the rights or wrongs, what issues arise etc.

In the enclosed guideline on the development of the Huguenot Cross the pupils could have been asked to close their eyes and think of a time when someone said something to encourage them. How often do they encourage others?

Perhaps a response is not required, just a period of quiet to reflect on what has been presented.

The act of worship should be drawn to a close by prayer. Perhaps a school or class prayer. A child may wish to say a prayer. The teacher may wish to say a prayer.

Suggested content for the year:

- The Christian Year of Festivals
- The Christian Rites of Passage - Anglican and other Christian traditions
- Biblical teaching from the Old and New Testaments that is relevant to the pupils' experience and behaviour and is consistent with the ethos and values of the school
- The Life of Christ
- Faith in action - relevant examples to the school community from the past and present
- Parables and sayings of Christ
- The spiritual search - with examples of journeys e.g. missionaries, past and present
- Values and morals affirmed in school
- People who have challenged and inspired
- Topics related to the curriculum of the school, which have a Christian/religious/spiritual focus
- Every day experience which has a spiritual focus