THE CHURCH OF ENGLAND
Diocese of Leeds

Cornerstone Schools (Barton. East Cowton and Ravensworth CE Primary School)

Collective Worship Policy

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Policy Author	K. Petch, Headteacher	
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Introduction

Our collective worship policy strengthens and supports the Christian identity of our school and reaffirms our vision:

'Building futures with love.'

Our vision is to be a group of schools which enable each child and adult to flourish and be the architect of their own future which is rooted in love.

We have chosen love as our cornerstone value because when asked, 'which is the greatest commandment?' Jesus answered, 'love God, love your neighbour and love yourself'. (Matthew 22:36-40)

If pupils and adults are to flourish individually and as a community then they need to have love for themselves and each other.

Through our curriculum we will encourage pupils to:

- love themselves,
- love one another, and
- love their world
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We aim to live out an ethos which reflects love as described by St Paul.

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always ***trusts****, always* ***hopes****, always* ***perseveres****. Love never fails."* (1 Corinthians 13:4-7)

Collective Worship celebrates the central role that each child has to play in their community. Our worship reflects the variety of traditions found in the Church of England, and will recognise and follow the Christian liturgical year. The daily Christian act of worship is central to our ethos and is supported by all children, staff, families and governors. It makes an important contribution to the overall spiritual, moral, social and cultural development of the whole school community.

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What is Collective Worship?

Legislation requires schools, including Voluntary Aided and Voluntary Controlled schools, to conduct daily acts of Collective Worship. However, the legislation does not define what is meant by the term 'Collective Worship'.

"… Worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'. (DfE Circular 1/94 para 57)

Corporate worship assumes a shared set of beliefs and values, i.e. a worshipping congregation meeting on a Sunday, where the worship is confessional and evangelistic (to spread the Christian gospel by public preaching or personal witness).

Collective worship, in recognising the collectivity of all participants, can make no such assumption that all have the same beliefs and values.
Collective Worship should be:
"Appropriate to the family backgrounds of the pupils and their ages and aptitudes." (DfE Circular 1/94 p.22)
Collective Worship gives pupils and school staff the opportunity to:

- Engage in an act of community
- Express praise and thanksgiving to God
- Be still and reflect
- Explore the big questions of life and respond to national events
- Foster respect and deepen spiritual awareness
- Reflect on the character of God and on the teachings of Christ through Biblical texts
- Affirm Christian values and attitudes
- Share each other's joys and challenges
- Celebrate special times in the Christian calendar

In line with the requirements of the requirements of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) schedule, we aim to ensure that collective worship

a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship, and reflection whether they are engaged in learning in school or at home.
b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.
d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.

e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

The Anglican Christian Tradition

The following are shared as Christian elements of collective worship:

- Exploring the Christian understanding of God as Father, Son and Holy Spirit
- Using the Bible for inspiration, stories and guidance
- Observing the cycle of the Church's Year – Advent, Christmas, Lent, Easter, Pentecost and Saints Days amongst ordinary days
- Learning and saying prayers from a number of sources, in particular the Lord's Prayer and the blessings in common use
- Singing a wide variety of hymns and songs from traditional to modern
- Experiencing Christian symbols in worship and reflecting on their meaning
- The use of prayer, silence and reflection

Planning Worship (see Appendix 1)

Collective worship is planned by a variety of stakeholders including staff, pupils, the incumbent of our local church and external visitors *(such as local charity groups)* in consultation with the collective worship leader. This act of worship can take place at any time of the school day (although it is usually at the end of the day) and in any regular school grouping (although it is predominantly whole school) Our school plans worship systematically and cohesively using *Roots and Fruits*.

Resources are adapted and changed to meet the needs of our community. This ensures that there is a shared understanding of the long and short term planning of worship and this enables continuity. Visitors to our school are asked to read and comply with this policy as well as our school visitor and safeguarding policies (see safeguarding policy*)*. This should include discussing the content of any worship with the collective worship leader in order to ascertain its suitability for the school community. Visitors are never left alone with children as the supervision of pupils remains the responsibility of school staff.

The leaders are mindful of the variation in personal spiritual styles and provide a range of creative opportunities including: stories, music, drama, ICT, children as presenters, silence, reflection and prayer.

Expectations of pupils

Expectations of pupil behaviour are commensurate with our whole school behaviour policy. Worship is a time for talking to God, quiet reflection and respect.

Pupils lead worship as part of the ministry and are responsible for setting up the space, creating the high expectations of worship and leading children with the opening and closing. Children

sometimes plan worship with the guidance of members of staff ensuring the structure and tone of worship is consistent.

Developing Worship

The school allocates part of its budget to support collect worship. Governors recognise the need for professional development of staff in the review and delivery of collective worship and ensure training is offered on both an individual and whole staff basis. The collective worship leader attends regular professional development with the Diocese of Leeds and accesses the support of the named adviser (Jen Sloan) through the Enhanced Service Plan to ensure that worship is inclusive, invitational and inspirational.

Monitoring and Evaluation

Our school regularly evaluates the breadth of acts of collective worship and the impact it has on the school and its wider community. This involves monitoring by school leaders, staff, pupils and governors in order for worship to grow and develop. We also welcome the contributions of parents and pupils through the use of questionnaires. These are shared with our Full Governing body where appropriate and play and integral part in developing the spiritual growth of the school. Worship is independently inspected by law under Section 48 of the Education Act 2005.

Parental Withdrawal

Worship is regarded as special time which wholly reflects our ethos as a church school. It is an inclusive opportunity for those of all faiths and none. We respect the right of parents to withdraw their child/children from acts of collective worship. However, as collective worship is central to our ethos, we would appreciate the opportunity to discuss this decision with parents.

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Appendix 1: The Rhythm of Worship at Cornerstone Schools

The following pattern is followed, providing a daily rhythm to our worship

Gathering	*We aim to ensure children 'cross a threshold' into worship. We gather in worship to the sound of music. The music plays before open the service the children arrive and a bell is rung at the class door to call the children to worship. Leaders (children) welcome the children and choose somebody to light the three candles. This is followed by the whole school reciting the Holy Trinity. Leaders then lead the school with the vision 'Love the Lord your God with all your heart, with all your soul, with all your mind and all your strength and love your neighbour as yourself' The leaders then introduce the adult leading worship.*
Engaging	*We aim to stimulate the interest of children through a range of storytelling, drama, activities, poetry, videos, slides etc around a single simple focus.*
Actively responding	*In every worship session, children and adults will have an opportunity to respond to the focus of the worship. This may simply be through prayer and reflection but we try to provide for the range of pupils we have.*
Sending	*Worship always ends with the adult leading worship to share a prayer and then handing back to the children's ministry to finish first blowing out the candles and then with the words: 'Go in peace to love and serve the Lord' to which the children respond 'In the name of Christ, Amen'. Children leave to sound of music and return to their classes.*

Our long-term cycle of worship provides a rhythm to the year *based on our Christian Values.*