



Introduction to Collective Worship

Collective worship is central to the life of our school. Worship offers the children and others in our school an opportunity to reflect on values and issues in the context of our Christian ethos. It reflects our vision statement and shapes our approach to others and to what we do in school.

Our collective worship provides the pupils and staff the opportunity to:

- worship God;
- experience a variety of styles of worship;
- celebrate:
 - Christian festivals;
 - school values;
 - achievements;
- grow in understanding of and participation in prayer;
- develop a reflective approach to life and reflect on Christian values
- develop as a community based in Christian values;
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship;
- feel safe and affirmed.

At times worship will reflect aspects of the curriculum and in particular will:

- nurture spiritual growth;
- consider moral issues in a Christian context and to;
- Enhance social understanding;
- explore beliefs drawn from their own cultural heritage.

The Pattern of Collective Worship

Collective worship takes place in a variety of groupings in the classrooms and on occasions outside.

Our collective worship timetable is as follows:

- Monday - Whole school assembly (introduction to the week's collective worship)
- Tuesday - Whole school singing assembly (praise and reflection)
- Wednesday - Family groups
- Thursday - Whole school values assemblies (reflection/further exploration of our values within the context of school life)
- Friday - Whole school celebration assembly

Whenever worship takes place it is planned to promote thinking beyond the time given to worship itself.

We follow the seasons of the Church year and within this, significant festivals and other special days are observed. These always include Harvest, Christmas, Ash Wednesday, Easter and Pentecost.

Leading Worship

Worship has a variety of leaders from both within school and from the local community. Children are given opportunities to lead worship throughout the year. Visitors are welcome to lead collective worship from time to time and are given guidance on our worship policy. Leaders from faiths within the area help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

Planning Acts of Collective Worship

Our acts of worship are carefully planned to ensure a balance between content and experience. Leaders, including the children, plan the content and activities included in worship according to what is most appropriate to the season/theme, and the ages, aptitudes and the backgrounds of the pupils. Throughout their time at our school children will encounter a wide variety of activities such as art, dance and drama alongside traditional elements of worship such as prayer and song.

Prayer is a vital part of our worship. It is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers are addressed to Jesus and God reflecting the traditions and practices of the Church of England. Pupils who prefer not to pray are encouraged to use these times to reflect on the important messages shared in our worship.

Our worship is regularly reviewed through discussions with participants, observation and reflection and our evaluations are reviewed throughout the year to assist the planning for future worship.

A legal note

By law, Collective Worship must:

- be provided for every child every day;
- reflect the school's Trust Deed.

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational, inclusive and reflective in nature and never coercive or indoctrinatory.

Parents have a right to withdraw their children from all or any acts of worship. In the first instance we ask parents who may wish to exercise this right to visit school to speak with the Headteacher.