



COLLECTIVE WORSHIP POLICY

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

- D**eveloping the whole child means pupils achieve and maximise their potential
- C**ontinued development of staff is valued and improves education for young people
- A**ll schools are improving and perform above national expectations
- T**he distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

Our School Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness.

Matthew 19:26 "*with God all things are possible.*"

Our Purpose

Our purpose is to provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

Our Christian Values are: **LOVE, HOPE and FORGIVENESS.**

Our Learning Values are: Creativity, Independence, Questioning, Reflection and Teamwork.

1. Collective Worship Timetable

Monday	Whole School Worship - led by Headteacher or Deputy Headteacher
Tuesday	Whole School Sign and Sing
Wednesday	Class/Year group Worship
Thursday	Whole School Worship – led by Headteacher, Deputy Headteacher, Staff member, Vicar or Visitor
Friday	Awards Worship: Class Cup and celebrations

2. Class Led Worship

Each academic year, every class takes a turn in preparing and leading whole school Worship. This is a very special occasion in which the children explore developing the Worship themes in imaginative and thoughtful ways. Others love watching their peers or siblings leading Worship. Parents of children leading Worship are invited to attend and we enjoy welcoming them to be part of our school community as it enhances the positive relationship we have with parents and allows us to worship together.

3. Whole School Worship

Twice a week, we meet as a whole school for worship in the hall. At least once a term, we worship together in St. James' church, usually led by Reverend Rachel or the headteacher or deputy.

We will also attend special services in church, to which parents are often invited, for:

- Harvest Festival
- Advent
- Easter
- Eucharist services
- Leavers' service

4. Our Worship Ethos

- Worship at St. James' is inclusive and invitational to all. We aim to enable all of our community to participate in acts of worship irrespective of personal belief. It is a time of reflection and participation for all.
- Worship at St. James' should impact on our lives at school and in our community and we aim for a time of reflection at each worship so that we can each consider individually how we can create a better world for all.

- Children are expected to approach worship respectfully and reverently, entering the hall in silence, whilst listening to music. There is always a reflective question for children to consider as they enter the hall.
- The lighting of the school candle signifies the start of worship and children are reminded of the significance of a lit candle that represents Jesus as the Light of the World.
- The children are actively involved in preparing worship, with Worship Monitors involved in our collective worship on a rotational basis.
- Parents are invited and encouraged to join children, staff and governors, for a number of “whole school” worships. On occasion, members of East Cliff pre-school group sometimes participate with us around Christmas time.
- On Thursdays, we are often led in worship by clergy from local Churches and Christian Speakers and staff members who bring a fresh and inspiring approach with a strong emphasis on Christian morals and Biblical teachings.
- Themes that have been introduced within Monday’s Worship are explored further in follow- up sessions with the children throughout the week in class Worship.

5. Foundation Stage

Children in Reception join in with whole school worships within the first 4 weeks of starting school. Weekly class worships (Wednesday) are led by the teachers who relate the themes that have been introduced within Monday’s Worship are explored further. There is also our school values of Love, Hope and Forgiveness, Christian calendar festival themes and Bible stories which link to the Church Year – ideas and relevant dates, are given out to year groups each half term.

6. Key Stage 1 and 2

Weekly class worships, which take place on Wednesday, are led by the class teacher or class members who choose to prepare and lead worship. Each class uses their half term list of Worship themes to plan and prepare the content of class worship which is linked to the Worship theme of the week or the Church Year, allowing the children to share their personal experiences linked to the theme.

7. Prayer

Prayer is an integral part of school life. During RE lessons and Class Worship the children are taught that prayer is simply ‘talking to God’ and are encouraged, from the time they begin school, to say and write their own prayers. We instil the understanding that prayer is something that they can do at all times of the day, not just at school. We explain that it is a way of life and will add strength to the activities they complete daily, knowing that they can have a conversation with God at any time and that he is there to listen and guide.

We have our own Opening and Closing candle prayers which are said at the start and close of every Whole school Worship.

Each class has a file of lunchtime prayers, which are displayed in the worship area of the classroom. These prayers have been written by class members and they are read daily, before lunch.

As children become more confident, they are encouraged to 'say' their own prayers from the heart, rather than reading one from the file. They say 'End of the Day' prayers at home time. Once again, children often volunteer to 'say' their own prayers which include reflecting on the day in school and thanking God for the enjoyable day and opportunities that we have had.

We also have a prayer board where children are encouraged to place a post it prayer for a situation that they may wish to pray for.

8. Worship Areas

In each classroom, there is a worship area and display board, which provides a focal point for Christian worship. Each Worship area displays cloths that reflect the colours of the Anglican liturgical year. These encourage children to recognise important Christian festivals and celebrations within the year. Worship displays show our school Christian Values of Love, Hope and Forgiveness with relevant Bible quotes and have clear signs to show our weekly themes. They also have Bibles, class prayer books (prayers written by the children) and a candle as well as a copy of The Lord's Prayer which is often said and "signed" during Whole School Worship. We encourage children to access and use these areas and they are also used as areas for quiet reflection.

Our School Christian Vision statement is displayed in every classroom.

9. School Hall

School Hall/ Main Worship Area - A board relating to the Church Calendar, is a prominent feature next to the school stage and is changed at the appropriate times, giving children an understanding of important celebrations within our Christian faith.

A worship area contains a coloured cloth relating to the Anglican liturgical year, an open Bible, a candle and a cross displayed and used each Monday, Thursday and Friday when we gather together as a whole school to Worship.

There is a prominently displayed School Prayer Board in the children's entrance where children regularly share their prayer requests on a post it note/ paper and add it to the board.

Some children choose to name their prayers, others remain anonymous. Prayers can be about anything they wish to thank God for and also include prayer requests. The board also displays Biblical quotes relating to prayer, enabling children to read Bible verses and know the location of them in the Bible.

Our **Worship Board** is in the children's entrance and shows different aspects of Worship and is currently focusing on "Prayer." Various classes may also produce work as part of their RE lessons or Class Worships.

10. Resources / Reference Files for Staff

Files relating to The Church Calendar are stored within the Worship folder on the school system. Half termly plans and resources are also located there as well as records of CPD.

Resources include:

- Worship planning
- PSHE planning
- Class Bibles
- Prayer books

11. Our Christian Values

Our Christian Values are LOVE, HOPE and FORGIVENESS.

Our Christian Values are very important to us. They are embedded in everything we do. They are part of our learning, our Worships, and in our thoughts as we journey through each day together. They are displayed throughout the school and can be seen in the way the children and staff interact with each other and in the way we all care for one another.

12. Monitoring and Assessing Worship

The Worship coordinator regularly asks staff and children for their views on Worship, their understanding and impact and ways in which we can improve them. Actions are created as a result of feedback. Our worship monitors and Academy Council are also asked their opinions regularly about this aspect of the RE and Worship. Our goal is to further develop the role of children in leading and planning worship for both class and whole school worships through a termly planning meeting and greater involvement in leading the acts of worship in school and church.

APPENDIX I – Grade Descriptors: Collective Worship

Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
All members of the school community place great value on collective worship and can articulate its place in their school life and what it means to them personally.	Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.	Collective worship is recognised as important in the life of the school community and is valued. It meets legal requirements but there is no consistent approach to improving the quality of the worship experiences provided.	Worship does not hold a distinctive place in the daily life of the school and learners cannot see its importance in their lives. Little monitoring and evaluation of worship occurs and no account is taken of learners' views. There is insufficient impact on improvement.
Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position He occupies in the Christian faith.	Collective worship often includes teaching about the person of Jesus Christ and learners have an understanding of his important place in worship.	Learners have some knowledge of the life of Jesus Christ though his significance in worship is not fully understood.	Learners show at best half hearted or little response to aspects of worship.
Collective worship has a strong focus on God as Father, Son and Holy Spirit and learners can recognize and express this with understanding.	Learners are aware of God as Father, Son and Holy Spirit in worship but their understanding of this is undeveloped.	Reference is made to God as Father, Son and Holy Spirit on occasions but the significance of this has not been made explicit to learners.	Neither the place of the person Jesus Christ nor Biblical material are given prominence in worship and the central attributes of worship have a low profile and do not support learners in being more fully engaged in worship.
Collective worship regularly includes Biblical material and learners are able to relate this to the school's core values and their own lives.	Collective worship often includes Biblical material and learners are able to make some links between this and their own lives and to the school's core values.	Collective worship sometimes includes Biblical material but its relation to learners' lives and the school's core values is not always explicit.	Learners have limited awareness of different Christian traditions including Anglican. The major Christian festivals are celebrated but learners gain little understanding of Christian beliefs and values from worship.
Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican practice.	Learners have an understanding of different Christian traditions in worship, particularly local Anglican practice, though cannot always articulate these fully.	Learners have some understanding of a few different Christian traditions in worship mainly related to local Anglican practice and to some Christian festivals.	There is little to raise learners' spiritual awareness or to directly inspire them in the service of others. Prayer and reflection play a limited role in the pattern of school life so learners derive little spiritual benefit.
Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all parts of the school community's life	Most learners recognise the value of worship, respond positively and participate willingly.	Learners behave well, are attentive and respond to the different elements of worship but are often passive.	Inspectors should use their professional judgement in making this judgement. Collective Worship may be inadequate if more than one of the above apply:

Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.	Themes are relevant and pay close attention to learners' spiritual and moral development. In response, learners take some action in the service of others	Learners regularly experience such elements as song and prayer but there is limited variation in the pattern and setting for collective worship	
All of the central attributes of worship are a natural and integral feature of all acts of collective worship wherever they are held and imaginative use is made of a variety of settings.	Most of the central attributes of worship are present though some are less developed than others. The setting is appropriate and often varies.	Themes support the school's core values, particularly in the area of moral development. Spiritual development may be more limited because planning for this is less focused. Occasionally learners are prompted to respond in service to others.	
Planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. Learners develop a secure understanding of the seasons of the Church year and Christian festivals including local celebrations. A range of members from the school community, including local clergy, contribute to planning.	Planning provides a structure that enables learners to encounter Christian beliefs. Worship is related to significant moments in the life of the school and the seasons of the Church. Most Christian festivals are celebrated or acknowledged in the context of worship. There is some contribution from clergy and other members of the school community.	Learners are familiar with prayer as a part of the daily life of the school and sometimes contribute written prayers.	
Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.	Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.	Planning provides a basic structure for collective worship but insufficient consideration is given to the coherent development of Christian themes. The main Christian festivals are usually included. Responsibility for planning lies with a few members of staff with little involvement from other members of the school community.	
A range of leaders, from different Christian traditions, offers learners a rich experience of worship.	Staff and clergy are regularly involved in planning and leading collective worship with some involvement of other Christian traditions.	Some feedback on collective worship is gathered that prompts small changes to the arrangements for worship although there is limited analysis of its impact on the school community.	
Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.	Learners enjoy contributing within collective worship and are increasingly taking responsibility for particular aspects.	Worship is mainly led by senior staff and sometimes clergy with occasional contributions from members of other Christian traditions.	
Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.	Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship.	Learners occasionally contribute to leading collective worship but this is not a regular feature.	