

# BRAYWOOD CE FIRST SCHOOL



## COLLECTIVE WORSHIP POLICY

***“From tiny acorns, mighty oak trees grow, watered and nurtured by God”***

At Braywood C of E School our desire is to develop quality acts of worship within the spirit and the letter of the 1988 Education Reform Act and in accordance with the principles and practice of the Church of England as laid down in the Trust Deed.

*“The most significant lessons in school have nothing to do with literacy or numeracy, but rather occur when the children learn about themselves, who they are, and where they fit into the great scheme of things!”*

*Opening windows- Spiritual Development in the Primary School*

### The Legal Context

Church schools must fulfil three main legal requirements for collective worship:

- Provide an act of worship for all pupils every day
- Ensure that collective worship is in accordance with the Trust Deed of the school
- Include a statement in the school prospectus that makes it clear that parents may withdraw their children from all or any part of collective worship

Worship may take place at any time during the school day. Acts of worship within a school term should be wholly of a Christian nature.

Any form of worship is fundamentally underpinned by our 12 Christian Values. These are part of our mission statement and form the basis of our collective worship planning, SEAL and PSHE work.

***“trust, faith, love, self-discipline, forgiveness, determination, courage, ambition, friendship, family, respect, resilience ”***

### The Nature and Purpose of Collective Worship

The staff and governors of Braywood Church of England First School, in partnership with the Diocese of Oxford, aim to enable children to develop as honest, caring and thoughtful members of both the school and wider communities. We believe that they should understand the difference between right and wrong and know that each person is a unique individual whose well-being is important to all.

We believe that worship plays an essential part in the life of our school since it contributes to the spiritual, social, moral and cultural development of the child as well as reflecting the ethos of the school. At Braywood collective worship is a time where the whole school share a special moment of spiritual togetherness every day.

Our Collective Worship is led by the children and participation by the children is a strong feature. It focuses on how they feel and what they think; it is a forum for them to reflect. Pupils are encouraged to contribute, to feel part of the assembly and comments, however small, are valued and celebrated.

## **Aims**

Through the acts of worship we aim to:

- Give children practical experience of prayer and promote the understanding of the nature of God.
- Demonstrate the Christian belief that God cares about us and the world, to appreciate that people differ and everyone should be valued for their uniqueness.
- Strengthen the community spirit of the school, of belonging and of sharing and to celebrate achievements of others within the school community.
- Promote the spiritual, moral, cultural and mental development of the child and allow time to reflect on success and failure and to encourage expressions of determination to always do one's best.
- Prepare for the opportunities, responsibilities and experiences of life and share emotions such as love, joy, hope, friendship, fear, tolerance, understanding, forgiveness and reverence.
- Give time to celebrate and give thanks for the beauty of life and living and reflect upon the value of our environment and its importance in our lives.
- Introduce children to the values of the Bible and the life of Jesus.

## **Pattern of the daily act of worship**

Collective worship takes place daily and all staff are expected to attend.

Monday	Celebration assembly with whole school at 9.00am
Tuesday	Themed assembly with whole school at 9.00am
Wednesday	Themed assembly with whole school at 9.00am
Thursday	Themed assembly with whole school at 9.15am
Friday	Themed assembly with whole school at 9.15am

Once a week, Revd. Richard takes an assembly with a notable biblical theme 'Open the Book'.

## **Content**

Collective worship takes place on every school day with the whole school and all staff are expected to attend in accordance with the Trust Deed. The law requires acts of worship should be of a Christian character.

Children will be involved in the opportunity to worship through prayers, hymns and songs, participation in role play and through quiet reflection. Assemblies aim to be enjoyable, interactive and reflective and provide the children and adults with a special time to share together. Our Year 4 Collective Worship leaders help the staff lead

collective worship by choosing the hymn, prayer, sharing a theme and leading the 'Open the Book' sessions.

In our associated RE days other faiths and religious traditions will be explored in isolation or in relation to a Christian theme. Issues will be presented in a variety of ways through stories, poems, songs, role-play, artefacts, visitors, power-point presentations, interactive whiteboard activities as well as the sharing of children's and adult's achievements.

Other visitors are also invited to give pupils the opportunity to learn about different forms of Christian worship. The school holds a service in Church/School for Harvest Festival, Christmas, Easter and Leavers each year. In addition, the school regularly visit our church through our RE lessons

Parents have a right to withdraw their pupils from all or parts of the acts of worship. However, the class teachers and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

Once a month/6 weeks will be a Family Assembly to which parents are invited. Children will lead the assembly, communicate their latest thoughts or achievements and a Head teacher's award will be given to children in the Golden book. There is an aim to create a whole school spiritual moment where we all share common goals, prayers and positive themes of self-worth.

### **Learning Expectations and Intended Outcomes**

Education, celebration, praise and hope are essential features of our worship at Braywood. We aim to make children aware of what it means to be a community committed to serving and caring for each other, God and our environment. In so doing we hope to create an atmosphere in which pupils are invited rather than compelled to explore issues for themselves, reflect upon and learn from their own and others' experiences, develop sensitivity and a sense of wonder, awe and mystery for the world of which they are part.

At Braywood our place of worship 'Church House' is on consecrated grounds inside a cemetery. Children enter the hall respectfully, listening to the music; they feel this is the 'house of God'. The special 'thinking candle' is then lit. The school prayer is said regularly, as is the Lord's Prayer. Celebrations for achievements, opportunities for whole school communication and platforms for worship in all forms are evident in our assemblies.

Themes are planned alongside the children and incumbent to ensure that the tone reflects the Christian calendar and the needs of the children. Themes are linked to our Social and Emotional timetable, our PSHE themes and our Christian Values. Children in Year 4 take on a large responsibility for the organisation of our assemblies and follow the 'Lighting the Candle' scheme to support their learning. These leadership opportunities are accessed by all children.

### **Equal Opportunities**

In sharing what is meaningful and significant in our lives, along with our common concerns, responsibilities and values, we affirm the equality of each individual, regardless of gender, creed (or lack of one), ethnicity, physical or mental ability.

## **Special Educational Needs**

The staff and governors at Braywood are committed to ensuring that every child in the school will derive benefit from collective worship, whatever her or his ability. Every attempt is made, therefore, to ensure that materials used are appropriate to a range of abilities, aptitudes and interests.

## **Monitoring and evaluation**

What is the impact of Collective Worship? Evaluation strategies used by staff and governors for assessing the impact of collective worship are:

- observation of the children's interest level and attentiveness;
- feedback from pupils, parents and visitors;
- observation of the children's general behaviour in and around school, and to one another;
- a focused visit by Foundation Governors.

Assemblies are planned and a record of our worship is maintained in our 'Worship File'. Themes for collective worship are linked to whole school planning including the Christian timetable, RE and PSHE. There is also a need for flexibility in order to respond to national and unexpected events where appropriate.

- Provision should be made for long, medium and short term planning
- There should be clear policy which includes a statement of aims
- The appointment of a worship co-ordinator to oversee planning, monitoring and evaluation is essential
- Clarity and communication is needed between all the school staff, the clergy and any visiting speakers, with regard to the aims, planning and organisation of worship
- Children should be encouraged to take an active part in the planning process

The Worship Co-ordinator will ensure records and resources are maintained and will regularly monitor the content and quality of acts of collective worship.

Evaluation and review of Collective Worship is inextricably linked to our School Development Plan, the content of which is regularly discussed with all staff and governors. Information from our monitoring strategies are analysed in order to assess the quality and effectiveness of our assemblies and to inform future whole school improvements.

The governors in consultation with the Head teacher are responsible for the collective act of worship within our school. The staff, head teacher and foundation governor will review progress alongside our original long term aims and feedback to governors on a regular basis.

*(See Appendix 1 and 2)*

Headteacher  
Governor  
Date reviewed

## **Appendix 1**

### **Code of practice**

#### **Connection between Collective Worship and other subjects**

##### **RE, Assembly and Worship**

We feel it is important that the relationship between RE, Assembly and Worship is understood by teachers and pupils. They are distinctive activities which all contribute to a broad and balanced curriculum, they should endorse one another, and are all intentional learning activities within the curriculum and therefore important in the planning process. When planning these activities teachers take a range of learning styles into account to create opportunities that are accessible by all children.

RE is about developing knowledge and understanding, concepts, skills and attitudes in order to make decisions about fundamental questions. It involves both learning about religion and learning from religion. We believe that a classroom context is more appropriate for effective RE to take place.

Assembly is an occasion when pupils are gathered together in a larger group, usually with some formality. One of its many purposes is to strengthen the sense of the school as a community with shared ethos, values and aims.

Worship can take place within an assembly and can be seen as one element or dimension. But an act of worship is far more than just a coming together of the school; it should fulfil the definition of worship as described in this policy. An assembly does not have to include an act of worship nor does an act of worship have to take place in an assembly.

Assembly provides the situation for exploring ritual and ceremonial aspects of worship and opportunities for starting points and end points involving all areas of the curriculum. Themes that are introduced in an act of worship may be further developed in RE, lessons or in other areas of the curriculum, and so help the child to interpret the experience of school worship.

## **Appendix 2**

### **The contribution of worship to spiritual, social, moral and cultural development**

Through our acts of worship a very significant contribution can be made to the development of these areas for all our children for the reasons stated earlier in this document.

Reasons such as, that worship provides opportunities for the children to:

- gain a sense of self-knowledge, vision or inspiration; a sense of awe and wonder
- appreciate the values and attitudes upheld by the community
- be encouraged to keep/maintain/develop a quest for truth and meaning
- observe and encounter varieties of expressions of belief and commitment

One of the key aims of collective worship is to offer pupils opportunities for spiritual, moral, social and cultural development.

Spiritual Development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth.

*Spiritual Development* is promoted by:

- the celebration of special achievements
- guided reflection
- consideration of a variety of beliefs, values and feelings
- appreciation of aspects of life which have special meaning and which contribute to a sense of awe and wonder

Moral Development refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong.

*Moral Development* is promoted by:

- consideration of moral codes found in school, in religions and in society
- consideration of relationships
- encouraging empathy by the consideration of moral issues from different perspectives

Social Development refers to pupils' progressive acquisition of the competences and qualities needed to play a full part in society. It is concerned with the skills and personal qualities for individuals to live and function effectively in society.

*Social Development* is promoted by:

- coming together as a school / class group
- bringing visitors into school from the community
- sharing values and matters of concern

Cultural Development refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups.

*Cultural Development* is promoted by:

- using music, art, drama, story and artefacts from a range of cultural backgrounds
- exploring and celebrating aspects of religion and culture.