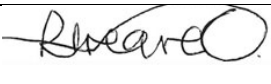


Meriden Church of England Primary School



Collective Worship Policy

Approved by Full Governing Body: Signature of Chair		Date	9 th May 2022
Review Cycle	Three years	Review Date	May 2025

An inspiring education centred on Friends, Faith and Life-Long Learning

- 1 Church of England Schools are committed to offering high quality collective worship. They are places that recognise and value collective worship as central to fostering a sense of community and to expressing the school's Christian Vision. Collective Worship is the relevant and essential component of education that enables all pupils to flourish and 'to live life in all its fullness,' John 10:10. We believe Collective Worship is the heartbeat to the life and vision of the school. Worship expresses and helps fulfil the school aims intrinsic in all that goes on at Meriden.

Collective Worship at Meriden CE Primary School is driven by our strong Christian vision and is the 'heartbeat' of our school. Our vision is rooted in our deeply Christian foundations and guides our staff, children and community in their spiritual and moral development.

2 Aims and purpose

Our aims of collective worship are to be *Inclusive, Invitational and Inspirational* and to be able to enter into an experience with God. Collective Worship at our school is structured to meet these aims and follows a consistent pattern.

2.1 The aims and purpose of collective worship are:

- Foster a sense of fellowship and community by bringing pupils together.
- Create an atmosphere in which those who wish to worship may do so.
- Encourage a reflective approach to life.
- Increase sensitivity to life's mysteries.
- Introduce pupils to aspects of religious worship in an open and honest atmosphere.
- Encourage pupils to express their responses in a variety of different ways: music, dance, drama, art, poetry, prose, etc.
- Provide a 'safe' place for children to explore their ideas and beliefs and express these, showing compassion towards others who might have different views.

For the pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship in a safe environment
- consider spiritual and moral issues
- develop their own spirituality
- reinforce positive attitudes and promote perseverance
- participate and respond

- reflect on what it means to be human
- reflect upon Christian Values and how to show these in our everyday lives
- learn about the teachings of Jesus Christ as well as exploring other faiths and ideas
- fostering respect and understanding of others views, opinions and faiths
- understand they have a responsibility for the world around them and how they can have a positive impact on the local, national and international community in which they live
- to have high hopes for themselves and the world around them, and to understand that Christians find hope through Jesus Christ
- to have a deep understanding of the 'Big Story' of the bible and understand how this relates to them in school and in the wider world

For the staff:

Collective Worship also contributes to the daily lives of the staff and visitors (students etc.) by providing opportunities to:

- worship in a safe environment
- consider spiritual and moral issues
- develop their own spirituality
- promote perseverance and positive attitudes to the children
- reflect on what it means to be human
- model to the children their own ideas and beliefs in a safe way
- to have a deeper understanding of the 'Big Story' of the bible and how this relates to their everyday lives in school and in the wider community

3 Collective Worship and the Law

Collective worship in community schools is grounded in the historical past and enshrined in educational law to be 'wholly or mainly of a broadly Christian character. It is a statutory requirement for school to provide daily collective worship as stated in [School Standards and Framework Act 1998](#). In Church schools the requirement instead to reflect the Anglican status of the school as expressed in its trust deed liberates those leading collective worship to build on the rich, lived diversity of Anglican tradition and identity. In the same way as worship in churches is aspirational, constantly evolving and being re-imagined there is an expectation of a continuous, dynamic reimagining of what collective worship means in the Church.

While most acts of worship in our school are Christian, we also hold assemblies that reflect the traditions of other religions that are represented in the school and the wider community. Being invitational in nature, children and adults are welcomed to partake however are not obliged to do so.

4 Organisation of collective worship

We meet daily for collective worship for 15 minutes either as a whole school, in key stages or in classes.

We conduct worship in a dignified and respectful way. We tell children that worship time is a period of calm reflection. We regard it as a special time, and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful, to listen carefully to the teaching, and we welcome their participation in prayer and hymns. We create an appropriate atmosphere by using music, and sometimes candles or other objects, to focus the attention of the children.

The acts of worship are normally conducted by the Headteacher, member of the Senior Leadership Team or other members of staff, but are often led by local clergy or other representatives of local community or religious groups. We have an active worship team who

plan, lead and evaluate acts of worship.

Worship may focus on the liturgical calendar, a Christian value, another faith/festival or be in response to a current moral issue in the news. We take themes of our worship from the traditions of the Christian faith, and we observe festivals and mark events of the Christian calendar. Sometimes the theme of our acts of worship are related to learning and topics that are part of the school curriculum. Sometimes the themes are related to personal, social, moral and spiritual values and development. At other times, we focus upon fundamental British Values.

Each Friday there is a 'Celebration' assembly that parents are invited to attend. We enjoy celebrating all of God's gifts in the children's lives and the achievements they have made. We encourage parents' attendance as this promotes community spirit, and shows school and home working together in support of the children's achievements.

Governors' attendance at our assemblies is always welcome.

Regular CPD for the leading of Collective Worship is available for all staff and at times includes clergy too.

5 Right of withdrawal

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from religious worship, and the school will make alternative arrangements for the supervision of the child during that part of the assembly. We welcome dialogue with the parents before a request is made. Parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act and is further stated in [School Standards and Framework Act 1998](#).

The headteacher keeps a record of all children who have been withdrawn from collective worship.

6 Monitoring and review

Governors monitor the policy and practice of collective worship.

Format of Worship

The worship should be planned with clear outcomes. Worship is monitored through a variety of formats including observations, children's recordings and worship team feedback. Fifteen minutes daily is allocated to worship and assemblies.

We use the 'GERS' format as advocated by the resource *Flippin' Praise** which includes various elements as outlined below:

- Gathering**
- Theme** Sometimes worship will focus upon a particular Christian teaching such as the Trinity, or be a special day, for example Baptism, Eucharist or Saints' days. Occasionally a key concept from *Understanding Christianity* will be explored in greater detail.
- Music** The music that welcomes children into the Hall may be chosen to reflect both the value or theme for the week and/ or the requirements of the Music National Curriculum. Children are invited to join in and sing. The music may be introduced and discussed. Music may simply encourage a reflective and peaceful atmosphere so children are receptive to worship.
- Values** Each half term of the academic year has its own Christian value. Class worship may follow the suggested theme or choose another which reflects a particular area of classroom study.
- Engaging**
- Focus** To assist children in Worship, a table with cloth and candle enables a focus. The lit candle signifies worship time. Similarly, the wall cross may be used as a focus.
- Values** Each half term of the academic year has its own Christian value. Class worship may follow the suggested theme or choose another which reflects a particular area of classroom study.
- Story/Talk** A few words to introduce the main story of the morning which will illustrate the theme or value.
N.B. Always try to include the children by encouraging their participation in an active way e.g. drama, question/ answer.
- Responding**
- Prayer** Children are invited to close their eyes and fold their hands together and listen to God and ourselves. The prayer may involve the children in responding orally or in silent contemplation. Children may be invited to lead the rest of the school using the 'Teaspoon' prayer format (Thank you, Sorry, Please). This may be followed by the Lord's prayer or the school Prayer, as felt appropriate. Children are invited to respond with 'Amen' : 'so be it'.
- Hymn** An appropriate hymn may be sung.
- Sending**
- The teacher 'sums up' the act of worship, perhaps involving the children. If possible and appropriate, the children might be left with a 'thought for the day' i.e. a question, or something to think about or strive for during the schoolday e.g. can you be kind at least one person today.
- Parting music** Children leave to music, similarly to entry, being invited to sing along.

*Flippin' Praise <https://www.cofesuffolk.org/resources/cw-resources>

Assembly There must be a clear distinction between the worship element and the school

assembly. Any messages, notices and school 'business' should take place separately either at the beginning or end of the worship.

Picture News Once a week, we focus upon a current moral, ethical or social issue in the world. We use the resource [Picture News](#) as resource to support those leading the assembly. Where appropriate, we link this focus to our Christian values although these assemblies may well follow a slightly different format to the above.

Details of Assembly times and personnel are to be found in the Staff Handbook, but may be changed at short notice according to circumstances.

Appendix B

The following festivals, which play a major part in the lives of many in Great Britain may be the subject of individual assemblies.

- Christian: All Saints Day, St. Andrew's Day, Christmas, Shrove Tuesday, Ash Wednesday, St. David's Day, St. Patrick's Day, St George's Day, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Ascension Day, Pentecost, Whitsun, Litany of Reconciliation
- Buddhist: The Day of Enlightenment
- Chinese: New Year
- Hindu: Holi, The Birth of Krishna, Diwali
- Jewish: Passover, Yom Kippur, Hanukkah, Shavout
- Muslim: Ramadan, Eid-ul-Adha
- Sikh: Birth of Guru Gobind Singh, Diwali

Lord's Prayer

Our Father in heaven,
hallowed be your name.
Your Kingdom come,
your will be done,
on earth as in heaven
Give us today our daily bread.
Forgive us our sins,
as we forgive those who sin against us.
Lead us not into temptation,
but deliver us from evil.
For the kingdom,
the power and the glory are yours.
Now and for ever.

Amen

Meriden School Prayer

This is our school.
Let peace dwell here,
Let the rooms be full of contentment,
Let love abide here,
Love of one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That, as many hands build a house,
So many hearts make a school.