



## **Burton Leonard Church of England (VC) Primary School**

### **COLLECTIVE WORSHIP POLICY**

#### **Collective Worship**

At Burton Leonard Church of England (VC) Primary School we understand worship to be a special act or occasion whose purpose is to show reverence to and praise God. Collective worship involves all members of the school coming together and participating in an act of worship to ensure that there is a common vision and sense of belonging by all as part of our school and local community

It is our intention that Collective Worship at Burton Leonard Church of England (VC) Primary School will fulfil the legal requirements of the 1988 Education Reform Act, that is in accordance with the principles of the Church of England.

The spiritual, social, cultural and moral welfare of all pupils, whatever their background, is of prime concern to us as a school. However, our core Christian values of trust, thankfulness, responsibility, peace, friendship and love are built into our ethos and teaching and are reflected in the themes on which our daily acts of worship are based.

#### **Aims and Purpose**

The aims and purpose of our Collective Worship are:

- To provide an opportunity for the children to worship God;
- For children to be able to link Christian values in their lives, in what they say and what they do, actively living out these values
- For children to be able to see Christian values in others
- To enable children to consider spiritual and moral issues;
- To enable children to explore their own beliefs and cultures and empathise with those of others;
- To encourage active participation and response in worship;
- To think about the needs of others and to develop in children a sense of community spirit by helping them learn about our nation's history, culture, traditions and it's developing and changing nature thus motivating them to be active and involved members of their own communities;
- To promote a common ethos with shared values and to reinforce positive attitudes;
- To reaffirm, interpret and put into practice the values of the school;

- To teach children how to worship and consider the importance of prayer and reflection;
- To consider global issues which impact on the lives of children e.g. environmental issues;

No single act of worship can reflect all these aims but over a period of time meaningful acts of worship fulfil them.

### **Organisation of Collective Worship**

We hold a daily act of worship in our school.

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 create an appropriate atmosphere by using music and candles or other objects that act as a focal point for the attention of the children. The children can put a prayer pebble in a basket as they enter collective worship, to pray for a particular person or situation. These are then placed by the prayer candle at the front of the hall and a quiet time of prayer and reflection is held. We also have a large screen to use visual aids to enhance the children's spiritual experience.

The Headteacher and other members of staff normally conduct worship, but sometimes local clergy or other representatives of local religious groups conduct them instead.

We have a Children's Collective Worship Committee (CCWC) who meet regularly with the head teacher to review collective worship. They also lead a collective worship on a weekly basis.

One of the ways our school fulfils its Christian character is by having some services in our local church. Local clergy and representatives from local churches sometimes lead school worship.

We take the themes of our worship from the traditions of the Christian faith and we often reflect on the festivals and events of the Christian calendar and those of other faiths. Sometimes the themes of our worship reflect and build on topics that we teach as part of the school curriculum, particularly PSHE and SEAL.

Our worship reflects the achievements and learning of the children. We encourage the children to participate in worship by raising issues that they have discussed in their classes. Worship offers an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised.

Parents are invited to attend our Friday Worship.

## **Inclusion**

Our school worship is about sharing what is meaningful and significant in our lives. It is about sharing our common concerns and responsibilities and developing positive attitudes and values. It is about affirming our equality of each individual in God's sight, whatever a child's gender, ethnicity, physical or mental ability.

The staff and governors are committed to ensuring that every child in the school will derive benefit from Collective Worship, meeting the needs of all. We ensure that materials used are appropriate to a range of abilities, aptitudes and interests.

## **Monitoring**

Monitoring strategies currently used by CCWC, Foundation Governors and staff for assessing the outcomes of Collective Worship are:

- Observation of the children's attentiveness and level of interest shown during worship.
- Feedback from pupils in CCWC, both written at the end of Collective Worship and verbal in meetings.
- Foundation governor's feedback from observed collective worship sessions.
- Observation of the children's general behaviour in and around school and to one another, actively living out the Christian values
- The head teacher regularly meets with the CCWC to review collective worship and also with the foundation governor with responsibility for Collective Worship. The outcomes of these reviews are discussed at staff meetings and any new initiatives are implemented.

## **Right of Withdrawal**

We expect all children to attend worship. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

Adopted Spring 2017

Next review Spring 2020

Amanda Tounson

A handwritten signature in black ink, appearing to be 'Amanda Tounson', written in a cursive style.