



Morland Area Church of England Collective Worship Policy

School's Vision Statement

Vision statement

'A small school for all, making a big difference'

Set children off on the way they should go, and even when they are old they will not turn from it

—
Proverbs 22:6

Our core values are honesty, togetherness, compassion, reverence and wisdom

For ourselves we try to be *honest* about our mistakes so we can change and improve.

For our school community we strive for *togetherness* being together as one family.

For the wider world we look for *compassion* within ourselves so we care for others and help them.

In our Worship we want *reverence* so we have deep respect for all humanity and their beliefs.

When we are learning we will take time to have *wisdom* and understand and learn as much as we can then use this knowledge wisely.



This policy was established, and approved for implementation by the full Governing Body of Morland Area CE School

Signed by the Chair of Governors:
Dated:
The name of our Collective Worship Governor is:
This policy is to be next reviewed in:

Our vision for Collective Worship

Collective worship is central to the life of Morland Area CE school. It is part of the outworking of the school's Christian vision and is a time for the whole school community to gather, pause and reflect their own spirituality, values and place in the world and drawing on the opportunities described by the DfE (circular 1/94).

'...there is a strong educational case for experience of worship being part of school life, since its omission lessens the possibility of understanding traditions to which worship is essential;'

Church of England Vision for Education 2016

Collective worship is not the same as an assembly, though can take place in the same gathering. A school may hold any number of assemblies each week but must have a daily act of collective worship. Collective worship can be held in class or tutor groups for a shorter period of time.

Aims

Inclusive, Invitational, Inspirational

The aims of collective worship at Morland Area CE are:

- Collective worship will help educate for wisdom, knowledge and skills, hope and aspiration, dignity and respect as well as developing community and understanding of living well together.
- It aims to be inclusive, invitational and inspirational
- It is central to the life of the school
- It supports pupils and adults in their spiritual growth
- Supports pupils in their understanding of the Trinitarian nature of God in Christian belief
- Introduces pupils to a variety of forms of Christian worship that reflect the rich diversity of experience in Anglican (and other Christian traditions) locally and globally.
- Enables pupils to use the use of silence or stilling, reflection and prayer
- Provides opportunities to explore the 'Big Questions' of life and to recognise the responses that have been made to these by people of faith
- Affirms the uniqueness and contribution of every individual in the sight of God

Legal Framework

Since 1944 collective worship has been a legal requirement in maintained schools. The law requires that all registered school age pupils take part in an act of worship each day. In a church school these acts must be distinctively Christian in nature. By inviting the school community to worship, we need to consider the varied backgrounds that the school community come from and therefore collective worship is invitational rather than confessional in nature.

At this school collective worship is conducted in accordance with the Trust Deed and Instrument of Government and is consistent with the beliefs of the Church of England.

Planning, Recording and Evaluation

The content and planning of collective worship should be varied. The themes for each week/half term/term are shared with staff and visiting clergy at the beginning of each term and include ideas for stories from the Bible that support this. However, the pattern is flexible and on occasions, will focus on a response to local or national events.

The school visits the local church for worship, particularly at major festivals in the Christian calendar (Harvest, Advent, Christmas and Easter) and Remembrance at a minimum.

We also use outdoor areas e.g. the outdoor classroom and the Pod as reflective spaces.

Resources

The school uses a variety of resources recommended by Carlisle Diocese that are available to use when planning collective worship. Amongst others, we utilise materials from Carlisle Diocese, The Diocese of Canterbury, The Barnabas Trust, Christian Aid, UN Sustainable Goals and other story/parable-based explorations.

<https://www.canterburydiocese.org/childrenandyoungpeople/our-schools/collective-worship/a-fresh-approach-to-collective-worship/>

Responsibilities

Headteacher (CW lead) – has the delegated responsibility for day to day acts of collective worship:

Identifying and planning themes

Support where required for those leading worship

Identifying training needs

Monitoring and evaluation of collective worship

Foundation Governors – monitor and evaluate the impact of collective worship in our school through governor observations and ensure collective worship is consistent with the trust deed. The governor with collective worship responsibility will report annually to the full governing board and propose any necessary amendments to the School Development Plan, including any need for staff development or training. **See Appendix 4.**

Leaders of collective worship – plan and deliver acts of worship.

Visitors

We encourage guest leaders of collective worship throughout the year. Some of these may be linked to a specific project or organisation. Please see additional diocesan guidance for religious or faith visitors taking part in collective worship.

<https://www.carlisle-diocese.org.uk/documents/guidance-staff-when-faith-representatives-visit-ce-school/>

<https://www.carlisle-diocese.org.uk/documents/guidance-faith-representatives-visiting-schools/>

Review

There will be a review every three years of this policy. Its effectiveness will be monitored by the collective worship leader, together with a senior leaders and governors. This will include discussions with other members of staff, observation of teaching and monitoring of children's work. Evaluation of teaching plans will form part of any review. The outcomes will influence the school development plan.

This guidance takes into account current requirements for collective worship in the new SIAMS schedule from September 2018

Appendix 4

Example questions to ask during monitoring activity for Collective Worship

This is intended to help governors and others to monitor or evaluate the effectiveness of acts of collective worship. The prime concern is to ensure that the governors' policy on collective worship is being delivered. Monitoring the effectiveness of the worship leader is the headteacher's responsibility and governors should guard against judging or commenting on this aspect. Governors who are present in worship should participate in the worship fully.

Question	Comments	Action required
<p>Are the children:</p> <ul style="list-style-type: none"> • Engaged, interested and responding well • Actively involved - they took part through drama, roleplaying, readings etc • Able to take a lead – they made choices that affected the worship • Enjoying worship • Moved/made to think 		
<p>Does the presentation:</p> <ul style="list-style-type: none"> • Vary in pace, format and emotional tone – were there lively and quiet times • Appeal to the senses • Allow for a variety of learning styles • Allow for a range of responses 		

<ul style="list-style-type: none"> • Include effective use of eye contact, variation in tone and pitch, body language and gesture • Clearly related to children's previous learning and experiences 		
<p>Is the content:</p> <ul style="list-style-type: none"> • Relevant to the pupils age interests and ability • Related to the school curriculum • Linked to the distinctive Christian Values • Reflective of Christian traditions and practice • Inclusive of those of all faiths and none • Well resourced 		
<p>Did the leader succeed in:</p> <ul style="list-style-type: none"> • Creating an appropriate emotional environment – secure, warm, lively, amusing, challenging or reflective • Promote spiritual, moral, social and cultural development • Provide appropriate opportunities for meaningful reflection, not only, but including silence 		