



# **Coatham Church of England School Collective Worship Policy**

**Written by SMR, date unknown**

**Reviewed 1/15**

**Reviewed 1/16**

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**Next Review 1/20**

**Chair of Governors.....**

**Date.....**

**Head Teacher.....**

**Date.....**

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“Learn not for school, but for life”

Our school is tolerant and caring; it is a place where everyone is accepted.

We believe in working together as a real school community, and using our different abilities to support each other and to succeed.

Friendship, respect, and fairness are the values that lead us.

Through the learning experiences and opportunities which we offer, we want our children to believe in themselves, deal with setbacks and have clear aspirations for their futures. We want them to realise their potential in all areas of their lives.

We want our children to understand both what their community has to offer them as they grow up, and, what they have to offer it. We hope that all of our children learn that, whatever they do, they should work at it with all of their heart.

## A WHOLE SCHOOL FRAMEWORK RATIONALE

The importance of worship in our school is to use our Christian character, in partnership with the church, to encourage an understanding of the significance of Christian values through the experiences we offer the children.

'Our context for worship is **collective** rather than **corporate**, as shared beliefs and values cannot be assured. The use of the term **collective** is important in that it recognises that pupils and staff will subscribe to a range of beliefs, and that there is a need for the school **to provide opportunities for all to share worship in a way which makes sense to them** and is appropriate for stage of development.'

Worship in our school

### PRINCIPLES

- Worship as a quality activity offering opportunities for social, moral, spiritual and cultural development
- Offer space for reflection, prayer and silence
- To celebrate difference and diversity
- Reflect the aims of the school
- Offer opportunities to worship God
- Respect individuals
- Be clearly planned and appropriate to the age, aptitudes and backgrounds of pupils
- Close connections with the local parish
- Opportunity to contribute to the life of the worshipping community
- Special opportunities to promote spiritual understanding of the Christian faith and learning about worship and importance to those who take part

Worship at various times in the school year:

- Reflect some of the practices and traditions of the local church
- Celebrate the Christian values
- Enable children to explore and evaluate their own beliefs
- Give time to consider the beliefs and values of others, especially those within the school community

- Be shared by all staff including support staff, sometimes parents, carers, governors and member of the local community
- Celebrate special occasions and seasons in the church's year and the life of the community
- Show appreciation of gifts and talents of the school community

### Responsibility

The governors hold overall responsibility for ensuring that the legal requirements for worship are met.

### Idea for worship

- Music to create a worshipful atmosphere
- Lighting candles
- Traditional responses 'peace be with you' etc.

### Right content

- Seasonal
- Observe saints days
- Anglican calendar
- Singing hymns ( a hymn practice on its own does not constitute a daily act of collective worship)
- Using the bible
- Variety of different media
- Topical issues
- Recognition of other key religions

### In giving opportunity for prayer and quiet reflection

- A visual focus for prayer and reflection e.g. image, table
- Using key religious artefacts and symbols from Christianity.
- Using a variety of prayer, including those that governors feel pupils should have encountered whilst at school

### Spiritual development

Spiritual development related to that aspect of inner life through which pupils acquire valuable insights into themselves and others, as well as the world around them. Although our school's spiritual

development will be fostered across the curriculum, a concern for spirituality lies at the heart of any act of worship in the school.

Ways in which we can be encouraged include:

- Celebrating what is good and expressing thankfulness for the joy of being alive
- Providing opportunities for pupils to share in what is meaningful and significant to them, including the darker side of life
- Establishing an atmosphere which is conducive to worship
- Providing an opportunity for sharing common concerns and responsibilities
- Ensuring that whoever leads the collective worship never assumes or expects but invites.

### Daily acts of collective worship and the Right of Withdrawal

In our school collective worship can take place at any time during the school day and in any groupings. Presently we gather as a whole school and in key stages across the week. The Law states that in all schools there must be a daily act of collective worship for all pupils, other than those in a nursery class or nursery school. The 1988 Education Act confirmed parents' legal right to withdraw their children from Collective Worship.

If it is necessary to withdraw pupils in order to accommodate, for example a reading session, those pupils must be provided with an opportunity to worship at another stage in the day, in order not to break the law.

### Responsibility for the Daily Act of Worship

The Head Teacher and Governors are responsible for ensuring requirements are met.

Foundation governors have a particular responsibility for ensuring, so far as is practicable, that the character or foundation of the school is reflected in worship.

### Timing of Collective Worship

Collective Worship is not designated curriculum time and should not be subsumed under any part of the curriculum. It should be given a special place in the school day. In our school services held in church cannot be counted as either curriculum time or daily act of worship.

## KEY FEATURES OF COLLECTIVE WORSHIP

It is well planned

It is inclusive

There is a focal point

Atmosphere – space in the day is marked, music, lighting, seating

A spiritual stimulus – poetry, art, dance, story, stimuli from different cultures

Time for reflection

Time for personal response

It is evaluated regularly

Useful phases

'I am going to pray about.....

If you would like to join in then you can say 'amen' at the end, or you could just think quietly to yourself'

'I am going to read a poem which will help you to think about.....You might like to imagine God listening'

'While the music plays, think quietly about... You might like to ask God to ....

'While I say a prayer, please think about.....

This policy applies to all our children irrespective of gender, culture or race

Any issues regarding e-safety and child protection arising from this policy should be considered with reference to the e-safety and Child Protection policies.