



## St. John the Baptist Church of England Primary School

### Collective Worship Policy

#### Introduction

This policy is an agreed statement of the values and aims of collective worship at St John the Baptist Church of England School. It reflects our trust deed, displayed in the entrance to the school, and is clearly outlined in the school prospectus and documentation. It seeks to involve learners and adults in planning, leading and evaluating collective worship, and will be monitored and evaluated by governors for the impact it has on the school community.

***References to 'parish' refer to our local parish church of St John the Baptist, Shedfield. This is the parish named in the Instrument of Government for the school (IoG). The incumbent will be the 'principal officiating minister' of this parish within the United Benefice with St. Nicholas, Wickham.***

Our worship will reflect our School's values of **Respect, Friendship and Trust** within the wider context of the Church of England's guidance, 'Inclusive, Invitational, Inspiring'.



#### Worship in our school will:

- Explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on moral values such as compassion, gratitude, justice, humility, forgiveness and reconciliation; and develop virtues such as resilience, determination and creativity that develop character and contribute to academic progress.
- Use people and stories from the Bible, from Christian history and from other faiths to exemplify both our values and our REACH learning attitudes (Resilience, Enthusiastic, Active, Creative and Hands On)

- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the trinitarian nature of God.
- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist.
- Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

**We will achieve these aims through our daily act of worship either as a whole school, in Key Stages, or in Class.**

### **Central attributes of an act of worship**

The School will fulfil the legal requirements of 1988 Education Reform Act in conjunction with School's trust deed, by holding 'an act of collective worship every day'.

During collective worship, we will apply the following 'central attributes' of worship:

- Gathering** Making special and significant this part of the day through appropriate symbol and ceremony
- Engaging** Using the most appropriate techniques to stimulate interest in the content
- Responding** Ensuring there is time and opportunity for individual, group reflection and thought
- Sending** Summarising the worship in a meaningful short message to conclude the worship in a suitable manner.

Worship in our school will be 'Inclusive, Invitational, and Inspiring'.

**Inclusive:** Worship will be collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In our school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all. Many pupils and staff in our schools will come from homes of different faith backgrounds as well as of no faith background. Moreover, pupils and staff will naturally be at different stages of their spiritual journey during their time in school. Pupils should be given the opportunity to think and ask questions. There should be space to consent, and dissent: to participate and to stand back; and to consider.

Collective worship will involve meaningful contributions from the whole school community and recognised that all pupils will bring their own experience to worship. Inclusion requires pupil involvement in planning, leading and the evaluation of worship.

**Invitational:** Parents, pupils and adults can expect to encounter worship that is consistently invitational. There should be no compulsion to 'do anything'. Rather, worship should provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity.

Pupils and adults should always only be invited to pray or reflect if they wish to do so in their own way.

Music and liturgies used in worship should connect with the theme and explore the sacred to educate and engage. Music used should reflect the diverse worship experience of the wider Christian community

**Inspiring:** Pupils and adults can expect the worship they encounter in our school to be inspirational. Worship should enable pupils and adults to ask big questions about who we are and why we do what we do. It should motivate pupils and adults into action, into thinking differently, and into reflecting on their and the wider community's behaviour and actions. It should encourage them to think searchingly about their faith, beliefs and/or philosophical convictions.

### **Management and organisation of resources**

It is a whole school priority to build up the expertise of staff, pupils, clergy and other adults in facilitating collective worship in Church schools.

To do this the school should ensure the following:

- Worship leaders, including clergy, should have access to regular training, through a variety of sources.
- Pupil worship leaders including the Spirit Team should be supported, encouraged and resourced to contribute meaningful acts of worship.
- Worship leaders, including clergy, should have access to high quality and current resources.
- The governing body should have robust systems in place to monitor the impact of worship effectively; this monitoring will include and meaningfully involve pupil voice.
- Those facilitating worship should have the opportunity to receive feedback and the hear the outcome of evaluation.
- Those from outside agencies and church groups invited into the school to facilitate worship should be trained and properly briefed about the school, its pupil context and the school's vision. They should be supported and monitored as part of the school's systems for the evaluation of the impact of worship.
- The headteacher is responsible for collective worship with responsibility for ensuring that appropriate policy and practice are in place and publicly available.

### **Parental and community involvement**

Parents and the wider parish community are actively encouraged to participate in collective acts of worship, church services and celebration worships when appropriate.

### **Right to withdraw**

Parents have the right to withdraw their child from the daily act of collective worship. The school will respect parental requests and will discuss with the parents how best to care for their child's spiritual development, while ensuring that worship remains inclusive and invitational and open to all members of the school community.

### **Responsibilities**

The expectation within our church school is for all staff to view daily collective worship as an important part of their own well-being and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly.

At interview all applicants are informed that the school holds daily acts of collective worship that promote the Christian ethos and values of the school. The expectation will be that teaching staff, including student teachers, will participate in and lead collective worship. The school welcomes offers from any member of staff who feels confident to lead worship.

The Headteacher / RE Co-ordinator are responsible for co-ordinating the programme of induction and training for staff.

### **Monitoring and evaluation**

Monitoring and evaluation of collective acts of worship, is undertaken by pupils, staff, and governors on a planned regular basis. This process supports the school's self-evaluation, is a specific responsibility of the governors and is reported to the whole governing body.

Pupils are also involved in evaluating collective worship through feedback in weekly class worship, questionnaires and Spirit Team.

All leaders of collective worship are asked to evaluate to develop and improve their practice.

### **Review**

This policy will be reviewed every three years, or earlier if significant changes are made to the SIAMS (Statutory Inspection of Anglican and Methodist Schools) Evaluation Schedule.

Agreed September 2021  
To be reviewed September 2024

## Appendix 1 – Annual Governor monitoring plan

### St John the Baptist – Annual Monitoring Plan for Collective Worship

School Values – Respect, Friendship, Trust

Date	Monitoring Activity	Key Focus	Reviewer
Autumn Term	Attend collective worship for KS 1 & 2.  Carry out interviews ( and possible 'values walk' )with children across both key stages – up to 8 pupils.	Are children given a sense that this is a special time during the school day and is this time valued.  To observe how children show school values.	Foundation Governor
Spring Term	Meeting with staff and /or Worship team to discuss their views on collective worship.  Attend collective worship for KS 1 & 2.(and possible follow-up in class)	Strengths of collective worship.  How children respond to collective worship theme and opportunity to discuss.	Foundation Governor
Summer Term	Visit to Early Years  Attend collective worship for KS 1 & 2 and possible student interviews with worship leaders	How the children have settled and respond to collective worship.  Contribution children have made to the planning, leading and evaluation of collective worship	Foundation Governor