

*Life in all its fullness at Compton C of E Primary School*

*Learning, Achieving and Flourishing Together.*



## Collective Worship Policy

Monitoring and evaluation	
Written	January 2022
Approved by Governors/ Staff/ Parents	
Date of next review	January 2024

At Compton Church of England Primary School, we believe our vision, 'life in all its fullness', promotes the spiritual, physical, intellectual, emotional, moral and social development of the children in our care. Our vision and High Five Values (Friendship, Creativity, Responsibility, Perseverance and Koinonia) shape our policies, curriculum and ensure that everyone within our school is treated with love and respect; they enable all to feel secure and valued, regardless of creed, colour and ethnicity.

Our Christian vision and values are rooted in the Bible, the teaching and example of Jesus. They inspire us to embrace academic excellence and rigour and ensure that everyone can flourish and achieve their fullest potential.

## **1. Responsibilities**

The headteacher will ensure that staff are familiar with and correctly apply the policy. All staff members and governors will have access to a copy of this policy. Electronic copies will be available on the school's IT systems. Copies will be available to view in the school office upon request by teachers, parents and carers. The Governors will review the policy every two years.

## **2 Morals and values framework and ethos of the school statement**

Our Community Statement, Learning, Achieving and Flourishing Together is key to the development of our Christian environment and ethos and we believe, the development of Christian faith in our community.

This statement by Jesus in John's Gospel:

'I have come that they may have life, and have it to the full' John 10:10

provides a foundation of Christian expectation and is integral in the teaching and learning of Religious Education for the children in our care, and can be witnessed through our school values, which are:

### **Friendship, Responsibility, Creativity, Perseverance, Koinonia**

We will:

- have friendship at the root of all that we do, ensuring that the school is true to its Christian foundation. This will guide and inform everything that we do.
- have a responsibility to our children physically, emotionally and spiritually, encouraging them to be curious, inspiring them with a love of learning.
- provide our children with a wonderful sense of koinonia that will prepare them well for life.
- Ensure that our children are provided with every opportunity to be creative every day; so that their confidence and willingness to persevere and succeed will grow with every achievement, enabling them to fulfil their true potential.
- provide opportunities for children to develop life skills, encouraging them to respect others, show compassion and understand the importance of maintaining good relationships and friendships.
- place great emphasis on the personal, spiritual, physical, moral and social development of our children through Christian teaching and the provision of Christian adult role models; standing by our values of friendship, responsibility, creativity, perseverance, koinonia.
- provide a safe, positive, stimulating and caring environment which promotes the development of the child.
- be witnesses to the truths and values of the school's Christian foundation.
- be explicit in embedding our values is recognition of the Church of England Vision for Education (July 2016) and its commitment to 'serve God in our Community'.

## **Equal Opportunities Statement**

Compton C of E Primary School is committed towards equal opportunities in all aspects of school life. All resources used and teaching and learning will support this commitment.

All pupils in attendance shall take part in an act of collective worship each day unless the parent requests that he/she may be wholly or partly excused from attendance at religious worship in the school (1988 Education Reform Act 6 (1) and 9 (3)).

## 2. Responsibilities

The arrangements for the collective act of worship in Compton C of E Primary shall be made by the Local Governing Body after consultation with the Headteacher (1988 Education Reform Act 6 (3)) and is in accordance with the school's Trust Deed. Compton has reviewed and rewritten our collective worship policy after reflecting upon the Church of England document: 'Inclusive Invitational Inspiring – A Statement of Entitlement and Expectation'. (March 2021)

It is acknowledged that Collective Worship need not take place with the whole school together but may take place with classes or groups of pupils.

Compton makes it clear to parents, at the time of pupil enrolment, that the act of worship is central to the life of the school and whilst worship in school aims to be an affirmation and celebration of the values and ethos of the school, it is not an occasion for evangelism. The school takes account of other faiths and shows due tolerance and respect, providing opportunities for reflection for children whose parents have taken the decision to withdraw their children from daily Collective Worship.

Spiritual development of the pupils will also be through pastoral, social, cultural, aesthetic, scientific, historical and technological channels as well as religious study and reflection areas. These opportunities will be highlighted in teacher's planning where appropriate, providing time for children to be able to question, explore, wonder and meditate upon facets of our lives which have importance to us.

We have a responsibility to grow faith and Compton upholds the Church of England statement of Entitlement and Expectation(March 2021) which states:

*Church schools owe their existence to the vision of Joshua Watson and the founding of the National Society, and their trust deeds to the foresight of past church communities. The local church community, through its foundation and ex officio governors, are inheritors and guardians of the school's historic trust deed. This involves honouring tradition while re-imagining how this might look today. Today this has found new expression in the 'Growing Faith adventure'. 'Growing Faith' promotes a partnership between the three local communities of church, school and household to provide space to talk of faith & spiritual matters or ask challenging questions within and between these three communities.*

*Three principles exemplify this approach:*

- *Connected Communities: looking for meaningful community connections in the intersection between church, school and household.*
- *Encounters with God: encountering faith and belief by engaging in conversations about God as individuals and together.*
- *Imaginative practices: searching for 'a new way of being church' and creating new thinking and new doing in relation to children, young people and households. This has been described as developing 'faith talk' in the 'Faith in the Nexus' report. Specifically, the Church school is a place for 'faith talk' where Encounters with God may happen. The 'Growing Faith adventure is not part of the SIAMS schedule, but the local church should normally expect to be part of a church school partnership that encourages and supports the school in effectively developing the impact of and provision for worship. Families can also expect to be partners in collective worship: involved, informed and enabled to collaborate at home if they should wish.*

Below is detailed how Compton will ensure there is opportunity for growing faith in our community.

## 3. Delivery

### **The aim of our collective worship**

Collective worship at Compton will do the following:

- 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.
- 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.

### **Whole School Approach**

In keeping with the ethos and inclusivity of the school, this policy has been written in consultation with everyone involved in acts of Collective Worship in school. We recognise that Collective Worship is an expression of the school's Christian vision and we aim to foster the Church of England Vision for Education (July 2016) in our practice.

### **Worship Programme**

As already stated, worship in school aims to be an affirmation and celebration of the values and ethos of the school; whilst God as Father, Son and Holy Spirit is the focus of the reflection and prayer time, wide spectrums of subjects are used to encourage a sense of wonder and consideration upon the world and its creator. We encourage a sense of unity and identity using language and imagery appropriate to the occasion. Pupils will have both formal and informal opportunities for

Our worship time will include:

- Pupils planning, leading and evaluating worship
- Time for thinking and reflecting
- Meeting, exploring, questioning and responding to others
- Time for listening
- Time to ask questions
- Pupils will be able to consent and dissent
- Time for stillness and silence
- Prayer time (invitational).

It will usually include:

- A short passage or scripture or a story based on the passage or scripture
- Singing worship
- Music
- A variety of settings over a period of time
- A shared set of symbols, signs, words and actions with a community language.

It may include:

- a story
- poem or piece of literature
- a personal account
- music
- special seasonal prayers, written by children.

We provide opportunities for children to be involved in worship through:

- leading worship or preparing/ and or delivering a thought or prayer
- the 'acting out' of the stories told.

A physical focus will usually be used. This may be:

- the lighting of the school's Trinity candles.
- a cross

- a picture or a photograph
- a piece of sculpture
- a natural object
- a book.

### Organisation and Planning

Opportunities will be made to reflect upon the diversity of liturgical and other traditions, as well as reflecting the faith, belief and ethnic communities the school serves.

We aim to validate, embrace, and celebrate all protected characteristics.

Local Church partnerships are developed, and local faith leaders are encouraged to participate in collective worship at Compton.

Pupils are encouraged to plan and lead worship regularly within their year group and across the school.

Children will develop an understanding of the Anglican Eucharistic traditions at an age-appropriate level.

### The Anglican Tradition

Worship at Compton will draw on the traditions of Anglican prayer.

During the course of the Anglican year, we observe the cycle of Advent, Christmas, Lent, Easter and Pentecost. Acknowledgement of these Christian festivals will also be evident in Religious Education and sometimes in cross curricular work, helping to heighten the meaning for children and staff of these special times in the church calendar. We also hold a service of Thanksgiving at the end of the year. The Worship will invite the children to share and participate in the activity and at the core of these will be the Christian belief of God the creator, Jesus as the son of God and the Holy Spirit.

We will use the Bible, Christian symbols, hymns, praise songs and prayers, silence and the learning of traditional responses (e.g. We come together in the name of the Father, Son and Holy Spirit).

We also have special services at the church for Harvest, Christmas and a service of Thanksgiving at the end of the year and for the children who leave each year. This all contributes to the experience of worship in the school.

Prayer is an important aspect of our school worship and is planned into Collective Worship; other opportunities such as afternoon prayers and spontaneous reflective prayers are encouraged.

### **Developing staff expertise and knowledge**

Parents, pupils and adults are entitled to be led in worship by those who have a secure understanding of the nature of collective worship in a Church school context and by those who are professional in their approach to working with pupils and adults from all faiths and none.

Therefore, it is a priority at Compton to build up the expertise of staff, pupils, clergy and other adults in facilitating collective worship in Church schools.

To do this the school ensures the following:

- Worship leaders, including clergy, have access to regular training, primarily through local diocesan education teams.
- Pupil worship leaders are supported, encouraged and resourced to contribute meaningful acts of worship.
- Worship leaders, including clergy, have access to high quality and current resources.
- The governing body has robust systems in place to monitor the impact of worship effectively; this monitoring includes and involves pupil voice. There is a regular opportunity for receiving feedback and hearing the outcome of evaluation.
- Those from outside agencies and church groups are invited into the school to facilitate worship and should be trained and properly briefed about the school, its pupil context and the school's vision. They are 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, but the programme of worship is collectively planned.

## **The Planned Worship Programme**

Planned worship is usually linked to the school's five core values of Friendship, Perseverance, Creativity, Responsibility and Koinonia and are linked to the Understanding Christianity RE programme:

Autumn1 – Perseverance

Autumn2 – Responsibility

Spring 1 – Koinonia

Spring 2 – Creativity

Summer 1 – Friendship

Summer 2- Living our vision.

Stories from the Bible, linked to the values are planned and delivered by the Headteacher at the beginning of the week, and these are followed up by visiting clergy and in class worship later in the week providing children with the opportunity to revisit the story, reflect on the story for themselves and with their peers, and consider what difference this story may make to their thoughts and lives (Windows, Mirrors and Doors); this will be delivered through a variety of creative mediums such as drama, retelling the story and film.

As outlined previously the children will meet different forms of worship and will experience church services focusing on festivals following the Anglican calendar. The school also takes advantage of other visitors who visit the school weekly and lead Collective Worship, delivering stories from the Bible in an imaginative and dramatic style that encourages involvement of the children.

### **Worship through the Primary Years**

Worship usually takes place in the school hall and in classrooms, and we sometimes take the opportunity to use outside spaces as appropriate. Whoever leads worship acknowledges the wide difference in understanding and age of those taking part (age 4 – 11) at Compton. Class based worship provides greater opportunities to deliver at age-appropriate level.

This year our Worship week is as follows:

Monday – Headteacher

Tuesday – KS1 / KS2 Class

Wednesday – Rev Karl

Thursday – KS2 / KS1 class

Friday – Celebration or Singing praise.

Date:

Signed:

Chair of Governors

Signed:

Headteacher

## Collective Worship in Church of England Schools

# Inclusive Invitational Inspiring

## Guidance Document

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### Introduction

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. In practice this means that structure, planning, evaluation, participation, collaboration, and inspection of worship are all taken seriously by the school and by diocesan authorities.

This document has been produced to challenge, to guide and set expectations for Church school communities and diocesan authorities encouraging them to reflect on their practice and to ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

In Church of England schools, collective worship is seen as more than a daily 'awe and wonder' moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

*We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives... Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.<sup>1</sup>*

This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.

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<sup>1</sup> The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office 2016) page 10

### **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'*. 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 school.

### **Inclusive, Invitational, and Inspiring**

**Inclusive:** Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In the Church 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, many pupils 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. It is an expectation that care will be taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

Collective worship should not be 'done to' but will involve meaningful contributions from the whole school community, including pupils. It is recognised that pupils will bring their own experience to worship. Inclusion requires pupil involvement in planning, leading and the evaluation of worship. Although part of a national legislative framework, collective worship in the Church school grows out of the local context and out of pupils' experience, including their cultural backgrounds.

**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. The metaphor of 'warm fires and open doors'<sup>2</sup> captures this idea. The warmth of the fire derives from the clarity and authenticity of the Christian message at its heart. There is no value to an encounter with a watered down, lowest common denominator version of faith. Importantly the door is open, all are welcome to come in and sit as near or as far away from the fire as they feel comfortable. Pupils and adults should always only be invited to pray if they wish to do so and should be invited to pray in their own way. Prayer should always be accompanied by the option to reflect.

Music and liturgies<sup>3</sup> used in worship should reflect the best of traditional and modern Anglican worship, it 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.

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<sup>1</sup> *Education Reform Act 1988 section 7(1) and the corresponding section of the Education Act 1993*

<sup>2</sup> Speech by David Thomson, Bishop of Huntingdon 2014 quoted in *The Fruits of the Spirit: A Church of England Discussion Paper on Character Education* (The Church of England Education Office 2015) page 13

<sup>3</sup> Where there are joint schools the liturgies should reflect this status



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Care should be taken with the music and liturgy: the traditional and modern riches of Christian hymnody and music will be drawn upon, but schools should think about what is most appropriate, at a given time, for the spiritual life of their particular community.

**Inspiring:** Pupils and adults can expect the worship they encounter in a Church school to be inspirational. Worship should be formational and transformational: it 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. As a result of inspirational collective worship, they should be inspired to become courageous advocates of causes. It should encourage them to think searchingly about their faith, beliefs and/or philosophical convictions.

There will always be those who are uncomfortable to enter through this open door of worship in our schools and so the Church of England recognises the right of withdrawal from collective worship for those parents or pupils<sup>4</sup> who wish to exercise this option. This, and how to exercise this choice, should be explained fully in the school's collective worship policy and referenced on the school's website.

#### **Aims and objectives**

The aspiration to provide collective worship that is Inclusive, Invitational and Inspiring is underpinned by the following aims and objectives and will be monitored and quality assured through the Statutory Inspection of Anglican and Methodist Schools<sup>5</sup> (SIAMS)

Collective worship in a Church of England school will do the following:

- 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.
- 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.

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<sup>4</sup> Under Section 55 of the Education and Inspections Act, it remains the case that only pupils in sixth form education or over the age of compulsory school age (Section 55. 9) may withdraw themselves from collective worship.

<sup>5</sup> The Church of England Education Office, *Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule* (The National Society 2018)

## **Provision**

The rhythm of daily worship allows pupils and adults to step away from the target-driven culture of much of education, creating a space for an encounter with faith in God. It also provides the opportunity to reflect on larger questions of meaning and purpose. Pupils and adults can expect that the school's collective worship practices will provide a shared set of symbols, signs, words and actions which give the community a language upon which it can draw, in times of joy and grief. Such an experience is key to fostering a sense of fellowship and cohesion within the school community. Whether in times of crisis or celebration, this time set aside in the school day provides staff and pupils with the opportunity to gather and support one another as a community.

Throughout the year, Church school communities may meet to celebrate and mark certain seasons in the Church calendar, such as Lent and Advent. Other important events in the school year, such as the start and end of the academic year, may be marked by formal acts of collective worship. Pupils and adults will encounter the practice of regular prayer and worship as a normal part of the life of the school. These activities will help provide a rhythm and stillness as a pattern of community life.

Parents, pupils and adults can expect that worship in a Church school will follow a recognisable structure that will help focus worship on one idea. This helps to give organisation and clarity to the unfolding of that idea, as well as helping the leader to ensure that worship is age-appropriate and moves away from making it a performance art. This could take the form of a welcome or prayer followed by a consideration of a Bible passage or story that the group can then reflect on through discussion, prayer, silent reflection or music. It will be something that pupils and adults may want to share and discuss with others in school, in the community and at home.

### **Developing staff expertise and knowledge: Confidence through professionalism**

Parents, pupils and adults are entitled to be led in worship by those who have a secure understanding of the nature of collective worship in a Church school context and by those who are professional in their approach to working with pupils and adults from all faiths and none. Therefore, it should be a 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.

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- Pupil worship leaders 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 to 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.
- There should be a named member of staff responsible for collective worship with responsibility for ensuring that appropriate policy and practice are in place and publicly available.

## Collective Worship and Growing Faith<sup>6</sup>

Church schools owe their existence to the vision of Joshua Watson and the founding of the National Society, and their trust deeds to the foresight of past church communities. The local church community, through its foundation and ex officio governors, are inheritors and guardians of the school's historic trust deed. This involves honouring tradition while re-imagining how this might look today. Today this has found new expression in the 'Growing Faith adventure'.

'Growing Faith' promotes a partnership between the three local communities of church, school and household to provide space to talk of faith & spiritual matters or ask challenging questions within and between these three communities.

Three principles exemplify this approach:

- Connected Communities: looking for meaningful community connections in the intersection between church, school and household.
- Encounters with God: encountering faith and belief by engaging in conversations about God as individuals and together.
- Imaginative practices: searching for 'a new way of being church' and creating new thinking and new doing in relation to children, young people and households.

This has been described as developing 'faith talk' in the 'Faith in the Nexus' report<sup>7</sup>. Specifically, the Church school is a place for 'faith talk' where Encounters with God may happen. The 'Growing Faith adventure is not part of the SIAMS schedule but the local church should normally expect to be part of a church school partnership that encourages and supports the school in effectively developing the impact of and provision for worship. Families can also expect to be partners in collective worship: involved, informed and enabled to collaborate at home if they should wish.

*Version: 18.5.21*

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Read Andrea Johnson 17 Jan

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<sup>6</sup> <https://www.churchofengland.org/about/renewal-reform/growing-faith>

<sup>7</sup> National Institute for Christian Research in Education, Christchurch Canterbury, *Faith in the Nexus*, (November 2020) [Faith In The Nexus \(nicer.org.uk\)](http://nicer.org.uk)