

# Bitterne C of E Primary School



# Policy for Collective Worship

Headteacher

Last review- September 2022

Next review- September 2024

**Signed by Chairs of Governors**

Amanda Humby Bitterne CE Primary

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## **Introduction**

This policy is an agreed statement of the values and aims of collective worship at Bitterne CE Infant and Junior Church of England Schools.

***References to 'parish' refer to the Bitterne CE Church under the leadership of Reverend Tony Palmer***

*"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God, to devote the will to the purpose of God." William Temple, Archbishop of Canterbury 1942-44*

## **Purpose of the policy**

This policy has been written to:

- clarify the purpose of collective worship as an important element in the life of the school;
- ensure that the requirements of the Education Act of 1988 are met;
- inform parents, governors, the church and inspectors about Collective Worship within the school.

## **How the policy was developed**

The original policy was developed by the Headteacher and Collective Worship Leader in consultation with staff, clergy and governors.

## **Collective Worship and the law**

As a Church of England Voluntary Controlled school, we must fulfil two legal requirements for Collective Worship:

- A daily Act of Worship for all pupils
- Collective worship in Church schools must be in accordance with the school's trust deed

*Trust Deeds normally use the term "in accordance with the Established Church". In a Church of England school, worship will therefore always be Anglican.*

*Matthew 18:3*

*And he said: 'Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven.'*

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

A daily act of worship for all pupils

Every child in the school is entitled to an opportunity for daily act of worship.

*“The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.”*

*The School Standards and Framework Act 1998*

The School will endeavour to 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, whether in the hall, classroom or outside, 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 best available techniques to stimulate interest in the content

**Responding** Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways and in addition

**Sending** Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship

***See APPENDIX 1 for a fuller explanation of the central attributes of worship.***

## **Equal Access and Right to Withdraw**

All children and adults are included in Collective Worship regardless of age, gender, ability/disability, race or beliefs. The school ethos promotes inclusion for all within Collective Worship. However the 1996 Education Act states that parents retain the right to withdraw their child from Collective Worship. This was upheld in the 1998 Act. Teachers also have the right to withdraw from Collective Worship. Parents wishing to withdraw their children should contact the Headteacher. The Headteacher and governors are responsible for ensuring that any arrangements for withdrawal are carried out.

At Bitterne CE Primary we understand that withdrawing pupils from Collective Worship for whatever reason is a breach of the law. Where it is necessary to withdraw children in order to accommodate, for example, peripatetic music lessons, those pupils must also be provided with an opportunity to worship at some stage in the day

## Worship in our school should:

### As worship:

- Should at its simplest create a time and space where we can come closer to God and God can come closer to us
- Be distinctively Christian
- Use, celebrate and promote the clearly identified **core Christian Values** and worth of the school community, including pupil/ class led presentations
- Have **Integrity** as acts of Anglican worship whilst being **Invitational, Inclusive** and **inspirational**
- Be based on Biblical text or themes
- Enable members of the school community to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Reflect on human existence
- Use the seasons and festivals of the Christian/Church's year to celebrate special occasions in the Church's year and the life of the community
- Develop understanding of Anglican traditions and the practice of the local parish church

### For all people in Bitterne CE Primary School Community:

- Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community
- Celebrate the God given gifts and talents of individuals and the whole school community
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the school community
- Raise aspirations of individuals and the school community
- Be inclusive and an occasion where each individual's integrity is respected;
- Enable children and adults to explore and evaluate their own beliefs
- Offer opportunities to share worship with parents, governors and members of the local community
- Where appropriate make links to community cohesion / PSHE

### To comply:

- Reflect the trust deed\*
- Be clearly outlined in the school prospectus and documentation
- Reflect the aims of the school
- Involve learners and adults in planning, leading and evaluating collective worship
- Be monitored and evaluated for the impact it has on the school community by foundation governors
- Be appropriate to the ages, aptitudes and backgrounds of the pupils
- Be attended by all staff and support staff where possible
- Be led by a variety of adults from within school, Bitterne Parish LEP and other organizations.

### **\*Collective worship should be in accordance with the school's trust deed**

Parents are made aware that the school is a Church school and as such Collective Worship will be based upon the foundations and principles of the Church of England.

The governing body should be aware of their legal responsibilities and are clear of their statutory responsibility to uphold the Christian foundation of the school. This responsibility to uphold the Christian ethos and foundation of the school should also be made clear to staff and governors on their appointment.

### **Aims**

- To ensure that collective worship that is inclusive, invitational, and inspiring whether at school or at home+
- To promote the joy of worship as engaging, inspiring and transformative.
- To develop spirituality, morality, social and cultural values.
- To develop the **spiritual journey of each child** – self, others, beauty and beyond, God.
- Sometimes to provide a peaceful environment enabling stillness, worship, reflection and prayer.
- To help pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.
- Sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics etc.
- To give an opportunity to acquire a secure knowledge of the Christian faith as revealed in the Bible.
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop pupils' sense of self-worth and to provide opportunities to celebrate achievements.
- To develop a caring attitude to others and a sense of community and loyalty. **(Strand 4)**
- To include all aspects of '**British Values**' as laid out by 'The Department of Education'
- To develop **Wisdom, Knowledge and life skills (Strand 2)**
- To develop children's character through: '**Hope, Aspiration and Courageous Advocacy**'. (Strand 3)
- To foster '**Dignity and Respect**' for all people and celebrate difference and diversity **(Strand 5)**
- To provide teachers and clergy the opportunity to plan, lead and evaluate CW
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship.
- To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship weekly.
- To include regular collective worship training for teachers, clergy and children. Please refer to Collective Worship Training Record
- To sustain and further develop partnership with Holy Saviour Bitterne

## How we achieve our aims

We aim to promote collective acts of worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- The use of the **Bible as a source book for inspiration and learning**. The leader will make every effort to ensure that the story or passage chosen is appropriate for the age, aptitude, and background of the children.
- Candles as a visual focus for prayer and worship.
- Creating a **sense of occasion and reverence** following the 4 central attributes of worship.
- Drama and role play.
- A talk or a story.
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the school community at some time.
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; RE curriculum, festivals and celebrations, within Christian and other faith traditions, our Christian values and the SEAL– celebrating achievements, good work and behaviour.
- Through **Child Led Collective Worship in classrooms**, using resources created and published by Pauline Abbott, Collective Worship, Subject Manager.
- Through **Picture News** that covers everyday events at home and around the world on a weekly basis.
- Regular celebration of achievements through 'Achievement' and 'Rainbow Letter' celebrations.
- Using a **wide range of resources**, devotional aids, artefacts (from religious and secular sources), music, art, drama and external speakers to engage children's interest.
- Introductory **hymns/ songs to create a worshipful atmosphere**. This gives an opportunity to develop pupils' awareness of music, which may include music from other cultures or religious traditions. These are planned to link to the worship theme. The children sing as they leave the place of worship.
- Encourage children to participate and **experience different styles of worship**, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy.
- Providing **opportunities for pupils to reflect**, contemplate on their own thoughts, feelings and beliefs.
- Using the **centrality of prayer** – personal silent prayer and quiet reflection, personal shared prayers, collective prayers, writing prayers. This might include prayers that the pupils have written themselves as well as the Lord's Prayer ( sung)
- Providing a visual focus for prayer and reflection. For example a thought provoking slide or a special table with a cloth and a visual symbol.
- Observing the religious cycle of the Christian year for example, **Advent, Christmas, and Easter**.
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience.
- Involving pupils and **members of the wider community** to participate in collective worship and activities within the parish.
- Presenting and creating **displays that promote and enhance spiritual ideas, thoughts** and questions.
- Reflecting upon **Christian symbols** and their use in worship and the Liturgy colours for the different seasons of the church calendar.
- Sharing in a commitment to **dialogue with other faiths**, shown in the welcome given to all pupils and the celebration of shared values and beliefs. This might include mention of other key religious festivals such as Passover, Eid and Divali.

- Using **poetry, music, and art** to provoke a thoughtful response using video, television clips or slide presentations. It should be remembered that Christianity is a worldwide faith and this can be reflected in the material selected and used.
- The use of dance to allow pupils to explore their own feelings.
- Topical issues of importance to the school of a local, national or international nature that relate to Christian values and Newspaper articles that promote a thoughtful response. **'Picture News' Collective Worships** are planned, and linked to Christian values and **Christian Aid Global Neighbours**.
- Developing community links with the local, European and Global Christian Communities such as the **school in Namalemba**.

### **Contribution to the whole curriculum**

The act of collective worship is cross-curricular in content. It links with the aims of the school and relates especially to the social, moral, spiritual and cultural education of the children. Children bring to the pupil-led worship information and ideas arising from their work within a range of curriculum areas. In addition, opportunities for citizenship are developed by encouraging the participation of all children in child led individual or year group led class collective worships and the participation of the School Council members and Prefects in both whole school and whole class collective worship.

### **Global Neighbours Accreditation Christian Aid (working towards Bronze Level Autumn term 2022)**

A whole school approach that demonstrates global citizenship and courageous advocacy, which embodies an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.

### **Communication**

Through the regular newsletters, there is a focus on the key Christian values. Information about school worship is also provided to the parish church through regular partnership meetings.

### **Parental involvement**

Parents are encouraged to participate in collective acts of worship e.g. whole class- we don't do this anymore. Should we invite parents once a year to watch 'Child Led CW DISCUSS', church services and celebration worships.

## School specific organisation of Collective Worship

Collective Worship should be given a special period in the school day; a time when various groups within the school can meet together for prayer and reflection. Collective Worship can take place at any time and in any groupings

9.00-9.15am	Led by	KS1	KS2
Monday	AP	Odd week whole school see planning for location	
	LA	Even week whole school see planning for location	
Tuesday	ED PA CB EB BB RS JM CB RS OP PA	Key stage CW Picture News	Key stage CW Picture News
Wednesday	Barry, Reverend Tony	Odd week - Church	Even week - Church
	ED PA CB EB BB RS JM CB RS OP PA	Even week - KS	Odd week - KS
Thursday	Class Teacher	Reflective Collective Worship in classes	
	LA	Singing in KS2 Hall	
Friday	LA Child Led	Heart Smart x3 Child led CW once per Half term Other Achievement CW	Heart Smart x3 Child led CW once per Half term Other Achievement CW

Worship can take place in a variety of settings, for example - in the school hall, in a class, outside, in the local church or church hall.

The 1998 Education Act allows schools, on special occasions, to hold their daily Act of Worship elsewhere than in the school. Once a term the children take part in a Collective Worship based at Bitterne Parish Church. Special Services are held at the Church for Harvest, Christmas, Easter and Y6 Leavers' with parents invited.

The School promotes 'Messy Church and All-Age Worship at Bitterne Parish Church regularly through school newsletters.

*Collective worship is planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include School staff, pupils, Governors, representatives from the parish church, members of different faith communities and members of the local community.*



### **The centrality of prayer**

During the collective worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in a prayer, offered spontaneously by a pupil or adult, read out or recited. This prayer can be displayed and used in class and school reflective areas so that:

- Children understand the nature and purpose of prayer.
- Children understand the part prayer may play in their lives and the life of the school community.
- Prayer contributes to the spiritual development of individuals and the whole school community.

There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship.

Each Year group has a 'reflective area' to engage and promote individual pupils and adults, as well as designated special spaces around the school.

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

Mrs Pauline Abbott (Collective Worship Subject Leader) plans worship on a half termly basis, with input from pupils, teachers, members of the parish church and reflections / feedback from pupils, staff, governors and parents.

### **Long term planning**

This is clearly linked in to the ethos and aims of the school. The planning each half term focuses on a Christian value and runs on a 4 yearly cycle and take account of the Church's year as well as the school year.

### **Medium term planning**

This will include:

- the names of those responsible for leading
- a breakdown of the weekly themes
- a list of readings, books or stories to be used
- hymns/music
- visitors taking part, including local church members

### **Short term planning**

This will be the detailed planning produced by those responsible for those leading the worship.

**Resources** and artefacts are available from the Deputy Head's room

All children have access to prayer books and Bibles.

A board is displayed at the front of the hall, highlighting the Christian value as a focus for the half term.

The school's KS1 hall which is accessed from the reception area corridor, displays the current Christian value focus for the half term, as well as the school's distinctive ethos and Christian nature.

## **Evaluation of Collective Worship**

As well as the planning of worship, the evaluation and recording is an integral part of the process. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

Worship can be evaluated by those leading the worship, other staff, the pupils for whom the worship is intended or members of the governing body. Feedback from any of these groups will help to improve the quality of worship offered to the pupils. The Subject Leader will liaise with local clergy in agreeing regular evaluation of church led Collective Worship with feedback.

All who deliver Collective Worship will be observed on a regular basis (**See Appendix 2 observation form**). This process supports the school's self evaluation, is a specific responsibility of the foundation governors and is reported to the whole governing body.

## **Monitoring of Collective Worship**

The monitoring of the planning and provision of worship should be carried out on a regular basis. Our Foundation Governors have a key role in this process to ensure that the legal requirements are met and that the worship offered to the pupils is of the highest quality.

It is important that the following areas are monitored regularly:

- The centrality of worship in the life of the school;
- That there is a clear policy which is agreed by governors;
- That the agreed policy is being implemented;
- That all staff are aware of the legal requirements for Church schools;
- That worship takes place on a daily basis;
- The school's 'Trust Deed' is upheld;
- That staff appointed are prepared to support the Christian ethos of the school in terms of Collective Worship;
- The planning of worship reflects the 'Trust Deed';
- The themes are well balanced throughout the year;
- The regular provision of worship;
- Links with the local parish and community;
- That finances are available to develop the school worship;
- That resources are available to support the worship;

Reporting back to the governing body should be part of this process as it would be with any other curriculum area.

The **Head teacher** is responsible for:

- Ensuring that the act of Collective Worship is maintained as required under the terms of the Education Act of 1988.

The **Subject Leader** is responsible for:

- Maintaining a record of the Christian Values and content of acts of worship and updating this when necessary
- Maintaining a record of the three year cycle of Collective Worship and updating this when necessary
- Providing detailed planning and suitable resources on a half- termly basis for all acts of collective worship with the exception of the pupil-led worship.
- Liaising with Bitterne Parish Church and other visitors who will lead collective worship and informing these visitors of the policy and arrangements for collective worship in the school.
- Attending the termly local Church/ School Partnership meeting. This may involve sharing new initiatives, feedback of monitoring and evaluation activities and planning for Church and school services.

The **Governors** should ensure that the school provides the following documentation:

- A clear statement on Collective Worship in the school prospectus which makes clear the Christian foundation of the school and includes the parents' legal right to withdraw their children
- A clear and concise policy statement on Collective Worship which is reviewed regularly and implementation monitored.
- Detailed planning documents stating the themes to be covered each year or term
- Documents which show evidence of regular monitoring and evaluation of practice

This policy will be reviewed September 2024

## APPENDICES

### APPENDIX 1 – The central attributes of collective worship explained

#### Ideas for gathering

Based on the revised SIAMS inspection schedule for collective worship which references the “central attributes” of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we create a **Gathering** ceremony that changes the **space** used for worship (which is also used for lunch and PE) into a **sacred place** that enables children and adults to engage in this very special part of a church school day?

#### Safeguarding

Make sure that any activity is safe e.g. the use of candles in worship is common, always make sure there are clear and safe guidelines about the lighting, handling and extinguishing of candles.

#### Some gathering ideas:

- Teach a short prayerful song such as “As we are gathered Jesus is here”
- Light a candle with a prayer – “Dear God, show us who you are and how you want us to be”
- Light a candle with a prayer – “This is a special time of our school day when God can come closer to us and we can come closer to God”
- Light a candle with a prayer – “We light this candle to remind us that Jesus is the light of the world”
- Other greetings:
  - “Peace be with you”, “And also with you”
  - “The Lord be with you”, “And also with you”
  - “Peace”, “Peace”
  - Could be a confession using “Sorry, Thank You and Please”
  - Could be based on the school’s Distinctive Christian Values, e.g. “Dear God, help us to Love, Trust and Forgive every day and in every way”
- Use an inspirational or thought provoking image on screen as children arrive
- Use music, playing while the children arrive, that links to the theme
- Create a ceremony – a tee light in a special holder is lit in the classroom, the light is processed at the front of the class as they walk to the hall. As the school gathers all the lights are placed at the front of the hall. When the main candle is lit, the light comes from one of the class candles
- Instead of the children forming rows in their classes, the children arrive and create vertical rows from front to back. This mixes up the classes and creates a more family feel with older and younger children sitting next to each other
- Try to create as much of a circle as possible, in Godly Play it is described as the children’s sacred space. It brings the children closer and creates a more intimate feel to the assembly of people
- Get a child to process the school banner accompanied by two candle bearers to the front when all classes are assembled
- Start a Taize chant or other short repeating song in the classrooms and bring the song to the hall
- Ask the children, explain that Gathering is a key part of our school worship, what would make it special for them, see what ideas they come up with
- Vary the gathering each half term – perhaps the gathering can reflect the cycle of the church year

## Ideas for engaging

Based on the revised SIAMS inspection schedule for collective worship which references the “central attributes” of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we **Engage** the assembled children and adults so they can focus on the theme / content of our talk / presentation / worship?

## Safeguarding

Make sure that any activity is safe e.g. the use of candles in worship is common, always make sure there are clear and safe guidelines about the lighting, handling and extinguishing of candles.

## Some engaging ideas:

**Rule number 1** do not leave your amazing skills as a teacher at the hall door, unlike Church - school worship does not have a rigid liturgy; we can be incredibly creative in our presentational style

**Rule number 2** always know what you want the children and adults to take away, do not get distracted by a stunning presentational idea, find the right style to suit the message you want to convey

- Gathering provided you with the first opportunity to raise the curiosity of those assembled. The imagery the music, perhaps the fragrance you used (burning an incense joss stick) can be used to start the engagement
- Ask questions about the image / music / fragrance
- Find out what the children already know (we sometimes tell a Bible story that most of the children know quite well, rather than reading or telling it again get the children to help you retell the story, their own words can provide you with profound insights)
- Tell a story from your own childhood
- If you can play an instrument or have another skill use it – mine your talents
- If you can paint or draw – use these skills to tell the story
- Use volunteers
- Use simple props, using 4 strips of cardboard held together with paper fasteners you can retell the story of Jesus Healing The Paralysed Man [www.youtube.com/watch?v=DX5xUpXHUNE](http://www.youtube.com/watch?v=DX5xUpXHUNE)
- Use video clips, try <http://jesuswonder.org/> as a resource
- Talk to your vicar / lay ministers about Bible telling resources such as “Open The Book” a dramatic way of telling Bible stories that involves adults and children
- Use props – a closed box that you carefully place behind you, and while you start telling the story you keep looking at over your shoulder – but you don’t say anything about it, the children will be desperate to know “What’s in the box?”
- Create a sacred space, as much of a circle of children as you can make in the hall and sit on the floor at their level, talk in a low voice so everyone has to work hard to hear
- Use Christian meditation techniques see [www.wccm.org](http://www.wccm.org) for information
- Stand up to sing and use the hymn / song to increase blood flow and energise everyone

## Ideas for responding

Based on the revised SIAMS inspection schedule for collective worship which references the “central attributes” of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we allow the children and adults to **Respond** to the theme / content of our talk / presentation / worship?

## Safeguarding

Responding can include information from children that reveals sensitive personal information. Be ready to stop the child before they say too much. You must make sure the headteacher (or designated member of staff) is informed, takes note and you have confidence that there will be appropriate follow up.

## Some responding ideas:

- When you ask a question, responding can be:
  - think about this in your head
  - talk to the person beside you (talking partner) give the children 20 seconds and swap
  - gathering an answer from year R then year 1 then year 2 and so on
  - holding your answer in your head and see if you had the right idea as the story continues
  - expecting the unexpected and allowing for these obscure responses
- Responding can be quiet – is this your preferred style? What will work best for the subject / children?
- Responding can be noisy – is this your preferred style? Can you successfully restore calm?
- Responding can be allowing the children to tell the story for / with you
- If you are using a well known Biblical story, rather than telling it all yourself ask the children what comes next, this is both engaging and responding
- Can the response be an action rather than words? How can you show compassion to this person, show me in a mime?
- The response could be a spontaneous prayer said out loud to a partner or to everyone
- Singing an appropriate song could be the best response possible
- Responding might be private as we all listen to a piece of music or look at an image or at a candle flame
- A collective response might be asking what we can do as a school to make a difference in the context of the theme, gathering the ideas and offering them to the school leadership might be appropriate, do ask first if this would be acceptable
- Asking the children to show work that they have done in class the week before, you have to set this up in advance

## Ideas for sending or the conclusion

Based on the revised SIAMS inspection schedule for collective worship which references the “central attributes” of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. What message will you **Send** the children out with. How do we ensure the children leave the worship with a simple / single thought that could have an impact on the rest of their day or even their life?

## Safeguarding

Make sure anything you ask the children to do as a response, does not put them at risk.

## Some sending or concluding ideas:

Sending or the conclusion should be your starting point for every worship. Always ask yourself

- “What do I want the children / adults to take away?”
- “What impact do I want the content of the worship to have on the lives of the children and adults?”
- Remember that church schools are not church, remaining invitational and inclusive means that whilst we share the message of Christianity, school worship may not be a gathering of Christians. Sending them off to do God’s work or saying “Go in peace to love and serve the Lord” could be inappropriate and / or offensive.
- Some sending may be personal to the individual and some may be outward to others and involve a school wide response.

You could:

- ask children to share a smile with someone they know or like
- ask children to share a smile with someone they don’t know or don’t like
- use a final prayer to sow the seed you want – make sure the language you use can be understood by children of all ages present
- empower the children “Remember, although you might be small or very young compared to us adults, you can change the world by what you do today.”
- reference the way you gathered the children “Dear God, show us who you are and how you want us to be.” As you leave today, what have you learned about how God wants human beings to be. Does it affect you?
- ask them to think how they treat others while they work, play in school and how they behave in school
- ask them to be courageous in defending others in class against unkindness from others
- ask them to spot others being kind and be courageous enough to tell them
- ask them to organise a chart in class to catch all the times when kindnesses are spotted
- ask them to look out for a charity that might need support
- ask them to think of ways in which the school could help others in the local or world community
- ASK THE CHILDREN WHAT THEY THINK THE SENDING MESSAGE SHOULD BE TODAY

# APPENDIX 2 - Collective worship observation form

School: \_\_\_\_\_

Leader: \_\_\_\_\_

Observer: \_\_\_\_\_

Worship Theme: \_\_\_\_\_

Time Allocation: \_\_\_\_\_ minutes

*Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.*

CRITERIA	ASPECT	COMMENT
<p><b>Central Attribute 1</b></p> <p><b>Gathering</b></p>	<p>Is there a real sense of a marking the start of a very special time in the school day?</p> <p>Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.</p>	
<p><b>Central attribute 2</b></p> <p><b>Engaging</b></p>	<p>Does the worship leader capture the attention of the children and staff so they become actively engaged in the content?</p> <p>Excellent - well expressed, stimulating or poor communicator</p> <p>Convincing, enthusiastic, warm or lack of rapport.</p>	
<p><b>Central attribute 3</b></p> <p><b>Responding</b></p>	<p>Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?</p>	
<p><b>Central attribute 4</b></p> <p><b>Sending</b></p>	<p>Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way?</p> <p>Clear summary, learners given opportunity to reflect or unclear what the message was.</p>	
<b>In addition</b>		
<p><b>Content</b></p>	<p>Clear Christian / Biblical content and teaching.</p> <p>Woolly, lack of structure, largely secular.</p>	
<p><b>Summary</b></p>		



## Observation form pointers for consideration - NB not a check list.

*Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.*

Gathering	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	whether greetings exchanged and introduction made
	Atmosphere	extent to which act of worship is portrayed as special and important
Engaging	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which message is clear and compelling or words lack power and appear as paying lip service
Responding	Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
	Singing	whether there was appropriate hymn / song, quality, enthusiasm of participation
	Reflection	learners given time to pause and reflect
	Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sending	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an act of worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

