



Walkwood

Church of England  Middle School

Collective Worship Policy

Governing Body Committee responsible:	Ethos, Inclusion and Care		
Approval granted:	16 November 2020	Review date:	Autumn Term 2023

“Understanding your word brings light to the minds of ordinary people.”

Mark 11:17

“My house should be called a place of worship for all nations.”

Psalms 119:130

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Valuing All God’s Children, Church of England, 2014

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



A. W. Tozer -

"Without worship, we go about miserable."

Michael Catt -

"If we are going to worship in Spirit, we must develop a spirit of worship."

Pope Benedict XVI –

"Christian worship is worship in harmony with the eternal Word and with our reason."

Edward Hays -

"Our worship and devotion will have to stoke the kind of fire in our souls that can truly change our hearts."

William Temple -

"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 and to devote the will to the purpose of God."

The aim of the collective worship policy is to provide the opportunity for pupils to:

- worship God;
- reflect on values that are of a broadly Christian nature and on their own beliefs;
- develop a community spirit, and a common ethos that embraces and celebrates difference;
- reflect upon how the Fruits of Faith (school values) underpin relationships at all levels in the school and the local, national and international community;
- consider spiritual and moral issues;
- respond to the worship offered.

Implementation

Collective worship will:

- be acceptable to the whole community, staff and pupils;
- include a variety of elements at different times;
- involve the pupils.

Morning Worship takes place at the start of the school day, as it is a time when various groups within the school can meet together for prayer and reflection.

There is general agreement that worship should be an educational activity offering opportunities for spiritual, moral, social and cultural development. It helps 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.

As with any effective lesson, the teacher should employ a variety of teaching styles that engage and challenge.



Collective worship may therefore include some of the following ingredients:

- The use of the Bible as a source book for inspiration and learning.
- Observing the religious cycle of the Christian year.
- Observing Saints days, or lives of Saints, and other key Holy Days.
- Using traditional Christian prayers, responses and greetings, and an opportunity for prayer and/or for quiet reflection.
- A talk or a story.
- Introductory music to create a worshipful atmosphere, using music from a variety of Christian traditions.
- The singing of hymns and or appropriate songs.
- The use of projected imagery and multi-media.
- Using poetry, music, and art to provoke a thoughtful response using video, television clips or slide presentations.
- Drama and role play.
- There will be Eucharistic celebrations both at The Bridge Church and within school.
- Other services at The Bridge Church include the Y5 Welcome service, Y8 Leavers' Service, Harvest for Year 6, and the College services at Christmas and Easter.

The Planning of Collective Worship

The school is to have a two-yearly cycle of themes (Appendix 2) that will reflect the key aspects of the Christian year, as well as Saints Days and other Christian themes.

The long term planning should also include the groupings for worship – tutor groups, Colleges, half-school, whole school.

The rota for each year is published, although the need for flexibility as the terms unfold, and to accommodate unforeseen events, should be accepted and catered for.

Methodology

- ✓ The Fruits of Faith (Appendix 1) change on a half-termly basis and run on a two year cycle, which is why there are two words for each letter. The exception is the summer term, which will just have one value ('Honesty' in year 1 and 'Honour' in year 2).
- ✓ In addition to this, there will be a 'theme of the week'. These are also related to the half-termly values. All assemblies (apart from a few special exceptions) that take place in that week must be on that theme.

Evaluation of Collective Worship

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.

Pupils complete 'Reflection Forms' after half-school or whole-school worship (Appendix 3). Senior staff may use a form to consider the delivery of acts of worship (Appendix 4). College Leaders are able to monitor collective worship that takes place in tutor groups.



The feedback forms and accompanying conversations allow personalised training for worship leaders. College Leaders' feedback within the Monitoring, Evaluation and Review process is offered as part of continuing professional development.



Appendix 1

Fruits of Faith

“I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name.”

John 15: 16

f	friendliness	We treat others as we would want to be treated.	Romans 12: 15-17	¹⁵ When others are happy, be happy with them, and when they are sad, be sad. ¹⁶ Be friendly with everyone. Don't be proud and feel that you are smarter than others. Make friends with ordinary people. ¹⁷ Don't mistreat someone who has mistreated you. But try to earn the respect of others.	CEV
	forgiveness	We accept an apology from someone, and offer one freely.	Proverbs 17: 9	Love forgets mistakes; nagging about them parts the best of friends.	TLB
a	aspiration	We look to be our very best and make the most of life.	Proverbs 23: 19	Oh listen, dear child—become wise; point your life in the right direction.	MSG
	achievement	We always try our best, so we can make the most of opportunities.	Ecclesiastes 5: 18	At last I have seen what is good and beautiful: It is to eat and drink and to enjoy the good in all our hard work under the sun during the brief lives God gives us. That is our lot in life.	GWB
i	inquisitiveness	We think freely and in new ways, and explore new ideas.	Proverbs 18: 5	Wise men and women are always learning, always listening for fresh insights.	TLB
	inclusiveness	We include other people, loving them even if we find liking them hard.	Matthew 5:45	He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.	NIV
t	tolerance	We accept the ideas and beliefs of others, even if they are not our own.	Ephesians 4:2	Be always humble, gentle, and patient. Show your love by being tolerant with one another.	GNB
	thankfulness	We give thanks for each other, and for what we learn together.	Psalms 118: 28	You are my God, and I will give thanks to you.	NRSV
h	honesty	We tell the truth clearly and we are true to ourselves.	Sirach 27: 8-9	⁸ If you try to be honest, you can be, and it will improve your character as handsome clothing improves your appearance. ⁹ Birds come to roost with those of their own kind, and the habit of honesty comes to those who try to be honest.	GNB
	honour	We show respect to others and know that all people are God's creation.	Romans 12: 10	Be devoted to one another with mutual love, showing eagerness in honouring one another.	NET
John 17: 22			I have honoured my followers in the same way that you honoured me, in order that they may be one with each other, just as we are one.	CEV	

Appendix 2

The two-year cycle

Autumn Term:

Year 1			Year 2		
1 st half term: Friendliness			1 st half term: Forgiveness		
2 nd half term: Aspiration			2 nd half term: Achievement		
Month	Week	Assembly Theme	Month	Week	Assembly Theme
September Friendship	1	New beginnings	September Forgiveness	1	New beginnings
	2	Trust		2	Loving your enemies
	3	Friends of Jesus		3	The love of God
	4	Helping others		4	Reconciliation
October Happiness	5	World smile day	October Peace	5	Peaceful places
	6	What brings happiness?		6	Calming the storm
	7	The Beatitudes		7	Making peace
November Hope	8	The Lord's Prayer	November Determination	8	Never giving up
	9	Remembrance (WW1)		9	Remembrance (WW2)
	10	Harvest		10	Harvest
	11	The future		11	Anti - bullying
	12	Jesus – hope for the world		12	St. Andrew
December Perseverance	13	Temptation	December Patience	13	Advent - waiting
	14	Global Christmas		14	The star
	15	Celebration assembly		15	Celebration assembly



Spring Term:

Year 1			Year 2		
1 st half term: Inquisitiveness			1 st half term: Inclusiveness		
2 nd half term: Tolerance			2 nd half term: Thankfulness		
Month	Week	Assembly Theme	Month	Week	Assembly Theme
January Creativity	16	New year's resolutions	January Generosity	16	Epiphany – giving gifts
	17	God's creatures		17	Charities
	18	Talents		18	Giving your time
	19	Art		19	Philanthropy
February Wisdom	20	St Augustine	February Love	20	St Valentine
	21	Parables		21	The Trinity
March Tolerance	22	Prejudice	March Thankfulness	22	St David
	23	Free speech		23	Being thankful
	24	St Patrick		24	Poverty
	25	Holy week - salvation		25	Mother's Day
April Compassion	26	Mother Teresa	April Service	26	Holy week – death and resurrection
	27	Celebration assembly		27	Celebration assembly



Summer Term:

Year 1 Whole term: Honesty			Year 2 Whole term: Honour		
Month	Week	Assembly Theme	Month	Week	Assembly Theme
	28	The Health Service		28	St George
May Truthfulness	29	Honesty	May Humility	29	Putting others first
	30	Doubt		30	The incarnation
	31	Pentecost		31	Sacrifice
	32	The Psalms		32	The greatness of God
	33	Morals		33	Learning to be humble – (Joseph and his brothers)
June Justice	34	The Ten Commandments	June Courage	34	Holy Spirit
	35	Fairtrade		35	Doing the right thing
	36	Father's Day		36	King David
	37	Human rights		37	The emergency services
July Responsibility	38	Discipleship	July Respect	38	The elderly
	39	The environment		39	St Francis of Assisi
	40	Celebration assembly		40	Celebration assembly



Appendix 3

Pupil reflection sheets

Pupil:		
Theme:		
Date:	Tutor Group:	
The message I got was:		
How my life could be different:		
Dear God,		
Amen.		



Appendix 4

Staff monitoring sheets

Date	Leader	Type	College	Half School	Whole School
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Readiness to begin the act of collective worship

Do children enter in an orderly fashion? Are expectations of behaviour very high?	
Is there a focal point for worship?	
Is there an effective use of music or other on entering and leaving?	
Does the act of collective worship start on time?	
Does the atmosphere of the room aid or hinder the act of collective worship?	

During the act of collective worship

Is there a thought provoking theme which is introduced well and challenges the children's thinking?	
What are the main teaching points?	
Are all children engaged in the worship throughout?	
Is an atmosphere conducive to worship and reflection maintained throughout?	
Are visitors an integral part of the worship and do they maintain high standards and expectations?	
Is there opportunity for reflection, prayer, silence etc?	
Does the worship content provide any opportunity for children's spiritual, social, moral and cultural development?	
Do children plan, organise and deliver the worship in any way?	
Do staff members take / attend worship? Do they model appropriate behaviour?	
Are children from different faith backgrounds catered for within the content of act of collective worship?	
Are any children withdrawn from worship and how are they catered for?	
Are there any literacy/numeracy considerations, or reference to specific curriculum areas?	
In what way is music used within the worship?	

Ending the act of collective worship

Is the act of collective worship ended in an appropriate manner and do children leave the room in an orderly fashion?	
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Overall Worship Experience	Outstanding		Good		Satisfactory		Inadequate	
Even better if								

Observer:	
Shared with Worship Leader?	Yes / No
Shared with Assembly Co-ordinator?	Yes / No
Shared with SLT?	Yes / No



Appendix 5

Pupil monitoring sheets

Date		Leader		Observer					
Hall		Movement Area		College		Half School		Whole School	

Before the Act of Worship

1. Do the pupils enter in an orderly fashion?



2. Is there effective use of music as the pupils enter?



3. Does the collective worship start on time (by 9:05)?



During the Act of Worship

4. Is the theme for the assembly introduced to the pupils?



5. Are the pupils given opportunities to participate in the act of worship?



6. Is the collective worship presented in a variety of ways (e.g movie clips, drama, speakers?)



7. Are the pupils engaged in the collective worship?



Ending the Act of Worship

8. Did the collective worship allow for the pupils to reflect through prayer or a period of quiet?



9. Do the pupils leave in a calm and orderly fashion?



10. Is there effective use of music as the pupils leave?

