



Policy Name: **Collective Worship Policy**

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Responsibility for dissemination to new staff: Headteacher

Signed Headteacher *Date of Signature:*

Signed on behalf of Chair of Governors *Date of Signature*.....

We are walking in the Footsteps of Jesus with Love Trust and Forgiveness
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Vision Statement

"Walking in the footsteps of Jesus with Love, Trust and Forgiveness"

Children Flourish

Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.

"Life in all its fullness" John 10:10

Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, "walking in the footsteps of Jesus with love, trust and forgiveness."

Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Purpose of Policy

This policy is an agreed statement of the values and aims of collective worship at Romsey Abbey Church of England School.

“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

Church of England Collective Worship Guidance states:

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.

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.

At Romsey Abbey Church of England School collective worship will...

- Be the unique heartbeat of the school
- Part of a wider opportunity for pupils and adults to encounter faith
- Give the children rich experience and understanding of Christianity
- Offer pupils an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives
- Be truly welcoming, inclusive and exemplifying the principles of Christian hospitality
- Meet the needs of all, wherever they may be on their journey
- be distinctively Christian with deep roots in biblical texts, stories and themes
- promote the core Christian values of the school: “Walking in the footsteps of Jesus with love, trust and forgiveness”
- be an inspirational, integral and joyful part of School life which contributes to the overall spiritual, moral, social and cultural development of the school community
- create time and space for prayer, stillness and reflection
- communicate, to children and adults, their infinite value to God
- celebrate and develop links with the parish church of Romsey Abbey and, thereby, develop a lively understanding of Anglican traditions and practices
- reflect the calendar of the Church year by ‘marking time’ e.g. through Harvest, Remembrance, Christmas and Easter Services
- draw on the Church of England’s Understanding Christianity Project to enrich children’s understanding of Jesus Christ, and of God as Father, Son and Holy Spirit
- encourage service of others and compassion, in and for, a needy world.
- consider the beliefs and values of different world faiths, especially those represented within the school community
- recognise that the School includes children from different religious and non-religious backgrounds
- brings children together, enabling them to experience the security of belonging to a community with an inclusive identity

- develops children’s understanding of British Values and enriches pupils’ cultural capital
- build on the school’s Habits of Mind, making strong links between these habits and biblical texts, stories and themes
- involve learners and adults in planning, leading and evaluation
- be monitored and evaluated for impact on the School community by the Foundation Governors.

Aims and Content

to promote the joy of worship as engaging, inspiring and transformative

- to develop spirituality, morality, social and cultural values
- to draw upon the whole spectrum of emotion: from quiet reflective to loud and joyous, and will seek to integrate other subject areas (e.g. music, dance, English)
- 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 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
- 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 invite leaders of different denominations from Churches Together in Romsey

The content of our daily Acts of Worship will contain:

- everyone, pupils and staff
- prayers led by children, staff and visiting ministers or clergy
- Bible teaching through the sharing of verses, passages or stories
- singing of worship songs, choruses or hymns
- use of gathering music, songs or choruses
- different forms of Christian Liturgy including the Lord’s Prayer
- lighting a candle as a means of focusing and signalling the time and place of worship

Delivery

There will be a daily act of collective worship.

<p>Mango’s Mindful Mondays: Headteacher led – focus theme School Prayer Gabo’s Clues Liturgy: The Peace Song and Prayer</p>
<p>Friends Tuesday – Clergy/visitor Led – building on the theme School prayer Gabo’s Clues Liturgy: The Grace Prayer Song and Prayer</p>
<p>Singing Worship Wednesdays – Worship through song School prayer Liturgy: The Lord’s Prayer</p>
<p>TNT (Think and Talk) Thursdays: Headteacher/teacher Led – Focus theme School Prayer Gabo’s Clues</p>

Think and Talk Liturgy: Prayer and Reflection (with music)
Friday Celebration Worship: Teacher led School Prayer Golden Book / Attendance and Punctuality Reading Certificates / Other achievements and awards Birthdays Prayer and Song Liturgy: Choose from Grace, Peace or Lord’s Prayer

The School may vary the organisation Whole School and Class Collective Worship each year or term. Collective worship will be planned systematically, to provide 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 and members of the local community. Feedback and evaluation by governors, children and staff will inform future planning and organization. Parents are invited to our services at Romsey Abbey which are led by the children.

Services in Romsey Abbey

- Agreed with the Vicar at the beginning of each school year
- Linked closely to Christian festivals and events
- Children will take a lead on the planning, leading, readings, prayer, music and drama as applicable
- Typically include: Harvest and Christmas Services (Autumn), Holocaust Memorial (KS2 only) and Easter (Spring), Leavers Service (Summer)

Monitoring of Collective Worship

- Evidence of work undertaken is provided through the planning process for Collective Worship and the response of children to Acts of Collective Worship. The job of monitoring delivery of Collective Worship rests with the Headteacher, local clergy and through consultation with the diocese
- The School Council are routinely involved with the evaluation of collective worship and their feedback helps steer improvement and planning
- Parents are kept informed with the focus of Collective Worship within weekly updates from the headteacher
- Weekly worship timetable reviewed half termly with staff

Implementation

- All staff and Abbey Clergy taking Collective Worship share a responsibility for following this policy

Health and Safety

Collective Worship must be in accordance with the School’s Health and Safety Policy.

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:

- Creating a sense of occasion and reverence following the 4 central attributes of worship.
- 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 Habits of Mind – celebrating achievements, good work and behaviour.
- Using a wide range of resources, devotional aids, artefacts, music, art, drama and external speakers to engage children's interest.
- 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, personal shared prayers, collective prayers, writing prayers.
- 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.

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'.

APPENDIX 1 – Evaluation schedule for Schools and Inspectors: SIAMS (Section 48 church school inspection)

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

APPENDIX 2 - The central attributes of collective worship

During collective worship, whether in the hall, classroom or outside, we will utilise 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.

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:

- Lighting of our candle
- Our School Prayer “Dear God, Thank you for our School Family. Help us to love each other, walk in trust and forgive like Jesus. Amen”
- Curiosity Clues: Images on the screen or special items including ‘What’s in the Box?’
- Makaton Greetings
- Use music, playing while the children arrive, that links to the theme
- 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
-

Some engaging ideas:

Rule number 1 do not leave your amazing skills as a teacher at the hall door. 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 quiet 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
- Use video clips, including Saddleback Kids Videos
- 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
- Stand up to sing and use the hymn / song to increase blood flow and energise everyone

Ideas for responding

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

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 3 – Example 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>Central Attribute 1</p> <p>Gathering</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>Central attribute 2</p> <p>Engaging</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>Central attribute 3</p> <p>Responding</p>	<p>Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?</p>	
<p>Central attribute 4</p> <p>Sending</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>	
In addition		
<p>Content</p>	<p>Clear Christian / Biblical content and teaching or Woolly, lack of structure, largely secular.</p>	
<p>Summary</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
Sendi	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?

Example of Governor Monitoring Visit:



RECORD OF GOVERNOR VISITS TO SCHOOL

Name: Revd Thomas Wharton	Area (responsibility): RE & Christian Ethos	Date: 13.02.19
Were you asked to sign in and did you Collect your badge? Yes		Was the site secure? Yes
Staff visited: Mr M Harris		
Purpose for visit: (to be agreed with HT prior to visit and with reference to the governors' annual programme for visiting) To effectively monitor the impact of the Christian distinctiveness of the school		
Brief Notes: The visit was part of the Governor Action Plan 2018-2019 point 11		
Distinct Christian Ethos <i>Please give brief details of evidence seen during visit.</i> The visit included an observation of collective worship led by a member of staff, a look at various displays around the school and a meeting with Mr Harris to ask further questions.		
Behaviour <i>Please give brief details of evidence seen during visit</i> Children knew what was expected of them when coming into the hall, they listened, were attentive and responded to the music and instructions from teachers. There was a calm and orderly atmosphere, not always easy directly after lunch.		
Observations (including positive comments – suggested 3): I asked a year 5 pupil if she knew what the three Christian values of the school were. She was able to say love, trust and forgiveness. Collective worship was well led and structured. Children were encouraged to think about resilience, determination and the ability to bounce back when things go wrong. Paralympic swimmer Ellie Simmons was a role model and children were encouraged to reflect how they can develop resilience. The visible Christian elements included an opening song, lighting candle and school		

Prayer and the Lord's prayer at the end. No link to a bible story on this occasion.

Evidence of a distinctive Christian Ethos include:

- each classroom having an area set aside as a spiritual focal point;
- a prayer is said before lunch, at the beginning and end of Collective worship;
- a table, bible, candle, cross as a Christian focal point in the hall;
- the three values of the school written above the entrance to the hall.

Distinctive Christian ethos is also promoted through careful and effective planning of Collective worship. This is structured around 7 healthy habits of mind: curiosity; resilience; empathy and reflection; self management; collaboration; creativity. In addition to this, the three Christian values of love, trust and forgiveness are also used as a framework for collective worship.

The school is using Understanding Christianity as a resource for the RE curriculum.

**Evaluation of Visit – Has the question been answered by this visit (a sentence of reflection)?
Recommendation of Further Governor Monitoring Requirements (if required)**

There is good evidence of a distinctive Christian ethos in the school but opportunities to develop further

Interaction with parents at start and end of day (if appropriate):

NA

Actions for Governors:

None apart from continuing further monitoring

Questions to Headteacher (to be answered verbally at Committee meetings or FGB)

In conversation with Mr Harris we discussed possible ideas to be discussed with the Headteacher which could further develop the visible Christian ethos of the school.

- Possibly writing a new school prayer that could include the three school values
- Putting on a Christmas event in the flats to reach out to that local community
- Exploring intergenerational ideas between the Abbey and school
- Possibly visiting other church schools to see how they have approached embedding a Christian ethos
- Sharing best practice for the structuring and leading of collective worship
- Developing the link with the Church School in Manchester

**Signed
Governor:**



Headteacher: M. Harris

APPENDIX 4 - A practical guide to evaluating collective worship

Self evaluation by pupils and staff

Pupil and staff engagement with the process of evaluating and developing collective worship is vitally important to us as a school. It shapes the planning and content of Collective Worship and ensures Collective Worship meets the needs of all and makes the impact we strive for.

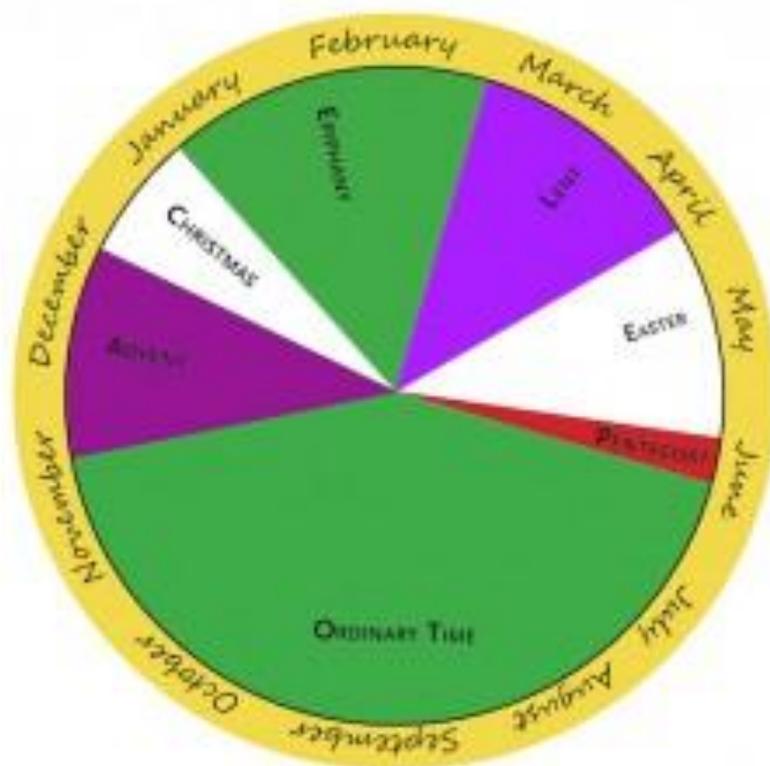
The children soon realise that the school is interested in their views on worship and that worship and their views matter.

- The school is giving voice to the pupils. It is also providing them with a vocabulary and language to discuss worship
- Over time the school will be more informed about what works – has impact and influence
- The pupils and staff will better understand what the purpose of worship is and what it can become
- The pupils and staff will be more confident to prepare and lead worship for a class or school
- Worship will develop in the school through pupil voice and be a demonstrable aspect of the school that is both Christian and distinctive

The 4 simple questions to ask pupils

1. Tell me one thing you liked about the collective worship you have just been in?
a. This is a personal idea just about your feelings or thoughts.
2. Tell me one thing that would have made it better for you?
a. This is a personal idea just about your feelings or thoughts.
3. Tell me what it was about?
a. This is about factual recall.
4. (How you phrase this depends on the age of the pupils)
So what was the point?
What do you take away?
What do we learn about how we live our lives?

Liturgical Colours and seasons of the Christian year



Season	Liturgical Colour	Description
Advent	Purple	The period covering the four Sundays before the 25th December: Period of preparation for Christmas.
Christmas-tide	White or Gold	25 th December to 2 nd February
Gap Between	Green	Gap of Green until Tuesday before Ash Wednesday
Lent	Purple	The 40 days of preparation for Easter
Maundy Thursday	White or Gold	The Last Supper
Good Friday	Red	The Crucifixion
Easter-tide	White or Gold	Easter Day until Pentecost
Pentecost	Red	50 Days after Easter (lasts a week)
The Rest of the Year	Green	From Pentecost to Advent

Meaning of the colours	Purple	Penitence, preparation
	White or Gold	Joy, purity, innocence, Saints who are not martyrs
	Red	Fire & Blood, therefore Holy Spirit and Martyrdom
	Green	Everything else

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 class 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

Mark Harris plans worship on a termly basis, with input from pupils, teachers, members of the parish church and reflections / feedback from pupils, staff, governors and parents.

All classes have access to prayer books and Bibles, as well as the class set of Bibles being available

Communication

The weekly school newsletter contains the weekly theme and prayer so parents are always informed about the worship taking place in school.

Some parents will value this personally and may discuss and reflect on the worship at home with their child.

Information about school worship is also provided to the local parish church so parishioners can be informed about the worship in school.

Legal status of collective worship

All maintained schools in England must provide a daily act of collective worship.

In a Church of England School, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

Right to withdraw

Parents have the right to withdraw their child from the daily act of collective worship and sixth-formers can decide for themselves whether or not to attend, without giving a reason for doing so. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship.

Collective worship guidance is contained in Circular 1/94.

The school will respect parental requests and will try to discuss the request to see if an accommodation can be reached and to ensure worship remains inclusive and invitational and open to all members of the school community.

Responsibilities

The normal 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 normal 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.

[Mrs Michelle Close](#) is responsible for co-ordinating the programme of induction and training for staff.

The person responsible for collective worship is [Mr Mark Harris](#)

Monitoring and evaluation

Monitoring and evaluation of collective acts of worship, is undertaken by pupils, staff, and governors on a half termly.

Collective Worship will be observed on a termly basis. This process supports the school's self-evaluation, is a specific responsibility of the foundation governors and is reported to the whole governing body.

Pupils are also involved in evaluating collective worship through feedback, questionnaires and pupil conferences.

All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

Review

This policy should be reviewed annually, or earlier if changes are made to the SIAMS Evaluation Schedule.

Links to other key documents

Church of England Collective Worship Guidance 2021:

<https://www.churchofengland.org/sites/default/files/2021-05/collective-worship-guidance-18052021.pdf>

SIAMS Inspection Framework September 2023:

<https://www.churchofengland.org/sites/default/files/2022-11/siams-framework-september-2023.pdf>

Our School Christian Vision and Values Booklet:

https://www.romseyabbeyschool.co.uk/files/ugd/a3cdd0_08541ea1ff8841e3b377cf9c34bf849d.pdf

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