



Policy Name: **Collective Worship Policy**

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Further details and additional copies from: School Reception/Administration Office

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

Romsey Abbey CE Primary School will be a distinctive community 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.

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

At Romsey Abbey Church of England School collective worship will:

- 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 in 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
- allow children to make an age-appropriate response to the narrative of God’s love in Jesus Christ
- 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.

The Collective Worship Policy will be outlined in the School prospectus and documentation

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
- always include prayer from the children and visiting minister or clergy
- singing of worship songs, choruses or hymns
- use of gathering music, songs or choruses
- lighting a candle as a means of focusing and signalling the time and place of worship
- music, dance or drama
- the Lord’s Prayer

Delivery

There will be a daily act of collective worship.

Monday (Whole School)	Headteacher led worship on weekly theme
Tuesday (Whole School)	Teacher led worship on weekly theme
Wednesday (Classes)	Class worship building on weekly theme targeted at age group
Thursday (Whole School)	Worship led by Romsey Abbey Clergy Team
Friday (Whole School)	Celebration Worship and Golden Book

The School may vary the organisation Whole School / Class / Key Stage 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, members of different faith communities and members of the local community. Parents are invited to class led worship and special festivals.

Services in Romsey Abbey

- Agreed with the Vicar at the beginning of each school year
- Linked closely to Christian festivals and events
- Children will be involved with planning, readings, prayer, music and drama as applicable

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 or other resource programme – celebrating achievements, good work and behaviour.
- 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.
- 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.

Central attributes of an act of worship

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.

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

Strand 6: The impact of collective worship

In a Church school collective worship should be inclusive, invitational and inspiring.

 In considering the impact of collective worship in a Methodist school, particular attention should be paid to MA1 and MA7 of the Methodist character appendix.

In this strand the following must be explored:

● **The ways in which collective worship is an expression of the school's Christian vision.**

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) 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 in the trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Strand 6: Grade Descriptors

In a Good Church school which enables pupils and adults to flourish...

Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All those who wish to do so will have regular opportunities to pray and reflect. Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful. As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

Statutory obligations are met in context.

Worship is creative and pupils talk about how it often inspires them to action. It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist. Most staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes. Worship ensures pupils develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.

Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world. Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.

An effective shared approach to planning allows appropriate opportunities for pupils to gather, engage and respond. The planning, monitoring and evaluation of collective worship involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.

The local church community is regularly involved in collective worship, providing practical support and encouragement.

<p>Excellent <i>These descriptors should be seen and used as a guide. They are not exhaustive of exemplary practice.</i></p>	<p>Requires Improvement</p>
<p>It is better than Good.</p> <p>For example:</p> <ul style="list-style-type: none"> ● The school community recognises and values worship as the heartbeat of the school. Pupils and adults talk with enthusiasm about worship and explain how it influences their lives, both in and out of school. ● School leaders work proactively with the local church community or diocese who provide innovative and appropriate support for collective worship. Pupils take a considerable lead in the development of worship within the school. Staff are well supported to lead engaging tutor group and classroom worship. ● Pupils articulate an informed and evaluative understanding of the value and use of prayer and reflection. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive. ● Pupils are enabled to engage with the Eucharist in creative and innovative ways, and this ensures a range of age and context appropriate opportunities for pupils to explore the Eucharist in ways that respect the integrity of the pupils. 	<p>It is not yet Good.</p>

APPENDIX 2 - The central attributes of collective worship

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

From the SIAMS Schedule for collective worship 2013

The central attributes of collective worship and the extent to which they:

- a) develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and cultural development of participants
- b) provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching
- c) provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate

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 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 Paralyse Man 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 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 3 - 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.</p> <p>Woolly, lack of structure, largely secular.</p>	

Summary	
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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:



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 order, 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		

<p>Prayer and the Lord’s prayer at the end. No link to a bible story on this occasion.</p> <p>Evidence of a distinctive Christian Ethos include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>The school is using Understanding Christianity as a resource for the RE curriculum.</p>
<p>Evaluation of Visit – Has the question been answered by this visit (a sentence of reflection)?</p> <p>Recommendation of Further Governor Monitoring Requirements (if required)</p> <p>There is good evidence of a distinctive Christian ethos in the school but opportunities to develop further.</p>
<p>Interaction with parents at start and end of day (if appropriate):</p> <p>NA</p>
<p>Actions for Governors:</p> <p>None apart from continuing further monitoring</p>
<p>Questions to Headteacher (to be answered verbally at Committee meetings or FGB)</p> <p>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.</p> <ul style="list-style-type: none"> • 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
<p>Short Summary for School Newsletter if appropriate:</p>

**Signed
Governor:**

Handwritten signature of Thomas Wharton in black ink.

Headteacher:

APPENDIX 4 - A practical guide to evaluating collective worship

Self evaluation by pupils and staff

This is an example of how a school could ensure pupil and staff engagement with the process of evaluating and developing collective worship. It exploits pupil voice and makes the process manageable.

Step 1 – Monday - Whole school worship

Led by a senior leader in the school, head, deputy, assistant head, parish member (clergy and lay), appropriate visitors, children.

Step 2 – Tuesday - Class worship

Class teachers are asked to discuss the previous day's worship with the class using the 4 simple questions below.

- The class teacher does not have to prepare more material but be prepared to review openly what took place and the impact and influence of the worship from the previous day
- The purpose is to discover what the pupils have remembered, understood and learned from the worship
- If the children did not understand – the class teacher is in an ideal position to develop the ideas at an appropriate level for the class
- Simply discussing the worship – gives it relevance and importance and for some, a better and / or deeper understanding

Step 3

The class teacher now has information that can be shared verbally with the leadership at the next staff meeting. It should only take a few minutes to gather feedback from the classes. The minutes of the staff meeting with capture the evaluations as written evidence.

Outcomes

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

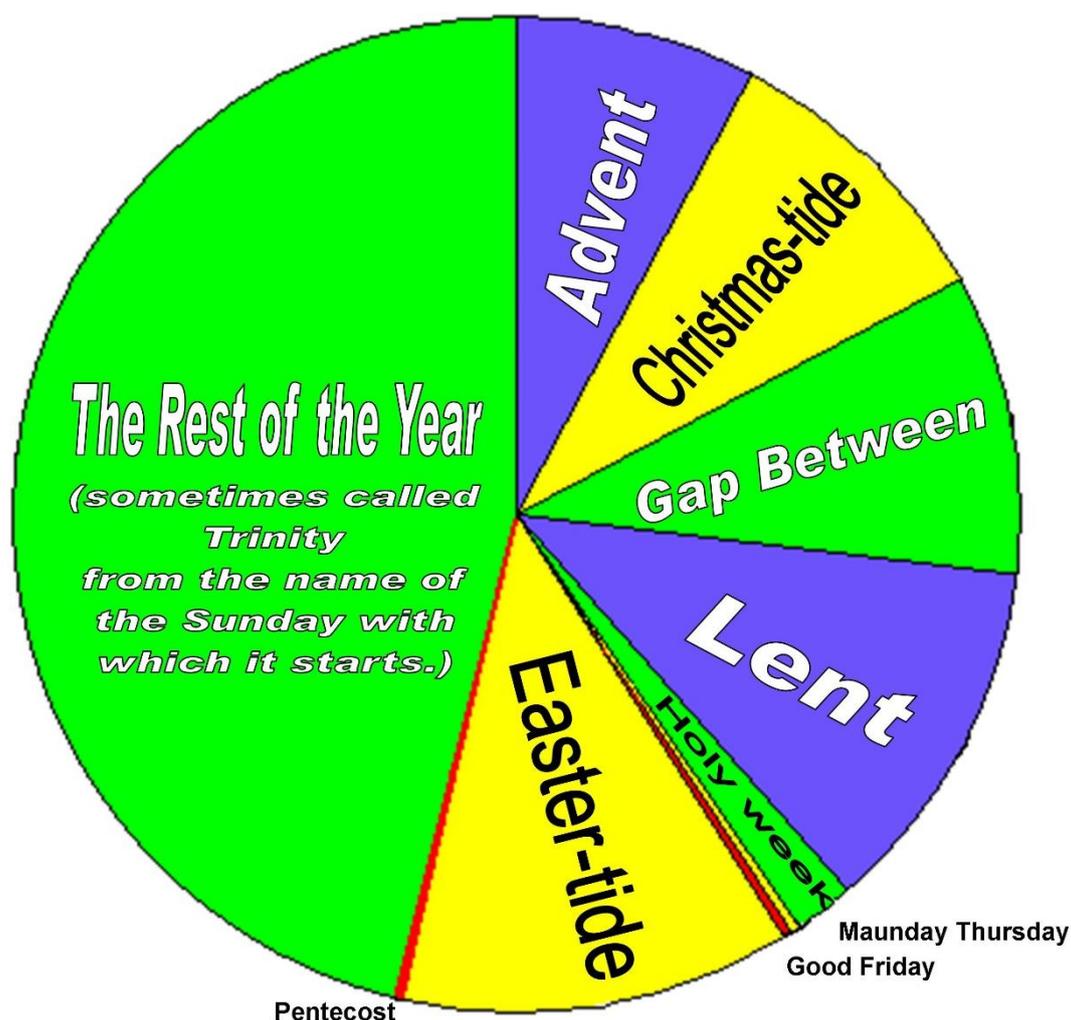
- After a couple of weeks they may well be taking more note of the Monday worship – they know it will be discussed the next day
- The school is giving voice to the pupils. It is also providing them with a vocabulary and language to discuss worship
- Over time the school will be more informed about what 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.*
2. Tell me what it was about?
 - a. *This is about factual recall.*
3. Tell me why did the person leading the worship do what they did?
(How you phrase this depends on the age of the pupils)

- a. So what was the point?*
- b. What do you take away?*
- c. 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

	Blue	The Blessed Virgin Mary
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In some places	Pink	Mothering Sunday (4 th in Lent) and 3 rd in Advent
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There are different versions of the colours used.
Please consult your parish for the colours used locally.

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 in the library.

A board is displayed outside the hall, highlighting the focus and theme of collective acts of worship, music and prayer.

The School's reception area displays reflect the colours of the Anglican Church's year, current ideas and themes, as well as the school's distinctive ethos and Christian values.

Communication

The weekly school newsletter contains the weekly theme, prayer and Bible reading 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.

Whenever one of the school's Christian values is explored in depth, parents also receive a supplementary newsletter about this value. This can include an interactive home challenge.

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

Parental involvement

Parents are actively encouraged to participate in collective acts of worship, church services and celebration worships.

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 and a sixth-formers request 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 termly basis.

All who deliver 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 in weekly class worship, 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.

