



Collective Worship Policy

September 2020

ACHIEVE, BELIEVE AND CREATE TOGETHER

Jeremiah 29:11 For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future.

As a church school family, at Kingskerswell CoE Primary School we work in a partnership to encourage each other to flourish through a culture of academic **Achievement**, a **Belief** we can make a difference, and a **Creative** approach to all we do.

Intention

Our daily collective worship is central to the realisation of our school vision and provides opportunities for all pupils to develop their spirituality. As a local community school, we aim to be inclusive and to welcome all children – those of faith and those of none. Our act of worship is firmly rooted in Christian teachings.

We believe collective worship should provide opportunities for our children to:

- Celebrate the Christian faith collectively in a joyful and energetic way
- Celebrate the uniqueness of individual members of the school community and achievements
- Feel a sense of belonging, irrespective of their faith status
- Offer prayers and provide time for personal reflection through an invitation to all
- Use their gifts creatively in praise and worship, such as through song and drama
- Share in and respect religious traditions that are represented in the school and the wider community
- Become deep thinkers who ask (and answer) thought-provoking questions.
- Develop socially, morally, spiritually and culturally

Our Core Christian Values

Our six core values lie at the centre of our ethos and underpin our vision. These are Love & Friendship, Forgiveness, Trust, Respect, Resilience, and Community. Collective worship plays a key role in promoting and developing these values. Our children know our values by using their hands and through song.

Implementation

Organisation of Collective Worship

A daily act of collective worship takes place either in the hall or in year group classrooms, and during warmer weather, outdoors. Worship lasts around 15 minutes, and is delivered by a range of leaders – staff, pupils, the vicar and Open the Book team. During lockdown, year group pods and adults have shared daily worship over zoom and on Google MEET. (See Appendix 1 for usual groupings).

Collective Worship Cycle

Collective Worship is planned on a two-year cycle. Each half - term has a Core Christian value plus one other focus under a single theme. Themes are explored using the Christian calendar, linked Bible stories, social issues and events, which includes British Values and SMSC (Spiritual, Moral, Social, Cultural) development, and PSHE core themes. (See Appendix 2)

Planning resources include Values for Life, Roots & Shoots, the YoYo Trust, Faith at Home resources and Big Start Assemblies, plus various other published worship schemes.

Structure

Each worship follows the four-part structure: The Welcome, *Listening / Sharing God's Word*, *Responding* and Sending out. Hymns and songs of praise are linked to the theme.

The content of each worship is varied and provides opportunities for children and adults to grow spirituality; for example, Songs of Praise may be loud, incorporating Makaton and movement, while '*Be Still*' moments and worships create opportunities for reflection and the time for children to share their thoughts.

We have adopted the 'Windows, Mirrors and Doors' by Liz Mills as a reflection tool to support spiritual growth.

During lockdown, using the Collective Worship Google Classroom platform has made links and recordings available to all pupils at home and at school.

Sacred Space

Each class has a Sacred Space, *an area dedicated to the term's worship value. The children are encouraged to take ownership of their Sacred Space by using it for quiet reflection, adding their own prayers and pictures, and reading what others have written.*

Children Involvement

Children are encouraged to play an active role in worship and may:

- Help to set up the hall, benches and audio-visual equipment in the hall
- Open worship by presenting the Bible, Cross and the Candle at the start of worship
- Lead prayers by reading class prayers or saying impromptu prayers
- Lead singing using simple Makaton signs and other actions
- Act out Bible stories and other dramas
- Accompany younger children to the hall for Songs of Praise.

Additionally:

- *Year 6 children lead a special leavers' service at the end of the year*
 - Our Ethos Councillors play a significant role in leading collective worship, suggesting and running new activities that support our Christian Ethos.
 - Children take responsibility for leading elements of collective worship, according to their phase.
- (See Appendix 3)

Visitors and Our Community

At Kingskerswell CoE Primary School, we believe it is hugely important that our children learn how to become good citizens. Speakers visit our school throughout the year to share their support of a range of charities and causes, such as Christian Aid, Fairtrade Fortnight, Devon & Cornwall Air Ambulance, Police *and Fire Services*, *First Aid instructors*, *Mothers' Union of St. Mary's Parish*, and our local foodbank (T.H.A.T). Our Open the Book team from St. *Mary's* Church visit the school half-termly to deliver Bible stories in a creative and engaging way.

During lockdown, the Open the Book team recorded many of their stories, which have been made available to all pupils at school and at home on our Collective Worship Google Classroom.

Assessment

At Kingskerswell CoE Primary School, we recognise that important aspects, such as spiritual growth, cannot be formally assessed. What we do assess is the correct delivery of a worship and joyfulness of our worship through discussion and pupil conferencing, as well as short pupil and staff questionnaires in various formats.

Impact

Our children's involvement and their enjoyment of leading worship makes our worship joyful. Children are familiar with many of the Bible stories, prayers and hymns we share, and feel confident to plan and lead their own acts of worship. Children express how participating in worships makes them feel valued in our community. Our values underpin our daily worships, which provides our children with a language they can use to articulate their beliefs, experiences and to express how our vision and associated values guides their spiritual growth.

Reviewed by: L Twamley

Date: 8th September 2020

Signed on behalf of Governors:

Date:

Date for review: October 2021

Appendix 1

Organisation and groupings of Collective Worship

Key Stages follow a weekly hall and classroom rotation	
Week 1: EYFS/KS1 in hall, KS2 in classrooms	Week 2: EYFS/KS1 in classrooms, KS2 in hall

See the table below for the usual groupings and pattern of worship. During lockdown, daily acts of worship continued to be shared using Zoom and Google Teams.

Day & Focus	Gathering	Led by
Monday SMSC <i>linked to term's values</i> . First Monday of the month we hold a Celebration assembly of extra curriculum achievements	Whole-school worship Hall worship	Headteacher
Tuesday Bible Stories	Key stage rotation between hall & classroom Hall worship Classroom worship – Key Stage rotation Open the Book – monthly visit to year groups in classrooms	Deputy Head Teachers & pupils Open the Book leaders
Wednesday Be Still Worship / Songs of Praise	Key stage rotation between hall & classroom Hall worship Classroom worship – Key Stage rotation	Teachers & pupils Teachers & pupils
Thursday – Community worship SMSC & British values link	Key stage rotation between hall & classroom Hall worship – Key Stage rotation Classroom worship – Key Stage rotation	Vicar Teachers & pupils
Friday Celebration & Class assemblies	Whole-school worship - hall Hall worship Class assembly – whole school	Headteacher Teachers & pupils

Appendix 2- Long-term plan of values and themes for collective worship

Term	Christian Value & Theme Cycle A	Christian Value & Theme Cycle B	PSHE	Events & Celebrations
Autumn 1	<u>Community & Service</u> How may I serve you?	<u>Community & Thankfulness/ Generosity</u> Thank You! <i>Livesavers – Money & saving</i>	<u>Living in the wider world</u> KS1: Respect, diversity and equality and how to be a productive member of a diverse community. KS2: What being part of a community means and about the varied institutions that support communities locally and internationally.	New beginnings, Global Goals, Harvest, Mental Health Day, Safer Internet Day, Black History Month
Autumn 2	<u>Love & Friendship & Compassion</u> <i>Walking in Someone Else's Shoes.</i>	<u>Love & Friendship and Joy</u> From Darkness Came Light	<u>Relationships</u> KS1: Recognise what is fair and unfair, kind and unkind, right and wrong. KS2: To recognise in which a relationship can be unhealthy and whom to talk to if they need support.	Lent & Christmas, Interfaith Week, Remembrance Sunday, Children in Need, Diwali, Anti-Bullying Week
Spring 1	<u>Trust & Courage</u> Unlikely Heroes	<u>Trust & Hope</u> Building a Future	KS1: <u>Health & Wellbeing</u> - About people who look after them, family networks, who to go to if they are worried and how to attract their attention. KS2: <u>Living in the wider world</u> - Why and how rules are made and enforced to protect them.	Epiphany, Candlemas <i>World Children's Mental Health Week</i> Safer Internet Day
Spring 2	<u>Forgiveness & Truthfulness/Peace</u> The Road to Peace.	<u>Forgiveness & Justice</u> It is not Fair!	<u>Relationships</u> KS1: To recognise that their behaviour can affect other people, and how to overcome this. KS2: To recognise that they may have conflicting emotions and when they might need to listen to or overcome these.	Fairtrade Fortnight Advent & Easter, International <i>Women's Day</i> , World Book Day WAGGGS Day (22.2.21) Census Day (8.3.21)
Summer 1	<u>Resilience & Talents</u> <i>KKPS's Got Talent</i> (Fruits of the Spirit)	<u>Resilience & Wisdom</u> “...and I chose the road less travelled...”	<u>Relationships</u> KS1: To listen to other people, and play and work cooperatively. KS2: The concept of keeping something confidential or secret when they should or should not agree to this and when it is right to break confidence or share a secret.	Christian Aid Ascension & Pentecost <i>St. George's Day</i> (23 rd April)
Summer 2	<u>Respect & Stewardship</u> <i>Tending God's Garden</i>	<u>Respect & Dignity</u> Embrace Diversity	<u>Living in the wider world</u> KS1: About respect for self and others and the importance of responsible actions and behaviour. (respecting the environment) KS2: That they have different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment.	Water Aid, Toilet Twinning, Eid, Rosh Hashanah, Hanukah Leavers

Appendix 3 - Involvement of children in our school Collective Worship

For hall worship,	Before CW	During CW	After CW
KS2, particularly Y6, and the Ethos Council lead many of the elements.	Setting up - UKS2 (Y6) <ul style="list-style-type: none"> • Song words • Selecting and setting up CD • Putting out chairs • Preparing worship table 	Gathering <ul style="list-style-type: none"> • Singing as others arrive • Lighting worship candle • Saying a welcoming sentence / greeting 	Clearing up -UKS2 (Y6) <ul style="list-style-type: none"> • Supervising children leaving • Holding doors • Putting away equipment and chairs
	Welcoming - UKS2 (Y6) <ul style="list-style-type: none"> • Greeting children at door • Meeting visitors at main entrance (and helping them set up) • Adding visitor's name to projected welcome slide 	Engaging <ul style="list-style-type: none"> • Introduce a visitor or the storyteller • Drama • Holding props • Telling or reading a story from story-chair • Showing a video-clip 	Recording <ul style="list-style-type: none"> • Doing it themselves
	Planning <ul style="list-style-type: none"> • Choosing music / songs - all Key Stages • Finding or writing prayers - LKS2 UKS2 • Preparing video / visual material - UKS2 (Y6) • Training for new helpers – UKS2 (Y6) 	Responding <ul style="list-style-type: none"> • Asking and answering questions • Reading or saying prayers • Singing or playing instruments • Leading actions or signing to songs 	Evaluating <ul style="list-style-type: none"> • Using a simple grid for evaluation - UKS2 • Showing grid to School Council, governors, etc. • Reporting back to School Council Sending • Blowing candle out • Announcing final song • Saying the 'Grace' or other closing prayer
For classroom worship,	Before CW	During CW	After CW
KS1		Present the Bible, Cross and Candle at gathering. Read or say prayers	
LKS2	Choose music / songs Find or write prayers	Present the Bible, Cross and Candle at gathering. Read or say prayers	Blowing candle out Lead saying the Grace
UKS2	Choose music / songs Find or write prayers	Present the Bible, Cross and Candle at gathering. Read or say prayers Act out drama or read Bible stories.	Evaluate collective worship Blowing candle out Lead saying the Grace