



# Thornaby Church of England Primary School

## Collective Worship Policy

### Rationale

Thornaby Church of England Voluntary Controlled Primary School was founded by a Trust Deed under the School Sites Act and in union with the National Society on July 29<sup>th</sup> 1846. The School was established to provide education for the children of the "poor and labouring classes of the Parish of Thornaby in accordance with the principles of the established church."

An Act of worship at Thornaby Church of England School is offering praise, thanksgiving and adoration to God. Such an attitude to worship cannot be compelled, it is an inward response freely given by believers.

The Church School should be a place where worship is important to the life of the school and its religious character. It is one whereby Christian values and principles are reflected and affirmed and God will be the focus of worship.

### Legal

Collective Worship at Thornaby Church of England School is planned and conducted in accordance with the 1998 Education Act and The Diocese of York Guidelines. The character of worship in the school was originally determined in the Trust Deed and is now encapsulated in the school ethos statement which expects school worship will be consistent with the faith and practise of the Anglican Church.

### *ETHOS STATEMENT FOR CHURCH OF ENGLAND SCHOOLS*

*Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.*

*The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.*

*It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.*

*York Diocesan Board of Education.*

All registered pupils should take part in daily collective worship act except for those in Nursery. Parents do have the right to withdraw a child from attending collective worship under the 1998 Education Act.

### What is Collective Worship?

Collective Worship is:

- A time to provide pupils with the opportunity for spiritual reflection and development with the choice of making a personal, private response.
- A special time in the daily life of the school.
- Collective and inclusive. A specific faith response should not be assumed or elicited.

Collective Worship is not:

- Corporate Worship. It cannot be assumed that in a school, people have gathered together through personal choice and believe broadly similar things.
- Assembly. Assembly should be marked as a separate time, for example blowing out a candle when worship has ended.
- RE. Worship does not count as curriculum time and should not be used to deliver RE.

*(Worship Works - The Diocese of York)*

### Aims

1. To enable the school community to develop an awareness of the presence of God in everyday life and to worship him.
2. To enable the school community to reflect on and to affirm Christian values and principles.
3. To give an opportunity for the spirituality of the children to find expression and development.

4. To acknowledge the infinitely larger world we inhabit and to be touched by its mystery and wonder.
5. To offer an experience to each pupil which is positive and worthwhile.
6. To value and celebrate a wide spectrum of aspirations, commitments and beliefs.
7. To encourage a sense of identity and unity, enabling us to value one another as created in the image of God.
8. To provide the opportunity for children to consider moral issues.
9. To heighten pupils' awareness of questions relating to ultimate questions of life.
10. To provide an opportunity for celebration, thanksgiving and sharing of emotions such as love, hope, friendship, acceptance, anguish, fear, reverence, forgiveness etc.
11. To foster a concern for the needs of other people sharing in success and failure and to provide an experience of being part of a caring community.
12. To focus on the beliefs and values which the school upholds and strengthen the community and family aspects of the school.

### Guidelines

1. Our Worship should:
  - Reflect the Anglican nature of our school, based on the scripture and the creeds.
  - Recognise the central significance of the Eucharist while acknowledging the variety of other forms of local worship.
  - Provide opportunities for pupils' spiritual, cultural moral and social development.
  - Recognise the seasonal and cyclical nature of the church year such as Christmas, Lent, Easter and Saints days.
  - Provide pupils with times of silence for prayer and reflection to enable spiritual growth and response.
  - Be conducted at a level appropriate to the educational needs and age of the children.
  - Allow the pupils to become familiar with hymns, prayers, traditional responses and phrases.
  - Promote Christianity as a worldwide faith and recognise topical issues of local, national or international importance that relate to Christian values.
  - Welcome and celebrate the shared values of pupils with other faiths.

## 2. Our Worship will include:

- Music from our own and a range of religious cultures and traditions to create a worshipful atmosphere.
- The lighting of candles as a visual focus for prayer and worship and other Christian symbols.
- Traditional Anglican responses such as 'Peace be with you' and Christian prayers such as The Lord's Prayer.
- The singing of hymns and other appropriate songs.
- The bible and appropriate stories from other cultures and faiths.
- Themes are linked to Christian Values and the church calendar and are appropriate to the age and interest of the pupils.
- Other faiths including special days such as Passover, Id-ul-Fitr and Divali.
- Visitors invited into school to lead or take part in collective worship.
- Art, dance and drama when appropriate.
- Children from across the school will help to lead parts of Collective Worship.

### Monitoring

The RE and Collective Worship Co-ordinator will be responsible for the planning and monitoring of Collective Worship arrangements in school. Individual teachers will be responsible for planning acts of worship and making a record of stories told, resources used in the Collective Worship diary. Acts of worship will be evaluated by the co-ordinator and head-teacher on a half termly basis.

### Present Arrangements

Monday:	Whole School Worship 9:00am - Headteacher
Tuesday:	Collective Worship 9:00am - Mr Dipple
Wednesday:	Collective Worship 9:00am - Mr Kentfield-Wells
Thursday:	Hymn practice 9:00am - Mr Gell
Friday:	Whole School Celebration Assembly 10:00am - Headteacher.

In addition to this, visiting groups and individuals are welcomed into the school regularly to lead worship. The Collective Worship should last approximately 15 minutes.

## Planning, Content and Detail

The themes for Monday's collective worship reflect Christian values, the Church calendar, our school ethos and current events. There is a 2 year rolling programme. **See Appendix A.** The worship begins with the children entering the hall accompanied by a piece of music or a hymn that the children sing along to. Sometimes music is chosen by children. The staff member begins by saying the school's agreed welcome and lighting of the candles on the altar table. Next a hymn is sung and followed by a story linked to the value being discussed. The children are involved in the worship throughout and this finishes with a prayer and time for reflection. The candles are then blown out before any messages are given. This allows for us to make a clear distinction between worship and assembly. The children then lead out as the music is played.

On Tuesdays the format is similar to Monday's whole school worship but is led by a member of SLT staff or visitor.

On Wednesday the format is similar to Monday's whole school worship but is led by a member of SLT staff or visitor.

Thursday's hymn practice includes the lighting of candles to focus the children's attention and aims to develop the children's understanding of new hymns as well as learning them. The session ends with a time for reflection or a prayer before the candles are blown out and messages are given. The children leave in the same way as before. This is led by a member of SLT staff.

The Celebration/Praise assembly Fridays celebrates the children's achievements both in and outside school, usually led by the Headteacher. Normally, teachers choose members of their class to receive a special mention and star of the week photograph/certificate. This takes place after the children have sung the hymn and the candles have been lit. The children come to the front and receive a round of applause. Other celebrations include certificates for sport and academic work. We celebrate the children's birthdays with a song and a present from the birthday basket. Team points are then shared and celebrated. A prayer is said and the candles are blown out.

## Prayer and Reflection

Collective worship always includes a time of prayer and/or reflection, including hymn practice. A range of prayers are used including the Lord's Prayer, the school prayer, prayers written by the children and others. They are introduced in an appropriate manner with a short time of quiet.

Before lunch and at the end of the day, a prayer is said in each class, which is appropriate to each year group. **See Appendix B**

All children attend whole school Collective Worship on Mondays and Fridays, however on a Tuesday, Wednesday and Thursday some children partake in interventions. On these days all class teachers will lead a reflection/worship time within their own class to ensure that the Christian Values are shared. A candle is lit to focus the children's attention and the format is similar to that of Collective Worship.

In the foundation stage, children attend whole school Collective Worship on Mondays and Thursdays. On the other days the 'Jack in the Box' programme is followed so that the Christian Values are taught in a child friendly and lively manner.

## Other Faiths

Although our worship reflects our Christian beliefs and values, we are committed to respecting each other's faith stance and culture, showing tolerance and understanding regardless of pupils' beliefs. Some acts of worship may portray other cultures and beliefs as they reflect the RE studied as part of the curriculum requirements.

## Visits and visitors

As part of the curriculum, Thornaby Church of England School ensures that appropriate visits are made available for the children in order for them to have first-hand experiences and gain a greater understanding of various places of worship. Classes attend the Wednesday morning Mass at St Mark's Church on a rota system. One class attends each month so during the year every child has attended. For the younger children the congregation come to school to celebrate Mass with them. Visitors to the school are welcomed to share their experiences and knowledge - their role is to educate, not to evangelise. St Mark's Church is our most

valuable and frequently used resource, with the whole school attending and contributing towards annual Harvest, Christmas, Easter and Leavers' Services.

#### Parents/Governors/Diocesan Liaison and Local Community Issues

- Children may be withdrawn from R.E. lessons at the wish of their parents. The Headteacher will ensure that suitable provision is made for such pupils.
- The role of link governor for R.E. and CW has been created on the governing body. The R.E. coordinator, Collective Worship coordinator and link governor liaise to discuss various aspects of R.E. and CW and this ensures an effective line of communication between the coordinator and the governing body.

#### Equal Opportunities and special needs issues

All pupils, regardless of academic ability, age, gender and ethnic origin will have access to a wide range of appropriate activities to support their understanding of R.E. At each Key Stage, the teacher will draw from other religions as appropriate to acknowledge and celebrate the religious beliefs of the children within the class.

October 2008 - To be revised October 2010

Revised 2010 to be revised October 2012

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Revised October 2016 - to be revised October 2018

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