

**PINVIN FEDERATION OF SCHOOLS**

**PINVIN C OF E FIRST SCHOOL and ST. NICHOLAS C OF E MIDDLE SCHOOL**



As children of God, we are working together with warmth and the belief that everyone can be happy, grow and flourish.

“You have planted them and they have taken root; they grow and bear fruit.”  
Jeremiah 12:2

**POLICY ON COLLECTIVE WORSHIP**

SC13

September 2022

Statutory/ school policy status Non-DfE statutory Review period 2 years

Date of next review

Autumn 2025

Chair of Governor’s signature: *T Knight*

Headteacher’s signature: *J Hawthorn*

This policy takes account of the framework for the Statutory Inspection of Anglican Schools (SIAS) and the handbook of Church School Leadership published by the Church of England.

Whilst recognising that both schools in the Pinvin Federation: Pinvin C.E. First School and St. Nicholas C.E. Middle School are of the Church of England foundation, the community which now surrounds them contains other world religions, denominations of the Christian faith other than Anglican and those of no faith, therefore Collective Worship endeavours to ensure that acts of Worship are inclusive and invitational for everyone regardless of background. However, we recognise that our Anglican background does give us access to useful resources and traditions of prayer and patterns of worship. Our links with Pershore Abbey mean that we have a stunning building to continue celebrations and festivals and our links with the local clergy also build strong community connections.

At Pinvin Federation, our aim in Collective Worship is to build upon and further stimulate the children's innate sense of awe and wonder, to help them develop their spirituality and, if religious, embed the Christian values that distinguish our school from those around us. It is this focus that reflects the Christian ethos of the Pinvin Federation. If children are from a different culture or background, we aim for the experience to be transformational in a different way: for children to change their daily practice so that they can flourish in their own lives despite religious beliefs.

### **Aims**

Pinvin C.E. First School and St. Nicholas C.E. Middle School are voluntary controlled schools set with a mixed catchment serving the village of Pinvin, surrounding villages and the town of Pershore. This policy aims to ensure that all associated with our school community recognise the place of Worship in our school and the ways in which we use and promote Worship.

We believe that Collective Worship plays a significant part in achieving our aims and the school vision:

- Develop in our children an understanding of Christianity and the place of God in our world and in our lives
- Provide each child with the ultimate learning experience to enable them to achieve the highest standards
- Inspire a love of lifelong learning
- Equip our children with the skills and tools to become global citizens
- Equip our children to deal with change
- Respect individuality and celebrate diversity
- Motivate and enable all to achieve their personal best (in a holistic sense)
- Create a safe and trusting environment where children are encouraged to express opinions, be independent learners, take responsibility, and improve by learning from their experiences
- Praise all types of achievement

- Create in all a sense of belonging
- Transformational change to allow children to be respectful of the world
- Reflect on their own values

**The aim of Collective Worship at the Pinvin Federation is to develop a whole child:**

- Develop in every child a knowledge of the enormity of God's love for them (Ephesians 3:18)
- For children to be happy, grow and flourish (Jeremiah 12:2) in every part of their lives
- Develop in our children an understanding of Christianity (or, Christian values) and the place of this in our world and lives
- Provide opportunities to worship God and experience the concepts of reverence, celebration and reflection
- Give children a knowledge of the Bible, biblical texts and stories
- Contribute to children's spiritual, moral and cultural development
- Connect children to global days and celebrations which link with Christian, British and school values
- Enable the children to reflect on Christian values and beliefs
- Be inclusive, fostering a sense of community and unity in the school
- Develop in the children a sense of beauty, awe and wonder
- Provide meaningful experiences which take account of children's age, ability and family background
- Foster in the children an approach of enquiry and tolerance towards people of other faiths and those with no faith, by encouraging children's sharing and understanding of them

**Collective Worship has a holistic approach:**

1. Explore and share beliefs
2. Consider the importance of prayer, meditation and silence
3. Consider the relevance of ideas, values and beliefs to their own lives
4. Think about the needs of others and develop a sense of community
5. Appreciate the importance of religious beliefs to those who hold them, and to those who do not, respect and appreciate these beliefs and how the morality may be applied in their lives
6. Re-affirm, interpret and put into practice the values of our school
7. Celebrate the various achievements of members of the community that are held to be of worth. SCAA Spiritual and Moral development 1995

**Organisation**

The act of Collective Worship at The Pinvin Federation is led by the Head Teacher, Senior Leadership Team, members of staff, pupils, local clergy or invited visitors.

In addition, Collective Worship takes place at the local Pershore Abbey on special occasions such as Easter and Christmas. All children (unless withdrawn by their parent/guardian) attend the daily act of Collective Worship which lasts for approximately 20 minutes.

The Collective Worship lead is responsible for the organisation of Collective Worship in both schools. They are responsible for the day-to-day structure, resourcing, and meeting any identified training needs. The subject lead monitors Collective Worship and gives advice on to Senior Leaders and teachers on how to further improve.

Whole school Collective Worship is planned weekly by the Headteacher or another senior leader who holds acts of worship connected with the focus value of the week. Additionally, year group and class collective worship are planned by the Collective Worship lead. The planning takes account of global days (eg: – Remembrance, Anti-bullying day, world religion days) as well as connecting with the school value of the week. Daily acts of worship include welcoming and closing words, a biblical text or story, opportunities for reflection and discussion: all of this is designed to create reflection and change in the children. Resources are shared with the whole school team, along with a time-table for everyone to adhere to. The school vision is also explicitly and continuously shared and children are encouraged to make links between the value and the vision.

We recognise the difference between Collective Worship and ‘Assembly’ in that Collective Worship is always distinctly Christian in its context and offers opportunities for children to worship God, pray and reflect. It also contributes significantly to the life and wellbeing of the school by focusing on the Federations six core values – wisdom, hope, respect, community, joy and peace.

Collective Worship is based on our Federation Christian Values and the life of Jesus to further embed the Christian ethos within both schools.

### **The organisation of Collective Worship in St Nicholas Middle School:**

Monday – A Senior Leader leads Collective Worship linking to the weekly value. Welcoming words will be shared and the Collective Worship will focus on the value. Children will have the opportunity to engage, should they choose, with the Christian beliefs being shared with them.
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Tuesday – Year group worship for Year 5, again linking to the value. Year 6 will have an in-class collective worship which will include the agreed welcoming words, Bible story and connections to the vision. Opportunities of stillness and reflection are always encouraged. Year 7 will have a chance to journal (again, linking to the value and vision) and promote an ethos of change in their behaviour. Again, the structure of this act, includes welcoming words, a closing prayer and links to Biblical texts.
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Wednesday - Year group worship for Year 6, again linking to the value. Year 7 will have an in-class collective worship which will include the agreed welcoming words, Bible story and connections to the vision. Opportunities of stillness and reflection are always encouraged. Year 5 will have a chance to journal (again, linking to the value and vision) and promote an ethos of change in their behaviour. Again, the structure of this act, includes welcoming words, a closing prayer and links to Biblical texts.
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Thursday - Year group worship for Year 7, again linking to the value. Year 5 will have an in-class collective worship which will include the agreed welcoming words, Bible story and connections to the vision. Opportunities of stillness and reflection are always encouraged. Year 6 will have a chance to journal (again, linking to the value and vision) and promote an ethos of change in their behaviour. Again, the structure of this act, includes welcoming words, a closing prayer and links to Biblical texts.

Friday – Celebration Collective Worship are led on a rota basis by all staff. Children’s work is celebrated, as well as welcomed in the context of the value. Biblical references are shared and linked to the vision.

Other activities are woven into the class sessions: ‘I-Sing Pop’ videos, where the children can experience Bible stories and messages in a ‘different way’, plays from the Collective Worship crew and activities for children to further embed their knowledge and understanding, Rev Claire to promote community links and external visitors to further develop religious tolerance and understanding.

### **The organisation of Collective Worship in Pinvin First School**

Monday – A Senior Leader leads Collective Worship linking to the weekly value. Welcoming words will be shared and the Collective Worship will focus on the value. Children will have the opportunity to engage, should they choose, with the Christian beliefs being shared with them.

Tuesday – Year group worship for KS1, again linking to the value. LKS2 will have an in-class worship session. The Collective Worship lead will plan for this and ensure that the values and vision are being adhered to. Opportunities of stillness and reflection are always encouraged. Children will have a chance to journal (again, linking to the value and vision) and promote an ethos of change in their behaviour. Again, the structure of this act, includes welcoming words, a closing prayer and links to Biblical texts.

Wednesday – Year group worship for LKS2, again linking to the value. KS1 will have an in-class worship session. The Collective Worship lead will plan for this and ensure that the values and vision are being adhered to. Opportunities of stillness and reflection are always encouraged. Children will have a chance to journal (again, linking to the value and vision) and promote an ethos of change in their behaviour. Again, the structure of this act, includes welcoming words, a closing prayer and links to Biblical texts.

Thursday - Children will take part in a P4C session, deliberately planned to develop spirituality and connections with religion. Worship words will be used and Biblical texts and references will be made throughout.

Friday – Celebration Collective Worship are led on a rota basis by all staff. Children’s work is celebrated, as well as welcomed in the context of the value. Biblical references are shared and linked to the vision.

Other activities are woven into the class sessions:

- ‘I-Sing Pop’ videos, where the children can experience Bible stories and messages in a ‘different way’

- plays from the Collective Worship crew and activities for children to further embed their knowledge and understanding
- Rev Claire / Rev Jayne to promote community links
- external visitors to further develop religious tolerance and understanding.

These sessions have been designed to further support and promote spirituality for all the members of the school community. Staff are expected to take part in, and model high expectations of Collective Worship. These sessions also help children to flourish in a holistic manner and make transformational changes in their own lives, despite their religious or cultural background.

### **Structure**

The act of Collective Worship is used as a vehicle for spiritual development, and 'everyone' should come into the hall in silence. When in whole school worship, music is played at the beginning and end and is chosen to create an atmosphere and inspire the children to want to listen. In class collective worship, mindfulness activities are sometimes used to help children develop their spiritual being.

### **Format of whole school worship:**

- Entrance to music
- Welcome (share school vision and welcome words)
- Learning about the value through Biblical stories and connections.
- Discussion
- Reflecting (through music or stillness)
- Prayer
- Exit to music

### **Visitors**

We welcome the input of visitors to our Collective Worship times. The rectors of our local church (Reverend Claire and Rev Jayne) lead Collective Worship regularly both in and out of school.

Visitors from other local churches or representatives of various charities also support worship as key contributors to underpinning our key Christian values.

### **Focus**

A variety of visual aids are used in Collective Worship. These may include pictures, links to the internet, power point presentations, artefacts, a 'special' box. It is hoped the children engage with the message inherent in the Worship or assembly when their interest is aroused. Additionally, children are exposed to poems, songs, dramas and videos to continue fostering their interest and making it relatable for them. Having acts of worship in a creative way aims to make Collective Worship accessible for all, regardless of age and ability.

### **Equal Opportunities**

We endeavour to ensure that Collective Worship offers equal opportunities to all as set out in the school's Equal Opportunities Policy. This is why, acts of Worship are an invitational exercise and children are never 'forced' to engage with the Biblical references or prayers. Children can choose whether they want to take part in the religious undertones of Worship, but all **must** reflect on the value and how they could embed it into their own life – religious or not.

Parents have the right to withdraw their child from any act of Worship within the school and are able to do so in writing to the Headteacher. This right is also stated in our prospectus. Dissemination of the policy Each member of staff has a copy of this policy and a copy can be found on the Federation website.

The school prospectus contains a statement about Collective Worship and the right of parents to withdraw their child from it. A copy of the policy is available to any current or prospective parent, on request to the Headteacher. Monitoring and evaluation of the policy This policy is reviewed annually.

Every classroom has the school values clearly displayed and a reflection area in the year area is always encouraged when space allows. Staff refer to them throughout the school day and link daily learning to them. The school prayer, lunchtime prayer and school vision is shared in classrooms also. Class based opportunities to incorporate prayer at snack time, lunch time and at the end of the school day are maintained.

### **Appendix 1**

Collective Worship protocol Time together in Collective Worship is more than just a coming together. As a Church of England Federation, the expectation is that everyone involved gives the occasion appropriate respect and reverence and that 'we' worship together to learn about Christian values in the context of a growing knowledge of the Bible. These values of Wisdom, Hope, Respect, Joy, Community and Peace can also be illustrated through stories from other faiths. Ultimately, we hope that 'we all' walk these values to make 'our' schools and everyone in it, the best!

### **Leading**

Managing a large group of children and adults (sometimes including parents) can be a challenge and the support of all school staff is helpful in ensuring the leader can 'create' the appropriate atmosphere and enhance the 'spiritual' development of the children. To this end the following should be adopted by all adults and prefects supporting 'collective worship'.

### **Entrance**

- Even if the children are entering the hall from the playground the expectation is that they enter in a calm, quiet manner. This should be modelled and managed by all adults supporting the children as they enter the hall;
- If your class arrive when there is no space in the location they usually use, please filter them in another available space. Ask an older child to lead the children through where other children may be sitting, as the older child can

quietly usher anyone sitting in the way to one side. This is especially important when Worship has started.

## **Exiting**

- The leader may manage the exiting of each class but this may not always be possible.
- To assist with the safe exiting of the children, ensure the doors into the main school corridors are open;
- Ensure you or a representative for your class come to the hall to manage the classes departure from the hall;
- If there is a 'lull' in the departure process, take the initiative and indicate to 'your class' your readiness to lead them out – you will not offend the leader, they will be grateful;
- Support the positive transition of the children by ensuring they leave the hall in a quiet, calm manner.

## **Atmosphere**

- Music is played to create the appropriate atmosphere and to signal to the children and adults that a time of quiet reflection has begun.
- Adults can model this and where necessary, and without creating a distraction, quieten the child.
- On occasion and because we all know the children well, it may be better to take individual children elsewhere for their reflection time.
- Adults are expected, if present in the hall to participate in the Worship and a 'tried and tested' method of quietening children is to move to where they are sitting i.e. on the floor close to them. This can be more effective than removing the child from the hall;

## **Supporting the leader**

Colleagues can support the leader in a variety of ways:

- Conscious of the 'climate' of the hall i.e. if the sun is glaring through the windows – draw the curtains, if it is too hot – open windows and doors, if the screen is being used to project a presentation – turn off the lights;
- Aware of what the Worship group are doing and if necessary support them to 'be invisible';
- Visible to disruptive individuals to let them know you can see what they are doing;
- Supportive of a colleague trying to manage several 'small' children in a long session;
- Ready to suggest a participating child has a valid contribution when the leader asks for the children to offer their thoughts etc



## **Participation**

- Whatever your own personal beliefs or opinions as a member of the staff of a Church of England school you should be respectful of the rituals set up within the Worship structure.
- Whether Worship takes place in school or in church the expectation is that you take part in the Worship process by being still and silent when prayers are led, model appropriate 'Worship' behaviours, and supporting the leader throughout the process.

And the bonus is..... If 'we' get it right, school Collective Worship can be a time in your busy day when you can have 'quiet time' to reflect, pray and rest.