



Worship Policy

Approved by: Full governing body **Date:** 14 November 2022

Last reviewed on: December 2019

Next review due by: Autumn Term 2025

Chair of governor's signature

A handwritten signature in black ink, appearing to read 'Carl Logan', with a long horizontal flourish extending to the right.

Mr Carl Logan

Introduction:

The collective worship policy at Moulton CEVC Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the local authority through its SACRE. Collective worship is a valued and valuable part of school life and is taken seriously, because it shapes our approach to others and to what we do in school.

School Ethos

Our school supports staff, pupils and families to understand and practise our values, following our Lord, Jesus Christ's example. We believe that learning is a life-long journey, and that each pupil should help others on their unique journey to being the best they can be. We support our families by seeing each child and their family as individuals, by knowing them well, and by building strong bonds.

Moulton CEVC Primary school encourages everybody to respect each other's' rights:

Everybody in our school has the right to feel safe
Everybody in our school has the right to be happy
Everybody in our school has the right to learn

Core Values

INDIVIDUALITY - COMMUNITY - RESPONSIBILITY

We have three core values: individuality, community and responsibility. Each half-term, or term, under the umbrella of one or more of our core values, and based on pupils' needs, we explore a specific value. We explore how our values impact and inspire pupils' daily lives and the lives of other people locally, nationally and globally. In our collective worship time, we explore our core values.

Requirements:

All maintained schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development.

Collective worship in community schools is grounded in the historical past and enshrined in educational law to be 'wholly or mainly of a broadly Christian character'. In Church schools the requirement instead to reflect the Anglican status of the school as expressed in its trust deed liberates those leading collective worship to build on the rich, lived diversity of Anglican tradition and identity. In the same way as worship in churches is aspirational, constantly evolving and being re-imagined there is an expectation of a continuous, dynamic reimagining of what collective worship means in the Church school.

The Aims of Collective Worship:

- Explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on moral values such as compassion, gratitude, justice, humility, forgiveness and reconciliation; and develop virtues such as resilience, determination and creativity that develop character and contribute to academic progress.
- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the trinitarian nature of God.

- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship and festivals.
- Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.
- To be a part of the day that staff and children look forward to and enjoy.

In order to achieve the above, Collective Worship is organised as follows:

Monday – Whole-School assembly centred round our school value and the bible.

Tuesday – KS1 assembly centred around prayer, reflection and worship through singing.

Wednesday – KS2 assembly centred around prayer, reflection and worship through singing.

Or

Whole-school worship with Reverend Canon Chris Child

Thursday – Whole-School assembly centred round our school value and the bible.

Friday – Celebrating our pupils' commitment to our school values

We have a comprehensive plan of assemblies to support our pupils understanding of other cultures' beliefs and traditions; awareness days; disabilities and special educational needs; historical events; current world events; and other topics which will support children to develop their spirituality.

Developing Pupils' Spirituality

We aim to develop pupils' spirituality through all school experiences, including collective worship, and through understanding our core values. Our aim is to develop pupils' ability to understand how the pieces of their lives are connected to the life of the world, and to develop their relational awareness with the following:

Themselves (being a unique person and understanding self-perception)

Others (how helping, empathy, concern, compassion and other values and principles affect relationships)

The World and Beauty (perceiving and relating to the physical and creative world through responses to nature and art)

Beyond – (relating to the transcendental and understanding experiences and meaning outside the 'everyday')

We use the Windows, Mirrors, Doors approach to support our pupils to develop their spirituality. (See below)



Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole

curriculum and life itself are full of opportunities to recognise this sensitively.



Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. In schools we must allow time for this for individual and group

reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times, if there is ongoing deliberate and corporate staff and pupil support.



Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or

behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

Monitoring and Evaluation:

Throughout the year, as part of the school's monitoring calendar, the school's provision of worship will be evaluated to consider whether it meets the needs of pupils and whether it truly reflects the aims and mission of the school.

Reverend Chris will monitor in his role as a clergy member and a school governor.

Withdrawal

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory. Parents have a right to withdraw their children from all or any acts of worship and staff are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Head Teacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff.

