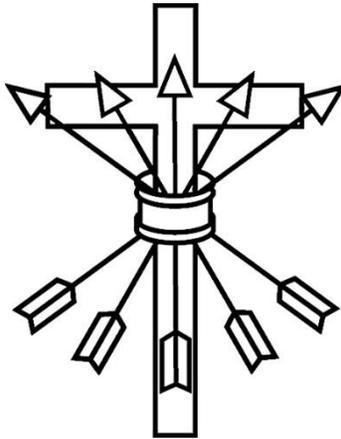


# WADDES DON CHURCH OF ENGLAND SCHOOL



## COLLECTIVE WORSHIP POLICY

<b>STATUS OF POLICY:</b>	<b>Not statutory – expected in CE School</b>
<b>BASED ON LA PROCEDURE DATED:</b>	<b>-</b>
<b>COMMITTEE RESPONSIBLE:</b>	<b>Leadership Team</b>
<b>MOST RECENT REVIEW DATE:</b>	<b>January 2018</b>
<b>Next review</b>	<b>January 2020</b>

## COLLECTIVE WORSHIP POLICY

### INTRODUCTION

The ethos of Waddesdon school is rooted and grounded in traditional Christian values which foster dignity and respect for all and compassion and sensitivity towards others. Self-confidence is nurtured through praise, encouragement, acknowledgement of success and celebration of achievement. The role of a daily act of worship is fundamental to furthering these principles. All pupils experience a daily act of worship, and further services of celebration and thanksgiving are held regularly throughout the school year.

'Collective Worship must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power.'

It is also possible that 'collective worship can...be related to the day to day life, aspirations and concerns of the whole school.'

(Religious Education and Collective Worship Circular 1/94 ERA 1988)

### STATEMENT OF PRINCIPLES

The Qualifications and Curriculum Authority have provided an overview of collective worship which can be summarized as follows:

- Collective worship should affirm and support the spiritual dimension, contributing to a sense of community in the school. It makes a significant contribution to pupils' spiritual, moral, cultural and social development.
- Best practice is characterised by thorough planning, the use of themes over a term or half term, the evaluation of collective worship, and the use of outside speakers who are able to bring insights directly from their own faith and cultural traditions. Collective worship allows for the clearest expression of the school's ethos, affirming the importance of relationships and the sharing collectively of both joy and sadness.
- Sufficient time is allowed for all participants to reflect on their own thoughts, feelings and beliefs
- Collective worship is also an important vehicle for pupils to explore and share beliefs
- The importance of prayer, meditation and silence should be taken into full consideration and the relevance of ideas and beliefs to students' own lives should be made clear. Students should be encouraged to think about the needs of others and develop a sense of community.

(from **Religious education and collective worship *An analysis of 2006 SACRE reports***)

## THE SPIRITUAL DIMENSION

Spirituality is a proper concern for education. Education seeks to develop the whole personality of the student and as such the spiritual dimension should be taken into account. Spiritual development is concerned with the awareness a student has of those elements in existence and experiences which may be defined in terms of inner feelings and beliefs; they affect the way pupils see themselves and throw light on the meaning and purpose of life itself. Collective worship provides an opportunity to encourage students to develop an awareness of the moral principles of right and wrong, justice and fairness, and a proper concern for the fate of others and the world. It can allow them to reflect quietly and make an internal response in the light of personal beliefs and background; this may include worship of God within each participant's faith understanding. Collective worship will therefore offer the opportunity for students to explore the spiritual dimension of life through:

- **Reflection on the natural world – transience, change, pattern and order**
- **Expression of joy and sorrow**
- **Search for truth and meaning**
- **Exploration of the mystery and paradox of life.**

Worship fosters the development of the whole person by stimulating concern for the needs of others, challenging learners to reflect on their beliefs and values and understand alternative viewpoints, cultures and beliefs. Participation also develops a sense of worth and self-assurance in young people and develops their skills.

Collective Worship is intended to be inclusive. Governors recognize that students have widely different experiences of worship: some go to church regularly; some have no such experiences beyond school and others belong to and worship in the context of another faith. Worship in schools therefore is collective worship as distinct from corporate worship which occurs when a faith community gathers to worship together.

Collective worship will include material from faiths other than Christianity. It is recognized that learning about the major festivals of other faiths is part of the general religious and cultural education of students. It is also a way of developing a growing understanding and valuing of other faiths in the school and in the community. This is important as part of the school's development of community cohesion.

## COLLECTIVE WORSHIP

Within our school worship is Christian in character reflecting the traditions of the Anglican tradition. Worship can be described as:

“an expression of our relationship with God, and a desire to serve and love God and others”

(Herbert, C. 'The Edge of Wonder' CIO)

It will therefore have an emphasis on the following beliefs:

- That God is the source of life, active in the world and in the lives of people;
- That Jesus Christ is the Son of God and therefore has a central significance in disclosing the nature of God;
- That the primary nature of God is love and all relationships amongst human beings should be guided by love;
- That people have a responsibility for their actions before God.

Collective worship is a rich opportunity to provide for pupils' spiritual, moral, social and cultural development. For this to be successful worship should:

- Have a sense of occasion
- Invite participation
- Be concerned with the worship of God
- Provide an opportunity for students to explore their inner feelings as reflective, thinking individuals
- Foster a sense of each person's unique worth
- Provide opportunity for individuals and the community to share what is of importance to them
- Celebrate beliefs, values and ideals
- Respect the integrity of all individuals, valuing everyone as a child of God
- Promote Christian moral values
- Promote the moral and behavioural codes of the school and explore the rationale for them
- Promote personal qualities such as thoughtfulness, fairness, respect and honesty
- Reflect on models of moral virtue in literature and the lives of contemporary people and those of the past
- Foster a sense of community and belonging
- Be varied in style and include different forms of expression such as art, music etc
- Celebrate students' talents and achievements
- Make use of symbols and imagery
- Encourage respect and care for the world by nurturing a positive attitude to both local and global environmental issues

In common with other Anglican schools, worship will reflect some of the essential features within the rich traditions of Anglican prayer and worship and will include:

- Using the Bible as a source book for inspiration and learning
- The use of prayer – with opportunities for staff and students to be involved in leading these
- Reflecting on Christian symbols and their use in worship
- Observing the cycle of the Anglican year: Advent, Christmas, Lent, Easter and Pentecost
- Providing opportunities to discover the value of meditation and silence within the context of Christian worship
- Recognizing that the Anglican church has a strong commitment to ecumenism which may be expressed when members of other churches are invited to lead
- Experiencing the bond of community which encompasses gender, age, race and religious opinion. This can be expressed through the range of visitors who are invited to lead or attend school worship
- Sharing in a commitment to dialogue with other faiths, shown in the welcome offered to all students and the celebration of shared values and beliefs
- The incorporation of music as part of worship

## **IMPLEMENTATION**

A member of the school's Leadership and Management Team is responsible for the coordination of collective worship. A rota is prepared on a half termly basis and involves leadership by school staff, visiting clergy and other speakers. One day a week assembly will be led by the Sixth Form for the whole school.

Although collective worship is provided for all students every day, the growth in the size of the school and the number of students on roll means that each day there will be a year group of students unable to participate with the rest of the school in the school hall. They will be provided with separate collective worship arrangements.

Themes for assemblies will be set in discussion with the Christian Ethos Group and will reflect the liturgical year as well as ensuring that other faith representatives have an opportunity to participate.

Opportunities for acts of celebration and thanksgiving are held throughout the year, including the Annual Service of Praise and Thanksgiving.

### **MONITORING AND REVIEW**

The Christian Ethos Group established by the Governing Body and including staff, student, governor, trustee, parent and clergy representation will have the opportunity to review the implementation and effectiveness of assemblies and collective worship and make recommendations for future changes to the policy.