

St. Luke's Catholic Primary School

Collective Worship Policy

Revised March 2014

Reviewed April 2018

Rationale

Collective worship in St. Luke's forms an essential part of the school's overall provision for prayer and worship. It reflects the liturgical tradition of the Church and has Christ at its heart. It is an experience to which all can contribute and from which all can gain.

Aims

Collective Worship aims to provide opportunity for all pupils and staff:

- To come together to worship God.
- To contemplate something of the mystery of God.
- **To develop a sense of awe, wonder and inspiration in the person of Christ**
- **To reinforce prayers which are part of the Catholic tradition**
-
- To reflect on personal belief.
- To build a firm Foundation of liturgy
- To enrich the religious experience of children and staff.
- To reflect on spiritual and moral issues.
- To respond to and celebrate life.
- To wonder and take time out.
- To encourage a common ethos and shared values.
- To enable and encourage a sense of belonging and community spirit.

Participants

All members of our school community are invited to participate in the Collective Worship which takes place in our school:-

- The Governors take responsibility for drawing up and agreeing a school policy statement for Collective Worship
- The Headteacher liaises with Governors, R.E. Co-ordinator and Teachers in drawing up the policy and ensuring the Collective Worship is provided for each child every day
- The teachers plan and enable Collective Worship to take place each day.
- Parents are invited to participate in some of our Collective Worship sessions.
- The opportunity is provided for all pupils to participate in daily Collective Worship. Although it is recognised that parents have the right to withdraw their child, we encourage parents not to do this.

When and Where Collective Worship Takes Place

Collective Worship takes place daily.

Collective Worship takes place in a range of settings;

In the classroom: At the start or end of a school session.
(Morning or going home prayers.)
Class collective worship every day. (unless there is whole school or key stage collective worship).
As part of an R.E. session.
As a class mass.

In the assembly hall At a dedicated time of Collective Worship.
As part of school assembly
As a school liturgy
(i.e. Ash Wednesday, Stations of the Cross.)
During rejoice assemble for parents and the school community

In St Luke's Church A whole school celebration.

Planning, Evaluating and Recording

Collective Worship is planned by the teachers with reference to school aims and policies. They take notice of the Church's seasons, significant dates and the curriculum when planning the sessions and have the flexibility to respond to changing situations within the school and the wider community. Collective Worship is evaluated regularly by staff and pupils during the sessions, at staff meetings and by the use of a wide variety of worship experiences.

At St. Luke's School we record our Collective Worship through displays, collections of pupil's contributions, prayers, reflection, photography and videos. We also record our Collective Worship themes in our R.E. end of topic pupil assessments along with the R.E. planning sheets.

Format for the Celebration of Collective Worship

- Collective Worship in all scenarios particularly those of a larger format should try to follow the following liturgical structure:
 - *Gather - how we come together, the setting, the environment*
 - *Listen - the Word of God is proclaimed*
 - *Response - the response to the Word leads into a time of prayerful reflection which may be accompanied by a symbolic action*
 - *Going Forth - giving the children something to hold on to from the experience of the liturgy that they can take into their daily lives.*

- Collective worship can be offered for a class, year group or whole school. It can be led by the pupils, staff or visitors. As confidence with Collective Worship develops the pupils should have a greater involvement with its planning and delivery
- In class to enable children to concentrate in class collective worship it would be helpful to light a candle.
- Ensure that the theme, focus, delivery, length and resources are appropriate to the interest, age range, background and ability of pupils.
- In collective worship the word of God should be at the heart of the celebration. This should be delivered in an age appropriate form.
- Provide a focus using artefacts, candles, symbols and lighting a candle at the start of prayers.
- Set an appropriate atmosphere with a sense of order and occasion including entry and exit if appropriate.
- Use a balance of quiet reflection, silence, prayers, responses, music, songs, dance, drama, slides, video excerpts or short address.
- Respect the freedom of pupils and staff in the invitation to prayer and worship.
- Prayers can be traditional, the child say's own or a combination.
- Ensure the possibility of conscious active participation of all present.
- Keep it short, simple and moving to maintain children's attention between 5 - 10 minutes.

Stimuli to use for Collective Worship

- Reading - scripture or otherwise
- Pictures
- Candles
- Music/songs/musical instruments
- Religious artefacts
- Personal items of special importance to teacher
- Items brought in by the children
- Prayer that needs some development of understanding
- Story/poetry
- Dance
- Drama/incident/event
- Video
- Nature
- Something which involves the senses.

Resources

Resources for Collective Worship can be found in the R.E. section of the One Drive. (Shared Drive.)

Conclusion

At St. Luke's School we take time to ensure that our Collective Worship is concerned with the honour and glory of God in a way that is rich and meaningful.

Reviewed April 2018

Appendix

COLLECTIVE WORSHIP

HOW?

- Ensure **theme, focus, delivery, length** and **resources** are appropriate to the interests, age range, backgrounds and ability of learners (**Time approximately one minute for each year of child's life**)
- Set an appropriate **atmosphere** with a sense of order and occasion, including entry and exit (music/lighting/seating)
- Provide a **focus** using artefacts, candles, symbols etc.
- Respect the freedom of learners and staff in the **invitation** to prayer and worship
- Use a variety of **experiences**, including quiet reflection
- Ensure the possibility of conscious, active **participation of all** present.

Helping Children to plan:

What will you put on the focus table?

Gather

- What music might you play?
- How will you arrange the children?
- Will you light the candle (s)?
- Can you find an appropriate picture / poster / artefact? – explain it.

Listen

- Who will read?
- What will you read?
 - Scripture / Prayer / Psalm
 - Poem / Story / Hymn
- Will you act out the reading?
Or use a power point presentation?



Respond

- How will you help your friends to reflect on what they have read?
- Will you say prayers that need a response?
- Who will lead the prayers?

Go Forth

- What do you want your friends to take away from this Act of Worship to remember its message?

What will we look at?

How will we gather?

What will we listen to?

OUR THEME IS:

What will we say / sing?

What will we do?

What will we take away
and remember?

Gather:

- How do participants gather respectfully?
- Is there a procession / movement to another area?
- How is a prayerful atmosphere created?
- Is there an invitation to participate?
- Does everyone feel welcome?
- Is the focus explained?

Listen:

- Is what they are listening to suitable?
- What is being shared?
- Is the Word treated with reverence?
- Has / have the reader(s) been well prepared so as to engage the listener?
- How is the 'reading' shared – role play, music, ppt?
- Is it suitable for the participants?
- Do participants listen attentively?
- Do they show good listening skills?

Respond:

- Is there maximum participation?
- Is time given for individual silent reflection?
- Do children pray / respond wholeheartedly?
- Are adults good role models?
- Did all adults present participate?
- Are participants invited to respond in an appropriate manner? (in a variety of ways)

Go Forth:

- Does Worship conclude appropriately?
- Do participants leave Collective Worship in a suitable manner?
- How are they enabled to take the message away with them?

<p>Outstanding (1)</p>	<p>Acts of worship engage all pupils' interest and inspire in them deep thought and heartfelt response. Pupils regularly prepare and lead worship with confidence and enthusiasm, in a variety of gatherings from their earliest years. They are skilled in using a variety of ways and means to support their private and public prayer. They are at ease and act with integrity when praying with others who have different beliefs and attitudes to spirituality.</p>
<p>Good (2)</p>	<p>Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. No one is expected to act in a manner contrary to their beliefs and all show respect for each other. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artefacts, hymns and other forms of prayer. They are at ease when praying with their school community and appreciate what is taking place.</p>
<p>Satisfactory (3)</p>	<p>Pupils readily take part in the regular prayer life of the school. Their involvement does not extend to planning and preparing acts of worship. Though able to compose prayers, they rely heavily on the adults in the school. Most of the leadership and initiative comes from the staff. Some pupils express frustration about the limited scope for participation.</p>
<p>Inadequate (4)</p>	<p>Pupils are restless during acts of worship and uninterested in the prayer life of the school. Many routinely participate without giving much thought to what is happening. Pupils have little influence or involvement in the school's provision. Some disrupt others when at prayer and ridicule pupils for whom this is an important activity.</p>

<p>Outstanding (1)</p>	<p>Collective Worship is central to the life of the school and a key part of every school celebration. Prayer opportunities for staff and pupils are planned in a manner that attracts and facilitates attendance including adults associated with the pupils and school. Pupils' liturgical formation is well planned, appropriate to their faith backgrounds and shows progression. The themes chosen by pupils and staff reflect a deep understanding of the Church's mission and include the spiritual aspirations of all pupils. Pupils with different religious beliefs are assisted and supported in their prayer rituals.</p>
<p>Good (2)</p>	<p>Acts of Collective Worship are given high profile and are well resourced. Staff and pupils pray together. There is a range of formal and informal opportunities for daily prayer. Attendance by parents and others associated with the school is facilitated and encouraged. Staff regularly review and plan improvements to the school's provision. They ensure pupils are skilled and equipped in leading prayer. Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils. There are facilities for pupils with different beliefs to practice their faith during key festivals or on holy days.</p>
<p>Satisfactory (3)</p>	<p>Class based Acts of Collective Worship follow a fairly routine structure. Whole school and year group gatherings provide a greater variety of forms of prayer. Staff accept responsibility for leading prayer and involve pupils in its delivery. Little time is spent on innovation and encouraging pupils' leadership. Key seasons of the Church's Year are celebrated and other religious festivals acknowledged. Parents and members of the community are invited to attend. The faith backgrounds of pupils are sometimes acknowledged.</p>
<p>Inadequate (4)</p>	<p>Acts of Collective Worship are routine and lacks variety. Staff rely on formal Church prayers. There is little preparation other than rehearsing hymns. Only a few are given the opportunity to read or lead prayers. Collective Worship is often held at times when pupils' attention is least likely to be gained. Teachers are unskilled in leading prayer and some demonstrate a lack of interest. Staff are not alert to pupils' responses and make little attempt to change provision or involve pupils. The faith backgrounds of pupils are largely ignored and the attendance of parents is not encouraged.</p>