

# All Saints' CE(A) First School Worship Policy



**Worship is...**

***Giving honour and reverence to a supreme being.  
Christian worship is concerned with bringing praise, prayer, thanksgiving  
and adoration to God.***

***It is an activity of response: in words, actions and thoughts.***

## **Mission statement**

Collective worship plays a central part in the life of All Saints' CE (VA) First School. As an expression of the Christian ethos and spiritual life of the school it offers the whole school community opportunities to experience/participate in/take responsibility for the living expression of Christian worship, valued and honoured through the school's Anglican Foundation. This is set within the context of the corporate community of our school and its historic partnership with All Saints' Church. We affirm every individual's unique contribution, regardless of age, gender, ability, background or religion.

## Legal requirements:

### Trust Deed

Our daily act of collective worship is in accordance with the Trust Deed of the school. This requires worship to be consistent with the faith, principles and practices of the Church of England.

### DfES guidance

We also take into account DfES legislation. The following link will take you to the current legislation. <https://www.gov.uk/government/publications/collective-worship-in-schools>

### 1988 Education Act

We also take into account the 1988 Education that states,

*'.....all pupils in attendance at a maintained school **shall in each school day** take part in an act of collective worship',*

And, that this should be,

*'.....mainly of a broadly Christian character'*

### **Section 48 Statutory Inspection of Anglican & Methodist Schools (SIAMS)**

All church schools, whether they are Voluntary Aided (VA ) or Voluntary Controlled (VC), will be inspected on collective worship and the impact this has on the whole school community. Here at All Saints' CE (VA) First School this inspection will evaluate the school's collective worship on the following:

- the extent to which learners and adults engage with collective worship, its relevance and the way it makes a difference to the lives of members of the whole school community
- the extent to which collective worship is distinctively Christian, setting out the values of the school in their Christian context
- how well collective worship develops personal spirituality within the school community through a range of experiences, including a focus on prayer
- how well collective worship enables participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
- how effectively the school community is involved in the planning, leadership and evaluation of collective worship

### **The right of withdrawal – see appendix**

We recognise the right of withdrawal from worship for pupils at the request of parents and for staff, but encourage discussion with the relevant individuals to ensure that there is understanding of the aims and objectives of worship, and strategies for minimising the disruption caused by any withdrawals

### **Aims of worship**

The gathering of pupils each day incorporates collective worship. Worship will be:

- Appropriate to the age, aptitude and family background of pupils.
- Provided in a variety of settings, groupings and timings, with a variety of leaders, for example in the school hall, classrooms, outdoor reflection areas, in church, led by the headteacher, key stage leaders and teachers.
- This can happen as a whole school, class and key stage.  
(see appendix for an example of half termly acts of worship plans)

### **Worship should provide opportunities to:**

- enhance the spiritual development and response of pupils
- foster reflection, meditation, prayer and silence
- create an atmosphere in which God is both normal and natural
- foster a reverential attitude to God
- foster empathy and imagination, enabling pupils to participate in a variety of ways
- actively involve pupils in the delivery of worship in creative and imaginative ways, for example Harvest festival, Leavers Service, Carol Concerts and includes readings, poetry, drama, dance, quiet / silent reflection, prayer and singing.
- explore and enjoy praise, prayer and the rituals of Christianity (the Anglican tradition in particular)
- affirm the Christian faith and the central Christian status of Jesus as the Son of God
- affirm the Christian belief in the Trinity and explore the meaning of each person of the Trinity
- explore Eucharistic worship within the Anglican tradition through the teaching of the meaning and symbols of communion in RE and through taking part in termly Eucharistic services, but receiving blessings.
- enable pupils to reflect on the experiences of Christian adherents
- foster and value a search for a faith to live by
- explore the schools Christian values to deepen pupils understanding of them and how they relate to the school, local community and wider world
- learn about and reflect upon Christian teaching, Biblical material and Christian festivals, in a way that relates to the pupils' experience and to living together in community
- worship together rather than apart
- provide an evocative setting for worship that fosters spiritual growth and reflection □  
experience a broad spectrum of Christian tradition (various expressions of worship)

- inspire pupils to explore further their own faith and tradition
- encourage pupils and staff to plan, participate and lead in worship
- develop a sense of community and shared values
- consider the needs of others and to foster charitable works
- celebrate the highest achievements of the human spirit
- celebrate achievements of members of the school in every aspect of school life
- foster a thought provoking atmosphere allowing for spiritual reflection and response
- make regular use of local church buildings for worship at least once per term, including Harvest festival, Easter services and Eucharistic services.

#### **Other opportunities that worship can offer are:**

- celebrate the beliefs and cultures of others particularly those represented in our school
- celebrate of achievements of members of the school community
- reinforce school expectations, good behaviour and school routines
- share local school and community information

#### **Management of worship**

Ultimately the responsibility for collective worship lies with the Headteacher and the Chair of Governors. However the role of planning, resourcing, managing and evaluating worship has been delegated to the Worship leader. In addition all teachers in a church school are 'spiritual leaders' and have a responsibility to help pupils develop spiritual awareness. Members of the church including Fr. David and Children's leader Mel Newton are also involved in delivering worship on a regular basis and planning acts of worship that follow a rolling programme based around the liturgical year, alongside the Worship leader.

#### **Resourcing worship**

Worship should be adequately resourced to ensure that it is regarded as an important part of school life. Pupils are encouraged and provided opportunities to plan acts of worship (whole school and class), so that they have ownership of it. Children will have opportunities to lead Harvest festival celebrations, Key Stage led acts of worship, Eucharist services and class worship by writing and sharing prayers, reading Bible passage, reading and presenting stories and performing songs.

#### **Monitoring, evaluating & action planning worship**

Worship is monitored and evaluated frequently in order to ensure that it meets the needs of all who take part. All stakeholders opinions are sought, including children, teachers, parents and governors. A yearly action plan which feeds into the school development plan is written and revised to ensure that worship remains relevant and up to date.

#### **Worship themes and current practice**

Worship is based around the Liturgical year but also includes the themes Parables, Jesus' Jobs, Disciples, Creation, Light and Dark and Christian values. SEAL themes are also used. See appendix for a two year rolling programme of themes and weekly timetable.

**Approved and signed off by**

Headteacher/Principal.....

Chair of  
Governors (Or representative) .....

**(This should be signed off by the Headteacher/Principal and the governing body of the school)**

**APPENDICES** *may include the following*

- 1) Guidance for schools and academies on the right to withdrawal from Religious Education and Collective Worship March 2017
- 2) Example of Termly Worship Programme

## **Appendix 1:**

### **Guidance for schools and academies on the right to withdrawal from Religious Education and Collective Worship March 2017**

#### **Collective Worship**

The **1944 Education Act** gave the right to withdraw from RE or collective worship to parents who wished their children to receive different form of RE or worship. This right is also confirmed in section 71 of the **School Standards and Framework Act 1998**. In the case of collective worship, the government guidance document is **Circular 1/94: Religious Education and Collective Worship**.

Collective worship in all Church of England schools and academies should honour the school's trust deed and Christian foundations. Worship is central to school life, offering an opportunity for the whole school community to explore the distinctive beliefs and narrative that underpins the school's Anglican foundations and distinctive Christian character. Worship is the responsibility of the governing body in conjunction with the headteacher, working in partnership with the staff and the local parish church.

Our Church of England schools should strive to ensure they are consistently excellent, distinctive, and inclusive, and that the whole curriculum is underpinned by Christian values. Religious Education is an important part of the curriculum in all Church of England schools and academies. Its nature, objectives, and content should be shared with parents each term to ensure that parents are able to recognise that RE is of educational value to all pupils, whatever their belief background. In the same way, collective worship should lie at the heart of school life, proclaiming its distinctive character and faith in a way that is relevant, inclusive and that leads each pupil a little further in their spiritual journey. In this way, the likelihood for parental requests for withdrawal should be reduced. However, when they are made they must be handled accordingly to the legal guidance, while there is scope for a little realism and adaptability in order to ensure the best for every pupil.

In many of our schools within the Diocese of Lichfield, there is a large percentage of children whose families are members of another faith. It is the purpose and duty of every church school to be distinctive as a Church of England school. In each school, it is part of the mission of the church to welcome those of other faiths and no faith. In most cases, parents will have chosen the school for their child, making a specific choice of the school because of the ethos and education it offers. In a small number of cases, parents of other faiths will have been offered a place at a church school because no other school has a place for their child within a reasonable catchment area.

The right to withdraw from collective worship should be at the instigation of the parents or pupils above the age of 16.

***The right of withdrawal from collective worship would normally be exercised through the physical withdrawal of the pupil from the place where the act of worship is taking place. Indeed the school could insist that this is the way the right is to be***

***implemented. If, however, both the parent and the school agree that the pupil should be allowed to remain physically present during the collective worship but not take part in it, nothing in the law prevents this.***

***Experience suggests that, to avoid misunderstanding, a Headteacher will find it helpful to establish with any parent wanting to exercise the right to withdrawal:***

- ***the elements of worship in which the parent would object to the child taking part;***
- ***the practical implications of withdrawal; and***
- ***whether the parent will require any advanced notice of such worship, and, if so, how much.***

***Where parents have withdrawn their children from collective worship and request religious worship according to a particular faith or denomination, the governors and Headteacher will seek to respond positively to such requests providing:***

- ***such arrangements can be made at no additional cost to the school; and***
- ***that the alternative provision would be consistent with the overall purposes of the school curriculum as set out in Section 1 of the 1988 Education Act. (Circular 1/94)***

## Appendix 2: Example of Termly Worship Programme - Worship Summer 2018

### School and Christian Values

Week beginning; 16.04.18			
Music; ; Frederic Chopin Prelude in D sharp major "Raindrop" <b>no. 6</b>			
Monday	<a href="http://www.assemblies.org.uk/pri/1193/a-bunch-of-bananas-a-bright-and-energetic-assembly">http://www.assemblies.org.uk/pri/1193/a-bunch-of-bananas-a-bright-and-energetic-assembly</a> <b>Community</b>	<b>1 Corinthians 12:12-13</b>	SW
Tuesday	Fr. David		
Wednesday	Singing Assembly		
Thursday	Class Worship		
Friday	<a href="http://www.assemblies.org.uk/pri/781/be-yourself">http://www.assemblies.org.uk/pri/781/be-yourself</a> <b>Confident</b>	<b>Psalm 27:2-4</b>	EA

Week beginning; 23.04.17			
Music; Frederic Chopin Prelude in D sharp major "Raindrop" <b>no. 6</b>			
Monday	<a href="http://www.assemblies.org.uk/pri/143/st-george-st-georges-day--23-april">http://www.assemblies.org.uk/pri/143/st-george-st-georges-day--23-april</a>		LM
Tuesday	Fr. David		
Wednesday	Singing Assembly		
Thursday	Class Worship		
Friday	<a href="http://www.assemblies.org.uk/pri/335/respect">http://www.assemblies.org.uk/pri/335/respect</a> <b>Respectful</b>	Exodus 20:12	EA

Week beginning; 30.04.18			
Music; Frederic Chopin Waltz no.14 <b>no.11</b>			
Monday	<a href="http://www.assemblies.org.uk/pri/2330/good-samaritans">http://www.assemblies.org.uk/pri/2330/good-samaritans</a> supportive	<b>John 3:16</b>	JS
Tuesday	Fr. David		
Wednesday	Singing assembly		
Thursday	Class worship		
Friday	<a href="http://www.assemblies.org.uk/pri/2765/smiles-matter">http://www.assemblies.org.uk/pri/2765/smiles-matter</a> <b>inspiring</b>	<b>Revelation 22:6</b>	EA

Week beginning; 07.05.18			
Music; Frederic Chopin Nocturne, in E flat Major <b>no. 12</b>			
Monday	<b>MAY DAY</b>		
Tuesday	Fr. David		
Wednesday	Singing assembly		
Thursday	Class Worship		
Friday	<a href="http://www.assemblies.org.uk/pri/350/one-good-turn">http://www.assemblies.org.uk/pri/350/one-good-turn</a> <b>Caring</b>	Luke 5: 17-20	EA



Week beginning;14.05.18			
Music; Frederic Chopin Ballade, in G minor <b>no.17</b>			
Monday	<a href="http://www.assemblies.org.uk/pri/757/march-winds-and-robins">http://www.assemblies.org.uk/pri/757/march-winds-and-robins</a> <b>Independent</b>	<b>Hebrews 12:2-3</b>	VS
Tuesday	Fr. David		
Wednesday	Singing Assembly		
Thursday	Class Worship		
Friday	<a href="http://www.assemblies.org.uk/pri/540/small-ideas-big-consequences">http://www.assemblies.org.uk/pri/540/small-ideas-big-consequences</a> <b>Creative</b>	<b>Exodus 37:1-9</b>	EA

Week beginning;21.05.18			
Music; Frederic Chopin Waltz no. 7 in C sharp minor <b>no. 9</b>			
Monday	<a href="http://www.assemblies.org.uk/pri/126/feely-fingers">http://www.assemblies.org.uk/pri/126/feely-fingers</a> <b>Inquisitive</b>	<b>Acts 2:42-44</b>	VC
Tuesday	Fr. David		
Wednesday	Singing Assembly		
Thursday	Class Worship		
Friday	<a href="http://www.assemblies.org.uk/pri/25/jesus-was-friends-with-the-tax-man">http://www.assemblies.org.uk/pri/25/jesus-was-friends-with-the-tax-man</a> <b>Approachable</b>	<b>Luke 19:5 &amp; 6</b>	EA

Monday 16<sup>th</sup> April 2018

**1 Corinthians 12:12-13**

**Unity and Diversity in the Body**

<sup>12</sup> Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. <sup>13</sup> For we were all baptized by<sup>[a]</sup> one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink.

- **Community - working in partnership with others, being a family, a FELLOWSHIP.**

Friday 20<sup>th</sup> April 2018

**Psalm 27:2-4**

New International Version (NIV)

<sup>2</sup> When the wicked advance against me  
to devour<sup>[a]</sup> me,

it is my enemies and my foes  
who will stumble and fall.

<sup>3</sup> Though an army besiege me,  
my heart will not fear;  
though war break out against me,  
even then I will be confident.

<sup>4</sup> One thing I ask from the LORD,  
this only do I seek:  
that I may dwell in the house of the LORD  
all the days of my life,  
to gaze on the beauty of the LORD  
and to seek him in his temple.

- **Confident** in our own abilities and willing to try new things, confident in those around us - **TRUSTING** others.

Friday 27th April 2018

### **Exodus 20:12**

New International Version (NIV)

<sup>12</sup> "Honour your father and your mother, so that you may live long in the land the LORD your God is giving you

- **Respectful** of each other, ourselves and the world around. Having **REVERANCE** of what God has created.(the **CREATION** of His World)

Monday 30<sup>th</sup> April 2018

### **John 3:16**

For God expressed His **love** for the world in this way: He gave His only Son so that whoever believes in Him will not face everlasting destruction, but will have everlasting life.

- **Supportive** Warm, friendly and caring - showing **LOVE** and **FRIENDSHIP** towards others, at all times.

Friday 4<sup>th</sup> May 2018

### **Revelation 22:6**

The angel said to me, 'These words are trustworthy and true. The Lord, the God who **inspires** the prophets, sent his angel to show his servants the things that must soon take place.

- **Inspiring** to each other - giving each other **HOPE** and encouragement, setting a good example to others

Friday 11<sup>th</sup> May 2018

### Luke 5: 17-20

#### Jesus Forgives and Heals a Paralyzed Man

17 One day Jesus was **teaching**, and Pharisees and teachers of the law were **sitting** there. They had come from every village of Galilee and from Judea and Jerusalem. And the power of the Lord was with Jesus to heal the sick. 18 Some men came carrying a **paralyzed** man on a mat and tried to take him into the house to lay him before Jesus. 19 When they could not find a way to do this because of the crowd, they went up on the roof and lowered him on his **mat** through the tiles into the middle of the crowd, right in front of Jesus.

20 When Jesus saw their faith, he said, "Friend, your sins are forgiven."

- **Caring** - understanding the feelings of others, wanting to help, showing COMPASSION and FORGIVENESS

Monday 14th May 2018

### Hebrews 12:2-3

2 **fixing** our eyes on Jesus, the **pioneer** and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and **sat** down at the right hand of the throne of God. 3 Consider him who endured such opposition from sinners, so that you will not grow weary and lose heart.

- **Independent** and resilient learners and people. Having ENDURANCE, keeping on trying and not giving up.

Friday 18th May 2018

### Exodus 37:1-9

The ark

37 Bezalel made the ark of **acacia wood** - two and a half cubits long, a cubit and a half wide, and a cubit and a half high. 2 **He** overlaid it with **pure gold**, both inside and out, and made a gold moulding around it. 3 He cast four **gold rings** for it and fastened them to its four feet, with two rings on one side and two rings on the other. 4 Then he made poles of acacia wood and overlaid them with gold. 5 And he inserted the poles into the rings on the sides of the ark to carry it.

6 He made the atonement cover of pure gold - two and a half cubits long and a cubit and a half wide. 7 Then he made two cherubim out of **hammered gold** at the ends of the cover. 8 He made one cherub on one end and the second cherub on the other; at the two ends he made them of one piece with the cover. 9 The cherubim had their wings spread upwards, overshadowing the cover with them. The cherubim faced each other, looking towards the cover.

- **Creative** and Innovative - using your special gifts to express original ideas and solve problems

Monday 21st May 2018

**Acts 2:42-44**

<sup>42</sup> They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer. <sup>43</sup> Everyone was filled with awe at the many wonders and signs performed by the apostles. <sup>44</sup> All the believers were together and had everything in common.

- ***Inquisitive, curious and keen to understand - showing AWE and WONDER in God's world***

Friday 25<sup>th</sup> May 2018

**Luke 19:5 & 6**

<sup>5</sup> When Jesus reached the spot, he looked up and said to him, 'Zacchaeus, come down immediately. I must stay at your house today.' <sup>6</sup> So he came down at once and welcomed him gladly.

- ***Approachable and willing to listen. Showing that you are willing to go that extra mile to help out others. Being of SERVICE to others.***