


Welshpool Church in Wales Primary School



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Collective Worship Policy

Monitoring and Review	
Author	 Powys County Council
Approved on	11.12.23
Review date	11.12.25
Head Teacher Signature and Date	<i>L. Tupper</i> 11.12.23
Chair of Governor Signature and Date	<i>efm</i> 11.12.23



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Collective Worship Policy

Monitoring and Review	
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Chair of Governors' Signature and Date	<i>[Signature]</i> 11.12.23



WESLHPOOL CHURCH IN WALES PRIMARY SCHOOL

COLLECTIVE WORSHIP POLICY

INTRODUCTION

This document is a statement of the aims and objectives of Collective Worship at Welshpool Church in Wales Primary School. It was developed through a process of consultation with Distributed Leadership Teams.

All pupils attending Welshpool Church in Wales Primary School take part in a daily act of collective worship, which brings together the whole ethos of our school, its atmosphere, the quality of relationships, its values and attitudes and reinforces its richness. This document provides a statement of the schools aims with regard to Collective Worship. It is a document consistent with the requirements of the Education Reform Act.

DEFINITION (Taken from Estyn Supplementary Guidance on inspecting Collective Worship 2013 www.estyn.gov.wales)

Worship is not defined in legislation. The guidance to schools in Welsh Office Circular 10/94 includes the following definition:

It 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.

Worship in schools will be different from worship amongst a group of people with beliefs in common. This is acknowledged in legislation through the reference to 'collective' worship rather than 'corporate' worship.

The aim of collective worship in schools is described in Welsh Office Circular 10/94: **Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider the spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to, watching and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.**

An act of collective worship is distinct from an assembly. Although they often take place during the same gathering, the difference between the two should be clear. An assembly is often used to reinforce values and expectations, share news, celebrate achievement, and receive presentations from visitors, for example. An act of collective worship is a statutory requirement and may form a distinctive part of an assembly.

LEGAL REQUIREMENTS

1. All maintained schools must provide daily Collective worship to promote the spiritual, moral, and cultural development of their pupils.

2. All pupils in the school must take part in an act of Collective worship during the school day unless their parents or carers wish them to be withdrawn.
3. Collective worship is generally held at the beginning of the school day.
4. The daily Collective Worship must take place on the school premises. Any acts of worship held off the school premises must be in addition to the statutory ones.
5. Acts of worship in any one school term must be 'wholly or mainly of a broad Christian character'.
6. In a voluntary controlled school, Collective Worship is provided according to the original Trust deed based on the teaching of the Church in Wales.

AIMS OF COLLECTIVE WORSHIP AT WCIWPS

- To provide an opportunity for the children to worship God, and to appreciate the use of symbolism and religious language to express feelings and belief.
- To enable children to consider spiritual and moral issues.
- To reflect on values that are of a distinctly Christian nature, and which are illustrated by our set of 11 School Values
- To share and explore together the meaning of emotions such as friendship, thankfulness, kindness, truth and honesty, love and peace, equality, forgiveness, respect, justice, trust and perseverance.
- To provide opportunities to value oneself and to celebrate in the excitement and beauty of life and living.
- To provide for moments of awe and wonder, for truth and for facing the harsher realities of life.
- To give opportunity to express humility, weariness, worry or admission of a need.
- To allow positive reflection on success and failure in an open, honest, and sensitive climate.
- To develop pupil awareness and understanding of the cultural traditions of Wales and other world cultures.
- To encourage expressions of determination to do ones best.
- To create an atmosphere in which children have the opportunity for silent reflection, repose, inner response, and active participation.
- To develop a sense of community within the school, and of being part of a wider community.
- To provide pupils with an opportunity to discover the values of silence and spiritual and moral issues.
- To provide opportunities to celebrate achievements and special occasions in respect of individuals, the school, and the wider community.
- To observe the Church calendar: Advent, Christmas, Epiphany, Lent, Easter, Pentecost, and to acknowledge the importance of special Holy days e.g. Palm Sunday, Shrove Tuesday, Ash Wednesday.

- To create a calm atmosphere using selected music and to encourage children to listen to and appreciate music.
- To encourage active pupil participation.
- To encourage active participation of governors, parents, and members of our local community

Collective worship at Welshpool Church in Wales Primary School should make a significant contribution to pupils' spiritual, moral, social, and cultural development.

ESTYN

In judging the inspection area Care, Support and Guidance, inspectors will consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how far the school fosters shared values, such as honesty, fairness, justice, and sustainability, and helps pupils to understand the needs and rights of others both locally and as members of a diverse global world.

Inspectors will also consider the quality of collective worship and whether a school meets the relevant legal requirements.

It is not sufficient for pupils to simply be present during collective worship. Inspectors must ensure that the person leading the worship at least prepares pupils appropriately and encourages them to listen to, watch or reflect on the worship offered. It can be difficult to judge whether pupils are listening to, watching or reflecting on worship and so inspectors may need to satisfy themselves that a reasonable attempt was made by the school to provide the opportunity for collective worship.

Inspectors:

- Should not take notes during collective worship.
- Should not time the length of collective worship – no minimum length is set in legislation or guidance.
- Should not allow their personal views on collective worship or religion to affect their judgements.
- Are observers during collective worship and should not feel obliged to take part.

PLANNING, RECORDING AND MONITORING COLLECTIVE WORSHIP

Planning should always be done within the above aims and requirements and based around the values of the school. After consultation with all stakeholders, the 11 Values were established and form a focus for the planning for all Collective Worship. The Values are displayed prominently on a display board in the hall behind the altar areas. The Values are also used as a basis for our school rewards system.

A **recording** sheet is filled in on each occasion by a Worship Leader that briefly outlines the content of the Collective Worship. These sheets then form a record of

the Bible stories etc. that have been used to develop the understanding of the Value. A copy of the recording sheet is included in this policy.

Age-appropriate **monitoring** of the impact is carried out, as well as regular feedback from Governor observations. At Welshpool Church in Wales Primary School pupil Worship Leaders will take an important role in evaluating the Collective Worship based on key questions:

- Did today's Collective Worship make you think or re-think?
- Did you learn something new in today's Collective Worship?
- Did you learn something new in today's Collective Worship?
- Did you enjoy today's Collective Worship?

Worship Leaders collect the votes and use excel to record results. These inform future services.

Governors are asked to monitor Collective Worship and a copy of the evaluation form is included with this policy.

The Headteacher or other members of the SLT may also evaluate Collective Worship.

METHOD OF DELIVERY

1. Bible stories are used as a source of inspiration and learning in Collective Worship. Following Collective Worship, these stories are often displayed to serve as reminders of the Value of the month and the Bible stories used to illustrate them.
2. All Worship is focused on the School's Values, with the exception of celebration services or those being held for a special occasion. Important current affairs may also dictate the theme of Collective Worship, especially if it is necessary to react to a particularly exciting or worrying local, national, or global event.
3. Visual aids such as candles, crosses, pictures are used as a focus for Collective Worship, and there is a focal point of an 'altar' in the school halls where objects are displayed following Collective Worship that serve to illustrate and reinforce the Value of the month.
4. A display board around the altars on each site shows the Value of the month and an inspirational picture that relates to it. Any resources that have been used by the adult leading the worship are on display, alongside work completed by children that relate to the Value.
5. The content of worship includes time for listening, time for thinking, time for sharing and time for stillness, silence, and prayer.
6. The presentation of Collective Worship may include stories, poems, drama, visual aids, passages from scriptures and religious symbols and artefacts.

7. All pupils are encouraged to enter and exit the halls quietly while music plays. Pupils are expected to participate and ask and answer questions. A collective prayer is always spoken. Individual children may be invited to say a prayer.
8. Visitors come into school on occasions to talk to the children about their work, about helping others, or tell the children about various charities and fund-raising events in which the children can take part.
9. Governors, parents and members of the local community are invited to join us to worship in school and at Church e.g. Class Assemblies, Harvest, Carol Services.

ORGANISATION OF COLLECTIVE WORSHIP

There is a rota of responsibilities for Collective Worship throughout the week, which includes all teaching staff and members of the Churches of Welshpool. The Worship Leaders will also plan and lead Collective Worship.

Collective Worship on a Friday celebrates achievements and special occasions. Collective Worship usually starts at 9.10am and finishes at 9.30am.

There may be termly variations or special seasonal Worship e.g. a Leavers' Assembly, a class Assembly, a Christmas Carol service or celebration of other special school, community or national events.

All pupils are expected to attend Collective worship. It is hoped, that as the school is a Church in Wales School, no parent or teacher will feel need to exercise their right to withdrawal and will participate fully in the act of collective worship.

RESOURCES

Worship books, prayer and poetry books, posters, and artefacts used for Collective Worship are kept in the staffroom together with some Religious Education resources in the Reflection Room. Further resources are kept in the hall in the display and altar area.

Music resources for Collective worship and music for hymns and songs are kept in the school hall in the resources cupboard.

Visitors with various experiences and skills to share with the pupils, are also invited to lead the collective worship at different times during the school year. For example, Impact Assemblies are led each term by Darren Mayor.

The Headteacher is responsible for monitoring and evaluating the impact and accuracy of this policy, with the support of the Health and Wellbeing/Humanities Distributed Leadership teams.

Welshpool Church in Wales Collective Worship Recording Sheet



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Welshpool Church in Wales Primary School
Collective Worship Record

Date	Theme	Date	Theme

Welshpool Church in Wales Collective Worship Monitoring Sheet



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Welshpool Church in Wales Primary School
Worship Observation Record

Date:

Leader:

Observer:

The **context** for the worship:

Is there a feeling of **gathering**?

Is the worship **engaging**?

Is there space for **responding**?

Is there a sense of **sending**?

Overall, has this been a distinctive and inclusive Christian act of worship and how far has it had **an impact** on pupils' and adults' spiritual development? Is there any feedback for HT/Governors/staff that needs to be shared?

Welshpool Church in Wales Primary School

Worship Observation Record

Guidance notes – you may wish to comment on:

Context:

The theme of the worship.

Who is attending? – whole school, members of staff.

The setting/ambience in the hall – focus, table, music, artefacts.

How far the worship fits in with school values and curriculum / reflects Church in Wales traditions.

Gathering:

Is there a sense of reverence – a time set aside from the rest of the day?

The way in which the children enter the hall.

The greeting and welcome from the leader.

The attitude of the staff.

A sense of calm, excitement, intrigue etc

Engaging:

The effective use of story and drama.

Good use made of the Bible.

The effective use of discussion/questioning.

Pupil involvement – is the worship inclusive, relevant and enjoyable?

Responding:

Pupil engagement in music/singing.

The effective use of prayer and reflection/silence.

Pupils' views encouraged and welcomed.

Sending:

Children and adults leave with a sense of purpose and resolve.

Is there a sense of challenge?

Is there a blessing before everyone leaves?

