

# Rimrose Hope CE Primary School

## Mission Statement

Faith in our children – the hope for the future



Collective Worship Policy

## Vision Statement

As a Church of England School our Christian vision is central to all we do. Our vision is

**‘Faith in our children – the hope for the future.’**

### Rationale and legalities

✓ Collective Worship at our school reflects and reinforces the school’s Christian Vision

✓ Collective worship is a legal requirement in all schools.

Church of England schools serve the local community which will include pupils of the Christian faith, of other faiths and of no faith. In drawing up this policy, regard has been given to the age, aptitude and background of the pupils in our school. At Rimrose Hope CE Primary School collective worship expresses our Christian vision and shapes our relationships and what we do in school. It is central to our life and it reflects and explores the school’s distinctive Christian character and contributes to the academic achievement, spiritual development and well-being of all pupils and staff. Worship offers our school community an opportunity to reflect on values and issues in the context of our Christian ethos.

### Guiding Principles

Collective Worship Aims to:

- Be inclusive, invitational and inspirational so that collective worship is a safe place for all members of the community to explore their own spirituality
- Explore our school’s vision of hope and how we live out that hope gaining spiritual maturity through the expression of our school values of **Creation, Friendship, Wisdom, Justice, Endurance and Hope.**
- Help pupils and adults to encounter the teachings of Jesus and the Bible in a way which demonstrates the relevance of faith in today’s world
- Help pupils and adults to develop an understanding of the Christian belief in the trinitarian nature of God.
- Create a safe space for pupils and adults to develop spiritually through experiences of prayer, stillness, worship and reflection.
- Enable pupils and adults to appreciate that Christians worship in different ways. (See elements of worship list)
- Enrich pupils understanding of Christianity as a global faith.
- Explore spiritual connections between me, others, the world and God.
- Use the liturgy of welcome, learning (window), reflecting (mirrors), and responding (doors)
- Use our shared language of Ow, Wow, Now, Vow and Pow to help pupils and adults express their spirituality in a meaningful way

- Develop spiritual mindsets so pupils and adults explore opportunities to be amazed, be creative, be resilient, be still, be curious, be thoughtful, be hope carriers and be agents of change
- Lead pupils and adults into action
- Enable pupils to develop skills through engaging with planning, leading and evaluating collective worship in ways that lead to improving practice.

### Leading worship

Worship has a variety of leaders from both within school and from the local Church. Pupils (Worship Warriors) are given opportunities to plan, lead and evaluate worship throughout the year. Visitors are welcome to lead collective worship from time to time and are given guidance on our worship policy. The positive educational outcomes of Collective Worship at Rimrose Hope CE Primary School include opportunities for:

- the whole community to celebrate;
- sharing and experiencing differences;
- developing a culture of learning;
- building a sense of group identity;
- encouraging a sense of personal and social responsibility;
- stillness and quiet
- learning how to behave in a large social group;
- exploring feelings and emotions;
- learning how to lead worship for a large group of people;
- engaging with worship of varying styles;
- making visible the school's leadership;
- developing inner awareness.
- exploring fundamental British Values

### Planning a Collective Worship programme

Specific time is set aside for worship. We mark out this special time by having inspirational music, lighting candles, being still and having time to offer our thoughts to God and also take moments for personal reflection. We also ensure that Christian Liturgy is central to our Worship with set openings and dismissals. We follow a 4-stage structure of planning. This is achieved through our 'windows', 'mirrors' and 'doors' approach to developing spirituality.









All teachers use the following format for planning acts of collective worship:

WORSHIP PLANNER	
DATE OF WORSHIP: _____	
NAMES OF WORSHIP LEADERS: _____	
<p><b>WELCOME</b></p> <p>How will you create a special "space" where we can meet together and in which we can prepare to draw close to God? eg using candles, music, artefacts, images etc?</p>	<p><b>LEARNING</b></p> <p>What would you like us to learn about God and His world that will be inspiring and thought provoking? Which resources will you use eg video, drama, books, poems, art etc?</p> <p><b>Ow and Wow</b></p>
<p><b>REFLECTING</b></p> <p>How will you help us to reflect upon &amp; think about what God might be saying to us through our worship? eg using questions, music, meditation, table prayers etc?</p> <p><b>Now</b></p>	<p><b>RESPONDING</b></p> <p>How do you think we might respond? Be challenged or inspired to take action as a result of encountering God? How will small concrete prayer be used to help us draw close to God?</p> <p><b>Pow and Vow</b></p>

## Organisation and delivery of collective worship

### EYFS and KS1




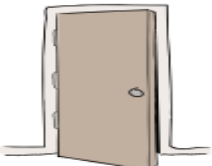
Pupils in EYFS and KS1 follow the Jack in the Box scheme. Collective worship takes place in class and follows the pattern below using the language of Windows, Mirrors and Doors. Pupils explore the school's core Christian values and develop their knowledge and understanding of the major Christian festivals. Worship is always of a Christian nature. Key festivals from other faiths are listed and built into our themes as appropriate.

	<p>Welcome – Hello Time This is a time for welcoming everyone and greeting Jack (animal puppet).</p>		
	<p>Learn – Story Time This is a time for listening and interacting with the Bible story.</p>		<p>Ow/Wow</p>
	<p>Reflect – Thinking Time This is a time for exploring what we have learnt through the Bible story.</p>		<p>Now</p>
	<p>Respond – Prayer Time This is a time when everyone thinks about how they will respond to their learning about the value and apply it in their own lives. A simple prayer concludes the act of worship.</p>		<p>Vow/Pow</p>

## KS2

Whole school worship takes place twice a week. One session is led by the headteacher and the other session is led by our Worship Warriors. Collective worship also takes place in class and is led by the class teacher.

Pupils in KS2 follow the **Roots and Fruits** scheme.

	Welcome – This will include a piece of music to listen to or a hymn to sing along to.  Welcome words (See appendices)	
	Learning element when the Bible text is 'opened up'. Explore Bible passage e.g. read, drama, video, song. Poetry, art, game etc.	Ow/Wow
	Reflecting – Thinking Time This is a time for exploring what we have learnt through the Bible story. Quiet time with questions to ponder.	Now
	Responding – Prayer Time This is a time when everyone thinks about how they will respond to their learning about the value and apply it in their own lives.  Prayer, prayer space type activities, thinking about future actions to take.	Vow/Pow

Collective worship takes place in class and follows the pattern above using the language of Windows, Mirrors and Doors. Pupils are involved in leading and evaluating class worship. Pupils explore the school's core Christian values and develop their knowledge and understanding of the major Christian festivals. Key festivals from other faiths are listed and built into our themes as appropriate.

## British Values

Our school core Christian values of Creation, Friendship, Service, Wisdom, Justice and Hope ensure that British Values are implicit and embedded in all that we do. This is part of our long-term plan to prepare our pupils for living in modern Britain where we value every individual person whether child or adult. We actively promote equality and diversity. It also means that we will promote through discussion, respect for democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths. Evidence for

this comes from work in classes as well as the various pupil ambassador groups. We challenge opinions or behaviours in anyone who does not uphold these values.

### **Equal Opportunities**

All pupils, whatever their race, gender, faith, age or ability, are fully included in our worship times. Within the worship experience, books, materials and activities are monitored to ensure that there is no race, faith or gender stereotyping within them.

### **The right of withdrawal**

As a school we recognise the need to ensure that there is a daily act of collective worship for all pupils (in line with the requirements of the Education Reform Act 1988) and a timetable for daily collective worship has been agreed. The daily act of collective worship considers the age aptitude and background of pupils. Parents have the right to withdraw pupils from collective worship and arrangements are made to accommodate these pupils. Withdrawal from collective worship will only be made following discussions with the Head teacher and a written request from parents

### **Role of Subject Leader**

The role of the subject leader is essentially to work alongside staff and the link governor to plan, implement, monitor, review and support the delivery of high-quality collective worship. The subject leader monitors the standards of collective worship and coverage by observation and through pupil interviews.

Resources include:

- A rich selection of collective worship books
- Suitable music for the various themes
- Appropriate pictures and photographs
- Suitable artefacts for each theme will be used as appropriate
- A focus table/area in each classroom
- Central focus table in the hall

### **Staff Development**

The Collective Worship leader and staff identify resource needs and training opportunities to enrich collective worship, by developing staff skills and competencies, through appropriate courses and/or staff development time.

### **Policy Review**

This Collective Worship Policy is carefully monitored and reviewed systematically by the subject leader, in liaison with the link governor, as detailed previously. A full review of the policy is built into a two-year cycle.

### **Monitoring**

Monitoring of collective worship is carried out regularly. Useful strategies for collecting evidence include:

- written observations
- observing pupil's attentiveness and level of interest
- conducting occasional formal observations of collective worship and providing feedback
- seeking feedback from pupils, staff, parents and governors
- observing the extent of the collective worship's influence on pupils (and staff's) attitudes and behaviour throughout the school
- informal discussions with colleagues

### **Review**

The headteacher, governors and staff review this policy every two years (or sooner if required)

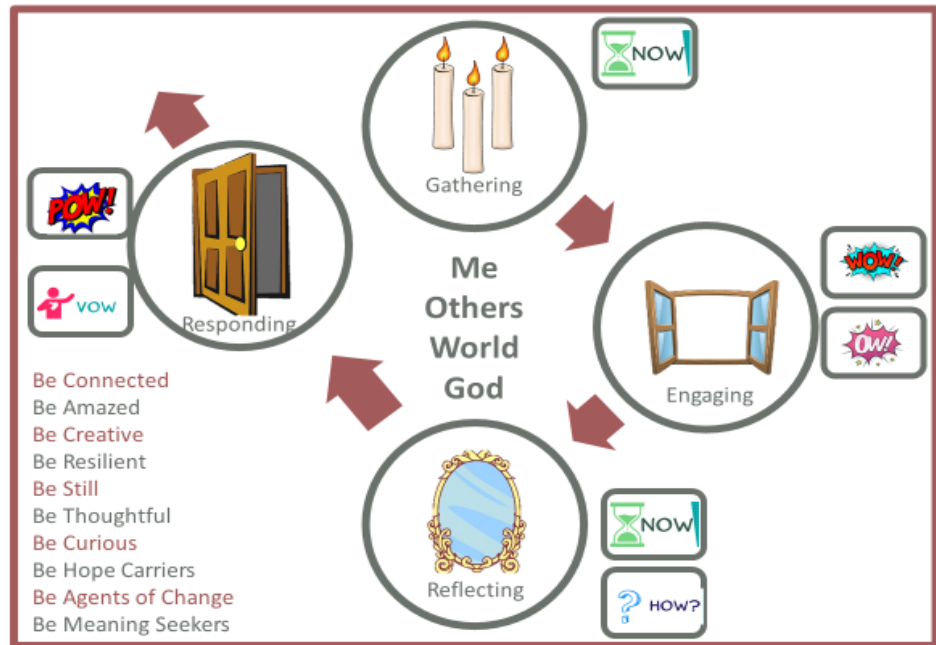
Date policy agreed: July 2023

# Appendices

Appendix 1









Collective Worship Overviews (Pedagogy)

Rimrose Hope CE Primary  
Collective Worship



Rimrose Hope CE Primary  
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Collective Worship Provision

 Gathering	 Engaging	 Reflecting	 Responding
 Gathering together to focus on God the Father, God the Son and God the Holy Spirit.  Elements could include: •Lighting candles •Saying a set of words together •Opening prayer •Artwork displayed on a screen •Music	 Exploring and engaging with the Bible.  Elements could include: •Reading the Bible •Drama •Video •Animation •Action song •Song with beautiful lyrics •Games / activities & talk •Poetry •Art •Visual aids & talk •Nature as a visual aid	 Thinking deeply and reflecting on what we've learned.  Elements could include: •Quiet time / silence •Questions to ponder •Music to listen to •Reflect outside •Songs to sing •Dance to do or watch •Art to look at or create •Film clip •Creative prayer •Meditation •Testimony (hear a person's story of faith) •Read a poem	 Responding by doing something about what we've learned and committing to action or changes of mindset.  Elements could include: •Read a prayer •Spontaneous prayer •Creative prayer •Time to complete an action •Challenge to change a mindset •Challenge to take an action

## Appendix 2 – Welcome words

### EYFS

#### Welcome words and songs



## EYFS Welcome Songs

(Tune: Here we go round the mulberry bush)

Here is the cloth for worship time,  
Let's all be still for worship time,  
Here is the cloth for worship time,  
What will we learn today?



(Tune: The wheels on the bus)

Welcome everyone and say hello,  
Say hello, say hello.  
Welcome everyone and say hello,  
I'm glad you came.



## Learning Time

(Tune: Frere Jacques)

Here's the Bible, here's the Bible.  
A special book, a special book.  
What's inside it? What's inside it?  
Let's take a look, let's take a look.





## Reflection Time



(Tune: Here we go round the mulberry bush)  
Now we're ready for thinking time, (point to head)  
Thinking time, thinking time. (point to head)  
Now we're ready for thinking time, (point to head)  
What have we learned today? (put finger on chin)



## Respond – Prayer Time



(Tune: Twinkle, twinkle little star)  
We know God is always there, (point up)  
Now it's time to say a prayer. (hands together)  
Stretch hands wide then give a clap, (as sung)  
Fold them safely in your lap. (as sung)  
We know God is always there, (point up)  
Now it's time to say a prayer. (hands together and close eyes)



## Goodbye Song

(Tune: first two lines of Baa Baa Black sheep repeated.)  
Goodbye everyone, wave goodbye to Jack,  
We've had fun and he'll be back. (repeat twice)



Collective Worship

## Welcome Words



We light a light in the  
name of the Father.  
God who made me.

We light a light in the  
name of the Son.  
God who loves me.

We light a light in the  
name of the Spirit.  
God who guides me.

