

# SCHOOL POLICY FOR WORSHIP

**Co-ordinator:**  
Hazel Coleman

**Buddy:**  
Jean Bews

**Date Adopted:**  
November  
2014

**Review by**  
Summer  
2018

## How the Policy developed

This policy developed as a result of the whole staff curriculum rolling program review.

## How it relates to the School Development Plan

The Head, RE co-ordinator and buddy will monitor the policy.

R.E. was inspected under a Section 24 inspection in the Spring term 2006 and was graded good.

## Tasks

To introduce policy to staff.

To present policy to the Curriculum Committee.

To continue to increase resources across the school.

To investigate and keep a record of Worship websites.

To create and monitor termly Worship rota.

## Action Group

Staff

Co-ordinator

Co-ordinator

Co-ordinator  
Buddy

## Timescale

Autumn 2014

Autumn 2014

Ongoing

Ongoing

Ongoing

## Cost

Within  
constraints of  
budget

## Intentions

- To adopt this whole school policy for Worship, ensuring continuity, progression and challenge between classes and key stages.
- To provide pupils with opportunities to learn about religious beliefs and practices, and to encourage pupils to express responses to these, applying them to human experience.
- To continue to acknowledge the value and importance of Worship throughout the whole school.
- To maintain a Christian ethos and links to the Church of England.

## Overview and Objectives

### OVERVIEW

- The law requires all schools to provide a daily, collective act of worship that is on most occasions wholly or mainly of a broadly Christian nature. It need not be held at the same time each day. In this school we will meet the requirements of the law in full.

- Where parents request it, their children will be withdrawn from the collective worship and alternative arrangements will be made.

## **OBJECTIVES**

Each day all learners will have the opportunity to participate in an occasion of worship and reflection of high quality.

- A variety of different opportunities will be used to meet our statutory duty.
- Strong links will be made between spiritual, moral, social and cultural education and religious education.
- Collective worship will contribute to the pupils experience of awe and wonder.
- A good ethos will be created for worship, enabling children to enjoy music, singing and celebration.
- Worship will be used to help children understand and experience the meaning of great religious festivals and holy days.
- Worship will contribute to community cohesion and will promote learners' spiritual, social and moral education.

## **Strategies and Outcomes**

The relationship between policy and practice is understood.

On most occasions the school will meet as a whole to worship and on other occasions in different groupings

- On some occasions worship will be held in classrooms at appropriate times during the day and will be led by staff and learners.
- Pupils will learn some well-known prayers and hymns and these will be used in worship.
- Worship will be used for celebration and thanksgiving.
- Pupils will be given opportunities both to participate in worship and to lead worship.
- On some occasions parents will be invited to participate in collective worship with the school.
- Occasionally, outside speakers will be brought in to address the children and, where appropriate, lead acts of worship.
- On special occasions, worship will be linked to religious and other festivals e.g. Christmas, Easter, Harvest and St. George's Day.

## **OUTCOMES**

Pupils will be offered excellent opportunities to experience, enjoy and participate in a variety of different kinds of acts of worship. They will have the opportunity to experience an ethos conducive to spiritual development through prayer and reflection. They will learn to develop positive attitudes to worship and worshipping communities. Through collective worship learners will grow in spirituality and experience awe and wonder.

## **Equal Access and Outcome**

The Equal Opportunities Policy will be adhered to, ensuring an entitlement for all to fully develop their potential, with all pupils having access to the full range of activities and experiences.

## **Health and Safety**

- The Health and Safety Policy will be adhered to.
- School visits will be planned carefully with regard to the requirements for educational visits.

**Implementation**

The policy will be implemented following consultation with staff and governors. All staff will have an Agreed Copy of this policy document by the end of the Autumn term 2014.

Delivery of the policy will be monitored by the Co-ordinator and buddy.

**Resourcing**

Resources will be updated as appropriate, and kept centrally.

## **Spirituality across the Curriculum**

*This appendix has been completed following whole staff INSET led by the Shropshire Advisor for RE and the school RE co-ordinator.*

We can ensure that we contribute directly to children's spiritual development if we offer them the opportunity to:

- Sense or be aware of the mystery of life, of awe and wonder.
- Develop the skills of reflection, silence, and the exploration of inner space.
- Enquire with an open mind.
- Be aware of one's own uniqueness, of the worth of one's self, and of one's identity.
- Empathise with others.
- Be aware of the dark side of life, of suffering, pain, decay and loss.
- Appreciate a sense of community, its demands, values, rituals and celebrations.
- Communicate through speech, art, music, drama etc. responses and feelings with increasing confidence and self-esteem.
- Explore symbols, images and metaphors and their use in helping understanding.

### ***Agreed approaches to a reflective way of teaching:***

- Start from children's own experience.
- Value each child's contribution.
- Provide opportunities for children to find things out for themselves.
- Encourage a questioning approach.
- Ensure there is always time for discussion/reflection.
- Encourage and recognise expression of feelings especially through the arts.
- Provide occasions when children can develop their imaginative skills.
- Develop children's awareness of and ability to use their senses, and to concentrate on the present moment.

**R.E. long term plan**

Revised November 2005

|                | <b>Autumn term</b>                                                                                                                           | <b>Spring term</b>                                                                                                             | <b>Summer term</b>                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cycle 1</b> |                                                                                                                                              |                                                                                                                                |                                                                                                                                         |
| Reception      | As Y1/2                                                                                                                                      | As Y1/2                                                                                                                        | As Y1/2                                                                                                                                 |
| Y 1/2          | How should I behave towards others AS 1:4<br>Celebrations: Why do Christians give gifts at Christmas<br>QCA 1C                               | Why is our world special and how might I look after it<br>AS 1:6<br>How do believers think of God                              | Symbols in Christianity and Judaism KSQ 2:10<br>How do Jewish people express their beliefs<br>QCA 1E, 2A                                |
| Y 3/4          | AS. The symbolic (p62)<br>QCA 3A Signs and symbols                                                                                           | AS 2:14 Why do Christians celebrate Easter (events)(Y4)<br><i>Or</i><br>AS RQ7 What is suffering                               | AS 2:14 Why do Hindus celebrate Divali<br>QCA 3B How and why do Hindus celebrate Divali                                                 |
| Y 5/6          | AS 2:4 What do religious traditions say about how we should treat each other<br>QCA 5D How do the beliefs of Christians affect their actions | AS2:5 Celebrations: food.<br>What do faith communities do to show members they belong<br>QCA 6C Why are sacred texts important | AS 2:13 In what ways does a religious belief influence how someone lives their life (Y5)<br>QCA 5A Why is Mohammed important to Muslims |
| <b>Cycle 2</b> | <b>Autumn</b>                                                                                                                                | <b>Spring</b>                                                                                                                  | <b>Summer</b>                                                                                                                           |
| Reception      | As Y1/2                                                                                                                                      | As Y1/2                                                                                                                        | As Y1/2                                                                                                                                 |
| Y 1/2          | What stories tell us how the world began AS 1:8<br>Festivals: Christmas and Hanukkah QCA 2C                                                  | Why is the Bible special<br>AS 1:11<br>Why did Jesus tell stories?<br>QCA: 2B                                                  | Why are some places special<br>AS 1:13<br>Visiting a church QCA: 1F                                                                     |
| Y 3/4          | AS 2:14 Why do Christians celebrate Christmas<br>QCA 4B Celebrations: Christmas journeys                                                     | AS 2:3 What does a Christian mean by loving your neighbour<br>QCA 3A What do we know about Jesus                               | AS 2:6 What does religion teach us about the specialness of the world                                                                   |
| Y 5/6          | AS 2:9(2) How do believers think of God<br>QCA 6F How do people express faith through the arts                                               | AS 2:8 What different views explain how the world began                                                                        | AS 2:12 What sort of book is the Bible<br>QCA 5C Where did the Christian Bible come from                                                |

Note: RE in the Foundation Stage is included within 'Knowledge and Understanding of the World'. Our school has chosen to combine the Reception RE curriculum with that of Y1/2. For Foundation/Reception guidance see Agreed Syllabus p.46-50.

## Appendix 3

### Planning for Collective Worship

In Collective Worship planning, weekly themes take account of the requirements of the Shropshire Agreed Syllabus, QCA units and the National Framework for R.E.

The termly planning rota is the responsibility of the R.E co-ordinator. Each term at least one week focuses on:

- The Natural World
- Relationships
- Celebration
- World religions
- Self awareness

Weekly themes also take account of work being covered in curricular areas and of significant events in the calendar.

There are opportunities for children to engage in worship in both church and school at times of major festivals, such as Christmas, Easter and Harvest. There is also an Easter service held either in church or in school and a Harvest /One World Week celebration held in school in the autumn term.

There are opportunities to witness/take part in Holy Communion during our termly school Eucharists. These are led by Rev Mike Kneen, Chairman of Governors. He is supported by Year 6 pupils.

A Worship assembly takes place every school day.

- Monday – led by Headteacher.
- Tuesday – led by a Senior member of staff and music co-ordinator for hymn practice.
- Wednesday – led by Assistant Ministers.
- Thursday – Open The Book led by volunteers from our parish or classroom worship led by class teachers. From time to time this assembly may be taken by other visiting guest speakers e.g. speaking on behalf of charities or conservation.
- Friday – Autumn and summer terms - Class assembly led by individual classes in turn, following the weekly theme, and to which parents are invited. Spring term – teacher led assembly where class teachers take the assembly in turn.

The usual format for Worship is to commence with an interactive presentation, discussion, story or play based on the weekly theme, followed by a period of reflection and/or prayer, and a hymn.

The opinions and views of pupils with regard to content, delivery and meaningfulness of Worship assemblies are actively sought through School Council questionnaires, and are acted upon wherever possible.