

# DUNNINGTON CE PRIMARY SCHOOL



## COLLECTIVE WORSHIP POLICY

**Date of Policy:** December 2022

**Date of Review:** December 2025

**Member(s) of staff responsible:** Jessica Dunn

**Governor(s) responsible:** FGB

**Signature of Chair of Governors:**

**Date:** 2<sup>nd</sup> March 2023



*Growing and learning together and aiming to be the best that we can be,  
in an environment based on Christian values.*

## **Collective Worship Policy**

The Collective Worship Policy at Dunnington C.E. Primary pays due regard to statutory requirements and has taken account of the guidance offered by the Diocesan guidelines.

### **Definition of Collective Worship**

Collective Worship is when the whole school, or groups within the school, meet together in order to consider and reflect on common themes and issues.

It offers an occasion in which to worship, through engaging in relevant, meaningful experiences and provides opportunities for pupils' spiritual, moral, social and cultural development.

Worship in church schools must reflect Church of England principles and the Anglican heritage on which the school is founded. We follow these guidelines in accordance with the school Trust Deed. However, we also recognise that we live in a multi-faith society and for this reason our Worship will at times, reflect other faith traditions.

Collective Worship differs from 'assembly' in that an assembly is simply a gathering together of people, whereas the 'worship' is a special time for prayer and reflection within the assembly session. In our school the beginning and end of worship is indicated by the lighting and extinguishing of a candle.

### **Rationale**

Our collective worship policy strengthens and supports the distinctiveness of our school, reaffirms our vision and associated values:

*Dunnington CE Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning (Proverbs 22:6) and a respect for one another and the world in which they live (1 Peter 3:8).*

It celebrates the central role that each child has to play in their community. Our worship reflects the variety of traditions found in the Church of England, and will recognise and follow the Christian liturgical year. The daily act of collective worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the overall spiritual, moral, social and cultural development of the whole school community. Times of Collective Worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.

Collective Worship should always be inclusive, invitational and inspiring. We want children to encounter faith through conversations about God, have opportunities for spiritual development and feel part of the community within Dunnington Primary School.



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**Therefore Collective Worship at Dunnington CE Primary School is planned to do the following:**

- Foster and develop a sense of community, as part of the school, the local community and the global community.
- Explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on moral values such as compassion, gratitude, justice, humility, forgiveness and reconciliation; and develop virtues such as resilience, determination and creativity that develop character and contribute to academic progress.
- Offer the opportunity, through invitation and without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection, enabling participants to explore their own beliefs.
- Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship and festivals, found in the UK and worldwide.
- Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.
- Be inspirational and inclusive, engaging all learners. They can talk about the impact it makes on their relationships and on life in the school.
- An opportunity to celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals.
- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible.

### **Planning Collective Worship**

The SIAMS Co-ordinator oversees the termly planning for collective worship, whilst also liaising with local clergy and lay readers. The worship themes are based primarily on the Christian calendar, whilst also celebrating the festivals of other faiths. National and Global events and British Values/SMSC links are also included in the planning. Music, songs, prayers and reflection all link with this theme and these are displayed on our hall Worship Board. Acts of worship generally follow themes that are linked to the school's vision and values and include the pattern of the church's year. School services are held in the local Anglican Church at Harvest, Christmas, Easter and at the end of Summer term for the Leavers' Service.

We encourage a 4 stage structure of planning within each Collective Worship session including 'Gathering' 'engaging' 'responding' and 'sending'.



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### **Our pattern of Collective Worship**

- Whole School Worship is held three times a week. These are taken by the headteacher, members of senior leadership, or visiting clergy.
- Class and Key Stage worship is held twice a week. These are taken by class teachers across the school.
- Each term, the school focuses on a Christian value or biblical theme, which is explored by visiting clergy and staff members and fed into other worship sessions across the school.
- Each class also has its own Reflection Corner based on values important to the class. It is personalised to reflect pupils' questions or recently explored values. Each reflection area has the school Christian values displayed.
- We conduct worship in a calm and respectful way where appropriate behaviour is the expectation.
- Music is selected to create a suitable atmosphere and is frequently linked to each Worship theme.
- A period for quiet reflection is built into the act of Worship. Children are invited to pray or sit respectfully to reflect.
- There is a focal point of a cross, prayer book and candle.
- We have formed a school Worship Group comprising children from KS2. This group meets with the SIAMS coordinator to discuss, plan and deliver school worship.

### **Visitors**

Visitors should understand the educational aims of Collective Worship at the school and the need to avoid any proselytising. Attempts to persuade pupils to adopt a particular religious or non-religious belief are not appropriate. In general, the Headteacher is consulted before a visiting speaker is confirmed.

### **Monitoring and evaluation**

The School council, Worship Group, Link Governor, clergy and staff evaluate the effectiveness of Worship and to offer suggestions for future themes and the delivery of Acts of Worship. Pupil voice is also carried out with the wider school.

Formal observations of worship are made by the Headteacher, SIAMS Co-ordinator, senior leadership team and Clergy and the pupil collective worship group.

Our Diocesan Advisor has advised us on ways in which to develop our Worship and these ideas are constantly being reviewed and carried through.



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## **Collective Worship Policy**

### Legal Requirements

The law requires the Headteacher and Governing Body of every school to provide a daily act of Collective Worship which is in line with the schools Trust Deed and foundation.

### Right of withdrawal

Any parent can request permission for their child to be withdrawn from an act of Worship. Should such a request be made, the parent will be invited to discuss the matter with the Headteacher, in order that necessary arrangements are made and to ensure that all the practical implications of withdrawal are appreciated.