

CURZON C OF E COMBINED SCHOOL COLLECTIVE WORSHIP POLICY

VISION STATEMENT - *'Learning, sharing and growing under God.'*

- **To provide an education built upon firm Christian foundations**
- **To see the Christian ethos permeating the whole of school life**
- **To prepare pupils for the opportunities, responsibilities and experiences of life**

INTRODUCTION

The school's vision statement underpins all aspects of school life. As a voluntary aided school, Curzon deems it critical to value, uphold and project the spiritual dimension of life in all that it does. The school reflects Anglican traditions with its close link with the Parish Church but recognises that the children in the school come from a variety of Christian, other faiths and non religious backgrounds.

At Curzon C of E Combined School, we wish to share with the children the importance of coming together each day to meet with God, to invite Him to be with us through the day, to praise Him, to intercede through prayer for others and to thank Him for the many blessings we receive. Collective Worship at Curzon is an affirmation and celebration of the values and the Christian distinctiveness of the school.

All assemblies at Curzon CofE School are Christian with a firm basis in Biblical teaching and focus on the Trinity. In so doing, they develop a sense of community, by uniting the membership of the school, under a common ethos and shared values. It is recognised however that worship is not just 15 minutes of the school day, but pervades the daily life of the school.

STATUTORY REQUIREMENTS

Collective worship at Curzon School complies with the legal requirements as set out in the 1998 Education Reform act:

"Collective worship must be wholly or mainly of a broadly Christian character which means that it reflects the broad traditions of Christian belief."

Curzon is a voluntary aided school and the legal basis for the provision of worship must reflect the purpose for which Church schools were established.

"The daily act of collective worship required by law in the school shall be consistent with the faith and practice of the Church of England and the basic curriculum required by law in the school shall include religious education consistent with the faith of the Church of England."

"Use should be made, within the provisions of the Education Acts for the time being in force, of the parish Church or other Church of England place of worship, both for occasional acts of collective worship and for religious education."

("Terms of Union" as stated by The National Society (Church of England) for promoting Religious Education)

Curzon School expects that all pupils will be present during acts of worship. As a Church school, the act of worship is central to the life of the school, however the school respects each individual's faith stance and recognises that there may be an exceptional occasion when a parent may use their legal right to withdraw a child from an act of worship.

DEFINITION and OVERALL AIM

Collective Worship is the daily gathering together of the school community (be it in classes, Key Stages or the whole school) to draw near to God, to learn more about God and His son Jesus Christ, and to offer worship to Him.

OBJECTIVES

Collective worship at Curzon School will enable the whole school community to:

- Recognise that God is actively involved in all aspects of life.
- Acquire and develop knowledge and awareness of the love of God and the key aspects of the Trinity
- Develop an awareness of the fundamental questions raised by human experience and teach a Biblical response to these.
- Not only take part but develop pupils' leadership skills in activities such as worship, singing, prayer, bible readings and teachings to develop their sense of ownership and understanding (see Pupil Ownership paragraph below).

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CONTENT

An assembly at Curzon School will always be Christian in nature and is likely to consist of opportunities;

- for prayer and communication with God
- to sing praises to God
- to teach and learn more about God's love, His character, His Word, Jesus, the Holy Spirit, developing a sense of awe and wonder
- for reflection of spiritual or moral issues, teaching pupils a Biblical response by utilising a Bible verse or passage where possible
- to consider personal beliefs, values and responses
- to encourage commitment to one another, the school and its shared values

Visitors may also be invited to host or be involved with school assemblies. Local ministers between them take a weekly act of worship whenever possible. The process of worship takes place through a variety of media including song, story, video, drama, music, prayer, meditation and poetry.

There is a two year cycle of themes which has been adopted after consultation with the National Primary Centre documents on "Planning RE at Key Stages 1 and 2. They are listed in Appendix A. Included in this two year cycle is reference to the key festivals within the Church's Year. Different coloured altar table banners are displayed to signify these and to aid the children's understanding of key Christian times of the year.

SCHOOL ORGANISATION

Collective worship is timetabled for 15 minutes usually taking place at 9am at the start of each day. Where events for classes make this difficult on any given day, a time for reflection is always given utilising the Content elements listed above. The weekly timetable for collective worship will include:

- Whole-school collective worship (led by the Headteacher)
- Whole school focus on issues and matters that concern the assembled children, including the celebration of successes and achievements (led by the Deputy Headteacher)
- Whole-school collective worship (led by a local minister)
- Classroom collective worship (led by classteachers / pupils) where teachers or pupils may take the lead either on the school theme, linked to the current RE unit or to aspects arising within the class, school, local, national or global communities. Classroom worship also follows the above guidelines for content.
- Collective worship with an extended song-led worship time (led by a teacher). Time will be given to reflect on the meanings of the lyrics and how they apply to the lives of those present.
- Key Stage collective worship and celebration (led by classteachers / pupils)

The reason for Key Stage and classroom collective worship is so that worship activities can also be appropriately focused on the developmental stage, age and experience of the children.

PUPIL OWNERSHIP

In addition, in order to facilitate pupil ownership and progression in development, children are expected to play an increasing role in collective worship in the following ways:

- *Key Stage 1:* Pupils are encouraged to participate in songs, stories, role play and drama, prayer and reflection.
- *Key Stage 2:* Pupils begin to take an increasing responsibility for the themes and activities within classroom collective worship, having opportunities to plan, lead and evaluate acts of worship.

These are some examples of increasing opportunities for pupils to participate, contribute and lead as they progress through the school.

[Blue=church](#)

Eg **Class 1:** saying own spontaneous prayers, join in with call and response phrases. Take roles in assembly directed by a teacher.

[Short sentence readings in church](#)

Class 2: Builds on from Class 1. More detailed prayers like Teaspoon Prayers (TSP – Thank you, Sorry, Please).

[Leading Harvest Festival service with drama or telling a story](#)

KS2 –chn look up bible verses in whole school assembly.

Invited to pray their own prayer.

[In church, talented instrumentalists/soloists \(singing or playing\) perform \(including use of percussion\)](#)

Year 3: talk partner prayers in class assemblies.

Y4-6 and RE group: chn plan and lead class their own class assemblies in small groups.

At the start of the year, some Key Stage 2 classes devise their own call and response to open their class assemblies and decide what symbolic objects will be on their altar tables.

By Year 6: pupils can be asked to draft their own prayers whilst listening to the teaching, to pray out at the end. This enables them to consider carefully the teaching and reflect on a thoughtful response to God.

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Year 6 take on the role of assembly reporter, keeping a school log for the Collective Worship leader of what went well and what they learned from the teaching (plus any thoughts for uplifting further).

House Captains lead KS2 or whole school assemblies.

Y6 devise their Leavers' Service, writing reflections, prayers and choosing songs and Bible readings which mean something to them.

PRAYER TIMES IN CLASSROOMS

Teachers are able to pray with pupils whenever it is appropriate within their class situation eg before a meal time, at the end of the day, in response to class news and sharing etc. Children will often be encouraged to lead times of thanksgiving or praying for issues that are of concern to pupils in their class. Different topic areas in the curriculum may also give opportunities for prayer eg Geography topic on earthquakes which may coincide with a recent news incident in the world. Classes are welcome to share their reflections and prayers in the Prayer Space, so that other pupils may benefit.

CHURCH WORSHIP, Parents and Foundation Governors

The children and the vicar play an active role in special services at Holy Trinity Church, Penn Street. Parents are encouraged to take part in the services that take place at Holy Trinity, other open assemblies and the Nativity play that is performed by KS1 at the end of the Autumn term. Foundation Governors visit the school regularly, observing acts of worship and meeting together each term to ensure the Christian distinctiveness of the school remains vibrant. The Headteacher and Vicar also meet for regular review and planning meetings.

RESOURCES

Collective worship draws on resources within the school community incorporating the staff, pupils and friends of the school. Practical resources to support whole school and classroom worship are stored centrally, with the Headteacher, RE Coordinator and Foundation governors always being available for further support.

RECORD KEEPING AND ASSESSMENT

A record of daily acts of worship is kept. The Collective Worship co-ordinator assesses the quality and content of collective worship within the school. This assessment is the means to identify the impact of collective worship on the school community, next steps for development, taking note of feedback from members of the school community and whether further resources or staff training is needed to support collective worship.

MONITORING, EVALUATION AND REVIEW

Evaluation strategies currently used by pupils and staff for assessing the outcomes of collective worship are:

- Observation of different age groups and abilities level of attentiveness, engagement, interest and participation shown during acts of worship.
- Classroom feedback from pupils, written and verbal. The School Council and Governors ask classes for their feedback.
- Parents' comments after acts of collective worship, either at the school, in the Church or following the Nativity performance.
- Staff's individual evaluations after they have led acts of worship.
- Observation of the children's general behaviour in and around school and whether this is impacted by the school's distinctive Christian values.

These responses to collective worship are kept under review and discussed by staff and foundation governors routinely.

September 2018

THEMES FOR COLLECTIVE WORSHIP

| | Year 1 (2018/19) | Year 2 (2017/18) |
|------------------------------|--|---|
| HARVEST - green | | |
| September | Rules and Issues / 10 Commandments “Love the Lord your God with all your heart, with all your soul, with all your strength and with all your mind’ Luke 10:27 | Creation and laws of nature / Harvest In the beginning, God created the heavens and the earth. God saw all that He had made and saw that it was very good Gen 1:1 & 31 |
| October | Lifestyles Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you. Ephesians 4:32 | Christians around the world Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit Matthew 28:19 |
| REMEMBRANCE – Red | | |
| November | Suffering / Remembrance | Human Responses |
| | In all things, God works for the good of those who love him Rom 8:28 | |
| ADVENT – Purple | | |
| December | Advent / Christmas For to us a child is born, to us a son is given, and the government will be on his shoulders. And he will be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace Isaiah 9:6 | Preparations / Prophets Prepare the way of the Lord; make straight a highway for our God Isaiah 40:3 |
| EPIPHANY - White | | |
| January | Epiphany They saw the child with his mother Mary, and they bowed down and worshiped him. Then they opened their treasures and presented him with gifts of gold, frankincense and myrrh. Matthew 2:11 | Guiding lights / Journeys Your word is a lamp to my feet and a light for my path. Ps 119:105 |
| LENT - Purple | | |
| February | Lent Whatever you do, do everything for the glory of God. 1 Corinthians 10:31 | Relationships / Communications “Do to others as you would have them do to you.” Luke 6:31 |
| EASTER – Yellow/White | | |
| March | Saints Jesus said, ‘If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.’ John 8:31-2 | Discipleship / Creeds A new command I give you: Love one another. As I have loved you John 13:34 |
| April | Easter ‘For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.’ John 3:16 | New life I praise you God, for I am fearfully and wonderfully made. Psalm 139:14 |
| PENTECOST – Red | | |
| May | Natural World | Flora / Fauna |
| | The heavens declare the glory of God. Psalm 19:1 | |
| TRINITY - Green | | |
| June | Healing But for you who revere my name, the sun of righteousness will rise with healing in its rays. Malachi 4:2 Jesus went throughout Galilee, proclaiming the good news and healing every disease and sickness among the people Matthew 4:23 | Safety / Security Do not be afraid for I am with you. Isaiah 43:5 |
| July | Stages of Life Start children off on the way they should go, and even when they are old they will not turn from it Proverbs 22:6 | Rites of Passage And surely I am with you always, to the very end of the age.” Matthew 28:20 |

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Appendix 2 SEASONAL RUNNERS FOR HOLY TABLE

September-October / TRINITY: Green background. Also June-July

Three fish in a circle to represent the three persons of the Trinity. The design is derived from the mitre and cope worn by the Archbishop of Canterbury at his enthronement.

November / REMEMBRANCE banner

December / ADVENT: Purple background with crown representing the Kingship of Jesus. Purple is representative of repentance as Advent is a time of reflection prior to the celebration of Christmas.

January / EPIPHANY: Green background. A star in white on blue, representing the star followed by the Magi. The star is cruciform to show that Jesus was born to be a sacrifice for our sins.

Feb-March / LENT: Purple background. The purple background signifies Jesus' suffering and that Lent is a time of repentance. The cross, nails and crown of thorns are the instruments of His suffering.

March-April / EASTER: Cream background. 'A Croix Fleuris' (flowering cross) to represent the resurrection, superimposed with a **butterfly**, also representative of the resurrection. The caterpillar is His earthly body, the pupa His body in the tomb and the butterfly, His risen body.

May / PENTECOST: Red background. The dove descending in flames to represent the Holy Spirit descending on the disciples.

June-July: TRINITY: Green background

Appendix 4

CLASS ASSEMBLY LOG

Class: _____

Term: _____

| DATE | FOCUS LINK - tick which link has been chosen | | | | USE of MUSIC | ANY VISUAL AIDS | EVALUATION: eg Pupil Inclusion - who and how, response to content and level of reflection |
|------|--|-----------|--------------|----------------------|--------------|-----------------|---|
| | Assembly theme | RE lesson | PHSCE lesson | Class issues / topic | | | |
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TOP TIPS FOR YEAR 6 ASSEMBLY REPORTERS

1. THINK ABOUT WHERE TO SIT SO YOU CAN SEE CHILDREN'S FACES FROM OTHER CLASSES.
 2. WRITE DATE OF THE ASSEMBLY & WHO WAS LEADING IT
 3. WRITE WHAT THE ASSEMBLY WAS ABOUT; YOU HAVE TO PAY ATTENTION!
 4. WRITE WHAT YOU THOUGHT WENT WELL / EVEN BETTER IF
 5. JUDGE ON THE REACTION FROM CHILDREN IN DIFFERENT CLASSES – have they enjoyed it or listened well?
 6. MAYBE MENTION HYMN AND HOW IT LINKS IN AND WHETHER THERE ARE ANY GOOD WORDS IN HYMN THAT YOU LIKED OR FOUND HELPFUL
 7. WHAT 'PROPS' DID THE LEADER USE TO HELP THE AUDIENCE TO FOCUS?
 8. eg Powerpoint
Interesting pictures on screen
Props to hold
Getting the children involved in for eg a role play,
- praying
Sense of humour / told jokes / made audience laugh

Designed by Nic Lawley and Jasper Good

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Y6 ASSEMBLY REPORTER LOG

| DATE/ WHO LEAD? YOUR INITIALS | TOPIC/THEME/ WHAT ASSEMBLY WAS ABOUT What did you/the children learn? | HYMN | Did it help you reflect upon something in a new way? Do you feel that you / the other children have been inspired to do something different as a result of the assembly today? |
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| DATE/ WHO LEAD YOUR INITIALS | TOPIC/THEME/ WHAT ASSEMBLY WAS ABOUT What did you/the children learn? | HYMN | Did it help you reflect upon something in a new way? Do you feel that you / the other children have been inspired to do something different as a result of the assembly today? |
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Appendix 6

Governor Visit Template

TEACHER:

DATE:

AGE GROUP:

| | | |
|---|--|--|
| <p>PLACE / ENVIRONMENT / ATMOSPHERE</p> | <p>Is there a sense of allocated time being time of reflection, time to draw close to God? Is there a sense of respect towards God and to others? Are all those present included (eg including teaching assistant, parent helper)? Do termly logs show a variety of 'spaces' being utilised eg outdoors / woods / pond area and where these are, are they used to enhance the act of worship?</p> | |
| <p>PURPOSE / AIM</p> | <p>Is the act of worship clearly planned? Is the purpose clearly presented to everyone? Is the theme /thought for the day developed through the time?</p> | |
| <p>RESOURCES / ARTEFACTS / SYMBOLS / VISUAL STIMULUS / QUOTE</p> | <p>How are resources used to enable focus upon God? Are resources used effectively to prompt reflection / questioning?</p> | |
| <p>PUPIL ENGAGEMENT & SPIRITUAL DEVELOPMENT</p> | <p>Is there opportunity for personal reflection? Time of quiet? Is there opportunity to ask or answer questions? Express thoughts / contribute to discussion? Is there an openness to join in? Is there opportunity for pupils to express themselves to God (prayer)?</p> | |
| <p>WORSHIP</p> | <p>Is there opportunity to worship by music / praise / expression of thanks to God? During the term, are pupils using not only set prayers, writing their own prayers but also praying spontaneously on the day? Sense of awe and wonder?</p> | |
| <p>CONTENT</p> | <p>Has the content upheld the Christian values of the school? Is there opportunity to teach about the character of God / Biblical truths? Does it motivate / inspire / engage pupils and bring a positive experience for them? Is there ownership?</p> | |
| <p>IMPACT ON CHILDREN/ CHILDREN'S FEEDBACK</p> | <p>What did the children remember from the assembly? Talking to them, is there an indication that they have grown in some way?</p> | |