



Holly Hill
Church School

Collective Worship Policy

2022

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Date issued: June 2022

Review date:

Signed:
Headteacher

Collective Worship in Holly Hill Church School

'Life in all its Fullness' (John 10:10)

A Statement of Entitlement and Expectation

Inclusive Invitational Inspiring

Introduction

As a Christian school our vision is to serve the families of one of Britain's most disadvantaged areas by transforming children's opportunities through the immersion in high quality education. Holly Hill Church School promotes a nurturing environment where every child is enabled to thrive and grow educationally, socially and spiritually. It is with the firm foundations of knowledge, pride and self-belief that our children will develop their group consciousness for the community and the wider world.

At Holly Hill we recognise and value collective worship as central to fostering a sense of community and to expressing the school's Christian vision and values. In practice this means that structure, planning, evaluation, participation, collaboration, and inspection of worship are all taken seriously and ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

Collective worship is seen as more than a daily 'awe and wonder' moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.

This form of encounter through 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 and the Law

Holly Hill is a Voluntary Aided Maintained Methodist/Church of England Infant School. In addition to the national legal requirement that there should be daily worship, as a church school, we have a Trust Deed which states that worship should be 'in accordance with the principles and practices of the Church of England' and in accordance with the School Ethos Statement in the statutory Instrument of Government. Collective Worship takes place every day for all pupils. As this is a voluntary aided school, members of staff are expected to attend the act of collective worship.

Collective worship is grounded in the historical past and enshrined in educational law to be *‘wholly or mainly of a broadly Christian character’*. The requirement to reflect the Methodist/Anglican status of the school as expressed in its trust deed liberates those leading collective worship to build on the rich, lived diversity of Methodist/Anglican tradition and identity. In the same way as worship in churches is aspirational, constantly evolving and being re-imagined there is an expectation of a continuous, dynamic reimagining of what collective worship means at Holly Hill.

Inclusive, Invitational, and Inspiring

Inclusive: Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. At Holly Hill, pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to all. Many pupils and staff will come from homes of a variety faith backgrounds as well as of no faith background. Moreover, many pupils will naturally be at different stages of their spiritual journey during their time in school. Pupils are given the opportunity to think and ask questions. There is space to consent, and dissent: to participate and to stand back; and to consider. It is an expectation that care will be taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

Collective worship will not be ‘done to’ but will involve meaningful contributions from the whole school community, including pupils. It is recognised that pupils will bring their own experience to worship. Inclusion requires pupil involvement in planning, leading and the evaluation of worship. Although part of a national legislative framework, collective worship grows out of our local context and out of pupils’ experience, including their cultural backgrounds. It reflects the faith, belief, and ethnic communities the school serves. Collective worship validates, embraces and celebrates all protected characteristics.

Invitational: Parents, pupils and adults can expect to encounter worship that is consistently invitational. There should be no compulsion to ‘do anything’. Rather, worship should provide the opportunity to engage whilst allowing the freedom of those of all faiths and those who profess no religious faith to be present and to engage with integrity. The metaphor of ‘warm fires and open doors’ captures this idea. The warmth of the fire derives from the clarity and authenticity of the Christian message at its heart. There is no value to an encounter with a watered down, lowest common denominator version of faith. Importantly the door is open, all are welcome to come in and sit as near or as far away from the fire as they feel comfortable. Pupils and adults will always only be invited to pray if they wish to do so and should be invited to pray in their own way. Prayer should always be accompanied by the option to reflect.

Inspiring: Pupils and adults can expect the worship they encounter to be inspirational. Worship should be formational and transformational: it should enable pupils and adults to ask big questions about who we are and why we do what we do. It should motivate pupils and adults into action, into thinking differently, and into reflecting on their and the wider community’s behaviour and actions. As a result of inspirational collective worship, they should be inspired to become courageous advocates of causes. It should encourage them to think searchingly about their faith, beliefs and/or philosophical convictions.

Right to withdraw

There will always be those who are uncomfortable to enter through this open door of worship in our school and so Holly Hill recognises the right of withdrawal from collective worship for those parents or pupils who wish to exercise this option. To do this, contact the head teacher who will guide you through the process.

Aims and objectives

The aspiration to provide collective worship that is Inclusive, Invitational and Inspiring is underpinned by the following aims and objectives and will be monitored and quality assured through the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Collective worship at Holly Hill school will do the following:

- Explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on our 12 Christian values which are; *friendship, joy, hope, respect, kindness, gentleness, tolerance, forgiveness, patience, love, honesty and thankfulness.*
- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the Trinitarian nature of God (Father; Son; Holy Spirit).
- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- 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, festivals and, where appropriate, the Eucharist.
- Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

Provision

The rhythm of daily worship allows pupils and adults to step away from the target-driven culture of much of education, creating a space for an encounter with faith in God. It also provides the opportunity to reflect on larger questions of meaning and purpose. Pupils and adults can expect that the school's collective worship practices will provide a shared set of symbols, signs, words and actions which give the community a language upon which it can draw, in times of joy and grief. Such an experience is key to fostering a sense of fellowship and cohesion within the school community. Whether in times of crisis or celebration, this time set aside in the school day provides staff and pupils with the opportunity to gather and support one another as a community. Throughout the year, the school community may meet to celebrate and mark certain seasons in the Church calendar, such as Lent and Advent. Other important events in the school year, such as the start and end of the academic year, may be marked by formal acts of collective worship. Pupils and adults will encounter the practice of regular prayer and worship as a normal part of the life of the school. These activities will help provide a rhythm and stillness as a pattern of community life. Parents, pupils and adults can expect that worship at Holly Hill will follow a recognisable structure that will help focus worship on one idea. This helps to give organisation and clarity to the unfolding of that idea, as well as helping the leader to ensure that worship is age-appropriate and moves away

from making it a performance art. This could take the form of a welcome or prayer followed by a consideration of a Bible passage or story that the group can then reflect on through discussion, prayer, silent reflection or music.

Developing staff expertise and knowledge: Confidence through professionalism

Parents, pupils and adults are entitled to be led in worship by those who have a secure understanding of the nature of collective worship in a Church school context and by those who are professional in their approach to working with pupils and adults from all faiths and none. Therefore, it should be a priority to build up the expertise of staff, pupils, clergy and other adults in facilitating collective worship. To do this the school will ensure the following.

- Worship leaders, including clergy, have access to regular training, primarily through local Methodist/diocesan education teams.
- Pupil worship leaders are supported, encouraged and resourced to contribute meaningful acts of worship.
- Worship leaders, including clergy, have access to high quality and current resources.
- The governing body have robust systems in place to monitor the impact of worship effectively; this monitoring will include and meaningfully involve pupil voice. Those facilitating worship will have the opportunity to receive feedback and to hear the outcome of evaluation.
- Those from outside agencies and church groups invited into the school to facilitate worship should be trained and properly briefed about the school, its pupil context and the school's vision. They should be supported and monitored as part of the school's systems for the evaluation of the impact of worship.
- The headteacher is the named member of staff responsible for collective worship with responsibility for ensuring that appropriate policy and practice are in place and publicly available.

Collective Worship and Growing Faith

The local church community, through its foundation and ex officio governors, are inheritors and guardians of the school's historic trust deed. This involves honouring tradition while re-imagining how this might look today. Today this has found new expression in the 'Growing Faith adventure'. 'Growing Faith' promotes a partnership between the three local communities of church, school and household to provide space to talk of faith and spiritual matters or ask challenging questions within and between these three communities.

Three principles exemplify this approach:

- Connected Communities: looking for meaningful community connections between church, school and household.
- Encounters with God: encountering faith and belief by engaging in conversations about God as individuals and together.
- Imaginative practices: searching for 'a new way of being church' and creating new thinking and new doing in relation to children, young people and households.

This has been described as developing 'faith talk' in the 'Faith in the Nexus' report. Specifically, the Church school is a place for 'faith talk' where Encounters with God may happen. The 'Growing Faith adventure is not part of the SIAMS schedule but the local church should normally expect to be part of a church school partnership that encourages and supports the school in effectively developing the impact of and provision for worship. Families can also expect to be partners in collective worship: involved, informed and enabled to collaborate at home if they should wish.

Developing Spirituality and Educational Character

Spiritual character – developing understanding in these four areas	<p>to think about God to listen to God</p> <p>to make a response to God to explore a relationship with God to enjoy being in the presence of God to offer, praise and thanksgiving to God</p> <p>to get a sense of things unseen to wonder to recognise the preciousness of our planet and the natural world* *so, sometimes, collective worship outside</p> <p>to feel a sense of belonging to a group that shares and celebrates together, as well as being thoughtful or sad together to experience a feeling of connectedness to others in the world and a sense of responsibility towards them to realise that life can be hard and challenging, that there is difficulty to be faced, but people can do it together with others</p> <p>to reflect on personal belief to reflect upon ourselves and our lives as part of a bigger picture of life to recognise personal strengths and weaknesses to note feelings and opinions to recognise that everyone gets things wrong and makes mistakes, but it is possible to move beyond them to think in a new way to gain inspiration to receive a challenge to live differently to rejoice in being unique and precious to change behaviour in response to new learningto be, rather than do</p>	God	Our world	Others	Myself
Educational character	<p>to learn about different ways of worshipping and about imagery and symbolism to learn about the faith of the local church community to participate in marking important features of the church calendar to explore the Christian vision and values of the school to use stillness and quietness to have a quiet moment in a busy day to celebrate gifts, talents and achievements to consider spiritual questions raised in the rest of the curriculum</p>				

The organisation of Collective Worship

Day	Focus	Led by	Venue
Monday	Christian Value of the week introduced - linked to vision and bible teaching	Senior leader Class prayer leaders	Hall Whole school
Tuesday	Reflection time in class of the value This may include discussion, creative activity, prayers, mindfulness, music, drama...	Teacher and children	Class
Wednesday	Worship through music and song	Senior Leaders	Hall Whole school
Thursday	HeartSmart class assembly or Bible story linked to the value using Jack out of the box! Oscar out of the box!	Teachers	Class
Friday	Celebration worship Values awards. Sharing examples of the values being lived out in school and beyond Open the Book Bible story to bring to life the value of the week (once a fortnight)	Senior Leaders Spiritual Council Leaders Open the Book	Hall Whole school

Class prayer areas	Each class has an area for worship which is central to class worship on Tuesdays, some RE lessons and child initiated times
Spiritual Garden	This is a protected space available for quiet contemplation, discussion and reflection at playtimes and lunchtimes for KS1. Also whole school/class worship at times.

The content of Collective Worship

Within our collective worship we provide a wide variety of stimuli to help pupils to reflect upon and respond to the weekly value/focus. These include:

Story, Music, images and slideshows, Poetry, Drama, Video, Puppets, Games, Dance, Questioning, Singing, Praying.

As a Methodist/Anglican school we reflect aspects of worship in the following ways

We use the Bible as a source of Christian teaching, and give it a prominent place in our worship.

We draw upon the teaching of Jesus and explore the relevance of his teaching in today's world.
We follow the cycle of the Anglican year; Advent, Christmas, Lent, Easter and Pentecost and some saints' days.

We use liturgical colours for our worship focus.

We use Christian symbols and artefacts, exploring their meaning for Christians.

Prayers and hymns

Meditation and silence

Using sentences and responses (eg The Lord be with you ... and also with you)

The management of Collective Worship

The governors hold overall responsibility for ensuring that the legal requirements for worship are met, but the head teacher has the statutory accountability for ensuring that collective worship takes place. The nominated person with specific responsibility for collective worship in our school is the headteacher.

Arrangements for recording, monitoring and evaluating Collective Worship

A record of the theme and content of the collective worship is kept in a file in the headteacher's office. Evaluation takes place in the following ways:

- There is a rota for evaluation by one class per week (Appendix 1)
- There is a termly agenda item for the school council/worship council
- The link Governor for Church School Effectives provides formal feedback to the governing body in the summer term on the effectiveness of Worship
- Senior leaders conduct regular learning walks

Appendix 1

Worship Evaluation

**Holly Hill Church School
Collective Worship Feedback
'Life in all its Fullness'**

Date	
Class/Year group	
Focus/value	

How did worship express the school's vision?	
How was worship <i>Inclusive, Invitational, Inspiring?</i> (You can of course say it wasn't!)	Inclusive Invitational Inspiring
How engaging was worship for children and adults?	Children Adults
How did worship offer all children and adults the opportunity without compulsion to develop their <i>spirituality</i> (Mirror, window, door Relationship with ones self, others, God and beyond)	
What opportunities were there to worship in a variety of ways	Music Silence

<p>(this will give a rounded picture over time)</p>	<p>Singing</p> <p>Story</p> <p>Prayer</p> <p>Reflection</p> <p>Other</p>
<p>How did worship help pupils and adults appreciate relevance of faith in today's world and the teachings of Jesus and the Bible?</p>	
<p>What impact has worship had on shaping thoughts and behaviour of children and adults in your class?</p>	
<p>Are there any responses to the worship from the children or adults that you would like to share?</p>	
<p>What, in your opinion, could improve the experience of collective worship at school?</p>	