



## BUSBRIDGE CE (Aided) JUNIOR SCHOOL

### Collective Worship Policy



**This policy was updated by the Governing Body in the spring term 2021  
It will be reviewed in the spring term 2024**

*Vers 16.03.21*

#### **Our School Vision Statement**

To be a school that reflects the love of Christ: **cherishing** each other as unique individuals and **challenging** all to achieve and succeed.

#### **The Rationale for the Development of this Policy**

The 1988 Education Reform Act requires all pupils to take part in a daily act of collective worship which should be part of a balanced curriculum promoting the spiritual, moral, cultural and social development of pupils and should be wholly or mainly of a broadly Christian nature. The subsequent DfEE Circular1/94 states that collective worship can take varied forms and that the unique dimensions and opportunities afforded by the school should be explored to the full.

The Church of England foundation of Busbridge CE (Aided) Junior School makes it appropriate for acts of worship to be largely Christian in character. However, on all occasions the integrity and religious background of every pupil is to be respected.

This policy should be read in conjunction with the school's Social, Moral, Spiritual and Cultural Policy and RE Policy.

#### **Aims of Collective Worship**

The aims of collective worship at Busbridge CE Junior School are to:

- Foster an awareness of God's presence and love throughout the school day
- Develop community spirit, a shared ethos and enact our Cherish & Challenge vision
- Reinforce shared values which encourage the equality of all individuals, a respect for truth and honesty and care, sensitivity and compassion for others and the world in which we live
- Provide pupils and staff with opportunities to consider and express their responses to spiritual and moral issues through the key elements of: reverence, reflection and celebration
- Provide opportunities to learn about the Christian faith through a variety of media including stories, songs, hymns, artefacts, and visits from members of the local faith communities, festivals and special calendar events.
- Ensure that assemblies are inclusive, educational and spiritual

- provide for a variety of different sized groups including whole school, year group and class based worship
- Promote a positive attitude towards the school community by recognising, praising and encouraging individual and corporate achievement
- Develop positive links with local worshipping communities, especially Busbridge and Hambledon Church.

### **The Principles of Collective Worship**

Collective worship should be pupil-centred and related to pupils’ own experiences and concerns. It should acknowledge diversity and pupils should be encouraged to take an active part in acts of worship.

Collective worship should be educational, have a purpose and relate to other curricular activities. Assemblies should be consistent with the aims of Busbridge CE Junior School and advance pupils’ learning.

Collective worship should be spiritual and a time for reflection and individual worship.

### **The Pattern of Worship at Busbridge CE (Aided) Junior School**

#### **Planning**

Assemblies are planned for both on a termly and weekly basis incorporating a theme that fosters spiritual, cultural, and moral development. The current Four Year Plan is attached (Appendix A).

The school also uses the Values for Life, Church of England Toolbox as a starting point for collective worship. Values explored include Hope, Courage, Friendship, Creativity, Peace, Trust, Forgiveness, Justice, Thankfulness, Compassion, Perseverance, Respect and Reverence. Teachers are encouraged to follow up the assemblies within their weekly RE or PSCHE sessions.

#### **Weekly Acts of Worship**

(These may vary depending on a number of factors)

Monday	Led by Headteacher
Tuesday	Led by Busbridge / Hambledon Church
Wednesday	Singing and praise – led by music and RE leader
Thursday	Staff Led – on rotation and based on focus ‘value’ for the term
Friday	Led by Deputy Headteacher or class led assembly

Assemblies usually last for twenty minutes.

In addition the children participate in acts of worship at St John the Baptist Church, Busbridge on a termly basis, celebrating:

- and welcoming the arrival of new pupils in September
- Harvest Festival
- Christmas
- Easter
- The end of term and pupils 'moving on' .

Regular opportunities are also made for acts worship in classrooms and other places in the school including the grounds.

### **Expectations of an Act of Worship**

Assemblies are seen as a time in which we worship as a school family via celebration, reflection, participation, song and prayer to various faith stimuli and the achievements of the children. A worshipful atmosphere is created by:

- encouraging children and staff to come into and leave the assembly hall quietly, hence creating a sense of occasion and reverence
- providing a visual focus such as lighted candle, power point image, artefact or object of interest
- playing music in harmony with the theme at the start and end of the assembly
- Singing a hymn or song appropriate to the theme of the week.

### **The Law**

Parents have the right to withdraw their child from acts of worship.

Arrangements are made for those children who are withdrawn from collective worship. They are given appropriate work and supervised in a classroom by members of staff on a rota basis. In class assembly time these children will be given work to complete, while the rest of the class take part in collective worship.

### **Monitoring Collective Worship at Busbridge CE Junior School**

As a reflective community we believe in the value of receiving and providing feedback. In this way we develop and improve our provision, ensuring that it is as effective as possible.

Collective Worship is monitored termly by a range of people. These include Governors, teachers, children, the school leadership team, Guildford Diocese. The attached proforma provides guidance for monitoring and feedback.

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### **Appendix A – Collective Worship Themes – Long Term Plan (20/21 to 23/24)**

### **Appendix B – Monitoring of Collective Worship proforma**

## App A : Collective Worship Themes – Long Term Plan (20/21 to 23/24)

vers 16.03.21

### Ongoing Themes:

(i) **School Values & School Vision :**

To be a school that reflects the love of Christ: cherishing each other as unique individuals and challenging all to achieve and succeed.

(ii) **British Values :** Tolerance ; Mutual Respect ; Individual Liberty ; Democracy ; Rule of Law

(iii) **6Rs (Behaviours For Learning) :** Respect , Ready , Responsible , Resilient , Reflective , Resourceful.

School led / Church Led	AUTUMN 1	AUT. 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>2020/21</b>	New Beginnings / Going for Goals  Church	Say no to Bullying /  Second Chances	Respect & Reverence  The World Around Us	Looking After Our World What Do People Say Jesus Is?	Koinonia – Community and belonging Church as a Community	Perseverance  Psalms To Inspire
<b>2021/22</b>	Creation  Harvest	Hope  Fruits of the Spirit	Friendship  Friends of Jesus	Truthfulness  Road to Easter	Trust  The Parables	Service  Moving On
<b>2022/23</b>	Compassion  The Lord's Prayer	Peace  Remembrance	Forgiveness  Gospel Writers	Justice  Sacrifice	Wisdom  Proverb Sayings	Courage  Paul's Courage
<b>2023/24</b>	Responsibility  The Power of Prayer	Let Your Light Shine  The Bible ; Advent	Humility  Special People and Holy Days	Thankfulness  Miracles	Generosity  Old Testament Stories	A Backpack for the Journey  Old Testament Stories

**App B:****COLLECTIVE WORSHIP – Monitoring Sheet****School: Busbridge CE Junior School**

Leader of CW:

Person monitoring the CW:

Date:

Worship Theme:

<b>CRITERIA</b>	<b>Range of possible observations</b>	<b>COMMENT</b>
<b>Introduction</b>	Immediate impact, relevant, welcoming, stimulates interest  Dull, uninteresting, lacks focus.	
<b>Content</b>	Clear Christian content and teaching  Woolly, lack of structure, largely secular	
<b>Conclusion</b>	Clear summary, learners given opportunity to reflect.  Unclear what the message was	
<b>Evidence of Preparation</b>	High standard of presentation, structured, relevant.  Poor.	
<b>Quality and use of support materials</b>	Excellent standard, use is highly relevant.  Poor quality/not relevant.	
<b>Communication skills</b> voice, clarity, speed articulation	Excellent - well expressed, stimulating.  Poor communicator	
<b>Personal attributes</b> - warmth, humour, enthusiasm	Convincing, enthusiastic, warm.  Lack of rapport.	
<b>Response of children</b>	Absorbed and attentive  Disinterested, fidgety	
<b>Summary</b>		

Pointers for consideration. NB not a check list:

Music (entry/exit)	appropriate/random, linked to theme, creates atmosphere, delivers a Message
Welcome	whether greetings exchanged and introduction made
Focus	table, cloth, Bible, cross, candle, artefacts
ICT/Visual/drama	provides appropriate, linked relevant visual/factual information
Atmosphere	extent to which AoW is portrayed as special and important
Awe and Wonder	sense given of marvel of world/creation
Conviction power	extent to which message is clear and compelling or words lack and appear as paying lip service
Bible link God,	there is some mention of the Bible, Christian teaching and belief, Jesus
Multi faith	(where appropriate) reference is made to other belief systems
Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
Singing	whether there was appropriate hymn/song, quality, enthusiasm of participation
Reflection	learners given time to pause and reflect
Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Dynamism/Theatricality	was it a performance rather than an AoW
Dismissal learners,	whether the person takes charge, smiles, engages with some says 'thank you'
Open/closed	does the leader give room for the children to build their own meanings/connections/links? Are they told what to think?
Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?