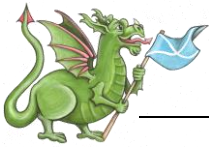




Ogbourne CofE Primary School
Collective Worship Policy

Date of approval: September 2023
Approved by Ogbourne Academy Committee
Review date September 2026



Collective Worship Policy

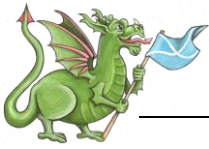
I. Policy Statement

Ogbourne CE Primary School is a Church of England academy. Worship is therefore an important part of the school day as it gives us the opportunity to come together as a school community to listen, reflect, pray and respond. It is attended by students, staff and visitors to school. All acts of worship are in accordance with Excalibur Academies Trust's Articles of Association, the academy's Supplemental Funding Agreement and related Church Supplemental Agreement, and reflect the Anglican status of the school. In addition to daily school worship, special celebrations and services take place in Church.

Our School Collective Worship Policy reflects and reinforces the school's vision. This policy demonstrates the partnership between the conduct and content of school worship and the ethos of the whole school based on the Christian values of: Friendship, Respect, Integrity and Effort, which are underpinned with Love and lead to Hope.

Collective Worship:

- ✓ Is planned to be inspirational and inclusive. It should engage all learners and they should be able to talk about the impact it makes on their relationships and on life in the school.
- ✓ Will regularly include Biblical material and Christian teaching and this should explore and relate to the schools' core Christian values, as well as the fundamental British Values and Protected Characteristics.
- ✓ Will have a strong focus on God as Father, Son and Holy Spirit enabling all learners to embark on an understanding of the Trinity.
- ✓ Will help all learners to understand Anglican and other Christian traditions found in the UK and worldwide.
- ✓ Will challenge all learners of all backgrounds to understand and embark on their own spiritual journey. They should understand the value of listening, prayer, reflection, stillness and response.
- ✓ Will contribute significantly to pupils' spiritual, moral, social and cultural development; by providing all learners with "something more than the obvious, something to wonder at, something to respond to".



- ✓ Will be an opportunity to celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals.
- ✓ Should be invitational; children should be invited to join in with prayers and acts of Worship.
- ✓ Will be led and supported by pupils, when appropriate.

2. Roles and Responsibilities

The Academy Committee

The Academy Committee are responsible for ensuring the school is meeting the legal requirements for worship. The law requires the Head of School, or Principal and Academy Committee of every school to provide a daily act of Collective Worship which is in line with the schools Trust Deed and foundation. Specific requirements are set out at clause 2.8 of the school's Supplemental Funding Agreement.

The Subject Leader

The Collective Worship Subject Leader is responsible for planning and organising worship and its associated resources; alongside class teachers, producing interactive worship display each term, based on the current theme; leading the school in ensuring the principles and procedures detailed in this policy are realised in practice; supporting colleagues, as appropriate.

The Head of School

The Head of School is responsible for overseeing the work of the subject leader.

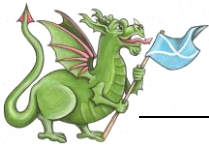
The Teaching staff, Clergy and volunteers from the local church

Are responsible for leading collective worship in line with this policy; maintaining the worship reflection area in their classroom; leading their children in reflections following values worships by completing their Reflection Diaries (electronic).

3. The Planning of Collective Worship

Collective worship is treated like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. The content and methodology of Collective Worship should be varied and there should be evidence of this in planning.

Each term there is a new theme for Collective Worship, based on our school Christian values. Those leading worship are encouraged to relate their worship to this theme and follow the schedule provided so there is continuity and progression within the



theme. However it is also recognised that the themes are broad enough to allow all those leading worship to approach worship in a creative manner. We also recognise that leaders may feel that on odd occasions they need to revert from the theme and respond to local or national events. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints.

6. Procedures for Collective Worship

We hold a daily act of collective worship. The organisation of these can change, but typically it includes: a whole-school worship through song, with songs chosen to fit the values for the term; Key Stage worships based on 'Picture news', our school values and the fundamental British Values; a worship led by members of the church; a worship based around our school values, reflection worships in key stages and a celebration of work (Wow Worship) at the end of the week.

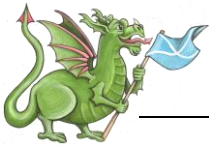
Theme music, visual aids and whiteboard presentations are available to use during worship time.

Hall Procedures: As the children lead into the hall, they listen to spiritual music played from each classroom and the child at the end of the line carries a candle. Worship begins with the opening, "We are gathered together to worship in the name of God the father, God the Son and God the Holy Spirit and the children place their candles on the table. Religious symbols (e.g. cross and candles) set the tone for the worship. There may be a visual focus for reflection or thought as the children enter the hall e.g. a picture on the screen. Each worship will contain a religious or spiritual focus, a religious or spiritual song and a time for prayer and reflection. Leaders are encouraged to be creative and engaging in their approach to leading worship.

Key Stage Worship and Reflection: Once a week, worship takes place in key stages. By the end of the week, the pupils will have had the opportunity for reflection time on the week's worship theme from a variety of viewpoints. Each classroom has an allocated area of worship and reflection to be used during these sessions.

7. Evaluation of Collective Worship

Evaluation needs to be an integral part of the process of leading worship. We seek to encourage pupils to voice their views on Collective Worship so they are part of the overall evaluation process.



8. Monitoring of Collective Worship

We recognise that the monitoring of the planning and provision of worship should be carried out on a regular basis, by the subject lead and through pupil conferencing. The governors have a key role in this process to ensure that the legal requirements are met and that the worship offered to the pupils is of the highest quality. We have a link governor for Collective Worship who visits school regularly during the year as part of his monitoring role. We have two foundation governors, appointed by the Salisbury Diocesan Board of Education who have a role in ensuring that Collective Worship is conducted in accordance with this policy and meets SIAMS guidelines.

9. Rights of Withdrawal

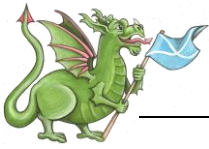
At Ogbourne, we seek to be an inclusive community. However, we respect the right of parents to withdraw their children for Collective Worship. This school expects that withdrawal will only be made following parental discussion with the Head of School, followed by written confirmation of withdrawal. If any requests are received the school will develop a system of suitable supervision for students withdrawn from worship. However, no additional work will be set or followed in this time.

10. Resources

Resources for worship are kept centrally. These include *Values for Life* and *Roots and Shoots*.

Focus for Worship – Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Worship through song (Teacher-led)	Key Stage worships: Picture News (Teacher-led)	School Values Worship <i>(Led by Head of School or supported/ led by pupils)</i>	Clergy-led worship or Values reflection in Key Stages (led by pupils/ teachers) (fortnightly rotation)	Wow Worship (led by Head of School, supported by pupils and staff)



The Pattern of Worship

*Members of Worship Council will prepare the hall before classes come in. At the front of the hall there will be a **worship table**, containing **three candles**, a **bible** and a **cross**. Where appropriate, there may be another artefact or object suggesting the theme or content of the worship. Music chosen to promote an atmosphere of calm and reflection will be playing.*

The act of Worship will contain four distinct sections:

Welcome

Once everyone in the school has gathered, the music will be turned off and the three candles are lit to signal the start of worship whilst the children say the welcome words: “We are gathered together to worship in the name of God the father, God the Son and God the Holy Spirit” and the children place their candles on the table.

Learning

Symbolised by a window, the learning element is when new possibilities or different perspectives are ‘opened up’ through the use of drama, visual images, poetry, or a retelling of a Bible story which invites participation and interaction. Wherever possible, children should be actively engaged in presenting the learning element.

Reflecting

Symbolised by the mirror, the reflecting element encourages everyone to consider how the Bible story or stimulus has resonated with, or challenged them. Usually searching questions are offered as a focus for reflection.

Responding

Symbolised by the door, the final element in worship provides an opportunity to consider how God might be challenging those present in the worship to ‘step out’ and play their part in making a difference in the world either as individuals or as part of the school community.