

# **ST. ANNE'S CATHOLIC PRIMARY SCHOOL, BUXTON**

## **COLLECTIVE WORSHIP POLICY 2016**

### **The Nature of Collective Worship**

We believe that worship in our school celebrates the presence of God in our lives. In our words and actions we respond to God's invitation to relate to Him through the life and work of Jesus and with the help of the Holy Spirit.

### **The Place of Collective Worship in the Life of Our School**

Worship is an integral part of our school life, enabling everyone to participate in their spiritual journey.

We endeavour to take account of the religious and educational needs of all who share in collective worship. We encourage everyone to contribute, participate and gain spiritually from the experience, regardless of their faith background or prior experiences.

### **Aims of Collective Worship**

We believe that Collective Worship in our school aims to promote the opportunity for all pupils and staff:-

- to celebrate God's presence in their lives;
- to participate fully;
- to reflect;
- to enrich their own understanding beliefs;
- to experience a sense of belonging;
- to pray with meaning;
- to be thankful;
- to share values and community;
- to take time for 'wonder'.

We believe that children are best introduced to prayer and the sacraments, especially the Eucharist, by a gradual approach, building from the Foundation Stage to Year 6.

### **Policy Monitoring and Review**

The policy is monitored by the Collective Worship Co-ordinator and is evaluated and reviewed regularly by school staff and Governors.

## **Principles**

### All Acts of Worship in this School will:-

- honour and praise God;
- be a quality activity;
- develop children's skills to enable them to prepare, organise and lead worship;
- give children positive appropriate liturgical experiences.

### To do this celebrations will:-

- be kept small, wherever possible or appropriate, to help to personalise the experience;
- be short and appropriately paced (5-6 mins at KS1; 7 – 10 mins at KS2);
- be simple, including a range of experiences in a variety of groupings and settings.

### Collective worship in our school will be:-

- properly planned
- adequately resourced
- recorded
- monitored
- evaluated

Collective Worship takes place daily at either class, Key Stage or whole school level. A programme of whole school assemblies/Masses is planned for the whole year, with each class taking responsibility to present these on a rota basis. Eucharistic celebrations are held at the start and end of each term and on specific feast days.

## **Resources**

Resources for Collective Worship are kept in each classroom. Those required for Eucharistic celebrations are kept in the Administration Office.

# Appendix 1

## The Role of the Co-ordinator for Collective Worship

- Formulating a written policy for Collective Worship
- Ensuring that there is a development plan for Collective Worship which may at times form part of the School Improvement Plan
- Ensuring that Collective Worship is appropriate to the age, aptitudes and family backgrounds of pupils
- Ensuring that Collective Worship takes account of the religious and educational needs of all who share it and is rooted in the principles of the 'Directory for Masses with Children'
- Organising themes for Worship
- Assisting the Governors and Headteacher to carry out their legal responsibilities with regard to Collective Worship

### Planning, recording, monitoring and evaluating

- Maintaining and developing effective procedures and documentation
- Observing, on occasions, an Act of Collective Worship
- Informing the Headteacher of standards and developments in Collective Worship

### Communication

- Communicating to members of the school community the significance and content of Acts of Collective Worship
- Reporting to and consulting with Governors and Headteacher regarding matters of concern and development
- Acting as consultant to colleagues
- Encouraging positive attitudes towards Collective Worship
- Informing newly appointed colleagues of school policy regarding Collective Worship
- Communicating with parents, Governors and the parish community
- Liaison with the school chaplain
- Liaison with the Diocesan RE Centre

### Professional development / Ongoing formation

- Leading and organising In-service training and ongoing formation for Collective Worship
- Attending appropriate in-service courses and reporting back
- Keeping up to date by personal reading

### Resources

- Evaluating existing resources
- Developing the resources available for Collective Worship including visual aids, artefacts, drapes, music, visitors, leaders, new and relevant books, posters etc.
- Budgeting efficiently

## **Appendix 2**

### **Legal Requirements**

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. (This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.) We understand that simply holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. We also acknowledge that collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

The act of worship is not designated curriculum time under regulations and will not be subsumed under any part of the curriculum, including religious education.

As a rule, acts of worship will take place on the school premises. However, the Governing Body has the discretion to allow acts of worship to be held elsewhere, e.g. church, “on a special occasion”.

In this school, as with any Voluntary Aided School, responsibility for arranging Collective Worship rests with the Governing Body after consultation with the Headteacher.

Parents have a right to withdraw their child from Collective Worship. However, given the importance of Collective Worship in a Catholic school, parents and prospective parents will be made aware of the fact that it can never be confined to ‘timetabled slots’ but may take place in a variety of contexts other than those which are specifically structured.