



Christ the King Catholic Primary School

Collective Worship Policy



October 2018

MISSION STATEMENT

In Jesus, we learn, grow and pray together.

“Keep the Joy of loving God in your heart and share this joy with all you meet especially your family. Be Holy – let us pray.”

St Mother Theresa of Calcutta

The Nature of Collective Worship

We believe that Christian worship in a Catholic school is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God’s invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

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, prayed either by the teacher or everyone present, does not necessarily fulfil this requirement. We also acknowledge that collective worship and assembly are often 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.

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

The Place of Collective Worship in the Life of Christ the King Catholic Primary School

Collective Worship at Christ the King Primary School provides opportunities for pupils and staff to come together to worship God. It will have Christ at its heart and, while respecting diversity of belief and commitment, will be Catholic in character, reflecting the liturgical tradition of the Church.

We endorse the belief that Collective Worship takes into account the religious and educational needs of all who share in it:

- ✓ Those who form part of the worshipping community of the Church.
- ✓ Those for whom school may be their first and only experience of Church
- ✓ Those for other Christian traditions- or none
- ✓ Those from other faith backgrounds

It will be an educational activity or experience to which all can contribute and from which all can gain.

Worship in this school is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition. It will be related to the 'day to day life, aspirations, and concerns of the school.' (Education Reform Act 1988.)

The Aims of Collective Worship

We believe that collective worship in our school aims to provide opportunity for all pupils and staff:

- To contemplate something of the mystery of God
- To reflect on spiritual and moral issues
- To explore their own beliefs
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To reinforce prayers that are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to'.

Principles

All acts of Worship in this school will:

- ✓ Give glory to God
- ✓ Be a quality activity, fundamental to the life of the school and its Catholic character.
- ✓ Give children positive liturgical experiences, appropriate to their age, aptitude and family backgrounds in order to prepare them for the liturgical life of the Church. In order to do this celebrations will:
 - Be short and appropriately paced (children's attention span lasts in any one activity for an average of one minute per year of life, i.e. 5-6 minutes for key stage one, 7-10 minutes for key stage 2.)
 - Be simple, including a range of experiences offered in a variety of groupings and in a variety of settings.

Class Based Acts of Collective Worship

- Teachers organise, plan and prepare other acts of worship, such as simple prayer services that are appropriate to the spiritual life of the class. These may incorporate music, drama, mime, reflection, meditation and litanies. Wherever possible this should be planned with the children's involvement.
- The whole school is involved in following a weekly theme. This is set by the collective worship co-ordinator. Teachers are asked to be flexible with this theme and plan according to their class needs as they develop.

All Acts of Worship follow the 'Emmaus Prayer' Structure

- **Gather**
- **Listen**
- **Respond/Ritual**
- **Go Forth**

Setting the Atmosphere and Preparing for Worship:

Is there a plan available with content to meet the needs of all present?

Is there an appropriate focus? Are the resources used suitable? Are ICT / Music etc. prepared and ready?

Do all the readers / leaders have all they need? Have all support staff been briefed?

Have invitations been sent to members of the community (if appropriate)?

Is the accommodation suitable and ready?

Gathering:

How do participants gather – is there a sense of order and respect? Is there a procession / movement to another area?

How is a prayerful atmosphere created? Is there an invitation to participate? Does everyone feel welcome?

Is the purpose of the act of worship clear and the focus explained?

Listening:

Is the Scripture they are listening to suitable? Is the Word treated with reverence?

Has / have the reader(s) been well-prepared so as to engage the listener?

How is the 'reading' shared – role play, music, power-point etc.? Is it suitable for the participants?

Do participants listen attentively? Do they show good listening skills?

Responding:

Is there maximum participation? Is time given for individual silent reflection?

Do children pray / respond wholeheartedly? Are adults good role models? Do all adults present participate?

Are participants invited to respond in an appropriate manner? (in a variety of ways?)

Going Forth:

Does Worship conclude appropriately? Do participants leave Collective Worship in a suitable, orderly manner?

How are they enabled to take the message away with them?

Overall:

Was it a positive, enriching religious experience for all present?

Has this worship enhanced the spiritual and / or moral development of those present?

Was the time and content appropriate for the age, ability and background of the children?

Did all parts of worship help to develop the Liturgical formation of participants?

Was it well-organised, led and presented?

Was there a sense of community, common ethos and shared values?

Worship & Assemblies

- Whole school worship led by the Headteacher/Deputy Headteacher/RE Lead each Monday morning at 9 o'clock.
- On Thursday s where Masses are not held, classes and their teachers lead a Phase Worship to which parents are invited.
- Tuesday-Friday is Class based Collective Worship

Who?

- The headteacher will ensure that collective worship is provided for each child each day.
- The governors have the responsibility of drawing up a policy statement for collective worship after consulting with the Headteacher.
- Class teachers and children plan and enable collective worship to take place.
- Pupils will have the opportunities to take part in daily collective worship.
- Parents will be invited to participate in acts of collective worship.

Where?

Collective worship can take place

- In the school hall
- In the class setting
- In our school grounds
- In our parish church/ parish centre
- On residential visits

When?

When appropriate Collective Worship will take place after lunch. This sets the tone for the afternoon and allows children some time to settle and reflect.

How?

Collective Worship should provide a variety of experiences:

- It can be led by learners, staff or visitors
- Can be offered for a class, year group or whole school
- Use a balance of quiet reflection, silence, prayers, responses, music, songs, dance drama or slides.
- Provide a focus using artefacts, candles, symbols and lighting
- Ensure the theme, focus, delivery, length and resources are appropriate to the interests, age range, backgrounds and ability of learners
- Respect the freedom of learners and staff in the invitation to prayer and worship
- Set an appropriate atmosphere with a sense of order and occasion, including entry and exit
- Ensure the possibility of conscious, active participation of all present

Whole School Celebrations

Dates, times and activities for whole school collective worship is planned and delivered through consultation with the parish priest.

Autumn Term

September- New School Year celebration Mass

October- Harvest/ Cafod celebration

1st November- Feast of All Saints Mass

End of November- Christ the King School Feast Day (This usually takes place the Monday after or Friday before Christ the King Sunday.)

December- Advent Mass, whole school Carol Service

Spring Term

January – celebration of the Baptism of the Lord

February- Ash Wednesday

March- Stations of the Cross take place through out Lent.

April- Holy Week

Summer Term

April – Easter Mass

May – Mass to celebrate Our Lady

May- School Confirmation/First Eucharist Celebrations

June 29th- Feast of St Peter and St Paul

July- Year group Mass for Year 6 and whole school Mass for everyone

Parents are invited to all celebrations that occur in church. Parish Mass takes place in school every third Thursday.

The Planning, Content and Delivery of Collective Worship

Collective worship is planned:

- Following a structure with reference to the Church's seasons, 'Come and See', significant dates and the curriculum. Scripture will be the focus for most acts of worship. Our P4C programme is also linked whenever possible to our spiritual and moral education.
- Involving consultation with appropriate parties and reference to school aims and policies.
- With flexibility to respond to changing situation within the school and the wider community
- To develop in pupils' skills that enable them to prepare, organise and lead worship rather than always participating in a token way.
-

Recording

Collective worship is recorded:

- On a school record sheet that is kept and monitored by the RE co-ordinator
- Through displays, collections of pupils' contributions, prayers, reflections, photographs, videos, etc.

Monitoring and Evaluation

At Christ the King School regular evaluation is encouraged by staff and pupils to:-

- Establish if the collective worship provided meets the needs of all the pupils.
- Enable pupils to make progress in acquiring skills. E.g. organise and lead celebrations.

Once a year the school's provision of worship will be evaluated through pupil interviews to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring the skills and abilities in organising and leading worship.

Resources

Music CDs

Hymn books

God's story and Church's Story

Come and See

Children's prayer books

A range of crosses, statues and candles

Posters reflecting different themes and seasons in the liturgical year

Focus table in each classroom

Focus tables in the entrance halls

Focus table in the hall for Whole School and other acts of Worship.

Voluntary Worship and Retreats

Year 6 take part in a retreat organised by the parish and school at the end of the academic year, attended by all parish schools.

Liturgy

Eucharistic celebrations in school will highlight a special occasion and will normally be celebrated with children whose faith development has reached an appropriate stage or be differentiated appropriately so that all ages and abilities can be included. The same general principles will be applied to planning a Eucharistic celebration as other acts of worship, therefore opportunities for children to participate will be maximised. The Parish Mass is celebrated in school every third Thursday.

In order to prepare children for the sacraments of Confirmation / First Eucharist and Reconciliation the school supports the parish sacramental programme. The Eucharist and Reconciliation topics are studied in the Come and See programme in a developmental way.

Opportunities for Extra-curricular Activities

The worship team is an extra-curricular group which meet each Wednesday lunch time. This group is offered to years 4, 5 and 6. Around 15 pupils currently attend this group. It is led by Mrs Jackman and Mary Cogan from the Parish of Christ the King.

The members take part in many sorts of activities including:

- Writing prayers and leading small liturgies
- Reading, thinking and discussing stories from the Bible

- Exploring the Church's seasons
- Preparing dramas and dance for whole school and parish worship
- Learning new songs and hymns
- Making some crafts at Easter and Christmas for the elderly and house bound in the parish
- Exploring their own faith.

Worship Warriors is a company that we have brought into school for children outside of the school day. During the sessions they use a variety of activities, including role play and songs to bring Scripture to life.

The Co-ordinator of Collective Worship

The Collective Worship co-ordinatted by the Religious Education Leader

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 development plan
- Ensuring that collective worship is appropriate to the age, aptitudes and family backgrounds of pupils
- Ensuring that collective worship takes account of religious and educational needs of all who share in it and is rooted in the principles of the 'Directory of Masses for Children' and Revised Roman Missal.
- Organising themes for collective worship
- Assisting the governors and head teacher in carrying out their legal responsibilities with regard to collective worship

PLANNING, RECORDING, MONITORING AND EVALUATING

- Maintaining and developing effective procedures and documentation
- Monitoring acts of collective worship as required
- Informing the head teacher 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 the governors and head teacher regarding matters of concern and development
- Acting as a consultants to colleagues
- Encouraging positive attitudes to collective worship
- Informing newly qualified and newly appointed colleagues of school policy in regard to collective worship
- Communicating with parents, governors and the parish community
- Liaising with parish clergy

- Liaising with Archdiocesan Education team

PROFESSIONAL DEVELOPMENT/ ONGOING FORMATION

- Leading and organising in-service training and ongoing formation for collective worship
- Attending appropriate in-service courses and feeding back
- Keeping up to date by personal reading

RESOURCES

- Evaluating existing resources
- Developing the resources available
- Budgeting efficiently

Original Policy October 2010

Revised October 2018 (L Douglas) To be reviewed again October 2019

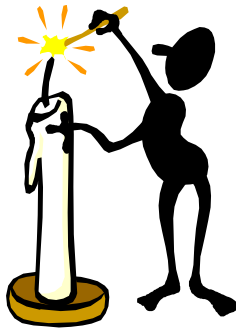
Audit of Collective Worship in School

Completion date: October 2018

Key Question for Evaluation	Fully in place	Development needed	Action to be taken	Dates to be completed
Is there an up to date policy?	X			
Is there an informed Collective Worship Co-ordinator?	X			
Do we use a variety of pupil groupings?	X			
Do we offer a range of experiences? Eg songs, reflection, silence etc	X			
Do we offer a variety of settings?		X	Further use of school grounds – developed as part of redevelopment of school	
Do we acknowledge the variety of faith stances or lack in pupils & staff gathered for worship?	X			

Do we make collective worship and assemblies distinct activities?	X			
Do we plan acts of collective worship?	X			
Do we involve pupils in the planning and presentation of acts of worship?	X			
Do we record acts of collective worship?	X			
Do we have adequate resources for collective worship?	X		Review Annually.	
Have we provided recent INSET for staff in collective worship?	X			
Do we provide sufficient funds each year to support/ develop collective worship each year?	X			
Is our worship guided by the principles stated in the 'Directory of Masses with Children'?	X			

Appendices

Planning a Daily Act of Worship using a Liturgical Structure**Gather**

Prepare a sacred space: (images, words, music, and lighting to remind us of the presence of God.)

Create a focal point to help pupils to focus during prayer using cloths, a projected image, photographs, painting, Book of the Gospels, crucifix, statue, rosary, lighted candle, special object, flowers etc. We can meet God in visual images and they can be a powerful catalyst for prayer. Remember quality and not quantity. Ask yourself, is it attractive, would it help me, is it relevant, does it reflect the theme, the liturgical year?).

- Use liturgical colours (green for ordinary time, purple for Advent and Lent, white/gold for Christmas and Easter, red for apostles, martyrs. Palm Sunday, Good Friday and Pentecost, white/ blue for Our Lady)
- Use symbols of the season e.g. red poppy, autumn leaves, seas shells, and symbols of Baptism. God can be found in all things!
- Play reflective music – listen reflectively, use sign language, or sing as you gather
- Change the lighting to create a different atmosphere
- Light a candle – a sign of God's presence and love
- Try various ways of gathering: into a circle e.g. one hand on shoulder in front/ various seating patterns e.g. theatre style, circle, semi circle, group, / Collect a class at a time/ Each class to bring their class candle or alternative symbol to a central display
- Repeat a line/ chant/ mantra e.g. joy, peace, love, Come Lord Jesus Come,(Advent) Peace on earth,(Christmas) I will follow you, (Lent) Jesus is risen, (Easter) Come Holy Spirit (Pentecost). A mantra is a holy word or phrase which is repeated often and can provide a precious moment of prayer.
- Make the sign of the cross
- Make the sign of the cross on the forehead, lips and heart – 'May Jesus be in my mind, on my lips and in my heart'.

- Use breathing/ stilling routine – relax, concentrate on breathing. Breathe in God's peace. Breathe out any worries. Be still inside and out
- Pass something round to hold attention
- Picking up a pebble, picture etc on the way in
- Sound i.e. triangle/Indian bell
- Create a circle by feeding a rope or using a hula hoop so everyone is connected then stands or sits.
- Sing 'Come and join the circle'
- Sit in an outside space
- Contribute item to a display e.g. pebble, coin
- Set the scene
- Movement from silence/quiet to next stage
- Have a prayer board for prayer intentions. These intentions could be placed here at any time during a day and brought to the next time of prayer.
- Consider the class sending out an invitation to others to join them.

Listen

The Scriptures are a primary source of faith, a special sign of God's presence and should be given prominence.

- Listen to a reading from the New or Old Testament (Sometimes it is sufficient to present just a few sentences).
- ICT e.g. project a single image or a series of images to tell a story from the scriptures with key questions to consider: What do I see? What do I feel? What do I like?
- Prepare a PowerPoint of images and phrases with background music that makes the Scripture of the day relevant to the world we live in.
- Gospel Acclamation: Process and enthrone the Bible, elevate the Gospel, carry candles, stand to show respect, sing alleluia! '+Jesus be in my mind +on my lips + and in my heart'
- Mime the story as it is read
- Act out the story
- Sections narrated by pupils or 'part-speaking'
- Gospel story presented as a news report
- Use guided meditation. This is a way of praying with Scripture. Do a stilling exercise, invite the pupils to listen to the story and as they do to imagine they are someone in the story. What do they see, hear, did Jesus speak to them, what was he doing? etc.
- Ensure the reading has a message or theme
- Listen to reading on a tape
- Tell story in own words
- Create a 'visual story' (KETT) or read Gospel story and place pictures on a display
- Use same reading over the course of a week's worship
- Use pictures, images from 'God's Story'
- Use puppets to tell the story
- Use hymns and songs that tell the story
- Hot seat a character

Response

Remember that this is a special time to respond to the Word of God in prayer. Make sure that children are given quiet time to internalise the message and to respond within. If practical, consider using a symbolic action to express or accompany a prayerful response. Creative movement helps children to know that there are many ways to express praise, joy, sorrow, thanks, sadness, love.

- Invite the children to talk silently to God about what they feel and what ideas they have. (If silence is difficult, play some quiet music in the background)
- Invite children to quietly in their hearts thank and praise God for his gifts
- Invite children to reflect upon the times when they remove themselves from God's presence, that they do not build up the kingdom of God. Ask for forgiveness and help.
- Pray for the needs of others
- In some circumstances, encourage spontaneous prayer. Encourage this as a circle time type of activity and pass a heart, a stone etc. around the circle
- Use a litany style prayer 'For... we thank you God'. 'For the times.... We are sorry'.
- Use prayerful signs/gestures/actions to accompany a prayer, song
- Use a mantra, a word or phrase to repeat. Pupils can choose their own.
- Blessing with water or dipping the hands in water while music is played is a prayerful gesture
- Process with symbolic items
- Wash hands/feet
- Use traditional prayers. There are many that have been handed down through the history of the Catholic Church and it is important for pupils to take part in and become part of this tradition.
- Pass on a sign of peace
- Collective collage/artwork based on story e.g. Cotton wool balls stuck onto body of lamb, use collage to create a community garden etc.
- Plant seeds
- Place a stone at the foot of a cross
- Drop pebble in water
- Reflect and write on leaf and make a prayer tree.
- Light a candle
- Blessing with water/ oil
- Use touch e.g. hand on hand, shake hands, sign of peace, hold hands, link arms, clap hands
- On a large sheet of paper children could add their own paint stroke.
- Destroy papers (reconciliation)
- Sign language
- Breaking of bread
- Respond using clay, drawing, painting etc
- Private response diary/prayer journal
- Write personal prayers on post-its
- Use cut out shapes e.g. hearts, people, stars to write prayers on.
- Posters
- Dance

Going Forth

Here children come to reflect on what they would like to hold on to, to understand and express how faith is lived out in the school community, at home, in the parish, the local and wider community. They identify ways of applying faith to life.

- Request to do something linked with the word e.g. prayer, deed, to pass something on.
 - Memento as a reminder e.g. card, shell, prayer, candle
 - Mission through personal example i.e. forgiveness
 - Spread the word (amongst others)
 - Shake hands
 - Ensure pupils follow through on what they are asked to do
 - Words of commitment
 - Reflect (at another time) on how their 'mission' has impacted on others.
 - Find a few moments in the day to say thank you to God.
 - Say a prayer for someone in need.
 - Tell your mum/dad you love her/him
 - Care for God's world by picking up a piece of litter
 - Remember to say please and thank you
 - Greet someone with a smile
 - Do something helpful at home
 - Invite someone lonely or isolated to join you at break time.
 - 'Go forth!' Serve! Proclaim! Witness! Expectation!
 - Make an internal promise
 - Make a vocal promise
 - Contribute to class book of ideas
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- The teacher should always prepare and lead most Acts of Collective Worship and be an excellent role model for children to emulate;
 - Teachers should withdraw their input gradually at the appropriate time - given the age, capacity and stage of development of the children;
 - It must never detract from being an enriching experience where glory, honour and praise is given to God;
 - The REJOICE part of *Come and See* is a good place to start the process of involving children in preparing and leading worship;
 - The required elements of Collective Worship should always be present to assist with the children's liturgical formation;
 - The recommended planning format should be used for all age groups. (Some may just prepare / lead in one or two elements);
 - Timings should always be appropriate for the age of the children.

Prepare...

Focus / setting / music / ICT / resources etc.

Gather...

How? To what? How does it start?

Listen...

What **SCRIPTURE** is used? How is it shared?

Respond...

How? include – **PRAYER** and **SILENT** reflection

Go Forth...

How? What? Why?

Evaluation...

How did it go? How could it improve?

Collective Worship Weekly Planner.

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	Whole School Collective Worship Led by KGN, DDY or LDS				
Gather					
Listen					
Respond					
Go Forth					

Activate Windows
Go to Settings to activate Windows.

What to place on a focus for worship

Less is more – if a focus is too cluttered it loses its impact

Select from the following, keeping in mind that all the senses can be appealed to through a focus for worship!

Scripture

This may be an open bible (the large print Good News version is ideal). A piece of scripture that has been typed up with or without a visual image, laminated and placed on a stand. Key words or phrases to enhance the focus can also be laminated and used in this way. God's Story books open at a selected page.

A candle or candles

Try and choose candles that blend in with your colour scheme. Small or large tea lights and holders are ideal. Aromatherapy candles and/ or burners.

Plants or flowers

Sometimes a simple plant is enough. Silk flowers can be very realistic and have the added attraction of not needing to be watered. A single stem can be quite dramatic. Twigs and twig trees to hang things on.

Religious symbols

A cross or crucifix. Statues. Religious objects eg rosary beads, oils, chalice

Artefacts/Objects

Baskets, covered boxes, treasure chests – useful to place petitions, prayers etc

Shells, seeds, glass beads, pebbles, stars

Finger puppets to re-tell stories

Earthenware pots, garden implements eg watering can, trowel

An empty book for prayers or petitions

A box to store class prayers so that they can be used on other occasions

Artefacts and religious items from other religions

Mirrors, globes, sculptures or small figures

Posters/ pictures/ photographic images

Downloaded images from God's story or Church's story