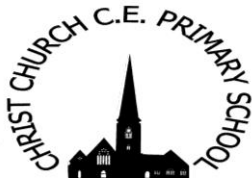


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Vision, Values and Mission Statement



Reach for the stars

Vision

Reach for the Stars – Living life in all its fullness John 10:10

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid **foundation to encourage and inspire us to reach for our own star.**

Values

- ❖ As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, perseverance** and **trust** are at the heart of all school life.

Mission

- ❖ Our mission is to develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the "big questions" of life.
- ❖ We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.
- ❖ We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ We seek to engender the joy and wonder of learning by providing a creative and challenging curriculum using the local community and beyond which makes learning vivid, real, enjoyable and fun.
- ❖ We promote moral development, aspiration and hope. We provide opportunities for our children to engage in social action and be courageous advocates for change in our local, national and global communities.
- ❖ We develop social growth and an understanding and compassion for others. Through the practice of forgiveness and reconciliation we encourage good mental health to enable all to live well together.
- ❖ We create a school environment that embraces difference where all children are equal. We cherish each other and ourselves and form healthy relationships offering respect, kindness and dignity.
- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents, our local parish community and the diocese. We promote partnerships locally, nationally and globally in order to become active citizens, global champions and responsible stewards of our world.

The Parable of the Lost Sheep **Luke 15 New International Version (NIV)**

Christ Church has chosen the parable of the Lost Sheep to represent our school. This story has been chosen because we are all shepherds caring for each individual child; every last one is important. But the role of sheep and shepherd is interchangeable. Sometimes even staff can be sheep and governors have been the shepherds. Children too can be shepherds as they show kindness and thoughtfulness towards each other and adults in school. The whole school family supports and cares for each other and staff, children and parents change roles.

15 Now the tax collectors and sinners were all gathering around to hear Jesus. ² But the Pharisees and the teachers of the law muttered, "This man welcomes sinners and eats with them."

³ Then Jesus told them this parable: ⁴ "Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? ⁵ And when he finds it, he joyfully puts it on his shoulders ⁶ and goes home. Then he calls his friends and neighbours together and says, 'Rejoice with me; I have found my lost sheep.' ⁷ I tell you that in the same way there will be more rejoicing in heaven over one sinner who repents than over ninety-nine righteous persons who do not need to repent."



3. Aims and Rationale

At Christ Church we are committed to offering high quality collective worship that is invitational, inclusive and inspiring. We recognise and value collective worship as central to fostering a sense of community and expressing the school's Christian vision, values and mission statement.

The aspiration to provide collective worship that is Inclusive, Invitational and Inspiring is underpinned by the following aims and objectives taken from the Church of England Collective Worship Guidance Document *Inclusive Invitational Inspiring* (May 2021).

Collective worship at Christ Church will:

- explore the school's vision of *Reaching for the Stars* and *living life in all its fullness* and how that underpins shared values of respect, friendship, love, forgiveness, perseverance and trust. It will reflect on moral values such as compassion, gratitude, justice, humility and develop virtues such as resilience, determination and creativity that develop character and contribute to academic progress;
- 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;
- 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.

Rationale

Collective Worship at Christ Church of England Primary School takes place daily in accordance with the provisions of the School Standards and Framework Act, 1998.

As a Church school we are required to reflect the Anglican status of the school as expressed in its trust deed (see below).

Extract from Trust Deed

"Building to be erected and ever hereafter appropriated for the purposes of the said act for the education of children and adults or children only of the labouring, manufacturing and poorer classes in the parish of All Saints in Newcastle upon Tyne and for no other purposes and it is here declared that there shall be at all times open to the inspection of the Inspector of Schools ...in conformity with the order of the councils"

This policy has been written by the Head Teacher in consultation with teaching and support staff, governors and Father Allan. Views of pupils and parents have also been considered

4. What is collective worship? Inclusive, Invitational, and Inspiring

(Church of England Collective Worship Guidance Document Inclusive Invitational Inspiring (May 2021)).

Inclusive: Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In our school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all. Many pupils and staff in our schools come from homes of different faith backgrounds as well as of no faith background. It is the aim of collective worship to provide a setting in which the integrity of those present is not compromised but in which everyone finds something positive for themselves. Responses to collective worship may be in different ways and at different levels.

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. Care is taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

At Christ Church we encourage families to be partners in collective worship: involved, informed and enabled to contribute at home if they wish.

Collective worship involves 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 in our school grows out of the local context and out of pupils' experience, including their cultural backgrounds.

Invitational: Parents, pupils and adults can expect to encounter worship that is consistently invitational. Worship provides the opportunity to engage whilst allowing the freedom of those of different 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. 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 are always invited to pray if they wish to do so and in their own way. Prayer is always accompanied by the option to reflect.

Music and liturgies used in worship reflect the best of traditional and modern Anglican worship. It connects with the theme and explores the sacred to educate and engage. Music used reflects the diverse worship experience of the wider Christian community.

Care is taken with the music and liturgy: the traditional and modern riches of Christian hymnody and music are drawn upon, with consideration about what is most appropriate, at a given time, for the spiritual life of their particular community.

Inspiring: Pupils and adults can expect the worship they encounter at Christ Church to be inspirational. Worship should be formational and transformational: it enables pupils and adults to ask big questions about who we are and why we do what we do. It motivates 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, all present should be inspired to become

courageous advocates of causes. It should encourage everyone to think searchingly about their faith, beliefs and/or philosophical convictions.

Right of Withdrawal

At times there may be those who are uncomfortable with worship in school. The Church of England recognises the right of withdrawal from collective worship for those parents or pupils who wish to exercise this option. Such requests should be made in writing to the head teacher.

All teaching staff are expected to attend acts of Collective Worship in accordance with their National Society Contracts (Clauses 8a and 8b). All non-teaching staff are also expected to attend acts of Collective Worship although it is recognised that it is necessary, in very rare circumstances, for a classroom assistant to supervise children whose parents have exercised their right to withdraw their child from acts of worship.

5. Provision of Collective Worship

Collective Worship is a vital part of the school day. Not only does it emphasise to the children the Christian character of the school, but it provides us with an ideal opportunity to embed our vision and highlight the values that we wish to promote within our school. Throughout the school year, collective worship is a time to celebrate together and mark certain seasons in the church calendar, e.g. Lent, Advent.

In a typical week the following format for Collective Worship is followed.

- Monday – Whole school collective worship normally led by the Head Teacher or the Deputy Head Teacher in the Head Teacher’s absence.
- Tuesday morning act of worship – *Open the Book* project or Class Collective Worship
- Wednesday – different teaching staff and pupils
- Thursday – led by Father Allan or a member of the local clergy from various denominations.
- Friday – Whole school Achievers’ Collective Worship led by the HT or Deputy Head in the Head teacher’s absence. Parents welcome.

Collective worship begins at 9.10 and finishes at 9.30am.

Celebrations and Themes

In the first instance a list of weekly themes is produced by Father Allan and the head teacher, who is the named lead of Collective Worship, for each term of the school year. The school follows closely the Christian Church calendar and the themes and topics suggested by the Diocese of Newcastle. Staff and pupils may contribute other ideas as well as responding to national events, e.g. the death of Queen Elizabeth. Each collective worship has a recognisable structure including regular prayer and worship around a central idea or theme.

Special acts of collective worship are organised as follows:

Harvest Festival Service	~	Whole school
Remembrance Sunday	~	Whole school
Advent and Nativity Service	~	Whole school

Lent and Easter service ~ Whole school

All of the above are held in the school hall.

Other special acts of collective worship are held in Christ Church and St Nicholas' Cathedral.

Christingle service ~ Key stage 1 & 2 and YR4 St Nicholas' Cathedral

The Epiphany ~ Key Stage 1 & 2

All Saints Day ~ KS1 & KS2 Christ Church

Ash Wednesday ~ KS2 Christ Church

Leavers' Service ~ Year 6 children at St Nicholas' Cathedral

6. Planning Collective Worship

All leaders of collective worship plan worship that is inclusive, invitational and inspiring and follows the structure of *Gather, Engage, Respond* and *Send* (GERS).

- ✓ *Gather* – demarcates the space and start of collective worship. It could use the senses creating mood and atmosphere, e.g. music, slide show, liturgical colours, symbols, bible, cross, candle.
- ✓ *Engage* – the main part of the collective worship and an opportunity for pupils to engage with the bible's Christian teaching and more importantly with God.
- ✓ *Respond* – a response should be possible for every one present. This could be answering questions, sharing thoughts, views, time to think, reflect, be still, to wonder It should move on from something we have heard to what does this mean for me?
- ✓ *Send* – this is an opportunity for the spirit to transcend what we have learned back in the classroom, playground, home or beyond. It should be purposeful; people are sent out to be different, to *do* differently. What action are we sending everyone to do?
Worship should end with a blessing or prayer.

7. Pupil Participation in Collective worship

At Christ Church children are enthusiastic contributors and participate in the following ways:

- ✓ Planning collective worship
- ✓ Singing including choosing the hymns
- ✓ Praying
- ✓ Bringing requests for prayers from their class prayer boards
- ✓ Writing their own prayers
- ✓ Asking and answering questions
- ✓ Empathising with characters in stories and relating them to their own lives
- ✓ Reflecting on questions and stories
- ✓ Role play and drama
- ✓ Lighting the candle
- ✓ Reading and writing.

8. Resources

High quality resources to support collective worship are stored in the staff room in labelled boxes.

Music

We have a range of suitable resources to support music within collective worship including modern and traditional hymns and songs to link to various themes

Reflection Area

All classrooms support class worship and contain an *Area for Reflection*.

This contains as a minimum:

- ✓ A copy of the School Prayer
- ✓ Lunch time prayers
- ✓ A copy of the End of Day Prayer
- ✓ The class prayer board
- ✓ Class Vision and Values scrapbook
- ✓ Posters etc. promoting Christian values etc.
- ✓ Various symbols and artefacts, e.g. Cross, candle

9. The contribution of collective worship to other areas of the curriculum

Collective Worship can make a significant contribution to pupils' moral, social, cultural and spiritual development.

Collective worship contributes to pupils' **spiritual** development by providing opportunities to:

- discuss and reflect upon the value, purpose and meaning of life and our existence;
- develop knowledge of, and respect for different people's faith, feelings and values;
- develop a sense of enjoyment and fascination in learning about themselves as a unique human being, their relationship with others and the world around them;
- encourage a sense of wonder, awe and mystery in the natural world which extends to action to protect and nurture that world;
- pray, be still, worship and reflect;
- use imagination and creativity in their learning;
- develop a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Collective worship contributes to pupils' **moral** development by providing opportunities to:

- reflect on issues of right and wrong;
- hear about people in whom and in which goodness, moral awareness and rightness are exemplified;
- raise awareness of the hurt caused by injustice and aggression;
- learn about religious and other teachings concerned with right and wrong;
- learn and understand that the freedom to choose and hold other faiths and beliefs is protected in law;
- accept and reflect upon other people having different faiths or beliefs to oneself (or having none) and that these should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Collective worship contributes to pupils' **social** development by providing opportunities to:

- gather with others for a common purpose;
- share times of joy and sadness with others in the community;

- learn how to behave appropriately within a particular social setting.

Collective worship contributes to pupils' **cultural** development by providing opportunities to:

- hear music and stories from a range of cultures, times and places;
- reflect upon ideas concerning beauty and what is pleasing to the eye and ear;
- appreciate the range of talents and gifts found within the school community and wider society.

Collective worship contributes to learning across the curriculum.

RE

- Reflection on their own beliefs and values, and those of others;
- Celebration of pupils' own and others' religious and cultural traditions;
- Appreciating and valuing the beliefs and practices of the Church of England;
- Appreciating and valuing the beliefs of others;
- Exploring ideas about the origin of the world and the universe.

English

- Stories including those from other cultures and faiths;
- Exploring how humans use language to convey inner meaning e.g. symbolism, allegory, analogy, myth, metaphor.

Relationship, Health Education

- Development of a sense of belonging;
- Reinforces a sense of group and community identity;
- A consideration of innermost thoughts, feelings and beliefs
- Exploring lives, events and beliefs which exemplify qualities and universal values;
- Provides an opportunity for celebrating success and times of joy;
- Provides an opportunity for being together in times of sadness and sorrow;
- Offers the opportunity to mark significant points in the year such as festivals and international, national and local events;
- Learning to treat all people of all faiths, races and cultures with respect and tolerance.

Science

- An appreciation and awareness of the order and pattern within the natural world.

10. Developing staff expertise and knowledge

At Christ Church training is important so that those leading collective worship have a secure understanding of the nature of collective worship in a church school and are professional in their approach to working with pupils and adults from all faiths and none.

To do this we ensure that:

- worship leaders, including clergy, have access to regular training, primarily through local diocesan education teams and / or resources;
- 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;

- those from outside agencies and church groups invited into the school to facilitate worship are trained and properly briefed about the school, its pupil context and the school's vision. They are supported and monitored as part of the school's systems for the evaluation of the impact of worship.

11. Monitoring and Evaluation

We reflect on our practice and ensure that collective worship remains relevant and an essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

All leaders of Collective Worship evaluate their own Collective Worship. The planning format used by the head teacher on a weekly basis includes evaluative comments. Collective Worship is monitored regularly by the head teacher through attendance at collective worship led by others and discussed with the vicar. Feedback is given informally and during staff meetings.

Pupils and staff are involved in formally evaluating the quality of collective worship as their views are sought every few years. Their comments are listened to informally throughout the year.

Feedback to governors is given in the head teacher's reports or during governors' meetings. In addition, informal monitoring and evaluation by Father Allan and the chair of governors takes place regularly as they participate in Collective Worship on a weekly basis. Other Foundation governors attend celebratory or special worship in the calendar of the church.

12. Success Criteria

- ✓ The vision, values and mission statement of the school are embedded.
- ✓ Knowledge and relevance of faith in today's world increases including the teachings of Jesus.
- ✓ Adults and pupils grow and develop a deep spirituality.
- ✓ Pupils and adults know that worship is in many forms and worship in varied ways.
- ✓ Pupils and adults are skilled, knowledgeable and professional in leading collective worship.

The Collective Worship policy will be reviewed every 2 years by the governors or earlier if needed.