



**Newbottle and Charlton  
C.E.V.A. Primary School**

*Every Person Matters, Every Moment Counts  
'I can do all this through him that gives me strength'*

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## COLLECTIVE WORSHIP POLICY

<b>Adopted by the Governing Body on [Date]:</b>	
<b>Adopted by the Ethos Committee</b> <i>(As delegated by the FGB)</i>	
<b>Reviewed by:</b>	Ethos committee
<b>Date of committee review:</b>	
<b>Chair of Governors Signature:</b>	DGH
<b>Date of next review:</b>	Oct 2023



## Newbottle and Charlton C.E.V.A. Primary School

### Collective Worship Policy

*Newbottle & Charlton CEVA Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values and wheel with hope, dignity, wisdom and community at its hub.*

“To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God”.

William Temple (1881-1894)

#### **Philosophy and Aims**

Newbottle and Charlton CEVA Primary School is a Church of England Voluntary Aided Church. Worship is an important part of the school day because we come together to worship God and to underline the central importance of God in our daily lives. Every child in the school has the opportunity to take part in daily worship.

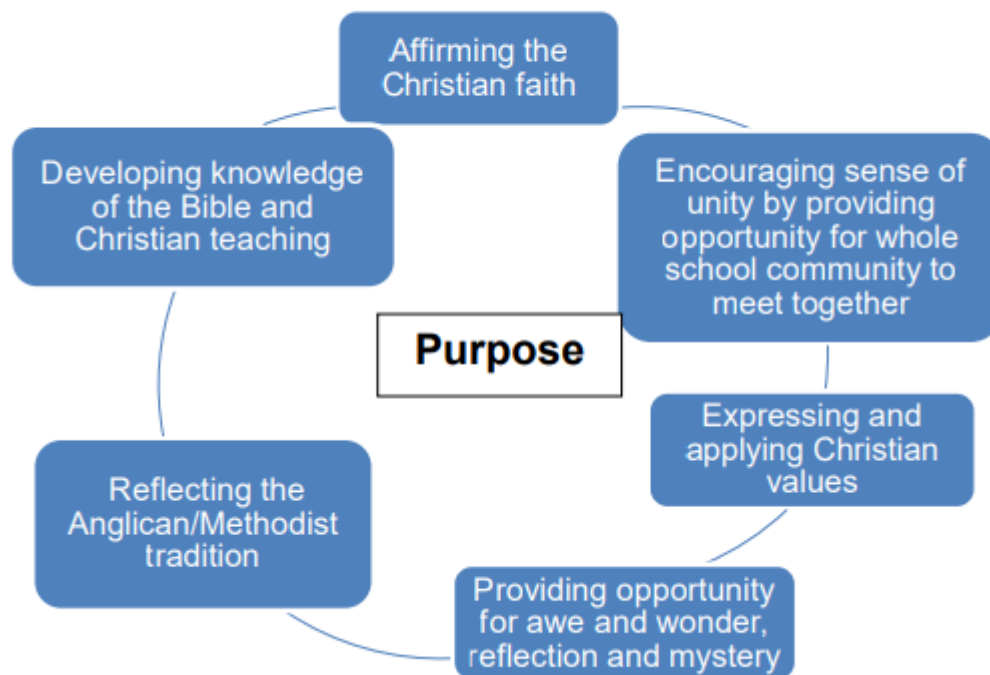
All acts of worship are in accordance with the school's Trust Deed and are based on the foundations and principles of the Church of England.

It is a legal requirement that the school provides a daily act of collective worship for all pupils.

The regulations are set out in The Education Act 1944 as amended by The Education Reform Act 1988. The Act states that collective worship organised by the school is to be “wholly or mainly of a broadly Christian character”. For those acts that are broadly Christian, the main emphasis should be on the broad traditions of Christian belief.

The Education Reform Act 1988: Religious Education and Collective Worship (para. 34)

## Purpose of collective worship



Collective worship is when we come together as the family of God in our Father's presence

To offer him praise and thanksgiving,

To hear and receive his holy word,

To bring before him the needs of the world,

To ask his forgiveness of our sins,

And to seek his grace,

That through his Son Jesus Christ we may give ourselves to his service.

Collective worship is inclusive and an occasion where each individual's integrity is respected. It offers opportunities for pupils' spiritual, moral, social and cultural development and underpins the Christian values and ethos of the school.

### Responsibility for Collective Worship

The governors hold overall responsibility for ensuring that the legal requirements for worship are met. The co-ordinator for collective worship is responsible for organising and planning the worship. The governors agreed that all governors should attend collective worship at least once in each term.

### The Timing of Collective Worship

Collective worship takes place in school 5 days a week as follows:

- Monday: led by the head teacher.
- Tuesday: led by staff
- Wednesday: led by Father Matthew
- Thursday: singing practice followed by prayers.
- Friday: Led by teachers in class + achievers' assembly which includes an act of worship with the whole school, parents and visitors.

Due to Covid-19 daily acts of worship may have to be adapted if the whole school community are not able to come together.

On some occasions, worship will take place at St James's Church, Newbottle, with special celebrations for Harvest, Christmas, Ash Wednesday, Holy Week and Ascension Day when possible.

## **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.

Each term there are themes for collective worship based on Christian values and wellbeing. Those leading worship are encouraged to relate their worship to this theme. The pattern for worship is flexible and on occasions it is recognised that leaders may feel that they need to respond to local or national events.

A variety of people may lead collective worship including- Headteacher, teachers, members of the clergy, governors, pupils or other visitors.

## **Content**

The aim is to include all the elements of worship over the term: praise and thanksgiving; stories from the Bible; prayer, including the Lord's Prayer and prayers written by the children; asking forgiveness and seeking His grace. Liturgical greetings, and prayers such as the grace, relating worship in school to the liturgy which might be encountered in a church service, are sometimes used.

## **Monitoring and Evaluation of Collective Worship**

A named governor is responsible for the monitoring of collective worship and reports to the governing body. The impact of collective worship is evaluated through pupil interviews, parent questionnaires and governor visits.

## **Rights of Withdrawal**

At Newbottle and Charlton CEVA Primary School we seek to be an inclusive community. However, we respect the right of parents to withdraw their children from collective worship. This school expects that withdrawal will only be made following parental discussion with the head teacher followed by written confirmation of withdrawal.

One child currently withdraws from some acts of worship.

The school has a system of suitable supervision for students withdrawn from collective worship.

As our school is a Voluntary Aided Church of England School, teachers including the head teacher do not have the right of withdrawal.

Appendix 1

**Example of an Observation framework to assess the quality of a specific act of collective worship.**

(Not all sections of this form will apply to each act of worship).

**Groups Present:**

(Whole School/ Key Stage/Year/Class etc.)

It may be helpful to grade your observations in each section on the following scale, though this would not be appropriate for every aspect.

- |                       |                        |
|-----------------------|------------------------|
| <b>1. Outstanding</b> | <b>3. Satisfactory</b> |
| <b>2. Good</b>        | <b>4. Inadequate</b>   |

<b>Date:</b>	<b>Time:</b>	<b>Leader:</b>
<b>Theme</b>		
<p><b>Purpose and Development</b></p> <ul style="list-style-type: none"> <li>• Was the purpose of the act of worship clear to all present?</li> <li>• Was the theme developed effectively?</li> <li>• Were visual aids or different elements used in presentation?</li> <li>• Was worship integral to the school day?</li> <li>• Was the act of worship conducted at an appropriate pace?</li> <li>• Was visual art used or children’s creative work shown and celebrated?</li> <li>• Was it invitational?</li> <li>• Was it appropriate to the age of the pupils?</li> <li>• Did it enable pupils to encounter Jesus and Biblical stories?</li> <li>• Was it engaging?</li> </ul>		
<p><b>Atmosphere</b></p> <ul style="list-style-type: none"> <li>• Was there a sense of order on entering and leaving?</li> <li>• Were candles, flowers, a cross or other visual focus used?</li> <li>• Was there a relaxed, secure atmosphere?</li> <li>• Did the leader contribute to the atmosphere with language, attitude and tone?</li> <li>• Is there a distinction between the assembly and an act of worship?</li> <li>• Was there a balance of music, speech and silence?</li> </ul>		
<p><b>Spiritual Dimension</b></p> <ul style="list-style-type: none"> <li>• Could this act of collective worship have contributed to the spiritual and moral development of individuals?</li> <li>• Were there opportunities for prayer/reflection/quiet? How were they used?</li> </ul>		

**Integrity**

- *Was there a sense of respect for individuals?*
- *Was there openness, or compulsion, in invitations to pray or sing?*
- *Did the occasion engender ease or discomfort among the participants?*
- *Were the words of songs or hymns appropriate for the pupils and the theme?*

**Pupil/Student Involvement**

- *Was the delivery appropriate for the interests, background, ability and age range of pupils?*
- *Were the pupils engaged and well motivated?*
- *Was there an opportunity for pupils to participate? If so, how?*
- *Were pupils challenged in their thinking?*

**Staff**

- *Were teachers present (how many?) or was this seen as non-contact time?*  
*Were they involved or spectators?*

**Parents, Governors, Visitors, Clergy**

- *Were any parents, governors or visitors present?*
- *If so, what role did they play?*
- *Were links with the local church referred to?*
- *If a visitor led the worship: was it evident that the briefing has been adequate?*
- *Was the visitor introduced properly?*
- *Was the visitor's contribution appropriate in content?*
- *Were the concepts and language used appropriate to the children present?*

**Close/Sending**

- *Was the timing good?*
- *Were pupils given the opportunity to pray/reflect? Did the occasion clarify and affirm the values for which the school stands?*
- *Did it offer pupils/adults something to think about and take into the life of the school?*
- *Were the pupils sent out with a sense of God's blessing?*
- *Was the atmosphere maintained?*

**Additional points for future development**