

St Mary's RC Primary School



Collective Worship Policy

Signed by:

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Subject Lead

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Chair of governors

Date: October 2024

Policy for Collective Worship

Mission Statement

We care, we pray, we work, we play...in Jesus' way.

The nature of Collective Worship.

Collective worship in a Catholic school names and celebrates God's presence in our lives. It 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 with Him and each other, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'¹

Legal Requirements

It is a legal requirement that there is a daily act of worship offered 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. Holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. 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. Responsibility for arranging Collective Worship lies 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.

The Place of Collective Worship in the Life of our School

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.

Collective worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from 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.

¹ Christ at the Centre Rev Marcus Stock, 2005

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 which 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 and honour to God;
- Be a quality activity, fundamental to the life of the school and its Catholic character;
- Develop in pupils skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way;
- Give pupils positive liturgical experiences, appropriate to their age, aptitude and family backgrounds in order to prepare them for the liturgical life of the Church². In order to do this, celebrations will:
 - be kept small wherever possible or appropriate to help to personalise the experience;
 - be short and appropriately paced
 - be simple, including a range of experiences offered in a variety of groupings and in a variety of settings.

The Planning, Content and Delivery of Collective Worship

Collective Worship is planned:

- following a structure with reference to the Church's seasons, the RE scheme, significant dates and the curriculum. Scripture will be the focus in most acts of worship
- involving consultation with appropriate parties and reference to school aims and policies
- with flexibility to respond to changing situations within the school and the wider community
- to develop in pupil skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way.
- At St Mary's, we use the planning format from Salford Diocese, adapted for our school. It can be found in Appendix 1.
- The planner is used by teachers and pupils with greater independence, according to the age of the children. The Collective Worship Progression Document for St Mary's can be found in Appendix 2.

² Directory for masses with Children, paragraph 9.

The Timetable of Collective Worship is below.

- We use the Diocesan Calendar and mainly plan our themes around this. Sometimes we choose our own theme, for example when we are doing the end of unit Class Liturgy for our Come and See topic or if a particular issue in a class needs to be prayed about. All classes have a copy of this.
- Class Liturgies are planned weekly on a Tuesday morning with the class teacher either as lead in the younger classes, or as critical observer in older year groups, according to the progression document. During planning, the children are asked to think about the venue they would like the Class Liturgy to be delivered, the colour of cloth according to the Liturgical Year, where it will take place and what objects they would like to bring to the focus.
- The Class Liturgies are then delivered by the leaders on Thursday mornings at 9am. The length is different according to age group, from 10 minutes for our youngest children up to 20/25 minutes for our oldest children.
- In addition, the GIFT Team deliver weekly Class Liturgies with a small group of pupils each day at 2:55pm in the Chapel. This is called Chapel Time. Every child in the class will participate in this over a week and the class changes each week. The focus for the Liturgies are based on Catholic Social Teaching themes.
- Whole school Collective Worship includes the beginning of our Monday morning assemblies, Prayer Through Song on Wednesday mornings and at the beginning of Friday Celebration Assemblies
- Classes engage in daily Collective Worship 4 times a day: at the start of the school day, Grace before Meals, Daily Liturgy (using the resource Ten Ten) after lunch and at home time.

Recording

Collective Worship is recorded:

- The Class Liturgies are planned using the planner in Appendix 1. These are stored in a class wallet.
- To support teacher workload, once per half term they are evidenced in the Whole Class Living Out Our Mission books. This can include leaders names, planning sheets, pupil groupings and resources through displays, collections of pupils' contributions, prayers, reflections, photographs, videos etc..

Monitoring and Evaluation

After each Class Liturgy, pupils are asked their thoughts, feelings and reflections on what they have just done e.g., how they felt, their thoughts on the theme, what they will take from it for the rest of the day etc. These are recorded either on Post it notes or on the bottom of the planning sheet. This encourages the children to think wider than the time spent doing the Liturgy, and gives ideas and improvements which could be made next time, through Pupil Voice.

Class Liturgies are monitored termly by the RE Lead and/or headteacher.

Following monitoring, training needs will be identified and outcomes used to inform CSED.

Resources

Resources for Collective Worship are located in individual classrooms, the RE central store and the headteacher's office. Each class has been given a crucifix, candle, Bible, liturgical

coloured cloth and can supplement the resources with other objects. These include (but are not limited to) holding crosses, shells, pebbles, electric candles, statues, rosary beads. These are managed by the RE Lead but the overall responsibility for taking and replacing the resources lies with all the staff.

The learning environment

'Symbols and icons of the Catholic faith when displayed in school and throughout its premises will help the school community and visitors to experience the uniqueness and sacredness of this learning environment'³

Focal points in each classroom and throughout the school will reflect the liturgical season and will reference Come and See topics. In this way they will be an outward sign of the school's ethos.

Voluntary Worship and Retreats

The school grounds have recently been improved to include areas for spontaneous prayer outside. This can be at lunchtimes and break times and they are available to all children to use should they choose to do so. Morning Retreats are planned by the Collective Worship Coordinator and our Parish Priest for all Key stage 2 classes throughout the year. Themes are chosen from the Come and See scheme of work e.g. unconditional love or vocations. They will end with a Mass held in the classroom.

The GIFT Team attend retreats held at St Joseph's RC High School which involve working alongside GIFT teams from our Catholic partnership schools in the local area.

Eucharist

Eucharistic celebrations in school will highlight a special occasion and will normally be celebrated with children whose faith development has reached an appropriate stage. The same general principles will apply to planning a Eucharistic celebration as other acts of school worship, therefore opportunities for children to participate will be maximised. When preparing these celebrations reference will be made to the 'Directory for Masses with Children' as a basis for our practice.

We believe that children are best introduced to prayer, the sacraments and particularly the Eucharist in a step by step approach.

During the Autumn Term, KS2 classes attend Mass at the Parish Church of St Mary's on a weekly rota basis. During Lent, the classes will be joined by an EYFS or KS1 class.

Whole school Masses are offered regularly throughout the year in the school hall and led by our Parish Priest Father Richard. These are typically, at the start of the Year, Advent, early in Spring Term, Lent, Easter and the end of the year.

At the end of the year we celebrate Leavers Mass in St Mary's RC Church with our Year 6 pupils, staff, governors, parents and parishioners.

The Lead for Collective Worship

Mrs Hesketh is the Lead for RE Curriculum, Welfare and Worship.

The Role of the Lead for Collective Worship

- Formulating a written policy for Collective Worship
- Ensuring that there is a development plan for Collective Worship included in the school development plan
- Ensuring that Collective Worship is appropriate to the age, aptitudes and faith backgrounds of pupils
- Ensuring that Collective Worship takes account of the religious and educational needs of all who share in it and is rooted in the principles of the 'Directory for Masses with Children'

³ Christ at the Centre Rev Marcus Stock, 2005

- Organising themes for Worship
- Assisting the governors and headteacher to carry out their legal responsibilities with regard to Collective Worship including withdrawal from collective worship
- Developing staff confidence and expertise e.g. through modelling different prayer styles

Planning, recording, monitoring and evaluating

- Maintaining and developing effective procedures and documentation
- Observing Acts of Collective Worship and providing feedback
- Informing the headteacher of standards and developments in Collective Worship

Communication

- Communicating to members of the school community the significance and content of Collective Worship
- Reporting to and consulting with the 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 Parish Priest
- Liaison with the Diocesan Department for Education

Professional development/Ongoing formation

- Leading and organising in-service training and ongoing formation for Collective Worship
- Attending appropriate in-service courses, reporting back and leading staff training
- 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.

Policy Monitoring and Review

This policy is monitored by the Collective Worship coordinator and is evaluated and reviewed by the whole school staff and governors every two years. The Foundation Governors in particular will play a most important role.

Appendix 1

Welcome (Gather):

*We come together as part of
God's family.*

Make everyone welcome!

Setting the scene: music,
action

**We will bring to the table (all leaders will bring something, say why they have brought it
and demonstrate reverence for the object):**

Cross

Bible

Candle

Other

Response to litany:

Word: *God speaks to us and we listen.*

Response to word: *prayer / symbolic action:*
We respond to the Word of God.

Witness: *(mission / go forth)*
We want to share the Good News!

What our class friends thought:

Appendix 2

Progression on Child-Led Prayer and Liturgy at St Mary's, Horwich

Each class are to plan and participate in a child-led liturgy once a week. Both planning session and delivery must be timetabled. The length of liturgies are appropriate to the age of the children.

Each child must be given the opportunity to plan and lead a Liturgy at least once a term. This is best done in groups of 4-5 using the register, rather than asking for volunteers.

Liturgies need to be planned using the proforma.

A teacher must be present during the planning stage in all year groups, with differing levels of support depending on the year group.

All Liturgies to be planned using the Diocesan Long term planner, the end of Come and See topic 'rejoice' liturgy (every four weeks) or a theme relevant to the class at that moment.

Year group	Worship Opportunities	Pupil Outcomes	During the Liturgy, pupils will be responsible for:
EYFS	Adult-led worship During EYFS, children explore varied adult- and older child-led worship opportunities. Creativity is encouraged. Pupil leaders will be present when the Liturgy is planned. They begin to express preferences for different opportunities e.g. "I like to sing about God." and these preferences are used by staff to inform worship provision. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Adults will record worship opportunities and pupil feedback.	By the end of EYFS, most children will recognise some worship opportunities and know how to engage in simple prayer (e.g. joining hands, Sign of the Cross, etc.). They can answer simple questions during worship and are beginning to make simple, creative suggestions about worship opportunities when asked (e.g. "we could sit in a circle to say our prayers"). They explore the liturgical year by celebrating key events in the Church's calendar.	• Suggesting things they enjoy doing during the planning stage (eg singing a song to God, putting a flower on the prayer focus) which could be included by the adult. • <u>Assisting</u> in setting up the prayer focus. • Leading the sign of the cross. • Leading a prayer at the end (eg Hail Mary) • Other choices made as given by the teacher. • Teacher to read the scripture. • Adult will enable a prayerful atmosphere conducive to worship.
Y1	Adult-directed worship (i.e. adults lead planning and then direct children in leading)	By the end of Year 1, most children will begin to recognise the four sections of a liturgy and be able to give some creative ideas for these sections, with support. They will be able to	• Suggesting ways in which each part of the Liturgy could be carried out (built up over the year)

	During Year 1, children continue to explore varied worship opportunities and begin to understand the component parts of a liturgy. For example, each component part of the liturgy may be explored in depth over a half term and the children given opportunity to lead that section. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Adults will record worship opportunities and pupil feedback.	work in an adult-directed small group to plan and lead class liturgies. During worship, they will answer questions and, at the end, provide simple oral feedback. They are beginning to show liturgical awareness by being able to talk about celebrating some key events in the liturgical year (e.g. Christmas and Easter).	• Assisting in setting up the prayer focus. Bringing the objects to the prayer focus in a reverential manner. • Leading the sign of the cross. • Leading a prayer at the end (eg Hail Mary) • Build up with leading a particular section of the Liturgy each half term, with adult directing the children in the leading: - Autumn 1 Welcome - Autumn 2 Welcome and Word - Spring 1 Welcome, Word, Respond to the Word - Spring 2 All 4 sections - Summer Lead all • Teacher to read the scripture. • With adult leading, they will create a prayerful atmosphere conducive to worship.
Y2	Adult-directed worship (i.e. adults lead planning and then direct children in leading) During Year 2, children continue to explore varied worship opportunities and begin to understand the component parts of a liturgy and how to plan them. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.	By the end of Year 2, most children will recognise the four sections of a liturgy and be able to give some creative ideas for these sections independently. They will be able to work in small, adult-directed groups to plan liturgies with increasing independence. They will engage in simple discussions during worship and provide simple written feedback afterwards. They show a basic awareness of the liturgical year e.g. "Our prayer cloth is purple because it's Advent. Purple is for preparing – we are preparing for Christmas."	• Planning each of the 4 sections of the Liturgy with an adult leading. Creative ideas encouraged. • Be able to make choices about the prayer focus more independently eg colour of cloth according to the Liturgical season, what objects to bring to the table and begin to say why they have brought it. • Lead each section with adult direction where needed. • Teacher or confident reader to read the scripture (perhaps with teacher repeating the reading for clarity). • They will with support create a prayerful atmosphere conducive to worship.

	Adults will record worship opportunities and pupil feedback.		
Y3	Child-led worship (with adult support in planning and delivery) During Year 3, children continue to explore varied worship opportunities and take an active role in planning and leading liturgies and other worship opportunities. Creativity is encouraged. Adults decide the theme and (often) the relevant scripture. Adults model making planning choices that are linked to the chosen scripture and justifying these choices. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback afterwards.	By the end of Year 3, most children will be able to work as a small group creatively to plan and deliver a liturgy, with adult support. They will engage in adult-led discussions during worship (for example reflecting on scripture lessons) and provide written feedback afterwards, sometimes linking to scripture. Their planning shows developing liturgical sensitivity e.g. by choosing the correct colour liturgical cloth and relevant religious artefacts, etc.	• Lead the planning from a given theme and scripture, with an adult supporting and justifying (eg discussion over why a particular activity is more appropriate than another for the theme) • Leading each of the four sections increasingly independently. Adult to support where needed. • Begin to give a short commentary about why a particular activity has been chosen to the rest of the group eg 'As the theme is forgiveness, we ask God to forgive us as we place a pebble, to represent our sins, in the cleansing water, just as Jesus cleanses our sins'. • Confident reader to read the scripture (perhaps with teacher repeating the reading for clarity). • They will with some support create a prayerful atmosphere conducive to worship.
Y4	Child-led worship (with adult support in planning) During Year 4, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence. Creativity is encouraged. Adults decide the	By the end of Year 4, most children will be able to work creatively as a small group to plan and deliver a liturgy, with brief adult support at the beginning of the task regarding selection of theme and scripture. Prior to delivering the liturgy/during planning, adults will check-in with children to ensure relevance of activities to the chosen scripture. Adults will also help elaborate upon sections (e.g. discussion in response to	• Lead the planning from a given theme with an adult supporting and justifying (eg discussion over why a particular activity is more appropriate than another for the theme) • Begin to choose a relevant scripture to fit the theme, using Bible or online Bible app to support, discussing choices with the teacher.

	theme of worship opportunities and support children in deciding upon relevant scripture. Children work mainly independently at the planning stage, but prior to delivering their worship opportunities (or during planning), their planning is checked/directed by the teacher to ensure its relevance to the chosen scripture and theme. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback afterwards.	scripture) during delivery. Pupils will demonstrate secure liturgical awareness by selecting fitting resources, such as the correct colour liturgical cloth, or will be proactive in seeking support with this. Pupils will be able to provide meaningful written feedback with reference to the scripture covered.	• Leading each of the four sections increasingly independently. Adult is increasingly participatory rather than leading. • Give a short commentary about why a particular activity has been chosen to the rest of the group eg 'As the theme is forgiveness, we ask God to forgive us as we place a pebble, to represent our sins, in the cleansing water, just as Jesus cleanses our sins'. Adults could elaborate on these sections. • Confident reader to read the scripture. • They will with minimal support create a prayerful atmosphere conducive to worship.
Y5	Child-led worship (with minimal adult support) During Year 5, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence. They are able to justify their planning choices when challenged to do so. Creativity is encouraged. Adults may help to direct more complex parts of worship, such as questioning, so as to ensure themes are explored in depth. Where possible, children will share worship opportunities with other	By the end of Year 5, most children will be able to work creatively as a small group to plan and deliver a liturgy independently, with minimal adult support regarding selection of theme and scripture. They will demonstrate secure liturgical awareness through their choice of supporting resources (e.g. liturgical cloth and artefacts) and will be increasingly resourceful and creative in their choices (e.g. by asking for/making items not provided). Children should be able to justify choices of activities by linking these to their chosen scripture. Minimal adult support should be needed during delivery of the liturgy, although adults may interject to extend discussion. Pupils will be able to provide meaningful written feedback with reference to the scripture, including suggestions for next steps.	• Lead the planning from a given theme with minimal adult support with increasing creativity and liturgical awareness. They may make, bring from home, or ask for items not provided. • Choose a relevant scripture to fit the theme, using Bible or online Bible app to support. • The plan should be presented to the adult before the liturgy to justify and discuss reasons for choices made. • Leading each of the four sections independently. Adult is participatory rather than leading, with minimal interjection to extend discussion. • Give a short commentary about why a particular activity has been chosen to the rest of the group eg 'As the theme is forgiveness, we ask God to forgive us as we place a pebble, to represent our sins, in the cleansing water, just

	classes in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback comments.		as Jesus cleanses our sins'. Adults could elaborate on these sections. • They will almost independently create a prayerful atmosphere conducive to worship.
Y6	Child-led worship (independent) During Y6 children continue to explore varied worship opportunities, planning and leading these with complete independence. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school. Pupils will record worship opportunities, by completing planning pro forma and gathering feedback slips.	By the end of Year 6, most children will be able to plan and deliver creative liturgy and other worship opportunities independently, including selection of a liturgically relevant theme and scripture. Their choice of supporting resources and artefacts will show creativity and resourcefulness, underpinned by secure liturgical awareness. They will be able to justify their planning and choice of activities by linking these to their chosen scripture – and make this explicit during delivery (e.g. "We have chosen to display the symbol of the dove because..."). Pupils will give meaningful written feedback with reference to the scripture, including suggestions for next steps. In addition, more able children will be able to: • lead meaningful, structured discussion of scripture, etc. independently, seeking contributions from their peers and responding to these in a meaningful way. • Be particularly creative and resourceful in their planning of worship opportunities. • Support peers and younger children in planning worship. • Help evaluate collective worship	• Lead the planning with minimal adult support with increasing creativity and liturgical awareness. They may make, bring from home, or ask for items not provided. Where relevant, they may choose their own liturgical theme (eg. by using the diocesan calendar to see what saints days are occurring that week) • Choose a relevant scripture to fit the theme, using Bible or online Bible app to support. • The plan should be presented to the adult before the liturgy to justify and discuss reasons for choices made with confidence. They will be able to justify their planning with links to the chosen scripture. • Leading each of the four sections independently. Adult is participatory rather than leading, They may have planned responses to the Word which may stimulate discussion. • They will independently create a prayerful atmosphere conducive to worship.

		opportunities and make suggestions for future developments. • Have considered what collective worship might be like in their future, beyond primary school, and have ideas about how they might wish to pursue it.	
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Avoid:

- Lots of bits of paper for children to write on (as this can detract from the prayerful atmosphere)
- Lengthy Powerpoints (it's not a lesson)
- Prayer leaders being 'teacher'
- Allowing other adults to do jobs at the back of the classroom during the liturgy