



COLLECTIVE WORSHIP

SACRE – 12TH NOVEMBER 2019

SUE BALL

COLLECTIVE WORSHIP

- Happens every day
- Whole School / Key Stage or Class
- *'In a Church school, the offer of a Christian understanding of the world and the place of humanity in it will be reflected in worship. In particular, it will be reflected in the everyday life of the school, quietly respectful of the beliefs of others and of other faiths, but confident in its own faith.'*

From 'The Way Ahead' (3.28)

- Church school worship should be central to the life of the school. All schools have pupils with widely differing experiences of worship in their own faith and many will have no experience of worship outside school. It is our task to provide pupils with a secure context in which to experience Christian worship and reflect upon the impact of worship in their own lives and the lives of the people around them.

COMMUNITY SCHOOLS:

- These are the schools for which the SACRE has responsibility and the current legislative framework was originally set out in the 1988 Education Reform Act and reiterated in the 1996 Education Act. Summarised the main points are as follows:
- There must be a daily act of worship for every pupil. This can be at any time of the day in any normal school grouping. It is the responsibility of the Head Teacher, after consultation with the governing body to ensure this happens. Except in special circumstances, and after consultation with governors, the act of worship should take place on school premises.
- Collective worship is distinct from assembly which can be a gathering for a wide variety of reasons. The majority of worship must be wholly or mainly of a broadly Christian character, meaning it should reflect the broad traditions of Christian belief. It can contain non-Christian elements or on occasions contain no Christian elements, provided that throughout each term, the majority of the worship complies with the broad traditions of Christian belief.
- Worship must be appropriate to the ages, aptitudes and family backgrounds of the pupils. Worship must not be denominational.

IDEAS

The screenshot shows the homepage of the Worship Workshop website. At the top left is the logo "WORSHIP WORKSHOP" with the tagline "Helping Schools Build Better Worship". To the right are logos for "Transforming Worship" and "THE CHURCH OF ENGLAND". Below the logo is a navigation menu with links: Home, About Worship, Worship Planner, Eucharist, Resources, Songs, Glossary, and About Us. A search bar with "Login | Register" and a search button is also present. The main content area features two large boxes: "Saints and Souls" with a photo of children and the text "Remembering people who have served us", and "Coming Up" with a purple background and text listing dates: "November 11 Martin, Bishop of Tours, c.397" and "November 19 Hilda, Abbess of Whitby, 680". Below these is a "CALENDAR" button. A central "Get started!" section titled "Plan your worship in seven easy steps with our Worship Planner" includes a numbered flowchart: 1. Choose a theme, 2. Choose a greeting, 3. Choose a 'Word of God', 4. Choose an engaging resource, 5. Choose a response, 6. Choose a sending out, 7. Download your Worship Plan. A "GIVE IT A TRY!" button is at the bottom right of this section. At the bottom, there are two boxes: "Songs & Hymns" featuring "O When the Saints" with the lyrics "Courage, Justice, Hope, Respect, Endurance" and a small image, and "Support" with the text "We have an ever growing bank of support to help you plan and nurture your worship."

■ <https://www.worshipworkshop.org.uk/>

FIRST STEPS IN WORSHIP

Call to Worship

- Peace be with you - *And also with you*
- *The grace of our Lord Jesus Christ, The love of God and the fellowship of the Holy Spirit be with us all*
- Come and listen to the word of God , *for He will fill us with joy.*
- **THINK:** *Which religions welcome their members to an act of prayer of worship? How do we greet visitors in our school?*

Handout: First Steps in Worship

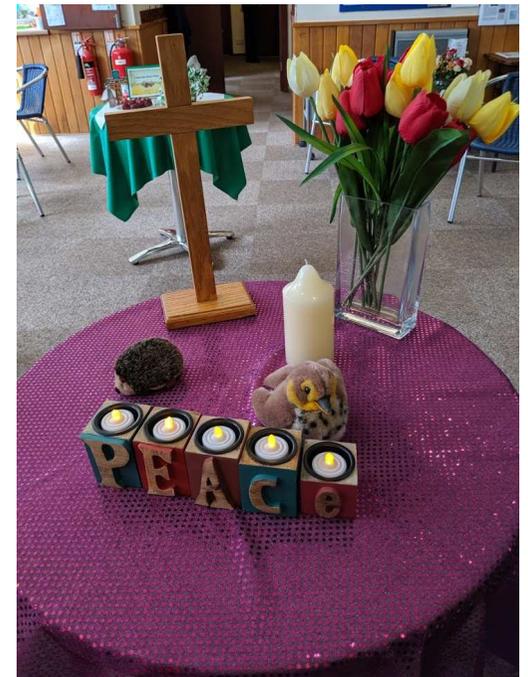


COLLECTIVE WORSHIP WORKSHOP

- Year 4, 5 or 6 children trained to lead worship
- Five activities: writing prayers/ drama/ laying the table/ planning worship using the website and using the psalms to create a new song



LAYING THE TABLE



MONITORING

- https://www.oxford.anglican.org/schools/school_worship/school-worship-bible-monitoring/

Three aspects to our monitoring:

- Attributes and Theology (this includes planning);
- Personal impact;
- Community impact.

■ Who monitors?

- Just as, in a church school, worship is to be experienced by the whole community, so worship should be monitored by a range of people from the community which will include governors, teachers, parents and children. This may well necessitate some level of training so that monitoring is consistent and to ensure that the evidence collected will be helpful in making evaluations.

Worship Monitoring Criterion grid: use this grid to help create a focus for monitoring of worship. Use one group (or possibly two groups) of statements as a focus for monitoring activity. A group is all the statements in one box. If two people monitor the same act of worship each could choose a different group.

Elements and Theology—Liturgy	Personal response	Community Response
<p><u>Worship:</u></p> <ul style="list-style-type: none"> is an expression of the school's Christian vision is invitational and creative contributes to and develops the Christian vision, values and ethos of the school is inclusive and accessible to all who participate and promotes dignity and respect is given priority by school leaders 	<p><u>Pupils:</u></p> <ul style="list-style-type: none"> articulate the impact of worship on themselves and relate the school's vision and associated values to their own attitudes, behaviour, relationships and positive choices reflect on local, national and international events are given opportunities to respond to disadvantage, deprivation and the exploitation of the natural world explore compassion and concern for justice 	<p><u>The School Community:</u></p> <ul style="list-style-type: none"> relates worship to the school's Christian vision and associated values puts great value on the place of collective worship demonstrates courageous advocacy in service to others including charitable and other social actions in response/connection to worship themes is enabled to participate with integrity and dignity
<ul style="list-style-type: none"> enhances spiritual, moral, social and cultural development of participants provides opportunities for prayer, spiritual reflection, stillness, praise, song, story respects and at times acknowledges other expressions of faith gives an opportunity to consider British Values encourages pupils' aspiration and resilience 	<ul style="list-style-type: none"> are encouraged to explore the value of personal prayer and reflection as part of their own spiritual journey respond positively to opportunities for spiritual growth and development and encounter opportunities for progressively deeper exploration of spiritual questions appreciate the purpose of prayer and reflection in formal, informal, personal and public settings 	<ul style="list-style-type: none"> is given opportunities to consider spiritual, moral (and ethical), social, and cultural issues of direct relevance to the school joins confidently and sensitively in prayer and regularly contributes appropriate prayers to worship. experiences worship and prayer which contributes to the spiritual development of its members
<ul style="list-style-type: none"> includes Biblical material and Jesus' teaching reflects local practice and incorporates features of other Christian traditions reflects the seasons (festivals) of the Church year provides opportunities to explore global life through appropriate links 	<ul style="list-style-type: none"> appreciate the relevance of faith in today's worlds and the importance of the freedom to express this faith in worship understand the central position of Jesus Christ and God as Father, Son and Holy Spirit in the Christian faith identify clearly the (some) distinctive features of different Christian traditions in worship 	<ul style="list-style-type: none"> is offered a rich experience of worship which includes a range of leaders, involving pupils, staff, clergy and representatives from different Christian traditions, together with a variety of settings for acts of worship responds positively and participates willingly in worship
<ul style="list-style-type: none"> is inspiring and transformational. provides opportunities to gather, engage, respond, and depart in a variety of ways is lively and includes a range of creative opportunities e.g. music, silence, art, poetry, dance, drama 	<ul style="list-style-type: none"> respond positively, participate willingly and enjoy contributing to collective worship take responsibility for particular aspects of worship in an appropriate way for their ages regularly plan, lead and evaluate acts of worship 	<ul style="list-style-type: none"> is included in planning and leading acts of worship encourages partnerships with the local church Seeks training for all leaders of worship, including clergy