



Scamblesby Church of England Primary School

Collective Worship Policy

This policy has been adopted by the Governors in consultation with the Religious Education subject leader and teaching staff. It was approved in Spring 2023 and will be reviewed in Spring 2025.

Scamblesby C.E. Primary is a Church of England Primary School. We have close links with our local Church of St Martins and with the Methodist Church in Scamblesby. We invite ministers and representatives from the Christian churches in our locality to share our worship in school and in the parish church.

➤ Aims and purpose:

The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues and to relate biblical stories and teaching to their own beliefs, everyday life and experiences;
- to encourage participation, reflection and response through an inclusive, invitational and inspiring approach;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values, summarised by the school community as 'The Scamblesby Way', and to reinforce positive attitudes;

➤ Organisation of collective worship:

For us worship is an act of adoration and praise to God. The worship of God is evident in all our collective worship.

Our worship is in line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character'.

At Scamblesby CE Primary School, we hold a daily act of collective worship in the library area of our school, in one of the classrooms, or in the gazebo or prayer garden. Worship is based on the six school values, kindness, trust, wisdom, endeavour, respect and fairness, with one value focused on each term. The school works closely with the local clergy to weave into this structure the traditions of the Christian faith, often supporting the festivals and events of the Christian calendar. Our acts of worship are based on the teachings of Christ and traditions of the Christian Church. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school, and use Picture News weekly for Key Stage Two to support the children with their understanding of British and world values and to support their spiritual, moral, social and cultural learning. The whole teaching staff conduct collective worship, and a representative of the Christian church visits the school regularly to lead or share our worship.



Our Collective Worship is inclusive, invitational and inspiring. We conduct collective worship in a dignified and respectful way. A candle is lit to symbolise the light of Christ in our school family and the teacher or clergy leading the collective worship opens with 'The Lord is here', to which the children and staff answer 'His spirit is with us!' Children know that collective worship time will include a period of calm reflection but that they will often be asked to share experiences and respond to prompts from the adult leading the act of collective worship. We regard collective worship as a special time and encourage children to behave in an appropriate way. The children listen to and participate in bible stories, traditional tales and allegorical examples, and they are invited to join in prayer and hymns. The Lord's Prayer and the Scamblesby School Prayer are regularly used at the end of collective worship, as well as specific prayers which particularly support the message of the worship. We create an appropriate atmosphere by using music at the start and end of our worship time. The music is changed weekly and is chosen by different adult members of the school community, and by Year 6 children in the Summer Term each year. The reason for their choice is discussed in Friday's Collective Worship, and reference is made to lyrical and instrumental features by the Head teacher and Collective Worship leader.

The opportunities, creativity and engagement that the Collective Worship which Scamblesby CE Primary School provides is structured around and adapted from Gary Thomas' Sacred Pathways'. Each fortnight, a different way of worshipping God is chosen from the Worship Wheel on the library's Worship display, from the following styles:

1. **Naturalists**: Loving God outdoors
2. **Sensates**: Loving God with the senses
3. **Traditionalists**: Loving God through ritual and symbol
4. **Ascetics**: Loving God in solitude and simplicity
5. **Activists**: Loving God through confrontation
6. **Caregivers**: Loving God by loving others
7. **Enthusiasts**: Loving God with mystery and celebration
8. **Intellectuals**: Loving God with the mind



In conjunction with the Collective Worship Leader and local clergy, Collective Worship is then offered in that particular style. Opportunities for engaging, inspiring and thought-provoking worship are then enabled and explored for staff and children, and is made more inclusive by celebrating the diversity of learning styles that members of the school community find most effective.

A summary of the themes and identifying characteristics of each style is provided below:

Loving God Different Ways

The Refuge August 2011 - Adapted from Sacred Pathways: Discovering your soul's path to God by Gary Thomas

1. NATURALISTS: Loving God Through Nature ♦♦♦ - Learn best God lessons in the outdoors. - Can visualize scriptural truths, see God more clearly & learn to rest in the outdoors. - Feel free & unconstricted outside. <i>Dangers: Individualism, spiritual delusion, idolizing nature</i>	2. SENSATES: Loving God Through the Senses ♦♦♦ - Connect with God through sight, smell, taste, touch, and sound. - Inspired by tangible experiences that connect with the senses (see God in art, feel textures, listen to music, smell perfume, taste food). <i>Dangers: Worshipping without conviction, worshipping worship, idolizing beauty.</i>	3. TRADITIONALISTS: Loving God Through Ritual & Symbol ♦♦♦ - Value rituals, symbols, and liturgical practices. - Appreciate reading or saying specific prayers. - High value on the beauty of the church calendar, including the practices of Lent and Advent. <i>Dangers: Serving God without knowing God, judging others, repeating mechanically.</i>	4. ASCETICS: Loving God Through Silence & Solitude ♦♦♦ - Love being alone with God - Value simplicity. - Make room for quiet. - Like to fast and pray, distracted by senses. <i>Dangers: Overemphasizing God's piety, seeking pain for pain's sake, seeking to gain God's favor.</i>	5. ACTIVISTS: Loving God Through Confrontation ♦♦♦ - Spiritually nourished through the battle of a "cause" - Connect with God through social activism, advocating on behalf of others. - Offer time and energy to create change. <i>Dangers: Becoming judgemental, ambition, elitism, resentment toward the not-as-passionate.</i>
6. CAREGIVERS: Loving God Through Loving Others ♦♦♦ - Love to help, listen, care for others in a variety of ways including listening, actively helping, repairing broken things for others. - Feel close to God when actively engaged with people. <i>Dangers: Judging others who aren't helping, serving ourselves by serving others, holding narrow definitions, neglecting those closest to us.</i>	7. ENTHUSIASTS: Loving God Through Mystery & Celebration ♦♦♦ - Love getting caught up in worship experiences. - Look for movements of God—both big and small. - Expectant about God's power & possibility, dreams & visions. <i>Dangers: Seeking experience for experience sake, independent, equating "good feelings" with "good worship"</i>	8. CONTEMPLATIVES: Loving God Through Adoration ♦♦♦ - Love to rest in God's presence. - Value spending quality time connecting with God through different forms of prayer including centering prayer, intercessory prayer, meditative prayers. <i>Dangers: Losing balance, forgetting action, getting addicted to spiritual experience,</i>	9. INTELLECTUALS: Loving God With the Mind ♦♦♦ - Love the Bible, systematic theology, and creeds. - Value beliefs about God. - Stimulated by Bible studies, lectionaries, and historical texts as well as philosophical conversations about God. <i>Dangers: Loving controversy, knowing rather than doing, being proud.</i>	10. HEALERS: Loving God Through Recovery ♦♦♦ - Feel close to God when I am powerless & desperate. - Experience connection with God through the principles of the 12 steps - Find God's love through connecting with own and others pain. <i>Dangers: Judgemental, focus on pain instead of joy, singularly focused</i>

USEFUL LINK: Sacred Pathways:

<https://garythomas.com/wp-content/uploads/2013/02/sacredpathways.pdf>

USEFUL LINK: Church of England Collective Worship Guidance:

<https://www.churchofengland.org/sites/default/files/2021-05/Collective%20Worship%20Guidance%2018052021.pdf>

➤ Celebration Assemblies and the wider community of Scamblesby CE Primary School:

- Each Friday, we share a Celebration Assembly, where work is shared and celebrated from each class, and teachers and children share highlights from their week's learning. These acts of worship offer an opportunity to acknowledge and reward children for their achievements both in and out of school, and good work, behaviour or endeavour is recognised and rewarded. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised.

- In a raffle-style section, children are invited to nominate a classmate for a Golden Ticket, having recorded the reason and key school value that prompted their nomination. Tickets are placed in the 'Ticket Tower' and chosen randomly. Nominees are then invited to choose a piece of stationery from the 'prize boxes' in each key stage.
- Music that will be played in the next week's Collective Worship is chosen and details and background about the choice is shared by the respective adult and the Collective Worship leader.
- On the last Friday of every month, Celebration Assembly takes place in St Martin's Church, and parents, carers and governors are invited to join. Certificates which celebrate achievements from the last month are shared, hymns and prayers are shared and examples of work are presented and discussed to the congregation.



As part of our community worship, we regularly invite parents to special acts of worship led by each class, as well as special services in the church such as Harvest, Remembrance Day, Christmas, Easter and Leavers' Assembly. We encourage them to attend, as this promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children. These services are held either in St Martin's church, Scamblesby Methodist chapel, the Village Hall, the School Library, the school gazebo and the school prayer garden.

➤ **Scamblesby CE Primary School's Collective Worship Council:**

The school's Collective Worship Council, with representatives from Y1 to Y6, is active in all aspects of Collective Worship. It meets regularly, with its overarching brief to improve the quality and provision of Collective Worship, and it gives the children the opportunity to be involved in ensuring pupil voice is heard and acted upon, to monitor and feedback on Collective Worship, to arrange fundraising events to raise money for school and charity projects and to promote the six school values.

The pupil voice that the Collective Worship Council offers is a key part of our monitoring and review process. The school strives to make time of collective worship purposeful, active, reflective and spiritual, but above all enjoyable. The Headteacher and Collective Worship leader monitor whole school collective worship through regular consultation with the Collective Worship Council, visiting clergy, and staff and it is the role of a named school governor with responsibility for Religious Education and Collective Worship to monitor the policy and practice of Collective Worship. The governor concerned liaises with the headteacher and Collective Worship leader before reporting to the governors on religious education and collective worship.

➤ **Right of withdrawal:**

We expect all children to attend our collective worship. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

This policy will be reviewed in Spring 2025.

Signed: (Headteacher and Chair of Governors)

Date:

APPENDIX:

SCAMBLESBY CE PRIMARY SCHOOL: CURRICULUM ACTION PLAN

SUBJECT ACTION PLAN

Subject: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Subject Leader:
CHARLIE LUFF

Year:
2021 - 2024

CONTEXT:

We use the Understanding Christianity and Agreed Lincolnshire Syllabus as a plan and guide for our RE provision, working closely alongside the Diocesan Adviser, Gillian Georgiou.

We have developed our Collective Worship provision since January 2022 to ensure the pupil voice is heard and acted upon (through a very active Collective Worship Council in KS2), using the Sacred Pathways Resources to ensure Collective Worship is inclusive and effective.

Strengths include the rigour and structure of the Understanding Christianity resources and the raised profile of the subject, and the impetus and direction of a newly galvanized and enthusiastic Collective Worship Council. Areas for development, at the time of writing, are the monitoring and evaluation of RE across the school, ensuring written outcomes are in line with English work, and looking for opportunities to develop our Collective Worship yet further.

LONG-TERM PLAN / VISION (2-3 YEAR TIMESCALE) – UP TO 2024

- To ensure that the 'Understanding Christianity' scheme is embedded well across the school and that discrete learning time is dedicated to high quality teaching of RE, and to develop provision of teaching and learning of other World Religions, as planned for in the Lincolnshire Agreed Syllabus and the Scamblesby Primary School's Rolling Curriculum Programme;
- To develop writing in RE, with attention to audience and intent, and to ensure writing opportunities are of the same quality and expectations as those in English lessons;
- To produce effective, thoughtful and inspiring Collective Worship in the school, providing the children with rich, interactive and relevant content to stimulate discussions and their understanding of being part of the school and wider community;
- To create an outside Collective Worship space, for Collective Worship, reflection and meditation.

SUBJECT PRIORITIES (FOR 2021 - 2022)

- To develop effective monitoring of RE and Collective Worship, using the pupil voice to ensure engagement and accountability;
- To continue to develop the effectiveness of Collective Worship in the school, providing the children with rich, interactive and relevant content to stimulate discussions and their understanding of being part of the school and wider community, using Sacred Pathways as a conceptual guide.
- To design and begin to create an outside Collective Worship area, for use by the whole school community.

SUBJECT PRIORITY 1

MEMBER OF STAFF WITH OVERALL RESPONSIBILITY: Charlie Luff

TARGETS	ACTIONS TO BE TAKEN	BY WHOM?	BY WHEN?	RESOURCES NEEDED?	SUCCESS CRITERIA	MONITORING	RAG RATING
To develop effective monitoring of RE SMART targets: S – Curriculum coverage and extended writing opportunities are sound M – appropriate curriculum time is allocated to high-quality RE teaching and learning A – 'Understanding Christianity' and L.A.S. Units of Study are allocated for one each two terms, meaning time is available for high-quality teaching and	Termly book looks and learning walks Questionnaire given to all teachers to gauge competence, confidence and future CPD Half-termly (6x a year) discussions with a range of pupils	Charlie Luff	Termly	Subject Leader to be released termly (6 times a year) for learning walk and book look. LSA to provide cover, so no additional costs to be incurred	Curriculum coverage and 'Digging Deeper' opportunities used effectively and consistently Books and on-line journals show a range of activities displaying high-quality work, with opportunities for reflection, personal responses and extended writing. Written RE work is of a comparable length, quality and refinement of English and other curriculum areas.	Ceri Tacey (H/T)	<i>Colour-code this box.</i> <i>Red: task not started</i> <i>Amber: task started but not complete</i> <i>Green: task completed</i>

learning R – see above T – at the end of each term, staff to complete a feedback form on the unit of study just completed, with evaluation of progress and identification of how future learning can be developed accordingly.							
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SUBJECT PRIORITY 2

MEMBER OF STAFF WITH OVERALL RESPONSIBILITY: Charlie Luff

TARGETS	ACTIONS TO BE TAKEN	BY WHOM?	BY WHEN?	RESOURCES NEEDED?	SUCCESS CRITERIA	MONITORING	RAG RATING
To develop effective monitoring of Collective Worship SMART targets: S – Collective Worship is engaging and thoughtful for all participants M – Collective Worship Council monitor their responses to each assembly, and feedback to Collective Worship Leader, Collective Worship and subsequently, teaching staff A – Staff are supported by resources and Subject Leader to ensure their Collective Worship provision provides children with suitable experiences R – Styles of worship to be changed every fortnight, school values every half-term T – see above	Collective Worship Council monitor and feedback on all Collective Worship assemblies, ensuring that the pupil voice is heard and responded to ensure engagement and accountability	C Luff and members of Collective Worship Council (6 members of KS2)	Collective worship council to monitor and feedback on each session, fortnightly meetings to discuss previous sessions and hear the pupil voice on ways to improve / modify future provision. Styles of worship (from Sacred Pathways) to change fortnightly, school values to change half-termly.	Badges and log books for Collective Worship Councillors – to be paid for from Book Sale held in February 2022. New published resources to be explored in conjunction with support from Lincoln diocese (Gillian Georgiou and Lynsey Norris)	Collective Worship provision marries the term's value with a chosen Sacred Pathway learning style, and is inspiring and provides moments of reflection and meditation for all participants	Ceri Tacey (H/T) Rev'd Cilla Smith (local clergy)	<i>Colour-code this box.</i> <i>Red: task not started</i> <i>Amber: task started but not complete</i> <i>Green: task completed</i>

SUBJECT PRIORITY 3

MEMBER OF STAFF WITH OVERALL RESPONSIBILITY: Charlie Luff

TARGETS	ACTIONS TO BE TAKEN	BY WHOM?	BY WHEN?	RESOURCES NEEDED?	SUCCESS CRITERIA	MONITORING	RAG RATING
To design and begin to create an outside Collective Worship area, for use by the whole school community. S – available area is measured and assessed for potential development M – suitable timescale of design and first stages of development timetabled. A – initial plans to focus on one area of outside space, with clear understanding of	1) Revisit competition entries and discuss with Headteacher and Chair of Governors 2) Establish a 'Groundforce' team to do initial preparatory / landscaping tasks 3) Collective worship Council to co-ordinate a task force of pupils from all classes to be involved	Charlie Luff, Ceri Tacey, Chris Royston and Chair of Governors Collective Worship Council	May half-term, 2022, for designing and preparing, Summer 2022 for initial planting and landscaping	To be decided after design and initial discussions have taken place – money raised from the book sales in February and March to be contributed towards cost of project, alongside other fundraising opportunities – to be decided with CWC	Suitable design plans are created and shared for approval with H/T, C of G and LSA Collective Worship Council devise a timetable for volunteers across the school community to help develop one aspect of the 'masterplan' – other stages to follow in	Ceri Tacey	<i>Colour-code this box.</i> <i>Red: task not started</i> <i>Amber: task started but not complete</i> <i>Green: task completed</i>

need, personnel and timescale	in stages of development				Autumn Term...		
R – see above							
T – by May half-term 2023							