

*“Growing in Love, in the Spirit of Christ, for the Benefit of All.”*

COLLECTIVE  
WORSHIP  
POLICY

## Collective Worship Policy

### **Intent**

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum, developing the Catholicism and spirituality of our pupils.

We believe that Collective Worship is an essential part of children's faith development. It enables children to come together and participate fully in giving glory and honour to God, through a range of Worship opportunities such as in-class liturgical prayer, whole-school liturgical prayer and Mass both in school and in Church. Children are able to develop their understanding of both planning and leading liturgical prayer, resulting in time to reflect on social and moral issues, reinforce positive attitudes and contemplate the mystery and wonder of God.

This policy outlines the structure, organisation and monitoring of Collective Worship. Our school's policy for Collective Worship is based on directives from the Catholic Education Service.

These are the core values upon which we have based our Collective Worship curriculum:

- We give glory and honour to God.
- Collective Worship is a quality activity, fundamental to the life of the school and its Catholic character.
- Children deserve positive liturgical experiences, appropriate to their age, aptitude and backgrounds in order to prepare them for the liturgical life of the Church.

Through this, we aim to:

- Explore beliefs
- Respond to and celebrate life
- Experience a sense of belonging and develop community spirit
- Grow in liturgical understanding and development
- Reinforce prayers which are part of Catholic tradition
- Reinforce our multicultural community
- Take time out to wonder, come to terms with and give worth to lived experiences.

### **Implementation**

#### Liturgical Prayer:

In Advent term in every phase, one of the key focuses is on creating an appropriate, relevant prayer spaces which encourages reflection on the word of St. Joseph's Catholic Primary School, a Voluntary Academy

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the week. In Lent term in every phase, one of the key focuses is on building children's confidence in responding correctly to different types of readings and greeting the Gospel appropriately. In Pentecost term in every phase, one of the key focuses is on developing prayers. This includes sorry, bidding and thank you prayers, as well as formal prayers.

Additionally, in Key Stage 1 and Key Stage 2, there is the opportunity for each phase to focus on a different part of the liturgical format from Gather, Word, Response and Mission. This will mean that by the end of Year 6, children will have had the opportunity to focus intensely on each part, resulting in independence and confidence in planning and leading liturgical prayer.

**For full details of progression, see Collective Worship - Liturgical Prayer Progression Document.**

### Other Forms of Collective Worship:

Children also participate in other forms of collective worship, liturgy and prayer including Mass and spontaneous prayer. These acts of worship also involve the children in planning, leading and evaluating them with adult support where needed.

### **Foundation Stage**

#### Liturgical Prayer:

In the Foundation Stage, adults model the skills of planning class-based liturgical prayer using Let Us Pray 2gether resources and liturgical prayer planning sheets. Adults then lead liturgical prayer in class, encouraging the involvement of children, which increases as the year continues.

During the celebration of liturgical prayer, children are expected to recognise important prayer objects such as the cross, candle and Bible and use these to create a prayer space and gather together. They are also expected to understand that collective worship is a special time to come together and sit calmly, listen carefully and be respectful.

In Foundation Stage, children are supported by adults to evaluate Collective Worship as a class, commenting on what they liked about it and how it made them feel.

### **Key Stage 1**

#### Liturgical Prayer:

In Key Stage 1, children begin to plan liturgical prayer in smaller groups with

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adult support but, as in Foundation Stage, this support is differentiated according to the needs of the group and is generally decreased as the year progresses.

During the leading and celebration of liturgical prayer, children are expected to know the order of *Gather, Word, Response and Mission*, and take on more responsibility for leading the *Gather* and the *Mission*. They also extend their ability to create meaningful prayer spaces, to introduce the *Gospel* through song and to write some prayers with growing independence.

As in Foundation Stage, they evaluate liturgical prayer as a class but it is expected that some children begin to contribute more to this process.

### **Key Stage 2**

#### Liturgical Prayer:

In Key Stage 2, children move from small group planning with adult support to independent planning either in small groups or in some cases, individually. They still use resources such as *Let Us Pray 2gether*, *Extra-Ordo-Nary*, *Open Bible* and the *Mark 10 Mission* to support their planning but require less adult input as they move through Key Stage 2.

In Key Stage 2, children progress to leading liturgical prayer independently, taking ownership of each stage of the process until eventually, they are confident in demonstrating their deep understanding of each part and weaving meaningful explanations of this into their liturgical prayer. Their liturgical prayers gradually become more creative and adults facilitate this by encouraging risk-taking and giving guiding advice if needed.

In addition to this, the evaluation of liturgical prayer is completed in small groups or independently and comments on how the message of the liturgical prayer will go on to impact their own lives and experiences. Again, this moves from being adult supported to completely independent through Key Stage 2.

### **Children with Special Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, based on an accurate

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understanding of the strengths and gaps in learning which may exist, we may do so.

If a child has a special need which has an effect on their ability to plan and lead collective worship and more specifically, liturgical prayer, further resources are used to support them in their learning. For example, giving children a choice of Scripture, ways to respond etc. can be useful in scaffolding their learning. Alternatively, it may be that children are grouped to plan liturgical prayer in such a way that those with special needs are peer supported.

### **Impact**

Our curriculum has ambition for high achievement of all pupils irrespective of background and starting point.

The teaching and learning process is cyclical, therefore adults ensure that they observe children's ability to plan and lead forms of collective worship, noting when children encounter challenges. They can then step in to guide them, addressing misconceptions and solving them before the child plans and leads another liturgical prayer or similar.

Additionally, monitoring is regularly used within school to observe both adult and pupil led liturgical prayers to ensure that these acts of worship are of a high standard and follow the agreed policy and progression document. There is also time to review liturgical prayer books which contain evaluations. Lastly, adults talk to children, both those who are and are not part of the chaplaincy team, to gauge their understanding of what it means to be part of collective worship opportunities and how it enhances their Catholic identity.

### **Roles and Responsibilities**

- The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:
- The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;

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- The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- Governors monitor the success of the curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

**Reviewed:** November 2022

**Review Date:** November 2023