



## Rackenford C of E VA Primary School

### Collective Worship Policy

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Nominated prime author:	<b>Sarah Maude</b>
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Signature of Co-Chair of Governors:	

*Within this policy, the term 'Headteacher' includes 'Head of Primary' and 'Head of Secondary'. The term 'Deputy Head' includes 'Head of School'. The term "school" refers to ALL schools within The Federation of Tiverton Schools.*

# Rackenford C of E Primary School

## Collective Worship Policy



**Date Adopted: September 2021**

**History of most recent Policy changes (must be completed)**

<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change e.g. TU request, Change in legislation</b>
Sept 21	Whole Document	Drafted from DBE policy	

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## Intent and Vision at RPS

### Matthew Chapter 5 verses 14 – 16

<sup>14</sup> “You are the light of the world. A town built on a hill cannot be hidden. <sup>15</sup> Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. <sup>16</sup> In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

### ***What would it take for society to truly flourish?***

***We believe: Be kind, Be truthful, Be the best you can be, Be the light***

We aim to provide an education enriched by our Christian heritage, with four key elements which are at the heart of all that we are and align with the Church of England’s Vision for education: Wisdom, Hope, Community and Dignity. Our learners are given opportunities to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture their love of learning. Our small school provides big opportunities to broaden learners’ horizons and prepare them for the fullness of life, through hope, aspiration and our core Christian values. We focus on relationships and learning to live well in a wider community that can flourish together. Central to children’s learning is respecting the worth, dignity and preciousness of each person in a safe and inclusive environment within the sight and love of God.

### **School Statement on Collective Worship**

In Rackenford C of E Primary School worship is central to the life of school and is an important platform for exploring the school’s vision. It is well planned and of high quality so that the whole school community is engaged on a journey of discovery, exploring the teachings of Jesus and the Bible.

For Christians in Church, worship is about honouring God and responding to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit. A school is not a Church but is a collection of people who come from a variety of backgrounds for the purpose of education. The family backgrounds may be very different and collective worship must take account of the varied circumstances of staff and pupils.

However, in Rackenford C of E primary School the purpose of collective worship will be to lead people to a threshold where they can witness worship and join in, if they wish.

*“Worship in (C of E) schools promotes theological and Religious Literacy and liberates participants to an imagining of a different order of justice, mercy and hope”<sup>1</sup>*

Through Collective Worship pupils will be offered a space and a place for the telling of the Christian story. They will be offered an understanding of worship through being invited to participate in or observe prayer, reading and reflection on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity. Opportunities to reflect on the beauty, joy and pain of the world will be given. Pupils will be given time to consider their responsibilities to others and to grow in love and

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<sup>1</sup> CEE Vision statement “Deeply Christian, Serving the Common Good” Autumn 2016

service. Time will be given for celebration, both for the accomplishments of school members and to mark the seasonal festivals of the Christian (*and other faiths*)<sup>2</sup> calendar. Pupils will be offered time to be able to contemplate and develop spiritually.<sup>3</sup>

## 1) Legal Framework

There must be a daily act of collective worship in all maintained schools for all pupils, other than those in a nursery class or a nursery school. This can take place at anytime in the school day and in any groupings. Collective worship in a Church of England School must be in accordance with the tenets and practices of the Church of England. Worship in Rackenford C of E Primary School should be distinctly Christian and reflect Anglican traditions.

The governing body have the responsibility for ensuring that the school meets the requirements for worship detailed in the Statutory Inspection of Anglican and Methodist Schools (SIAMS) Evaluation Document. They are also tasked with monitoring and evaluating the impact of worship on the school community in consultation with the headteacher.

### 1a) The right of withdrawal

The 1944 and 1988 Education Acts state that parents have the right to withdraw children from collective worship and suitable arrangements should be made to accommodate these children.

In Rackenford C of E Primary School there may be significant numbers of children whose families are members of another faith, or who hold a non-religious world view. Part of the distinctively Christian nature of Church of England Schools is that they should be as hospitable and inclusive to all in the community they serve. As collective worship occupies such a central place in the life of the Church school, this should be made clear on induction, and it is hoped that parents will be making a specific choice of the school knowing that the distinctive ethos will determine a Christian tradition within collective worship.

On occasions, a parent may make a request for their child to be withdrawn from Collective Worship. There is an expectation that parents wishing to request a withdrawal will meet with the headteacher to discuss their concerns and requirements. It may be helpful to establish:

- The elements of worship in which the parent would object to the child taking part
- The practical implications of withdrawal
- Whether the parent will require any advanced notice of such worship, and if so, how much

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<sup>2</sup> Collective Worship in a CofE school must be in alignment with the religious foundation of the school (Christian), however there is a responsibility for schools in all contexts to mark, respond and learn from the festivals of other faiths. This may be designated as a separate act, not to be conflated with collective worship.

<sup>3</sup> "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)

Where parents have withdrawn their children from collective worship and request religious worship according to their particular faith or denomination, the governors and head teacher will seek to respond positively to such requests providing:

- Such arrangements can be made at no additional cost to the school
- That the alternative provision would be consistent with the overall purposes of the school curriculum as set out in the Education Acts

If the Parent asks that a pupil should be wholly or partly excused from attending any religious worship at the school, then the school must comply.

*(This means that a parent may, for example, request their child does not take part in a carol service when otherwise the child takes part in daily collective worship.)*

## **2) Guiding Principles**

*Collective worship in Rackenford C of E Primary School aims to:*

- Have a pivotal place in the life of the school.
- Support pupils and adults' in their spiritual growth
- Be a significant vehicle by which the school's vision is unpacked and explored so that the whole school community is challenged and engaged with the teachings of Jesus and the Bible.
- Provide an experience of worship that will offer opportunities for those present to observe and/or respond to the presence, power and peace of God as understood by Christians. This will always be invitational, offering an opportunity to take part whilst allowing the freedom for those of other faiths and none to be present with integrity.
- Support pupils in the development of their understanding of the Trinitarian nature of God in Christian belief
- Provide a variety of different opportunities for reflection, understanding of diverse liturgical traditions, participation, challenge and enjoyment where all present can be actively involved and develop their own spirituality whilst contributing to the communal journey.
- Help children to become familiar with Christian language and symbolism and the cycle of the Church year so that they are offered a pattern of meanings and a framework into which they can begin to integrate experience.
- Explore a variety of ways of praying, giving children the opportunity to form their own prayers using multi-sensory foci and introduce them to some well know Christian prayers, as well as a variety of prayers of thanksgiving before mealtimes and home time.
- Offer opportunities to all children and staff to develop their skills in planning, leading and evaluating the impact of school worship with the support and shared engagement of the local church community. Pupils will be at the centre of this process taking on increasingly independent roles in planning and leading worship.
- Ensure that materials and themes for worship are carefully selected to make sure pupils understand the work of Christians and the church locally, nationally and globally and how this reflects the teachings of the Bible and the example of Jesus.

### 3) Development of this policy

- This policy has been developed by the Head of School in conjunction with the staff and governing board. The Head of school used the guidance from the SW Dioceses 2018 document.

### 4) Links to other policies and documentation

We ensure that the principles for collective worship are reflected and applied in our policies and practice including those that are concerned with:

- Pupils' personal development and wellbeing
- SMSC and PSHE
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about collective worship is included in the school prospectus and on the school website.

### 5) Our actions: Context of Collective worship

Our pattern of Collective Worship is set out below:

Monday – Whole school: **Celebration**, led by one of the teaching team.

Tuesday – Whole school: **Our World (Picture News)**, led by one of the teaching team

Wednesday – Whole school: **Sing and Praise**: in church, led by Reverend Steph Jeffs.

Wednesday - Messy Church worship through bible story and craft

Thursday – Whole School: **Service and community**, led by Head of School

Friday - Whole school: **Values in action, (Roots and fruits)** led by one of the teaching team

#### Planning and resources

Using carefully selected resources (Roots and fruits/ Imaginor) we plan for our acts of worship, organising our planning around the church calendar, to reflect the festivals and events of the Christian year and also the values of the Christian faith, including the key values of responsibility, respect, trust, perseverance, empathy and forgiveness which underpin our school ethos. Each half term we focus on a particular value, each one being introduced via a biblical story. Our collective worship programme has well sourced resources and runs on a two year rolling programme to keep material fresh. There is of course enough flexibility to respond to particular and immediate situations that are relevant and which impact on the children directly, for example events of local, national or international importance (Picture News). As well

as the IMAGINOR Roots and Fruits scheme, we use a variety of other resources to support our assemblies and acts of worship throughout the week, which include “The Nature Curriculum” and “Picture News”.

Resources used to enhance our collective worship include candles, focal object/display of artefacts, bible readings, stories, music, poetry, art, power-point presentations and use of on-line resources, all of which we hope contribute to a stimulating and thoughtful time for the children.

A candle is lit to act as a focal point and this helps to mark the beginning of worship and the end of more ‘assembly’ based administration.

Music is important in our school and it is used to help create an atmosphere that is conducive to our collective worship, whether that is in a celebratory mood, or a more calming and reflective one.

We use the format of welcome, teaching/learning, reflecting and responding, with the Windows, Mirrors and Doors approach to promote the children’s spiritual and moral development.

The collective worship programme will be evaluated annually, via discussion with staff, pupils, parents, governors, or by means of a survey/questionnaire.

## **Prayers**

Collective worship includes a time of prayer and reflection. A range of prayers is used including The Lord’s Prayer, extempore (informal) prayers, personal prayers, prayers written by the children and others. They are introduced in an appropriate manner with a short time of quiet.

At the beginning of lunch, grace is said by one of the children, taken from a collection of graces used regularly.

A prayer is said in each class at the end of the day, ranging from The Lord’s Prayer to an original class prayer

## **Leadership**

- The Head of School will oversee collective worship, however all members of staff are encouraged to lead a collective worship.
- A leaflet for visitors leading collective worship in school, produced by the Diocese is shared with visitors (Appendix 1)

## **Planning**

- Collective worship is organised and planned as a two-year rolling programme following the Roots and Fruits resources from Imaginor.
- All staff and children have opportunity to lead collective worship
- The Roots and fruits Imaginor resources reflects the cycle of the Church year
- A half termly focus on significant Christian values of the school are identified, expressed and celebrated through collective worship. This may be through song, story, drama, etc. Values are celebrated in our celebration gatherings on

a Monday where “learning leaves” are presented to children. Children receive “fish, butterflies and hearts” as rewards for being recognised for putting values into action. These are placed in jars and build up over time.

- Explicit links are made between Bible stories and the Christian values of the school (the use of the tokens in the jars recognise this – spotting values in action)
- A pattern for worship includes: lighting a candle, bible verse, story, question or news item followed by an activity to explore the verse or bible story, time for quiet reflection, invitational prayer, ending.
- Picture News, visitors and educational visits provide opportunities for children and adults to explore faith in today’s world
- Explore the Christian belief in the Trinitarian nature of God
- All children and staff will practice daily mindfulness to support their spiritual growth through prayer, stillness and reflection
- All children will practice weekly meditation and yoga to support their spiritual growth.

### **Organisation**

- Collective worship happens daily, this may happen in the hall, our church or outdoors as a whole school group or held within the individual classrooms or in key stage groupings.
- There is a ‘sanctuary space’ within each classroom, the school hall and within the church itself. The space has soft furnishings, Christian signs and symbols, candles, a focal point, books, bible stories, and a book in which to draw or write reflections, poetry, thoughts, prayers, etc.
- Collective worship may happen at any point of the day. This is often either straight after lunch at 1.15 or toward the end of the day at 3.00pm. Collective worship is allocated 20 – 30 minutes.

### **6) Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.

### **7) Roles and Responsibilities**

Members of the school community are required to uphold the principles and actions of this policy:

- The governing body
- The headteacher and the senior leadership team
- Teaching and support staff
- Pupils
- Parents and carers
- Visitors

### **8) Staff development and training**

- We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

- We maintain close links with Exeter Diocese and the Diocesan Education Team and attend regular staff training events and visits from the advisory team. We have a Service level Agreement.
- We attend conferences, rural schools networking events and professional development opportunities with C of E foundation for Educational Leadership

## **9) Monitoring and evaluation**

- Governors, Head of School and senior leaders monitor and evaluate the impact of worship via Governors visits, learning walks, observations, staff, pupil and parent voice.
- Evidence is gathered to show how the monitoring and evaluation of worship has led to its strengthening and development over time
- Future and current developments and areas for improvement/focus are included in the school improvement plan.

## Appendix 1 - Guidance for Visitors

### A CODE OF CONDUCT FOR REPRESENTATIVES OF RELIGIOUS COMMUNITIES WORKING WITH CHILDREN AND YOUNG PERSONS

Representatives of religious communities can make a vital contribution to learning when visiting schools or acting as guides to their place of worship or community activity.

Like other organisations that work with children, churches, other places of worship and faith-based organisations need to have appropriate arrangements in place for safeguarding and promoting the welfare of children.

In particular, these arrangements should include:

- procedures for staff and others to report concerns that they may have about the children they meet that are in line with “What to do if you are worried a child is being abused”. (Visitors will need to be referred to the School’s safeguarding policy).
- appropriate codes of practice for staff, particularly those working directly with children, such as those issued by the Churches’ Child Protection Advisory Service (CCPAS)
- recruitment procedures in accordance with safer recruitment guidance and NSSCB procedures, alongside training and supervision of staff (paid or voluntary).

*(Working Together, 2010)*

Spiritual and moral development and religious learning can be stimulated through encounters between people of faith and school pupils of all ages.<sup>4</sup>

### AWARENESS

When working with school pupils, representatives of religious communities should be aware that:

- schools are *diverse* communities: they usually include members of different faith groups, children from secular families and (within Christianity or other faiths) different denominational allegiances, and that it is important to show sensitivity to this plurality. Each child’s beliefs and experiences must be respected.

### PREPARATION

In order to make their presentations to school pupils effective, representatives of religious communities should:

- comply with the “Safeguarding and Promoting the Welfare of Children and Young People” ethos of the school;
- be familiar with the school’s aims, ethos and policies, and plan their involvement in the light of the aims and curriculum of the school;
- plan their presentation carefully. Religious visitors to schools need to be in good communication with the link person in the school. They should be aware of the Value or the theme for the term, clear about the purpose of the visit and how the visitors’ contribution links to the overall purpose for Collective Worship;

Visitors should :

1. discuss their input with teachers in advance, and be open to teachers’ suggestions;
2. take account of the differing abilities of the pupils;
3. where appropriate, use a variety of teaching methods and styles, including those which elicit a response from all the pupils;

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<sup>4</sup> This guidance is adapted from advice offered by NATRE (National Association of Teachers of RE).

4. select the content of their presentation carefully, avoiding the temptation to try and get the whole of their faith across (for example, teaching six year olds all there is to know about Jesus in a 20 minute session!).

## **TALKING WITH PUPILS**

When talking with pupils, representatives of religious communities should:

- make clear to pupils who they are, who they represent, and what they are offering to the pupils;
- be willing to have an openness and humility to learn from pupils' and staff' insights.
- be willing to share their own experiences, beliefs and insights, but avoid criticising the experiences and insights of others
- seek to use engaging teaching and learning methods which involve the pupils actively, and to communicate at appropriate levels for the age group(s) concerned;
- develop ways of speaking to pupils which communicate an open approach, avoiding any hidden agenda to convert them.

This question will help representatives of religious communities to reflect on their approach: *If a member of another religion visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?*

Communications between children and adults, by whatever method must take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web cams and blogs. The School's Social Media Policy which specifies acceptable and permissible modes of communication must be adhered to and "Guidance for Safer Working Practice for Adults who work with Children and Young People" adopted.

It should be noted, therefore, that these professional boundaries extend beyond a visitor's contact with pupils within the school premises and include any further contact that may be made with pupils in the wider community.

### **Guidelines for those leading Collective Worship**

We are delighted that you will be visiting our school to lead our Collective Worship. At Rackenford C of E Primary School we value our daily acts of collective worship extremely highly. Through it we identify, affirm and celebrate those ideals and values that we hold to be of central importance to us as a community.

It is important, for visitors to be aware that children in our school come from a range of faith backgrounds, and none; we therefore ask that those who lead Collective Worship take account of this in the preparation and delivery of their material.

At Rackenford C of E Primary School we prioritise the safeguarding of our pupils and to that end would like you to have enhanced DBS clearance. If you already have DBS clearance, please bring your certificate with you so that the details can be recorded on our school system. If you do not have DBS clearance, please let us know so we can support your visit appropriately.

Each child at Rackenford C of E Primary is involved in an act of worship every day. These take place in a variety of different groupings:

*(List as appropriate)*

Monday – Whole school: **Celebration**, led by one of the teaching team, 9.15am

Tuesday – Whole school: **Our World (Picture News)**, led by one of the teaching team, in class

Wednesday – Whole school: **Sing and Praise**: in church, led by Reverend Steph Jeffs, 3.00pm

Wednesday - Messy Church worship through bible story and craft, 1.15 – 2.45

Thursday – Whole School: **Service and community**, led by Head of School, 1.15

Friday - Whole school: **Values in action, (Roots and fruits)** led by one of the teaching team at 1.15

We normally invite visitors to join us on Mondays and Wednesdays for celebration and community worship, however visitors are welcome any day of the week.

We follow a two year rolling program following the Roots and Friots resources from Imaginor.

**We hope you will find the following guidelines helpful.**

We ask that visitors arrive 15 minutes before the beginning of the collective worship. There is room to park in the village and the car parking bays just outside of the school. Please avoid the yellow zig zags.

On arrival at school please report to the office where you will be asked to sign in and wear a visitor identification badge.

If you require any special resources or equipment please let us know in advance and we will endeavour to have them ready when you arrive.

The children enter the hall class by class with their class teacher and when everyone is ready to begin the worship a member of staff will light a candle and introduce you to the children. Whilst the children enter, music is played and focus for worship is displayed on a table at the front. If you have a preference for a piece of music or an object that could act as a focus for your time of worship, you are most welcome to bring it along. If you have a song or hymn which is especially appropriate that you would like to be sung, please let us know in good time.

Some of our visitors like to include a short time of prayer in the worship and it may be helpful to know that we use the modern language version of The Lord's Prayer which can be found on the back page of this leaflet.

We ask that your act of worship should last no longer than 20 minutes and that it includes a short opportunity for quiet reflection on one aspect of your theme. This could be time of silence or you may wish to play music or read a relevant poem. When the worship is complete, please blow out the candle. A child or member of staff will want to thank you for your visit. There may be some announcements that need to be made at this point. Do feel free to leave if you wish, remembering to sign out and return your badge to the secretary's office.

**Once again may we thank you for your visit.**

The version of The Lord's Prayer used in our school worship:

The school telephone number is 01884 881354

Our worship co-ordinator is Sarah Maude, HoS, She will be happy to answer any queries you have and can usually be contacted by ringing the school between 9.15am – 3.00pm.

**Appendix 3 Planning Tools**  
**a) Term Collective Worship Planner**

Day		Organisation (whole school, KS, class, visitor, pupil led, worship through song etc)	Key Question for the week?		Key Story/ materials / Text		Person(s) responsible		Monitoring ?	
Season in the Church's year	Week beginning	Theme of the week / Value	Christian Holy Day	Other faith Holy Day	Collective Worship Leader	Class led/ Guest Speaker/ Monitoring	Bible References			
<b>Monday</b>										
<b>Tuesday</b>										
<b>Wednesday</b>										
<b>Thursday</b>										
<b>Friday</b>										

**B Weekly planner**

## Individual Act of worship planner

Date:	Whole School/Year/House/ KS/Class	Value / Topic/ Theme
Key Message – you want children/young people to take away		
Gathering		
Engaging		
Responding		
Sending Out		

## Appendix 4 Ideas and systems of evaluation and monitoring

### Ideas for Evaluating Collective Worship in Church Schools

In THEORY it would be possible to reflect after every collective worship, evaluate the various aspects of the format of the worship and make a judgement of the impact of the worship on the school community.

In REALITY in the busy life of a school this is almost impossible. In stating this, however, I acknowledge that good leaders and teachers:

- evaluate continuously
- reflect after every teaching and learning event and
- alter their thinking and behaviour in the future.

### Self Evaluation by Pupils and Staff

#### Step 1

Monday - imagine that your school holds whole school worship on a Monday – led by a senior leader in the school (vicar, head, deputy, assistant head etc)

#### Step2

Tuesday - there is class worship.

- Class teachers are asked to discuss the previous day's worship with the class using the 4 simple questions below.
- The class teacher does not have to prepare more material but be prepared to review openly what took place and the impact and influence the worship had.
- The purpose is to discover what the pupils have remembered, understood and learned from the worship.
- If the children did not understand – the class teacher is in an ideal position to develop the ideas at an appropriate level for the class.
- Simply discussing the worship – gives it relevance and importance and for some, a better or deeper understanding.
- The school may use a class liturgy to support this and have a class worship box in which they have a class worship book where any reflections of depth may be recorded by a class worship monitor (KS2 + or recorded by a TA)

### Step 3

The class teacher now has information that can be shared verbally (and may have written evidence from the class worship book) with the leadership at the next staff meeting. It should only take a few minutes to gather feedback from the classes.

### **Consequences**

The children will soon realise that the school is interested in their views on worship and that worship and their views matter.

After a couple of weeks they may well be taking more note of the Monday worship – they know it will be discussed the next day.

The school is giving voice to the pupils. It is also providing them with a vocabulary and language to discuss worship.

Over time the school will be more informed about what works – has impact and influence.

The pupils and staff will better understand what the purpose of worship is and can become.

The pupils and staff will be more confident to prepare and lead worship for a class or school.

Worship will develop in the school through pupil voice and be a demonstrable aspect of the school that is both Christian and distinctive.

### **Using a Worship Council/ School Council to evaluate worship**

The 4 simple questions to ask pupils.

1. Tell me one thing you liked about the Collective Worship you have just been in? - This is a personal idea just about your feelings or thoughts.
2. Tell me one thing that would have made it better for you? - This is a personal idea just about your feelings or thoughts.
  - a. Tell me what it was about? - This is about factual recall.
3. Tell me why did the person leading the worship do what they did? (How you phrase this depends on the age of the pupils):-
  - a. So what was the point?
  - b. What do you take away?
  - c. What do we learn about how we live our lives?

### **Further thoughts**

If the only purpose of evaluation is to provide an audit trail for inspection then the rationale is flawed – if it is to improve practice then here are some thoughts other than a daily record that could be more effective.

- Invite another adult (Vicar, governor, learning support, parent) to talk to pupils of all ages about how Collective Worship feels for them. Record the outcome of these conversations and review them with staff who lead Collective Worship, Leadership Team, the vicar or governors.
- Set aside 15 minutes of a staff meeting once a term to review how staff feel about Collective Worship. Record the outcome of these discussions and review them with staff who lead Collective Worship, Leadership Team, the vicar or governors.
- Add a question on the parent and or the pupil questionnaires about perceptions of Collective Worship.
- Invite the vicar or diocesan officer to observe a Collective Worship and spend quality time afterwards to discuss the various aspects of the worship.
- Invite a diocesan officer to review the overall planning of worship.
- Video a Collective Worship and watch and reflect on it yourself. You could place the camera on the floor pointing upwards so it captures a child's eye view.

## Appendix 5

### A sample primary class worship liturgy

For adaptation

Out of the Box Strategy

Leader : We open the worship box and take out today's special colour

Leader: We take out the Bible and open it as we think about

*Children: God the Father, who teaches us through His word*

Leader: We take out the cross and put it in the centre as we think about

*Children: God's Son, Jesus, who loves us*

Leader: We take out the candle and light it as we think about

*Children: God the Holy Spirit, who guides us*

Leader: We take out the flowers

*Children: To remind us of the beauty of creation*

Leader: We take out the shells and the driftwood

*Children: To remind us of the power of the sea*

*Engagement and Reflection time*

Leader: As we put everything back and close the Worship Box, we say together:

*Children*

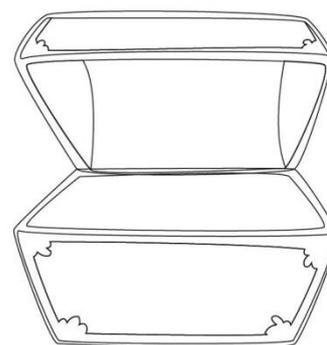
*Father, as we go*

*Jesus, as we go*

*Spirit, as we go*

*Bless us all, as we go.*

*(Blow out the candle and pack everything away)*



## Appendix 6

### Suggested Resources for Collective Worship in CofE Schools

The resources in the table below represent those that are recommended by three or more dioceses.

A first port of call for many will be the excellent website

<http://www.assemblies.org.uk/>

Several dioceses also encourage the use of Barnabas in schools resources for CW

[www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk)

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'Story Assemblies for the School Year' (bks 1&2) published by brf - <http://www.brf.org.uk/news/story-assemblies-school-year-volume-2> .

There are a further two year's worth of stories that the author has self-published online - <http://storyassemblies.webplus.net/> .

In terms of Music for CW many suggest Fischy music [www.fischy.com](http://www.fischy.com) then there is <http://www.outoftheark.co.uk/series/songs-for-every/>

### **Prayer Spirituality**

<http://www.prayerspacesinschools.com/home>

<http://www.breatheresource.org.uk/>

<http://www.orisonschools.org.uk/home>

Resource	source	Website link
Values for Life (and associated publications)	Jumping Fish	<a href="http://www.imaginer.co.uk">www.imaginer.co.uk</a> you need to click on Jumping Fish for Values for life <a href="http://www.gloucester.anglican.org/jumping-fish">http://www.gloucester.anglican.org/jumping-fish</a>
Roots and Fruits and Out of the Box	Imaginer	<a href="http://www.imaginer.co.uk">www.imaginer.co.uk</a> Materials written by Shahne Vickery that support Value education and spiritual development in schools
Be Bold	Church House Publishing	Amazon and ebay
Diaries of Reflection	Salisbury	<a href="http://www.salisbury.anglican.org/schools/collective-worship/diaries-of-reflection">www.salisbury.anglican.org/schools/collective-worship/diaries-of-reflection</a>
Teachers Dozen	Methodist Church	<a href="http://www.teachersdozen.co.uk">www.teachersdozen.co.uk</a>
Open the Book		<a href="http://www.openthebook.net">www.openthebook.net</a>

### **Secondary**

<http://www.gloucester.anglican.org/schools/values-worship-re/collective-worship/thought-for-the-day.php> Designed particularly for affiliated secondary schools, there are ideas on this site for using a quotation as a starting point with suggestions for follow up questions.

*(All over the country School Chaplains and CW Coordinators are laboring away re-inventing the wheel on 'Thought for today!')*

The Salisbury Diocese Diaries of reflection cover key stage 3 (see table above) and there are small number of downloadable secondary acts of worship

[www.salisbury.anglican.org/schools/collective-worship](http://www.salisbury.anglican.org/schools/collective-worship)

And they publish 'Stilling' and a new resource 'Food For Thought' which has 30 classroom reflections for Tutor Group worship.

<http://www.salisbury.anglican.org/schools/publications>

