



# **Collective Worship**

**A guide to Collective Worship at  
Hordle CE (VA) Primary School**

**That they may live life...Life in all its fullness. John 10:10**

# Being a Church School



**Our  
Christian Values  
include the Fruit  
of the Spirit**

Love  
Joy  
Peace  
Patience  
Kindness  
Goodness  
Faithfulness  
Gentleness  
Self- Control

**PLUS**

Care  
Tolerance  
Respect  
Humility  
Hope  
Awe  
Truth  
Commitment  
Forgiveness  
Integrity  
Thankfulness

*Hordle Primary School is a church school and at its heart are the values of our Christian Foundation. We believe that learning and growing in a caring Christian environment will strengthen the values, principles and personal beliefs of our pupils, equipping them for living life in the 21st Century.*

*In establishing their own journey towards a personal faith, we will equip our pupils with the courage and strength to defend their own beliefs whilst showing tolerance and respect for others.*

*We understand and do not underestimate the challenges awaiting our pupils growing up in a secular and unsettled society. Through a curriculum rich in discussion and a passion for enquiring minds, we aim to develop a readiness to challenge all that would constrain the human spirit, for example: poverty of aspiration, lack of self confidence and belief, moral neutrality and indifference, greed, injustice and discrimination.*

*Whilst we know that our children may never come to a life of faith, we believe that by nurturing them in an environment where Christian Values are promoted and modelled, they will grow up as confident citizens of the future, who are able to contribute to a legacy for future generations with integrity and purpose .*

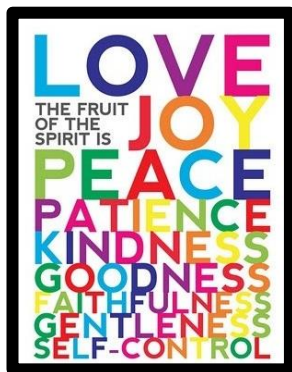
*Collective Worship has a crucial role in strengthening our caring Christian environment, where children feel confident, valued and supported.*



## What makes a "Hordle" Collective Worship?

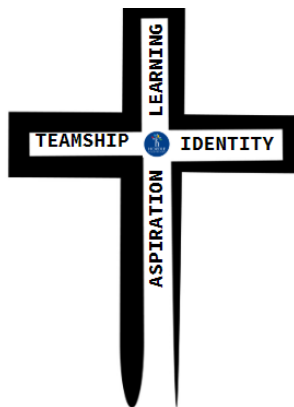
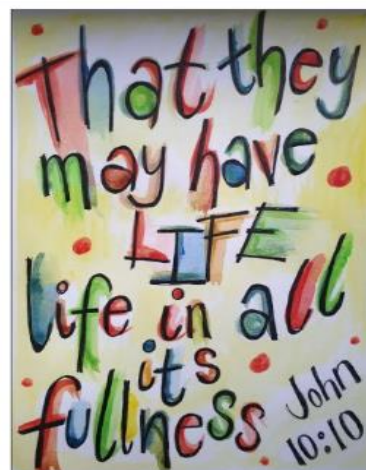


Please look in Teachers Pool/WORSHIP where you will find copies of the CSV triangle, Values triangle, Fruits of the Spirit and other documents you might find useful in planning a Collective Worship.



There are many tools we can use to reflect and reinforce the ethos of our school and reiterate our vision and values.

Our Vision statement is at the heart of worship and all learning that we do in school:



Our Christian Values are at the heart of each act of worship

Our superheroes remind us that we're always learning. People in the stories of the bible also used their superheroes. Many of God's teachings remind us to use our super powers.



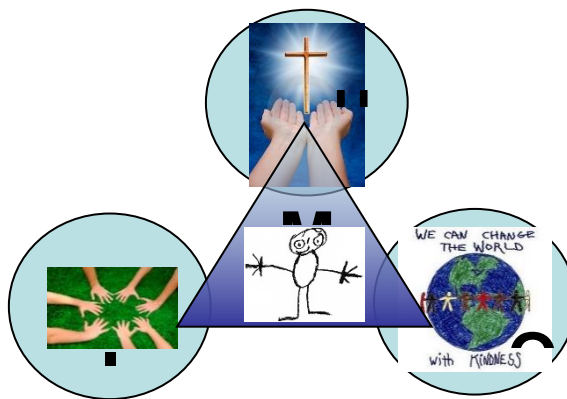
## What makes a “Hordle” Collective Worship? (Cont’d)



Please look in allstaffpool/  
WORSHIP  
where you will find  
copies of all the  
materials you will  
need to run a  
meaningful act of  
worship.

Our CSV triangle is an important element of Collective Worship. The children have a good understanding of what it represents (their relationship with God, the Church family and the rest of the world). It is therefore a useful aid in developing reflection about their journey through life. In the Worship help the children to understand the links between the message of the Collective Worship and the CSV triangle.

Focusing on one of our Christian Values will help to reinforce the “message” of the Worship.



The 4 pillars of spirituality help children to understand the complexity of spirituality.

**Self** – our understanding of who we are



**Others** – how our self-understanding shapes our relationships with others



**Beauty** – our wonder at life and creativity



**Beyond** – our sense of mystery and higher purpose



## Our Church School Vision



The children of the church school vision group wrote these explanations for each part of our vision.



### UP

At the top of our triangle is **UP**  
We think this is to do with worshipping and loving God and respecting the Lord.  
We think it is about prayer, peace, love and hope. We also think it is about heaven and angels.

### IN

One of the sides of our triangle is **IN**.  
This is about belonging to a church family. Wherever we go in the world we are part of a church family. Our church family are there to care for us, to help lead the way. They have the responsibility to care for everyone and to keep them self and secure.

### OUT

The other side of our triangle is **OUT**  
We think this is about kindness, love, respect and not being selfish. Without the OUT there would be no sharing and we would live in an impossible world.  
OUT is about spreading our friendship and kindness. It is about the part of our heart that is always shining out over others. Our own happiness can come from the OUT of others.

### ME

In the centre of our triangle is **ME**  
ME is there because we are all on journeys as Christians and we are all at different places on that journey.  
ME is there because God made us and we respect his wishes about what he wants us to be and what he wants us to become in the future.  
ME is about the half of your heart that is shining in on yourself.



## Collective Worship Policy Extracts



*"The whole person, with all of his senses, with both mind and body, needs to be involved in genuine worship."*  
Jerry Kearns



### Worship in our school :

- Should at its simplest create a time and space where we can come closer to God and God can come closer to us
  - Be distinctively Christian
  - Use and promote the clearly identified core Christian values of the school
  - Have **Integrity** as acts of Anglican worship whilst being **Invitational, Inclusive** and **inspirational**
    - Be based on Biblical text or themes
  - Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
  - Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
  - Reflect on human existence
  - Use the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions and the practice of the local parish church

### For people:

- Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community
- Celebrate the God given gifts and talents of individuals and the whole school community
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the school community
- Raise aspirations of individuals and the school community

### Aims

- To promote the joy of worship as engaging, inspiring and transformative.
- To develop spirituality, morality, social and cultural values.
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer.
- Sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics etc.
- To give an opportunity to acquire a secure knowledge of the Christian faith as revealed in the Bible.
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop pupils' sense of self-worth and to provide opportunities to celebrate achievements.
- To develop a caring attitude to others and a sense of community and

# Developing Spirituality



Extract from:

<http://www.crackingre.co.uk/htdocs/crackingre/secure/teachSupp/donut.html>



We can provide children with openings for spiritual development in three vital ways:

**WINDOWS:** Giving children opportunities to become aware of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning about life in all its fullness.\*



**MIRRORS:** Giving children opportunities to reflect on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.\*



**DOORS:** Giving children opportunities to respond to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value



**How will your Collective Worship provide children with opportunities for spiritual development?**

# Ideas for Gathering



## **WORSHIP AT HORDLE**

Worship at Hordle will typically follow the pattern of:

**Gathering.**  
**Engagement.**  
**Responding**  
**Conclusion.**

How do we create a ceremony that creates a sacred place that enables the children and adults to engage in this very special part of a church school day?

*Children enter with music playing connected to the theme.*

*Light a candle with a prayer.*

*Use an inspirational or thought provoking image/s on screen as children arrive.*

*Use a greeting connected to the theme e.g. "Peace be with you", with the response, "And with you."*

*Do or say something unexpected!*

*Say a poem.*

*Read a letter.*

### Staff Suggestions

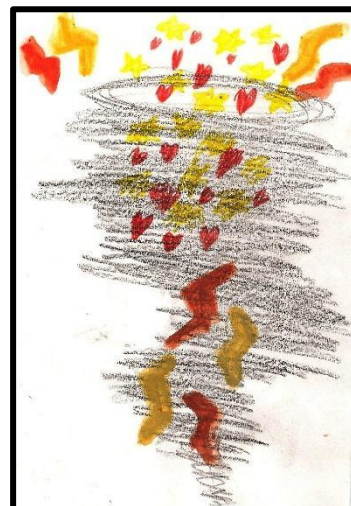
*Active re-engage slide to link to theme, week by week.*

*Peaceful, calm atmosphere.*

*Ensure that the person taking Worship is ready and calm.*

*My picture is about praying, loving God and sending your love right up to him. The stars and the hearts represent love going up to God and the lightning bolts represent the evil that God takes away.*

*Samuel*





# Ideas for Engagement



## **SIAMS**

Based on the revised SIAMS inspection schedule for collective worship that references four "key elements" of worship, Gathering, Engagement, Responding and Conclusion.

How do we engage the assembled children and adults so they can focus on the theme / content of our talk / presentation / worship?

Know what message or thought you want the children and adults to take away with them and keep this at the centre of anything you say or do in the Worship.

Get the children interested and curious about what is going to happen.

Use all the senses e.g. use body parts to answer questions—tap head, tickle chin etc.

Think about what will "hook" in the children – reference to television programmes, music or sports personalities, use of television formats e.g. "Who wants to be a Millionaire?", situations they are familiar with.

Involve the children; as volunteers, in role play, making suggestions, singing, saying their own prayers etc.

Use interesting props (perhaps initially hidden) or puppets.

Make good use of volunteer colleagues or children to act out a scene or pose questions.

Try different meditation techniques, see [www.wccm.org](http://www.wccm.org)

### Staff Suggestions

Images with key questions.

Link to: learning super-heroes, CSV triangle, ICE values etc.

Use of clips from Internet.

Refer to theme and quote for the week.

Use of artefacts.

Link to own life.

Include references to other cultures and minority groups.

### **Our bible verse:**

**"Love the Lord your God with all your heart and soul and strength and love your neighbour as yourself."**

**Matthew 22:37**

We have actions for our Bible verse. Ask one of the children to teach you!

# Ideas for Responding



## **SIAMS**

Based on the revised SIAMS inspection schedule for collective worship that references four "key elements" of worship, Gathering, Engagement, Responding and Conclusion.

How do we allow the children and adults to respond to the theme / content of our talk / presentation / worship?

Responding may include information from children that reveals sensitive personal information.

Responding can be:

"Think about this in your head."

"Talk to the person beside you."

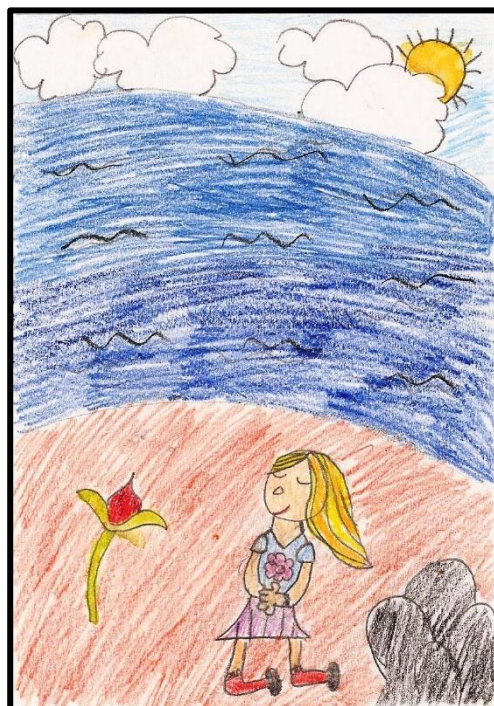
Responding can also be through mime, song or prayer.

Remember to expect the unexpected and allow for any obscure responses.

Responding can be noisy but make sure you can successfully restore calm.

My drawing is called "Peaceful Prayers". My piece of art work tells you that you can pray anywhere. However, I have chosen to show praying on a peaceful beach. The rose is a sign of calmness and peacefulness.

Daisy



# Ideas for Sending



## SIAMS

Based on the revised SIAMS inspection schedule for collective worship that references four "key elements" of worship, Gathering, Engagement, Responding and Conclusion.

How do we ensure the children leave the worship with a simple / single thought that could have an impact on the rest of their day or even their life?

*SENDING should be your starting point for every Worship.*

*Always ask yourself*

*"What do I want the children/adults to take away?"*

*"What impact do I want the content of the Worship to have on the lives of the children and adults?"*

*You could:*

*Ask children to share a smile.*

*Use a final prayer to sow the seed you want – make sure the language you use can be understood by everyone.*

*Empower the children, "Remember, you can change somebody's day by what you do".*

*Reference the way you gathered the children, "Dear God, show us who you are and how you want us to be" .*

*Staff Suggestions*

*Sending prayer,*

*Final question*

*Tangible reminder of Worship to take away.*

-

**ASK THE CHILDREN WHAT THEY THINK THE SENDING MESSAGE SHOULD BE TODAY**

## **S.I.A.M.S. Excellent Criteria**



*"Shout for joy to the LORD, all the earth. Worship the LORD with gladness; come before him with joyful songs."  
Psalm 100*

*"Without worship, we go about miserable."  
A. Tozer*

*"Wonder is the basis for Worship."  
Thomas Carlyle*

*The school community recognises and values worship as the heartbeat of the school. Pupils and adults talk with enthusiasm about worship and explain how it influences their lives, both in and out of school.*

*School leaders work proactively with the local church community or diocese who provide innovative and appropriate support for collective worship.*

*Pupils take a considerable lead in the development of worship within the school.*

*Staff are well supported to lead engaging tutor group and classroom worship.*

*Pupils articulate an informed and evaluative understanding of the value and use of prayer and Reflection.*

*There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.*

*Pupils are enabled to engage with the Eucharist in creative and innovative ways, and this ensures a range of age and context appropriate opportunities for pupils to explore the Eucharist in ways that respect the integrity of the pupils.*

# The **IMPACT** of **WORSHIP**



## **SIAMS**

*(Outstanding)*  
Across the school community great value is placed on collective worship; its place in school life and its **impact** on individuals is **readily and clearly articulated.**

## **IMPACT OF WORSHIP**

*Bi-weekly responding time is built into our worship schedule. This allows children to stop and think in quality time and to commit their thoughts and prayers to their class reflection book.*

*Reflection time is another chance to revisit the themes of the worship and enables staff and children to properly consider how the messages entailed may affect their lives or those of others.*

*As part of this reflection, children may also make promises to themselves which they can revisit and explore at a later date*

*The reflection books are monitored by governors, teachers and senior leaders and are a way of seeing how worship has touched the lives of each individual.*

*For younger year groups - where literacy is a barrier to this, we will offer scribes or it might be a whole class responding time where the teacher gathers thoughts and reflections on behalf of the whole class.*



## **Worship through Music**



We value the use of music as part of daily Collective Worship.

If you would like any advice about including music in your Collective Worship please see the Music Leader.

### **SONGS:**

The school has a wide range of songs which cover various themes throughout the year, including; seasonal, liturgical and citizenship.

Most songs are sourced from "B.B.C. Come and Praise" and "Sing Up" song bank.

### **STORAGE:**

These songs can be found in Teachers' Pool under Collective Worship Songs. Sheet music and accompanying C.D.s can be found in the Hall on a shelf above the lap top unit.

### **CHOICE OF SONGS:**

Current songs are learnt during weekly Big Sing sessions (usually on a Monday) A list of these is available above the laptop unit. Please tick off when you have used a song in your Worship.

Teachers are also encouraged to select their own songs to accompany Worship. Please add to song bank on Teachers' Pool.

### **CHOIR AND BAND:**

Musicians will learn many of these songs and will be able to demonstrate and accompany whole school singing in Collective Worship and various celebratory performances.

# Prayer

*Prayer is a valuable way of encouraging the children to respond during Collective Worship. It is very important that children are given the opportunities to pray in a variety of ways:*

- *Quiet reflection in silence or with music.*
- *Joining in familiar prayers e.g. The Lord's Prayer or School Prayer.*
- *Joining in with "response" prayers.*
- *Spontaneous prayers when volunteers reflect on the theme of the Worship.*



*There are also virtual candles available on You tube.*

[Virtual candle](#)



*Candles help to create a calm, reflective environment, conducive to prayer. Please be aware of Health and Safety issues but also of the immense benefits of using them in Worship.*

## Our School Prayer



Lord you look at me and know me,  
Every step I take you show me,  
When I rise and when I rest  
You will always know me best and,  
Where I sit or walk or stand  
You still hold me in your hand,  
And if I don't know how to pray  
You understand me anyway  
In all my life in all I do  
Let me always be with you.  
In all my life in all I do  
Let me always be with you.

# The Lord's Prayer



*"The Lord's Prayer is a central prayer in Christianity, also commonly known as the Our Father and in Latin as the Pater Noster. In the New Testament, it appears in two forms: a longer form in the Gospel of Matthew[6:9–13] as part of the Sermon on the Mount, and a shorter form in the Gospel of Luke,[11:1–4] as a response by Jesus to a request by "one of his disciples" to teach them "to pray as John taught his disciples"*

Copies of the  
Lord's Prayer and  
The School  
Prayer are in  
Teachers' Pool  
/WORSHIP



## The Lord's Prayer

Our Father in heaven,  
Hallowed be your name,  
Your kingdom come,  
Your will be done,  
On earth as in heaven.  
Give us today our daily bread.  
Forgive us our sins  
As we forgive those who sin against us.  
Lead us not into temptation  
But deliver us from evil.  
For the kingdom, the power,  
And the glory are yours  
Now and for ever.

**Amen**

# The Christian Calendar



The Liturgical Year is marked by special seasons—Advent, Christmas, Lent, Easter and Ordinary Time. The Liturgical Year begins on the first Sunday of Advent, which usually occurs around the beginning of December.



**Advent:** The four weeks before Christmas are a preparation time for the celebration of the Nativity of Jesus.

**Christmas:** Celebration of the birth of Jesus Christ.

**Epiphany:** The twelfth day of Christmas, January 6. The Biblical basis for Epiphany is the story in Matthew's gospel of Magi from a distant land travelling to honour the baby Jesus.

**Lent:** This is the 40 day period before Easter. During this time Christians try to give up something to help them focus on God and remember the forty days Jesus spent being tempted in the desert.

**Ash Wednesday** marks the beginning of Lent. For Christians ashes are a symbol of being sorry for things they have done wrong.

**Holy Week** is the week before Easter, commemorating events in the last days of Jesus' life on Earth.

**Palm Sunday** The day Jesus arrived in Jerusalem.

**Holy Thursday** Last Supper and the betrayal by Judas.

**Good Friday** The arrest, trial, crucifixion, death

**Holy Saturday** The burial of Jesus.

**Easter Day** celebrates the resurrection of Jesus.

**Ascension Day** takes place forty days after Easter Day and celebrates Jesus' ascension into Heaven.

**Pentecost** is celebrated on the seventh Sunday after Easter. It remembers the time when the apostles were celebrating the Jewish festival of Shavuot and the Holy Spirit descended on them. Pentecost is regarded as the birthday of the Christian church.

## **Health and Safety—Using Candles**



*It is important that teachers give clear instructions and fire safety messages whenever candles are being used.*



### **The following simple guidelines should be followed:**

- - Foundation Stage and Infant children should be taught to tell grown ups if they ever find matches or lighters.
  - Junior age children should be taught to give matches or lighters to a grown up straight away if they find them
  - Junior children should be given opportunities to help grown ups use matches safely, for example by holding the box, putting them away safely, helping to light candles.
  - All children should have opportunities to practice saying no when friends suggest playing with fire.

### **Adults should:**

- - Teach children that fire is a tool not a toy.
  - Talk to children about the way grown ups use different tools, including fire; these would include cooking tools, hobby tools, building tools.
  - Explain how grown ups use matches safely to light candles, start a bonfire, or light a barbecue.
  - Model and describe the safe use of matches and candles in the school setting.
  - Include fire safety messages when using candles.
  - Ensure the area around the lit candle is away from materials that may catch light.

**IT'S EVERYONE'S RESPONSIBILITY TO KEEP CHILDREN SAFE FROM FIRE**



## **Top Tips when Planning Worship**



*If it is appropriate please refer to the "Quote of the Week."*

*"When I worship I would rather my heart be without words than my words be without heart."*

*Lamar Boschman*

*Extensive planning support is provided through the worship overview and through the model slides.*

*However, it is the Hordle expectation that worship will contain many of the following:*

*Church School Values*

*Vision statement*

*CSV triangle*

*Super Learning Heroes*

*Fruit of the Spirit*

*School Prayer*

*Lord's Prayer*

*Bible Quote*

*ZOR (if appropriate)*

*Reflection time*

*Useful Websites*

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

<http://www.tes.co.uk/assemblies-whole-school-teaching-resources/>

<http://www.bbc.co.uk/learning/schoolradio/subjects/collective-worship>

<http://www.collectiveworship.com/Default.aspx>