



## **Glaphorn C.E.Primary School**

### **Worship Policy**

Reviewed: June 2015

**Date of Next Review: June 2018.**

Person responsible: Katherine Towns, Head

Shared with staff - June 2015

Reviewed by Curriculum Committee - June 2015

Signed by Jane Dalley, Chair of Governing Body:

Date:

## **Introduction**

Worship plays a full part in the life of Glapthorn School, focusing on the daily act of worship. As a Church of England school, this is essentially Christian in character (as is also required by the law and Trust Deeds), but with an awareness that there are other faiths, as well as different styles of worship within the Christian faith. The Parish Clergy are welcome guests and regularly lead our acts of worship.

## **Whole School Aims and Objectives**

### **Assembly**

It is important to set a mood for assembly with a quiet and ordered entry to the room with music (with a monthly genre) and art images (with a monthly artist/theme) used to facilitate this. Within the framework of assembly, themes are followed during the term, e.g. Being creative, Being still, The Disciples. Images on the projector, stories and discussion are used to help make the worship meaningful to the children. Often there are quiet moments for children to reflect on their own responses to the topic being covered. Major festivals are celebrated, often in church or in the case of Rogation, in the fields/allotment. Children are invited to participate in parish Sunday Family Services, during term-time. Children participate regularly in assemblies reading prayers, singing hymns, reading bible extracts and performing dramas.

The act of worship includes liturgical elements with an introductory greeting and closing prayers. Although there is a prayer, usually connected to the theme, and sometimes The Lord's Prayer, which everyone says together, emphasis is placed on personal prayer and the children's own choice in their relationship with God. If anyone connected to school has a need for prayer which can be suitably conveyed to the children, then this is discussed and a prayer said.

Hymns are chosen for their suitability for young children and the simplicity of their spiritual content - priority is given to the ones the children enjoy! Also some traditional hymns are included which the children will feel familiar with and be able to participate in if they do go to Church at other times. As well as a balance between modern and traditional, a balance between lively and rousing and quiet and calm is aimed at.

Once a week, the assembly takes place in the classroom. This is seen as a more intimate and detailed discussion particularly relevant to the age of the children and with more individual participation. It is a time when it is easier to emphasise the value of each individual and the responsibility that each one has to the well-being of others. On Thursdays, assembly is delivered by Lynda Davies or Stephen Webster from the Parish Church.

Children give feedback after every whole school assembly using an electronic feedback system. Their feedback is used in the planning of future assemblies.

### **Worship Beyond 'Assembly'**

Children are encouraged to add prayers to the 'prayer board' if they have any particular intentions; these may be unsigned if wished or in the form of a picture. The children are encouraged to recognise that although assembly is the main time set aside for spiritual activities, prayer can be a private activity at any moment of joy, thankfulness, distress or need. A short prayer is said as children line up in the classroom before lunch.

Services are held in school or in church for major Christian festivals.

### **Planning**

The themes are chosen at the beginning of the term to allow for a comprehensive and relevant coverage of important elements. All teachers are involved in taking assembly and it is seen as important that all attend.

The link between the RE syllabus and assembly material can be most valuable and this is recognised in the planning of both; however, care must be taken to ensure that assembly time does not become a joint RE lesson and that the material used is for the purpose of instilling a sense of worship, rather than simply covering another part of the RE curriculum.

### **Multicultural Society**

We live in a multicultural society that our children get limited experience of, living in such a rural area. However we believe it is important they do learn the differences and similarities between different cultures and learn that everyone is special. As part of this, we do cover some non-Christian festivals within our assemblies, e.g. Diwali and Vaisakhi. During the assembly we would look at some of the ways the festival is celebrated and also at the

similarities there are with Christian practice, e.g. fasting in Eid and Lent. We also believe it is vital that the children learn that Christianity is a global religion and is practised far beyond our small village. We look at the ways Christian festivals are celebrated in other countries and work to ensure the images of Christianity used are rich and varied.

### **Withdrawal of Worship**

If a parent requests their right of withdrawal of their child from worship, the child will be supervised by a member of staff not actively involved in the Act of Worship.

### **Spiritual, Moral, Social and Cultural Policy**

**Purpose:** To ensure that the school provides opportunities for pupils to develop spiritually, morally, socially and culturally within a tolerant Christian environment.

**Content:** In the four areas we have attempted to define the behaviours, attributes and abilities that we would hope to foster in our pupils. These behaviours, attributes and abilities are:

#### *Spiritual*

- ❖ Excitement, generosity of spirit, reflection, creativity, enthusiasm, happiness, wonder, awe, imagination, exhilaration and pride
- ❖ Sharing thoughts, feelings and views in conversation and making perceptive comments

#### *Moral*

- ❖ A developing understanding of the need for a moral basis to life

#### *Social*

- ❖ Caring, politeness, courtesy, self-discipline and self-awareness
- ❖ Valuing others and understanding the need to be able to work with others
- ❖ Addressing their own difficulties and the difficulties of others
- ❖ Showing an increasing tolerance of others and their behaviour

#### *Cultural*

- ❖ Awareness of their own culture and of other cultures. Recognition of the interaction between cultures.
- ❖ The recognition of their own need and the needs of others for a wide intellectual development
- ❖ An openness to new ideas

### **Implementation**

This will be achieved in the following ways:

-As a Church school, we would expect the essentially Christian ethos to be reflected and practised in all the elements of the spiritual, moral, social and cultural life of the children:

-The general life of the school, e.g.

- Team point system to foster team spirit and co-operation
- Residential and other visits, for social interaction and example of adults
- May Singing around the village, Maypole Dancing
- Oundle Festival of Music and Drama
- Sporting events
- The insistence on good manners and truthfulness between children as well as adults
- Visits from speakers and those connected to the church.
- Sponsorship and charity initiatives which involve learning about other ways of life (Jo Homan etc.)
- Fostering of care for and appreciation of the environment
- Multicultural books, toys and videos
- Snack and lunch times
- Circle time
- PSHEct

-The example set for the children by adults in the school for courtesy and respect for each other and the children

-The quality of the acts of collective worship and other services, e.g. Nativity, Rogation Day, Harvest Festival, Family Services

**Monitoring:** Worship is monitored by the Governing Body Church Group, including pupil feedback. This is done in line with Section 48 criteria for self evaluation and occurs in line with the timings of inspections.