

York Diocesan Board of Education

# **Worship Works**

*In Church of England  
Schools*

**Guidelines for  
Collective  
Worship**



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# WORSHIP IN THE CHURCH SCHOOL

## The Importance of Worship in the Church School

The Christian foundation of the church school points to worship as a central focus for its ethos. The church school should be a place where pupils experience worship as a quality activity, important to the life of the school and to its religious character. It is one of the means whereby Christian values and principles may be reflected and affirmed, and God will be the focus of worship.

The church school is an important part of the work and mission of the parish. The school should have close connections with the local parish and worshipping community, and enjoy its support and encouragement. In the same way, the church school should contribute to the life of the local worshipping community.

Worship is, therefore, an area of church school life which presents special opportunities to promote spiritual and religious development. It also has the potential to contribute to faith nurture, providing a means by which all pupils - both those of the faith and those from other backgrounds - may understand more about the Christian faith, while experiencing and learning about worship and what it means to those who take part.

## Church Schools: The Communities They Serve

It must be recognised that pupils in church schools come from a wide variety of backgrounds, reflecting the plural and secular nature of our society. The spectrum may include:

- **those who have, or who come from families with, Christian commitment and belief**
- **parents who have chosen a church school (or who support its ethos) because they wish their children to experience something of the Christian faith**
- **members of other faith communities**
- **those who may not share in any particular religious belief.**

The school community is a collection of people from different backgrounds and if school worship is to be meaningful, it must be sensitive to this.

Whilst the Christian context will be explicit in most church schools, the overall pattern should be **collective** rather than **corporate**, as *shared* beliefs and values cannot be *assumed*. The use of the term **collective** is important in that it recognises that pupils and staff will subscribe to a range of beliefs, and that there is a need for the church school to provide opportunities for all to share in worship in a way which make sense to them and is appropriate to their stage of development.

In reality, our schools are being challenged to develop a unique kind of experience. One which is analogous to faith group worship, but which still retains the openness and integrity of learning.

## **Christian Worship: A Rich Diversity of Approach & Expression**

Christian worship is offering praise, thanksgiving and adoration to God. It is the Christian's loving response, in word and action, to God's invitation to enter into a covenant relationship with Him, made possible through the death and resurrection of Jesus Christ and the work of the Holy Spirit. Christians believe that, as part of God's creation, people achieve their full human potential only as they experience and respond to their Creator.

St Augustine for example, expressed this by saying:

***"...You have made us for yourself and our hearts are restless until we find our rest in you..."***

Christian worship contains a rich variety of approach and expression. The church is very important as a centre of worship, but school worship can take place in a variety of settings such as:

- **in the school or church hall, or a classroom**
- **outdoors**
- **in a sacred or special place.**

Worship may be expressed in many different ways. Its elements can include:

- **adoration, thanksgiving, confession (i.e. saying sorry for wrong doing, asking for forgiveness and help to change) and bringing needs to God (for oneself or others)**
- **the use of varied media e.g. music, liturgy, ritual, dance & movement, prayer, posters, puppets, drama to celebrate all that God is and all that he has done**
- **hearing God 'speak' through his Word - read, taught or dramatised.**

## Collective Worship IS...

- to provide pupils with the opportunity for **spiritual reflection** and development, with the choice of making a personal and private response...
- to provide pupils with opportunities to arrive at the threshold of the **transcendent dimension** of life with a sense of mystery and reverence. Those of any faith or no faith can deepen their experiences when they are able to focus and reflect on quality stimuli and respond with integrity
- to **foster the values** which the school community values and bring them to the forefront, giving participants the chance to reflect on what is important beyond the 'here and now'
- to encourage **pupil participation**
- a **special time** in the daily life of the school.

## Collective Worship is NOT...

- **Corporate worship:** In a place of worship, it can be assumed that people have gathered together through personal choice and believe broadly similar things. This is not true of school worship. The law requires school worship to be collective and inclusive: a specific faith response should not be assumed or elicited.
- **Assembly:** While it may be necessary to gather pupils together for notices and so on, assembly is not worship and should be marked as a separate time, for example by blowing out a candle when worship has ended and before notices are given.
- **RE:** Collective Worship does not count as curriculum time and should not be used to deliver RE. It can, however, make an important contribution to pupils' Social, Moral, Spiritual and Cultural development.
- **Performance** for the sake of entertainment.

Professor John Hull sees the task of school worship as:

***"To take the most transparent, the most symbolic concerns of our pupils in the hope that they will be led from the trivial and the immediate and the local to the significant, the enduring and the universal concern."***

**Worship and the Curriculum**

## COLLECTIVE WORSHIP AND THE LAW

***This section is not a definitive guide to the law. It is intended to be helpful to headteachers and governors who can obtain further guidance and legal advice from the Diocesan Board of Education.***

The legal requirements for worship in voluntary (aided and controlled) and foundation schools are different in many respects from those applying to county schools.

The 1988 Act requirement for Collective Worship which is “wholly or mainly of a broadly Christian character” does not apply in church schools. The character of worship in voluntary and foundation schools was originally determined by the trust deed. This is now encapsulated in the school ethos statement which expects that school worship will be consistent with the faith and practice of the Anglican Church. This ethos statement is in the Instrument of Government of each church school and can be found in the Appendix to this handbook.

***The Diocesan Guidelines give content to this phrase, and therefore meet the requirements of the school ethos statement (see appendix).***

Parents must be made aware that the school is a church school and as such Collective Worship will be based upon the foundations and principles of the Church of England. The governing body should be made aware of their legal responsibilities and be clear of their statutory responsibility to uphold the Christian foundation of the school. This responsibility to uphold the Christian ethos and foundation of the school should also be made clear to staff on their appointment.

### **Requirement for a Daily Act of Worship and The Right of Withdrawal**

The law states that in all schools there must be a daily act of worship for **all** pupils, other than those in a nursery class or a nursery school. This can take place at any time during the school day and in any groupings. Schools might consider a variety of groupings throughout the week. In a Foundation Stage class that includes nursery pupils, it is organisationally easier to include them, so long as parents have no objection.

The 1998 Education Act confirmed parents’ legal right to withdraw their children from Collective Worship. Governors must ensure that this is clearly stated in the school prospectus and the school’s worship policy document.

It is hoped that governors of church schools will phrase their statement on the rights of withdrawal carefully so as to indicate a desire that children will take part in worship, which will be an integral and vital part of the school day.

Schools must note that schools themselves withdrawing pupils from Collective Worship, for whatever reason, are breaking the law. If it is necessary to withdraw children in order to accommodate, for example, peripatetic music lessons, those pupils must be provided with an opportunity to worship at another stage in the day.

Teachers also have a right to withdraw from worship. Voluntary Aided schools, however, expect teachers whose National Society contracts include Clause 8 on “respecting the character of the foundation” to take part in school worship.

## **Responsibility for the Daily Act of Worship**

Arrangements for Collective Worship in a voluntary school are made by the governing body after consultation with the headteacher. The headteacher is responsible for ensuring requirements are met.

Foundation governors have a particular responsibility for ensuring, so far as is practicable, that the character or foundation of the school is reflected in worship.

## **Timing of Collective Worship**

Collective Worship is not designated curriculum time under regulations and should not be subsumed under any part of the curriculum. It should be given a special place in the school day. It must be distinctive and identifiable as such if it is to meet the legal requirements. The 1988 Education Act allows Aided schools ‘on special occasions’ to hold their daily act of worship elsewhere than in school, e.g. in church. In Controlled schools, services held in church cannot be counted as either curriculum time or their daily act of worship.

## **Complaints**

If parents make a formal complaint about school worship and fail to be satisfied by their appeal to the governing body, they have the right of appeal to the Diocese, as the Archbishop is the final arbiter. Initially, this appeal should be directed to the Diocesan Board of Education.

# DIOCESAN GUIDANCE ON COLLECTIVE WORSHIP FOR CHURCH SCHOOLS

## **Diocesan Expectations: a Summary**

### **Worship in our church schools should always:**

- offer opportunities for pupils' spiritual, moral, social and cultural development
- offer space for reflection, prayer, meditation and silence
- offer opportunities to worship God
- underpin the Christian values and ethos of the school
- reflect the aims of the school
- be inclusive and aim to respect each individual's integrity
- be clearly planned and appropriate to the ages, aptitudes and backgrounds of pupils
- be clearly outlined in the school prospectus and documentation.

### **Worship in our church schools should, at various times in the school year, give opportunity to:**

- reflect some of the practices and traditions of the local church
- celebrate the Christian values and worth of the school community
- enable pupils to reflect on human existence
- enable children to explore and evaluate their own beliefs
- give time to consider the beliefs and values of others, especially those within the school community
- be shared by *all* staff including support staff, sometimes ancillary staff, sometimes parents, carers, governors and members of the local community
- celebrate special occasions and seasons in the church's year and the life of the community

- show appreciation for the God-given gifts and talents of the school community.

## **Responsibility**

The governors hold overall responsibility for ensuring that the legal requirements for worship are met. In one school the headteacher may wish to take on the responsibility for organising and planning the worship, whilst in a larger school, a working party of staff, perhaps with governors, might be formed. A church community might also be encouraged to be involved in the planning and preparation of school worship as this can help to ensure continuity between the worship in the school and in the parish or parishes. It must however be made clear to all staff and clergy who lead Collective Worship that they should do so in a way that ensures that all present can take part with integrity.

## **Documentation**

**Governors should ensure that the school provides the following:**

- A clear statement on Collective Worship in the school prospectus which makes clear the Christian foundation of the school and includes parents' legal right to withdraw their children
- A clear and concise policy statement on Collective Worship including the following:
  - ethos statement
  - aims and principles
  - the school's commitment to worship
  - the centrality of worship to the life of the school
  - the school's commitment to pupils' spiritual, moral, social and cultural development
  - how the school's worship will reflect its Anglican heritage
  - arrangements and practice within the school
  - where and when worship takes place
  - links made with the local churches and the clergy
  - advice to visitors and clergy when leading Collective Worship in the church school.
  - the educational value of worship and the possible links made with other areas of the curriculum
- Planning showing themes to be covered each term or year
- Evidence of regular recording, monitoring & evaluation.

## THE ANGLICAN HERITAGE IN PRACTICE

***Collective Worship in our church schools must reflect Church of England principles and the Anglican heritage on which the school is founded.***

***Children can be given opportunities to encounter Jesus in word and sacrament throughout the school day. Opportunities to respond to God can be found in quiet pauses for reflection or prayer e.g. at meal times, or turning points of the day, in addition to the set times for Collective Worship.***

The Anglican heritage encapsulates a richness of tradition and practice in its worship. It is hoped that over the course of a year some of this richness will be reflected in both school policy and practice. There is general agreement that worship should offer opportunities for spiritual, moral, social and cultural development. The leader should employ a variety of styles to engage, challenge and encourage those present.

### **Ideas for Anglican School Worship**

#### ***In setting the atmosphere:***

- Introductory music to create a worshipful atmosphere, which gives an opportunity to develop pupils' awareness of music from both our own and other religious traditions and cultures
- Lighting candles as a visual focus for prayer and worship
- Traditional Anglican responses & greetings, e.g. 'Peace be with you'.

#### ***In choosing the right content:***

- Recognition of the seasonal and cyclical nature of Anglican observance
- Observation of Saints' days and other key holy or commemorative days
- Participation in the regularity and set order of Anglican worship, recognizing the central significance of the Eucharist, while acknowledging the variety of other forms of local worship, matching as far as possible pupils' experience in school and church.

- Singing of hymns and or appropriate songs, including a list of traditional hymns that pupils should have encountered before they leave school as part of their cultural heritage, remembering that a hymn practice on its own does not constitute a daily act of worship
- Using the Bible as a source book for inspiration and learning
- Using a variety of different media
- Christianity is a worldwide faith and this can be reflected in the material selected and used
- Topical issues of local, national or international importance that relate to Christian values
- Anglican response to worldwide issues
- Sharing in a commitment to dialogue with other faiths, as shown in the welcome given to all pupils and the celebration of shared values and beliefs, which might include the recognition of other key religious festivals such as Passover, Id-ul-fitr, and Divali.

***In giving opportunity for prayer and quiet reflection:***

- A visual focus for prayer and reflection, e.g. a thought-provoking image or a special table with a cloth and a visual symbol
- Using key religious artefacts and symbols from Christian and other religious traditions in worship
- Using a variety of prayers, including those that governors and staff feel pupils should have encountered whilst at school, e.g. Lord's Prayer and Grace as well as prayers pupils have written themselves
- Discovering the value of meditation and silence.



## **COLLECTIVE WORSHIP AND SPIRITUAL DEVELOPMENT**

Spiritual development relates to that aspect of inner life through which pupils acquire valuable insights into themselves and others, as well as into the world around them. It is characterised by reflection, the attribution of meaning to experience and exploring a non-material, often transcendent, dimension to life.

Within Christianity, spirituality is understood in terms of responding to God who is present with us and is working in and through the world. A church school, rooted in a secure and confident Christian foundation and closely linked to a worshipping community, should reflect this as an integral part of its life and work. Its environment and curriculum should encourage spiritual development as a process fundamental to its religious character.

### **Central to this is:**

- the recognition and nurture of the inner life of each individual
- the development of those aspects of living which are beyond the physical and the everyday experiences of life
- a concern for the dimension of human existence that has to do with the search for meaning, purpose, direction, fulfillment, a sense of values and justice
- the development of the way in which people can relate to each other, hopefully where trust and awareness are essential components of the relationship
- the promotion of a respect for life, humility in success and hope in the face of adversity.

***'Spiritual' is not the same as 'religious'.***

***Therefore, opportunities for promoting spiritual development in church schools should not be confined just to the religious aspects.***

***A broader approach should be adopted, to take into account the different backgrounds and responses which will be found in the school community.***

# The Contribution of Collective Worship to Spiritual Development

Although spiritual development will be fostered across the curriculum, a concern for spirituality should lie at the heart of any act of worship in the church school.

## Ways in which this can be encouraged include:

- celebrating what is good and expressing thankfulness for the joy of being alive
- providing opportunities for pupils to share in what is meaningful and significant to them, including the darker side of life
- ensuring that opportunities provided are relevant to the age, aptitude and backgrounds of pupils
- giving time for reflection and exploration of inner space and feelings of transcendence
- providing opportunities for a varied experience of Christian approaches to worship, illustrating those which other people have found helpful in their spiritual development
- providing opportunities for participation in a range of activities which enable pupils to express spirituality, giving pupils the opportunity to respond at their own level
- establishing an atmosphere which is conducive to worship
- providing an opportunity for sharing common concerns and responsibilities
- ensuring that the leaders of worship always invite – never assume or expect.



## Ethos of the Church School

The church school promotes pupils' spiritual development through its distinctive ethos by:

- ensuring that **Christian values** are expressed through its aims and evident in its practice, for example:
  - individual worth
  - mutual care and concern
  - justice and equality
  - forgiveness and reconciliation
- linking **Christian hope and concerns of the Gospel** with the life of the school, expressed in an educational way, to promote quality relationships and to plan for the dignity and needs of the whole school community
- seeing the **total curriculum** and the overall life of the school as being concerned with spiritual development
- providing opportunities for the development of **personal beliefs and values**, including the religious, and recognition of the place faith has in the lives of individuals
- promoting **respect for the beliefs of others**
- encouraging the **appreciation of beauty and the reverence for life**
- promoting through activities, **a sense of awe, wonder, joy, thankfulness**, as well as a sense of being hurt by injustice and aggression
- acknowledging that all members of the **school community** are on a spiritual journey and seeking, in appropriate ways, to share the challenge and excitement of this with pupils.



# Starting from the Pupil's Own Experience

When planning Collective Worship, the following areas could be considered:

- self awareness
- insight into religious and non religious values, beliefs and practices
- how this knowledge is reflected in relation to one's self in the world.

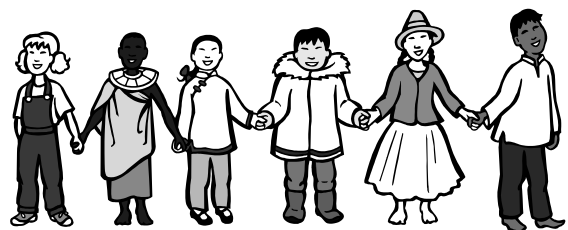
Schools should be concerned to develop:

## Capacities

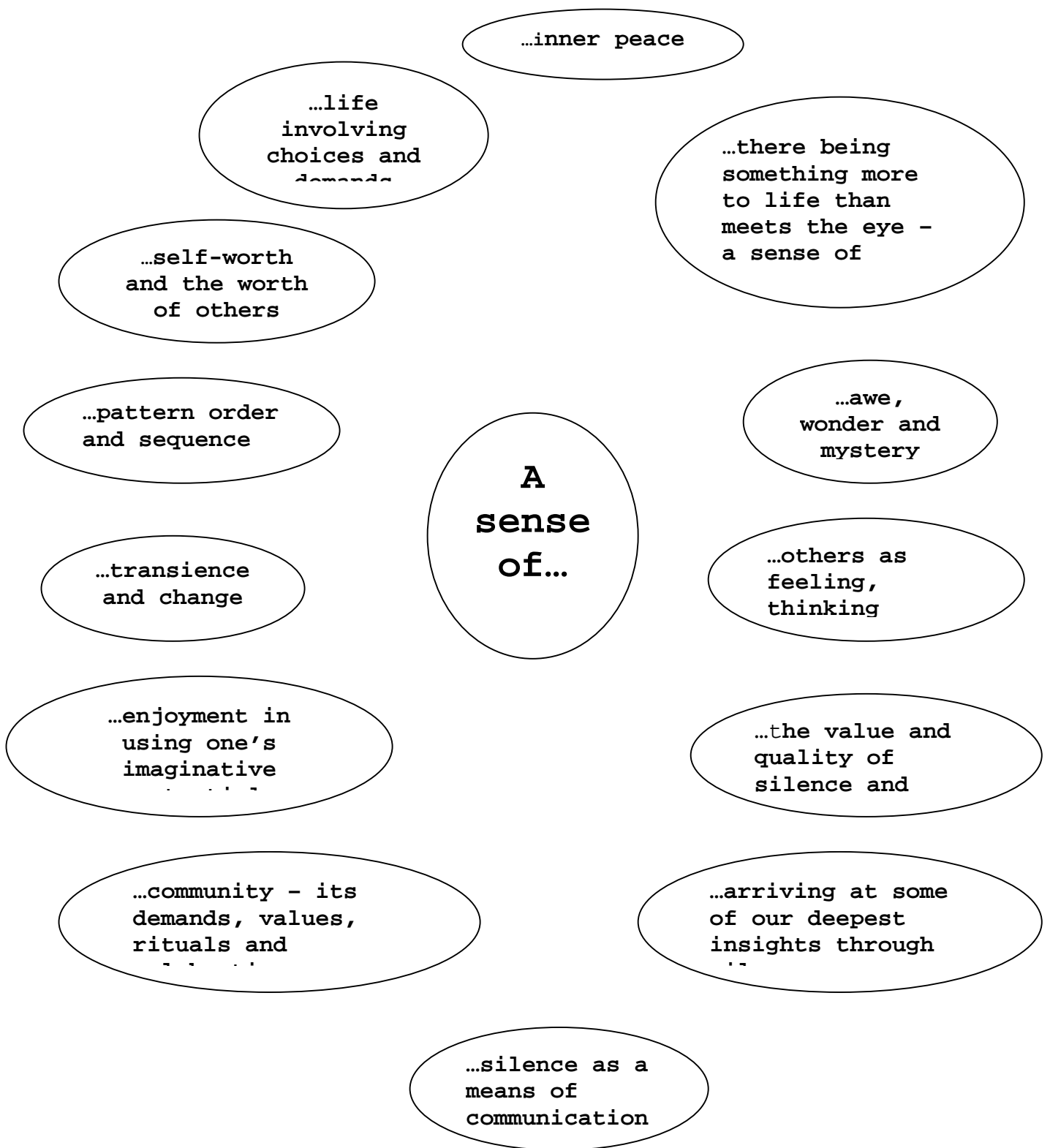
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## Skills

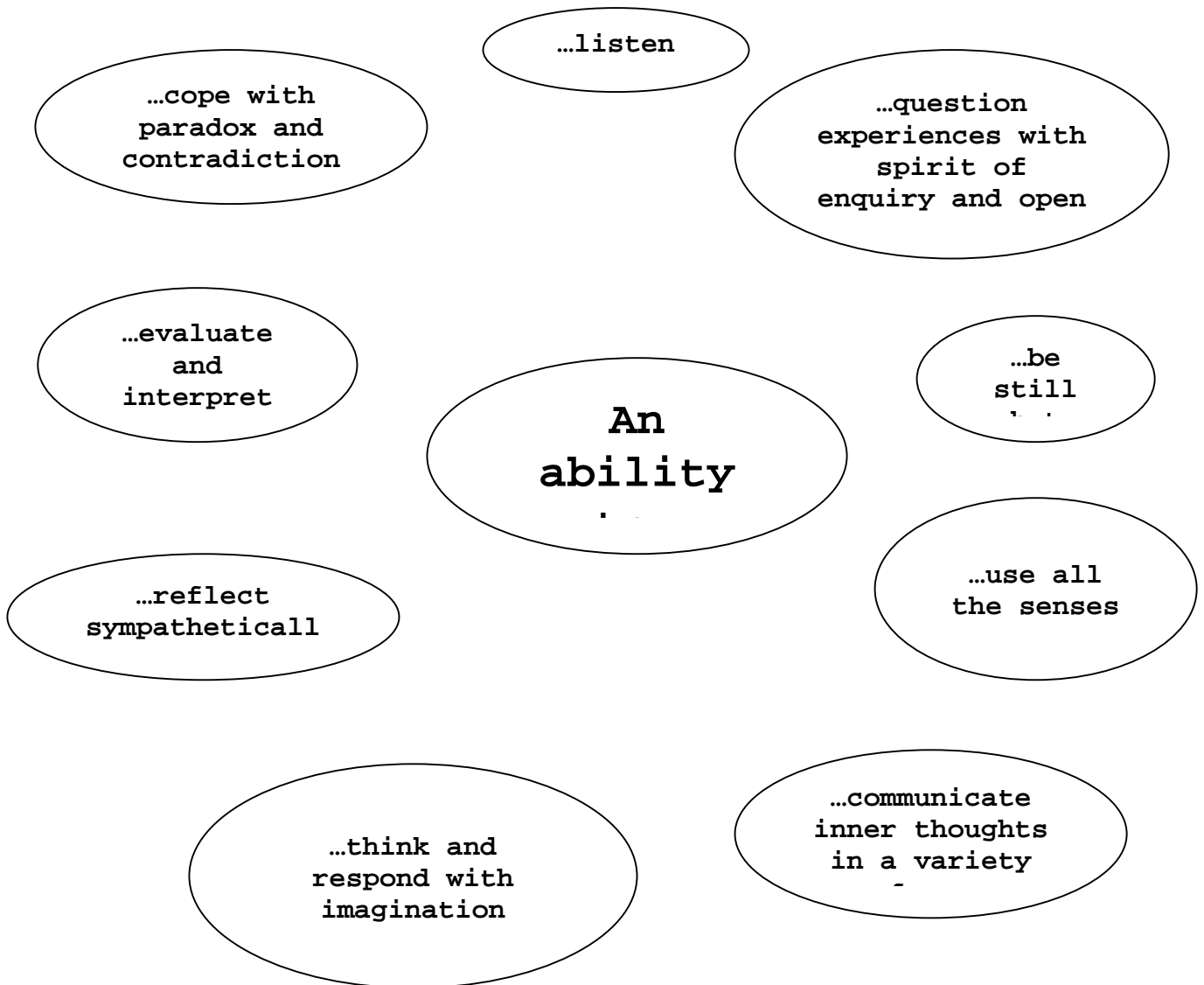
to help pupils explore more fully their own feelings and experiences and those of others.



**Pupils' Capacities include:**



**Pupils' Skills include:**



(adapted from statements developed by Maurice Lynch – Director of Education, BFSS National RE Centre)

## KEY FEATURES OF EFFECTIVE COLLECTIVE WORSHIP

- It is **well planned**.
- It is **inclusive**: anyone can take part regardless of faith background or academic ability.
- There is a **focal point** e.g. a religious symbol such as a cross, a more general spiritual symbol such as a candle, perhaps a picture on an overhead screen: a religious painting or a photograph of a beautiful scene.
- **Atmosphere**: the physical space and the space in the day is marked as special or sacred through the varied use of music, lighting, seating and singing.
- A **spiritual stimulus** is provided: again, **variety** is the key: for some people a spiritual moment will be enhanced by poetry, for some art, or dance, or a story, or a news item etc. Use stimuli from different cultures.
- Time for **personal reflection** is provided.
- Time for a **personal response** is given.
- It is **evaluated** reflectively and regularly.

**RECEIVE**

**REFLECT**

**RESPOND**

## Planning Collective Worship

The headteacher is ultimately responsible for collective worship in school, though ideally a named person should be appointed to co-ordinate its planning, organisation and delivery. In addition, a planning group – head, staff, pupils, governors, local clergy, LEA, Diocese – may offer support and contribute to the formulation of the school policy and practice in worship. Consideration should be given to a weekly pattern of delivery and those who will lead worship:

- the headteacher
- a member of staff
- regular visitors (e.g. clergy)
- a small group (e.g. class, year).

By providing an identifiable slot - just ten to fifteen minutes - for the daily act of worship in each school day and by keeping it entirely separate from everything else, a church school is showing the value that it attaches to this unique and special time for the School Family.

Many schools use a cycle of themes on a rolling programme of two or three year cycles. This assumes a worship theme is used for all or most acts of worship in a given week. Schools may negotiate with visitors over what they cover – one-off visitors are often invited because of a particular involvement they have, and come to school to speak about it. Many church schools invite clergy regularly into school, and might want to give them themes well in advance so they can link into them. Schools should also remember that current affairs globally, nationally, locally or pertinent just to the school community could take precedence over the theme when appropriate (see *Dealing with Life Events in Collective Worship*).

The selection of themes which follows could be used for Collective Worship. Some are of specific use at a particular time of year, season, or festival in the church's calendar, and it is usual for schools to plan to cover them at the relevant time. Some of the themes provide opportunity for the beliefs and practices of other faiths to be explored, should schools wish to do so, and schools are advised to draw on material from a variety of different cultures, as appropriate to their community.

## Advice for Those Leading Collective Worship in Church Schools

Church schools differ. In some, most children may be from church families while others may serve the whole of the local community. Still others may have children from faiths other than Christianity.

Make sure your act of worship fits the planning and is recorded and evaluated in line with the school's policy.

- Have a focal point for children to look at. This could be a candle, flowers, a Christian symbol such as cross, fish or a dove, or a picture / photo copied onto acetate and projected with an OHP onto a screen (e.g. images of Jesus from different cultures, a painting which illustrates a bible story, a photo of a beautiful or breathtaking scene). This not only focuses children's attention, it also helps to mark that space in the day as different, special, sacred.
- Other ways of marking sacred space include using music, incense, lighting candles etc.
- The point of Collective Worship is to provide children with spiritual stimuli to which they might make a response, to bring them to 'the threshold of worship' (John Hull). Use a wide variety of stories, images, thoughts, etc. which help them to transcend the 'here and now' and which introduce them to spirituality / God. Variety is important because children just like adults find spirituality in all sorts of places and experiences. Hymn sandwiches don't work for everyone! You could use bible stories, children's stories from which you can draw meaning, stories and poems from different cultures, news events, artefacts, pictures, visual aids, personal anecdotes, guided journeys, film clips, photographs, jokes, silence, dance, drama, volunteers, audience participation, and so on. Choose something you feel comfortable delivering.
- It is important to allow time for quiet reflection, so that children can make a personal and private response to what they have encountered. You might, for instance, say:

***"I am going to pray about ..... If you would like to join in then you can say 'amen' at the end, or you could just think quietly to yourself."***

***"I am going to read a poem which will help you to think about .....You might like to imagine God listening."***

***"While the music plays, think quietly about.....You might like to ask God to....."***

***"While I say a prayer, please think about....."***

Do not assume or try to elicit a particular response. The children have not chosen to be there as worshippers in a church or mosque have - the response is the child's to make, it is your job to try to provide a conducive setting and stimulus. This is the difference between *Corporate* worship, where believers choose to meet together, and *Collective* worship, which is the legal requirement in schools and which can include a wide variety of people from different backgrounds.

It is important to respect children's (and staff's) integrity by inviting rather than expecting them to join in prayers, religious responses and worship. In a school where there are children from faiths other than Christianity, think about how you could use material and phrases familiar to them so that they have opportunities to feel involved too.

### **Some Other Considerations:**

- To make worship a special time, notices, discipline issues and sporting news should be kept separate: something should mark the beginning and end of the act of worship e.g. a candle being lit then blown out or a cross being covered and uncovered. Worship is more than just assembly, particularly for those with a faith.
- Each person's response arises from their own reflections on the spiritual stimulus: it must be freely given and may or may not be 'religious'. Worship leaders should not expect or try to elicit a particular faith response even in a church school. Worship should be 'collective' rather than 'corporate'.
- People cannot be forced to worship or pray, but they may be presented with the opportunity to do so. Respect the integrity of those without a faith as well as those with a faith by giving people choices and alternatives e.g. "You may like to join in this prayer, or just think quietly about what you have heard this morning..."
- In a church school children will, over time, become familiar with the language and ritual of the Anglican church in a way which is less obvious or likely in a Community School.
- Take the pupils' backgrounds into account. It is not appropriate to ask children from faiths other than Christianity to pray to Jesus. It may be more appropriate to say, "I'm going to read a prayer which Christians use...think about the words quietly and see if there is anything you want to say to God this morning..." Or, "I'm going to read a Hindu prayer, see if you recognise any parts which a Christian might relate to..." Pick songs carefully.
- Many pupils and teachers do have a personal faith. This may be expressed through membership of a faith community, or it may not be. Respect for faith can be shown through the status given to Collective Worship and the seriousness with which quality acts of worship are planned and delivered.
- Consider how pupils could actively and imaginatively participate in Collective Worship. How does your school create opportunities for this to happen?

## **Guidelines for Visitors who are Leading School Worship**

These guidelines are to be used in conjunction with any Visitors Policy which already exists in school. They are a supplement to, not a replacement for, such policies. It is recognised that not all of these guidelines will apply to every context. The guidelines assume that a teacher is always present when a visitor is leading worship.

### **It is helpful if visitors:**

- are familiar with the school, e.g. through a prior visit
- are clear about their brief, the time available to them
- are encouraged to bring resources and artefacts to illustrate their contribution
- are sensitive to the response of the group to what is being said
- do not use the opportunity to influence pupils unfairly, or to attempt to win pupils over to their faith stance
- do not have to compete with school notices –these should be shared at another time.

### **It is helpful if the person responsible for the act of worship:**

- has met the visitors in order to plan the act of worship in the light of their language and communication skills, and their particular expertise
- has provided the visitors with a clear written brief, and with an idea of the number, age, gender-balance, religious and cultural background and ability of pupils in the group they are visiting
- has given the visitors directions to the school, the school's telephone number, details of resources and equipment available to them, and offered hospitality and expenses
- has ensured that equipment is available and working
- has encouraged the visitors to speak from their personal perspective of faith, and not necessarily in behalf of the religious community to which they belong (e.g. a visitor is able to say negative things about their own traditions that a teacher cannot)

- has prepared the visitors for awkward questions from pupils
- is aware of the demands on the visitors (e.g. whether they have taken time off work in order to make the visit)
- has an alternative act of worship prepared in case of an emergency
- offers feedback.

### **It is helpful if the pupils:**

- know who the visitors are and are aware of their background
- understand the purpose of the visit, and how it fits into the longer-term plan
- have framed some questions to the visitors; have briefed a 'welcome' for the visitors, and a 'host'/'hostess' for the visit
- follow up the visit appropriately, relating it to their curriculum
- express their appreciation of the visit (perhaps through letters/drawings sent to the visitors, or a vote of thanks at the end of the worship).

### **It is helpful if the visitor leading worship:**

- remembers they may be speaking to a wide age range
- uses a visual focus where possible
- tells a story whenever possible, rather than reading it
- plays music to create the right atmosphere
- builds in a moment of reflection – it doesn't have to be a prayer but could be a thought to take away
- remembers that young children are easily excited by someone or something different!

The Professional Council for Religious Education (PCfRE) publishes leaflets outlining good practice and advice for visitors in school and also for taking pupils on visits to places of worship. *"Religious Believers Visiting Schools"* (PCfRE, 1997, Tel: 0121 4724242).

Based on documentation by, and used with kind permission of, the Diocese of Chelmsford.

## Using a Variety of Media in Collective Worship

### Art:

- Photocopy pictures onto OHTs and project onto a screen
- Use a single picture and guide the meditation using words to direct attention to different aspects of the picture e.g. The Prodigal Son
- Use a series of pictures in succession, with less speaking e.g. The Lord's Prayer
- Be imaginative in your choice of pictures:
  - *Picturing Jesus* (Packs A & B pub. RE Today): contemporary images of Jesus from around the world
  - *The Christ We Share* (pub. CMS): traditional and contemporary images of Jesus from around the world
  - *The Art of Faith* by Keith White: colour plates of the main stories from the Jewish scriptures and the New Testament
  - [www.jesusmafa.com](http://www.jesusmafa.com) - images of Jesus from Africa

### Internet-based meditations:

- Project moving and interactive images from a PC onto a screen. Need to be put in a context but little other planning needed, for example [www.interviewwithgod.com](http://www.interviewwithgod.com) - several meditations, based on bible passages, with simple, thought provoking words and superb photos of creation.

### Film:

- Clips: e.g. 5 – 10 minute scenes from films which mean something to you...simply talk about what the clip means to you and invite others to reflect on the same
- Use a series of silent stills from films about the lives of significant people: e.g. *Gandhi*, *Jesus of Nazareth*, *Schindler's List*.

### Music:

- Use as a backing to a visual or spoken mediation
- Use on its own
- Use a wide variety of classical and contemporary music, from a variety of cultures.

See *Licensing Copyright in Schools* leaflet or [www.licensing-copyright.org](http://www.licensing-copyright.org)

## Collective Worship in the Classroom

Whole school worship may not always be feasible with large numbers of pupils. Schools can organise their weekly programme of worship to suit their circumstances. Consideration should be given to planning a variety of regular acts of worship to include those specifically for:

- a year group
- a key stage
- a class
- a tutor group.

Within these smaller pupil gatherings, themes can be tailored more closely to match to the interests of the particular age group. Consideration should be given to rearranging the way pupils are seated, so that the intimacy of the classroom environment is maximized and the space marked as different to lesson time. The timing of the classroom worship within the day can very often be flexible.

It is possible to make worship very special in the classroom. But as it takes place in such familiar surroundings, it must be quite distinct from the rest of the classroom activities. The preparation for worship 'routine' might include choosing music, lighting a candle or carrying out a stilling exercise. Within the room there could be a regular display or a focal point for worship with symbols, pictures and artefacts.

Classroom acts of worship are uniquely valuable. If they are carefully planned for, they can provide opportunities for pupils to respond more creatively, by discussing and sharing opinions, playing music, creating artwork, dancing and moving, and writing prose and poetry. Circle Time is an excellent model to adopt for smaller worship groups. Pupils may have the opportunity to share their views whilst learning to listen to and respect the views of others.

Class teachers are most easily able to plan classroom worship for their own classes, because they are the ones who know their own pupils best. They can therefore 'personalise' the theme, whilst working within the whole school worship plan for the week.



## Dealing with Life Events in Collective Worship

Crises happen. It is almost inevitable that within any school community, there will be young people who experience death, loss of someone close to them or anxiety or phobia linked with life events. Examples of suitable resources to use when dealing with life events in school can be found in the appendix.

*Circumstances may include:*

- separation and divorce of parents
- death of a relative
- death of a pet
- witnessing an accident or violent acts
- imprisonment of a loved one
- national or community events.

*Anxiety and stress can be caused by:*

- loss of a favourite toy
- change of classes
- a friend moving away
- illness
- examinations and tests.

Within Collective Worship there is opportunity to help and support affected pupils. However, great care must be taken to develop sensitive and empathic approaches to individual need and to gauge the appropriateness of whole school or class focus on associated subjects. *Suitable resources for dealing with life events are listed in the appendix.*

Fear, guilt, anger and confusion may occur in children as a result of their experience. In the case of bereavement, the grieving process will be different in each individual with no fixed time scale. Church schools with members of different faiths must ascertain information from the family concerning rituals and customs as well as wishes.

Collective Worship can incorporate themes dealing with crises, which pupils can refer back to as part of a greater pastoral approach. There should be opportunities to explore and celebrate positive outcomes following crises e.g. a return to good health following illness, a new pet or a letter from a friend who has moved away. The quiet, reflective aspect of worship may provide an oasis of calm or the opening of floodgates of emotion. The lead adult should be vigilant to the impact of all aspects of worship.

Arrangements to support individuals should be in place, including the identification by the pupil of who they would like to support them in school. This supporting adult needs to be close by during worship to give reassurance in an appropriate way e.g. eye contact, holding hands or by accompanying the pupil should they feel they have to leave the area.

## Worship Themes

Achievement	Lent
Advent	Light and Colour
Autumn	Lord's Prayer
Beauty	Love
Beginnings	Mary
Bible	Messages/messengers
Christingle	Mothering Sunday
Christmas	New Life
Communities	New things
Consideration	Our Senses
Courage	Our World
Creation	Pentecost
Determination	Preparing to move on
Disappointments	Protecting
Discoveries	Responsibilities
Easter	Resurrection
Epiphany	Rules
Faith	Sacred Objects
Families	Sacrifice
Festivals & celebrations from the World's faiths	Saints Days
Forgiveness	Service
Friends	Sharing
God	Signs and Symbols
Gifts	Sin
Greed	Special Books
Happiness	Special People/Leaders
Harvest	Special Places
Helping	Surprises
Holy Spirit	Talents
Homes	Teaching
Jesus	Thanks
Jesus' friends	The New Year
Journeys	The Seasons
Joy and Sorrow	Trust
Judgement	Values
Leadership	Wisdom
	Wise and foolish

***...add your own!!...***

## Worship Themes based upon Values

Acceptance	Judgement
Agape (active concern for each other's welfare)	Justice
Awe, wonder and fascination	Love
Care	Meaning of experiences
Celebration	Peace
Commitment	Possibility
Concern for the truth	Purpose
Creativity	Questioning
Diversity	Rationality
Faith	Reconciliation
Forgiveness	Reflection
Grace	Relationships
Healing	Responsibility
Hope	Risk
Humility	Sacrifice
Identity	Self-esteem
Imagination	Signs and symbols of transcendence
Insight	Truth

**MONITORING AND EVALUATING COLLECTIVE WORSHIP**

Monitoring of the planning and provision of worship should be carried out on a regular basis. The foundation governors have a key role in this process to ensure that the legal requirements are met and that the worship offered to the pupils is of the highest quality. There should ideally be a governor with responsibility for Collective Worship.

**It is important that the following are monitored regularly:**

- The clear policy, as agreed by governors, is upholding the school ethos statement
- The planning of worship is reflecting the school ethos statement
- The agreed policy is implemented
- Worship is central to the life of the school
- Regular provision of worship is on a daily basis
- All staff are aware of the legal requirements for church schools
- Staff appointed are prepared to support the Christian ethos of the school in terms of Collective Worship
- Well balanced themes are planned throughout the year
- Links are made with the local parish and community
- Resources are available to support worship
- Finances are available to develop school worship

Reporting back to the governing body should be part of this process, as it would be with any other curriculum area.

***The school will be inspected regularly, but Diocesan officers are always available to advise and assist in the ongoing monitoring process.***

## A Checklist for Individual Acts of Worship

The key features of an act of worship should be evaluated:

- Is it **well planned** and in keeping with the school's policy?
- Is it **inclusive**? Can anyone take part regardless of faith background or academic ability?
- Is there a **focal point**? e.g. a religious symbol such as a cross, a more general spiritual symbol such as a candle, perhaps a picture on an overhead screen: a religious painting or a photograph of a beautiful scene?
- **How effectively is the atmosphere created?** Is the physical space and the space in the day marked as special or sacred through the varied use of music, lighting, seating, singing etc?
- Is a **spiritual stimulus** provided? Over time, is there sufficient **variety**? For some people a spiritual moment will be enhanced by poetry, for some art, or dance, or a story, or a news item etc. Is this variety reflected? Are different cultures represented through the choice of material? Is worship in keeping with the Anglican tradition?
- Is time for **personal reflection** provided?
- Is time for a **personal response** given?

*It is often helpful for those who regularly lead worship to monitor and evaluate each other when leading acts of worship.*

## **The Person who Co-ordinates Collective Worship should:**

- Assist governors and headteacher in fulfilling their legal responsibilities with respect to Collective Worship.  
***Why not send invitations to your governors at various times throughout the year?***
- Work with staff to support the planning & delivery of worship.  
***Prepare a planning sheet***
- Evaluate and review provision for Collective Worship with governors and staff.  
***See questions for discussion in appendix***
- Plan for the development of Collective Worship.  
***An annual report is useful – so is a budget!***
- Work with the Governing Body to Review and update the Collective Worship policy.  
***Liaise with designated governor for worship***
- Develop documentation for planning, monitoring, evaluating and recording acts of worship.  
***See exemplars in appendix***
- Develop an adequate range of resources for worship.  
***See Resources section***
- Attend relevant inset & disseminate information to staff.  
***Lead a discussion on worship in a staff meeting***
- Liaise with a variety of people, including the parish clergy, diocesan advisers and visitors who can advise and support the delivery of Collective Worship.  
***See Guidelines for Visitors section***

## USEFUL ARTEFACTS & RESOURCES FOR CHURCH SCHOOL WORSHIP

**Wall hangings**, possibly made by the local community to reflect the church year.

**Symbols**, e.g. a cross - 'empty', crucifix, Christ the King, or praying hands, a fish or a dove.

**Table coverings** e.g. **cloth** of correct liturgical **colour** for the time of year (link with colours in parish church).

**Images** on overhead transparencies or PowerPoint or as posters:

- Christ as seen through different cultures
- Symbols of the church
- Current events
- Work in developing countries
- Beautiful scenery
- Icons.

**Artefacts** reflecting those found in the parish church and specific to times of the year, e.g. palm crosses, crib and nativity scenes, Easter gardens and sequential pictures, e.g. Stations of the Cross.

**Books** and written material, reflecting the range of those found in the parish church, plus somewhere such as a lectern from which to read them:

- Bibles - versions for all ages, including traditional old church bibles and a contemporary graphics bible
- Song books – examples of those used in the parish
- Prayers.

**Candles** - Advent, Paschal, coloured Lent candles.

**Words** - texts and quotes, Lord's Prayer.

**Maps** - world maps and globes, local and community plans and montages.

**Flowers**

**Internet**

**People prepared to share their experiences**

## BOOKS FOR COLLECTIVE WORSHIP

List devised and contributed by Lesley Beadle, RE Today Adviser and editor of Space for Reflection

### PRIMARY

#### **Come and Praise Assemblies by Jo Daykin (pub. BBC; ISBN 0563376457 (Book); ISBN 0563376538 (Book and Cassette pack))**

30 assemblies based around songs from 'Come and Praise'. There are three varied assemblies on each of ten popular assembly themes. Each one offers a range of stories, poems, reflections, prayers and activities. The assemblies can be described as 'broadly Christian and have been designed for use with pupils from a range of cultural and religious traditions, including those with no faith background. The book aims to:

- encourage personal response through opportunities for prayer and reflection
- provide a time of interest, learning and sharing
- create a sense of involvement in pupils, not only as spectators, but as participants
- offer a flexible approach suitable for use with a variety of group sizes.

Themes include: Me and You, The Human Family, Peace Making, Wonderful World, Caring for the World, The Journey of Life, Praise, Let's Celebrate, Christian Festivals.

#### **Cracking Assemblies by Margaret Cooling and Diane Walker (pub. The Stapleford Centre; ISBN 0951653784)**

A compilation of the assemblies from the magazine 'Cracking RE', this book draws on a variety of themes including Christianity around the world, Bible Stories, Biography, Festivals and Organisations. There are 72 Christian assemblies which contain:

- complete information for the assembly leader
- lists of material needed
- photocopiable illustrations
- music suggestions
- prayers and reflections
- participatory activities for pupils.

#### **Cracking Assemblies 2 by Margaret Cooling (pub. The Stapleford Centre; ISBN 1902234154)**

This book is a compilation of assemblies which appeared in 'Cracking RE', issues 7 – 12).

Themes include saints, biographies, biblical characters, Living Life, God, Jesus, Festivals, organisations, prayer and worship and animal stories. Each of the 72 assemblies contains background information, resource lists, suggestions for music, prayer and reflections, photocopiable illustrations and participatory activities for pupils.

#### **On the Shoulders of Giants! by David Godfrey (pub. The Stapleford Centre; ISBN 1902234189)**

This is a songbook and CD of twelve songs linking the Primary Mathematics Curriculum and the National Numeracy Strategy in England. They have been produced to accompany 'Assemblies that Count' (Margaret Cooling and Catherine O'Connell, pub. The Stapleford Centre ISBN 1-902234-16-2).

#### **Assemblies for Infants by Diane Walker (pub. RMEP; Book 1 ISBN 185175170X; Book 2 ISBN 1851751718; Book 3 ISBN 1851751726)**

Each book contains fifty ready to use, mainly Christian assemblies for younger primary pupils covering a wide variety of themes for each term in the school year:

- Book One - Autumn and Winter; Memories; Other Children; Sense of Hearing; Parables; Families and Friends; Trees; Christmas; Jesus; Boyhood
- Book Two - Mothering Sunday, Lent and Candlemas; Bible Characters; Fair Trade; Other Children; Light; Sense of Sight; Jesus' Miracles; Church Visit Assemblies; Easter; Crosses
- Book Three - Summer; Proverbs; Sense of Taste; Jesus' Friends; Christians Today; Before/After a School Trip; Other Children; Jesus' Life; The Early Church; Music Assemblies.

Each book, which begins with a helpful introduction, is divided into sections that generally include:

- items required for the presentation of the assembly
- an introduction which grounds the material and relates it to the pupils' own experience
- core material using a wide variety of stimuli (stories, poetry, nature and natural phenomena, other people, history, everyday) to capture pupils' interest and encourage their own consideration of the theme.

**Assembly Chains by Diane Walker (pub. Lion; ISBN 0745942288)**

This book of 70 Christian-based assemblies is to be used singly or in 'chains' to explore Christian themes at any time of year. It contains preparation guides, activities, introductory notes and illustrations. Each assembly can be delivered separately or in 'chains' under the headings: Dragons and Mysteries!; Heraldry; Saying Thank You; Mazes; Peace; Picture Messages; Life as a Race; The Message and Passing the Message.

**Poems and Prayers for a Better World comp. by Su Box & Felicity Henderson (pub. Lion; ISBN 0745938868)**

This is an illustrated anthology of over 100 poems and prayers compiled for children of 8 - 11 years. The material is arranged in two sections - The World Around Us and Our Future.

**Worship! by John Bailey (pub. National Society & Church House Publishing; ISBN 0715149156)**

This book, subtitled 'Making Primary School Worship Come Alive' is a collection of over 70 acts of worship from over 30 schools across the country.

The book explores a variety of different approaches to collective worship including:

- involving children
- writing and producing scripted drama
- improvising drama
- enlivening Bible stories
- re-enacting the life of Jesus
- using poetry
- using children's written work
- writing and telling stories
- using music
- using dance
- making use of visitors
- developing a theme
- using artefacts.

**Time for Reflection by K Kitching and A Sevier (pub. Belair Publications Ltd; ISBN 094788274X)**

The introduction to this book offers guidance on creating successful assemblies and offers a collection of 60 ideas for presenting assemblies throughout the year. Assemblies have been designed to capture children's interest and imagination and provide opportunities for sharing, celebrating and reflecting. Assemblies focus on:

- everyday childhood experiences allowing children to recognise their own hopes and fears, as well as those of others
- links to classroom topics with opportunities to wonder at the world, explore moral issues and respond to the concerns of others.
- religious festivals, when the children are encouraged to respect the beliefs and customs of others.

**Instant Inspirations by Crutchley and Parnell (pub. Barnabas; ISBN 841010030)**

Designed for those leading assemblies or those leading Christian clubs for children aged 6 -11. The five sections are based around a national curriculum subject: Mathematics, Science, DT, History or Geography. Each section contains four Bible-based units, giving a total of twenty themes with assembly plans, activities and photocopiable sheets.

**Online to God by Marian Strachan and Jane Taylor (pub. IBRA; ISBN 0719709903)**

This is a book of prayers written by children and young people from many parts of the world. It is illustrated with cartoons and contains suggested activities.

**More Christian Assemblies for Primary Schools by Sharon Swain (pub. SPCK; ISBN 28105150X)**

Contemporary ideas and activities for ten weeks of class or whole-school worship. The themes include: creation, authority, beginnings and endings, listening and love. Each topic is explored using a variety of media. Classroom activities, readings and follow-up work across the curriculum are suggested, with Bible readings in modern English printed out in full. Activities are tailored to the National Curriculum for KS2.

**Assemblies Resources ed. by Gordon Lamont (pub. SPCK; ISBN 028105567X)**

More primary assemblies from the website – see entry above.

**Promoting Pupils' Spiritual, Moral, Social and Cultural Development through Collective Worship in the Primary School by Julie Grove and Louise Tellam (pub. Solihull SACRE)**

This book offers support to schools in planning collective worship, understanding how to give children the opportunity to worship and identifies the contribution collective worship can make to pupils' development. The book presents two models based on either weekly or half-termly themes. A three year long-term plan is provided for each model with plans for a full year for both.

**The Assemblies Resource Book ed. by Gordon Lamont (pub. SPCK; ISBN 0281054185)**

This book sets down in print a selection of assemblies which have featured on the SPCK website: [www.assemblies.org.uk](http://www.assemblies.org.uk).

The 48 assemblies are divided into three terms and include Bible-based stories and themes, ethical issues, poetry and drama.

**Assemblies to teach Golden Rules by Margaret Goldthorpe and Lucy Nutt (pub. Learning Development Aids; ISBN 1855033100)**

These assemblies convey an inclusive and universal morality using story, anecdote, activity and pupil participation. Each assembly ends with a 'thought for the day' and an optional prayer. Topics include honesty, helpfulness, responsibility and hard work.

**Ready to Go! Ideas for Assemblies KS1 by Georgie Beasley (pub. Scholastic; ISBN 0439017769) & Ready to Go! Ideas for Assemblies KS2 by John Buckley (pub. Scholastic ISBN 0439017777)**

'Ready to Go!' is a series of ideas books providing assemblies that help children to:

- Explore moral values such as caring, forgiveness, love, sharing and helpfulness
- Locate themes within different faiths, practices and celebrations
- Understand feelings
- Examine their relationships with others
- Reflect on their attitudes and behaviour.

The books are organized into six sections each containing four or five interrelated assemblies. They can be used as whole school, class performance and class based assemblies.

**The Leopard Learning Assembly Book by WJ and BJ Wilcock (pub. Leopard Learning; ISBN 1899929304)**

There are 70 practical and varied assemblies in this book, based mainly upon Christian teaching. It includes photocopiable sheets, prayers, stories and hymn ideas. Each assembly is clearly laid out with aims and preparation required. A guide at the front of the book identifies a theme, time of year to use, preparation required and duration of the assembly.

**Dance Assemblies by Gill Jones (*music* Roger Crompton) (pub. Southgate; ISBN 187541098X)**

This book aims to provide carefully worked dance activities on suitable themes for use in assemblies (or other performance occasions). Music is provided on an accompanying CD. Dance activities, teaching notes, performance suggestions and links with other subjects are provided for each theme. The ten units are based around literature, seasonal celebrations, body language and social issues.

**This Amazing World comp. by Lois Rock, *illustrated* by Ruth Rivers (pub. Lion; ISBN 0745944590)**

This collection brings together forty poems, both old and new, which demonstrate the poets' sense of respect and awe for the natural world. The book is aimed particularly for ages 4 – 7.

**The Maximus Mouse Primary Assembly Book by Brian Ogden (pub. Scripture Union; ISBN 185999492X)**

This book is a collection of some of the more popular stories from the series of Maximus Mouse books which now spans ten years. The 23 stories are presented here in assembly format. Each assembly has a theme, an identified aim, preparation suggestions, a Maximus story, comment and prayer. There are also suggestions for hymns.

**Hands-Up: Assemblies for Juniors by Tony Castle (pub. Kevin Mayhew; ISBN 1840039930)**

16 assembly outlines based on the author's own experiences in Bangladesh. Difficult themes such as child trafficking, slave labour and poverty are handled sensitively for pupils in this age range. The book also contains extra resource material for each assembly, providing background reading for the teacher and suggestions for pupil involvement.

**The Primary Assembly File (pub. PFP)**

A termly subscription service. Each yearly series offers practical help, 60 new assemblies and

background information. Also contains a free CD of assembly music and OHT masters.

**Kings and Monkeys by Michael Catchpool & Pat Lunt (pub. Kevin Mayhew; ISBN 1840037423)**

A collection of 12 humorous, touching and thoughtful stories for assemblies. The theme of each story explores in both general terms and from a Christian viewpoint. There are also suggestions on how to use the story for PSHME.

**Ugly Bugs and Apple Trees by Michael Catchpool & Pat Lunt (pub. Kevin Mayhew; ISBN 1840038993)**

A further collection of 12 stories following the same format as 'Kings and Monkeys'.

**Special Times for Infants by Pamela Drew (pub. Kevin Mayhew; ISBN 1840038497)**

Eight, ready to use, themed assemblies, each based around an easy to learn song (free CD provided). The themes include: Come back to school; Shadows; Keeping warm; Bring in the harvest; Looking into space; The hungry caterpillar; And God said...; Stop, look, listen.

**In the Bag by John Wright (pub. Kevin Mayhew; ISBN 1840038330)**

30 Christian assemblies, 10 for each school term, which all follow the format of: Theme and Aim, props (all in a bag), method, message and suggested prayers and hymns

**The Gospels Unplugged by Lucy Moore (pub. Bible Reading Fellowship; ISBN 1841012432)**

This is described as "52 poems and stories for creative writing, RE drama and collective worship. Taken from the Gospels, each piece reflects on the life of Jesus in action: who he is, what he said and did.

**1000 Prayers for Children by Lois Rock *illustrated* by Ruth Rivers (pub. Lion; ISBN 0745946631)**

This collection of prayers deals with every aspect of a child's life and faith, such as family, friends, home school, church, animals, the seasons, holidays, adventures, festivals, illness, bereavement and the environment. It includes traditional and modern prayers, many of which have been especially written for this book.

**A Calendar of Prayers (pub. Lion; ISBN 0745946399)**

A small and short, well illustrated book of prayers for the seasons of the year.

**Everyone's Singing Lord compiled by Sue Fearon (pub. A & C Black; ISBN 0713663723)**

38 songs chosen to enrich collective worship in primary schools. It includes helpful guidance notes with suggestions for actions, stories, themes and celebrations to use all year round. A CD of performance tracks is included.

**Multi-Faith Activity Assemblies by Elizabeth Peirce (pub. Routledge Falmer; ISBN 0415303591)**

This book includes stories, songs and dramatic activities from six major world religions. Topics include: New Beginnings; Places of Worship; Friends; Festivals; Rites of Passage; Water themes; animals and birds; inspirational leaders.

**Partners in Collective Worship – Spring Term by Margaret Earnshaw (pub. Shire Educational Ltd, PO Box 208, Ilkley, LS29 9ZE; ISBN 095465461 7)**

The assembly book has been designed to follow the themes in Shire Education's Home School Diary 'Partners in Citizenship'. The book provides a thoughtful base for building on the aims and aspirations of any school whilst promoting and enhancing its ethos. The themes of 'Growing up in a Diverse World', 'My Family', 'Is that Fair?' and 'Exploring Friendship' are supported with a series of assemblies, using stories, activities and photocopyable materials. Books for the Summer and Autumn terms are also available.

**Be Bold! Inspiring Primary School Collective Worship ed. by Alison Seaman (pub. Church House Publishing; ISBN 0715140043)**

The aim of this book is to help pupils, through creative reflection, to understand connections between the themes of their worship, and their lives as part of a wider community. It is an ideal resource to give teachers the confidence to offer collective worship that has its roots in Christian tradition.

## MIDDLE

### **50 Active Assemblies by Peter Norton (pub. Heinemann; ISBN 0435302388)**

Written by the author of '50 Active Assemblies', this collection contains full-page illustrations which can be photocopied as OHP transparencies. Topics include: festivals, personal qualities, our effects on others, Bible stories, saints, famous people.

### **Seasons and Saints for the Christian Year by Nicola and Stuart Currie (pub. National Society, Church House Publishing; ISBN 0715149016)**

A practical resource book on Christian festivals and saints days. Each self-contained chapter provides historical information, biblical starting points, worship ideas, discussion questions and hands-on craft activities.

### **Ready-made Assemblies about Famous People by Tony Dobinson (pub. Scripture Union; ISBN 1859993001)**

This book gives 24 instant assembly outlines for use in both upper junior and lower secondary schools. Each assembly focuses on true life stories of famous Christians from around the world. The assemblies are grouped into five main sections:

- Creation and Identity
- Freedom
- Justice
- Hope
- Forgiveness

### **Getting to Know Me by Louis Gill (pub. Nash Pollock; ISBN 1898255288)**

This collection of 40 topic based stimulus material is intended to encourage pupils to reflect on who they are, what they stand for, how they relate to others and how they relate to the worlds around them. It has been written for pupils aged 9 -11 years, but could easily be adapted for children aged 12 - 13 years. It is designed for teachers leading assemblies and / or active tutorial or PSE programmes.

The choice of topics aims to:

- raise pupil awareness of the world around them
- raise pupil awareness of their own feelings, responses and reactions
- enable pupils to reflect on who they are, what they stand for, their values, attitudes, beliefs and aspirations.

Each topic is arranged into four sections:

- Focus - stating the aim for the topic
- For reflection - a key passage
- Things to do - follow up activities

### **Shared Values by Chris Wright (pub. Courseware Publications; ISBN 1898737193)**

Provides an update on latest changes and government thinking. 70 ready to use photocopiable assemblies with references to recent events and to people in the news. There is stress on values as they are revealed in people's lives. Some assemblies cover a wide age range KS2 - post KS4.

### **Assemblies from the Gallery by Margaret Cooling (pub. RMEP; ISBN 1851752161)**

This resource includes OHP transparencies of paintings that depict Christ or Christian belief. The assemblies are designed for the 7 – 14 years age group.

### **A-Z of Assemblies by Caroline Vallance (pub. Kevin Mayhew; ISBN 1840037725)**

This is a collection of ready to use, short assemblies for 9 –13 year olds. They were written for the Christian visitor, invited to lead assembly in schools and the author's agenda to promote Christianity is clearly stated. However, the assemblies themselves use inclusive language and as well as exploring specific Christian themes like Easter, address values and issues of concern that would appeal to both the religious and the secular.

### **The Almost Instant Assembly Book 2 by Sue and Chris Govus (pub. Kevin Mayhew; ISBN 1840037318)**

The twelve tried and tested assemblies collected here each contain an aim, introduction, Bible story, application, suggested songs, closing thoughts or prayer and classroom follow-up. The artwork is photocopiable and designed for use with OHPs.

**Performance Poems ed. by Brian Moses (additional material by Terence Copley)  
(pub. Southgate; ISBN 1857410874)**

This book provides teachers with 19 specially selected poems, and suggestions as to how children might perform and present them. Themes can be developed and there are ideas for follow-up work. In order to make the book useful in Collective Worship, Terence Copley has contributed 'thoughtful moments and religious links. Although probably written for ages 7 –11, worship leaders may also find this a useful resource for ages 11-13.

**Kings and Monkeys by Michael Catchpool & Pat Lunt (pub. Kevin Mayhew; ISBN 1840037423)**

A collection of 12 humorous, touching and thoughtful stories for assemblies. The theme of each story is explored in both general terms and from a Christian viewpoint. There are also suggestions on how to use the story for PSHME.

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**Children and Holy Communion by Diana Murrie & Steve Pearce (pub. Kevin Mayhew; ISBN 1844171515)**

This book presents many convincing reasons for the admission of children to Holy Communion, based on the actual experiences of churches, citing many stories of benefits to children and congregations. The second section has practical, tested material that has proved an invaluable aid for use with children as they prepare to take this important step in their Christian life.

**Christian Assemblies: Daily Acts of Worship for Church Primary Schools ed. by Jan Thompson (pub. pfp publishing - 2005; ISBN 190467707X)**

Each Assembly is presented in a clearly structured easy to follow format that is modern in its approach, yet remains true to traditional values. The end result is an exciting new and dynamic assembly book for Church Primary Schools, that will assist in leading daily acts of worship that are of real spiritual and moral value.

## **SECONDARY**

**A School Book of Days by Tony Maw (pub. Heinemann; ISBN 0435302337)**

This is a collection of readings for a school year, designed for use in tutor groups although it may also be a useful resource for larger group assemblies.

The introduction to the book helpfully identifies how the book may be used with pupils. Each weekly theme which is briefly introduced to set the scene has a series of related readings from which teachers may make appropriate selections. The readings are short and include a wide range of quotes from religious and non-religious sources, stories, anecdotes, poems and sayings. The readings may be used for a brief 'thought for the day' or be used as a focus or starting point for a more extensive exploration of a theme. With thought and planning, they could provide opportunities for spiritual and moral development. Whilst many of the readings could be interpreted as 'broadly Christian' the readings have been selected to challenge and develop believers of any religion and none.

**Assembly Solutions by Ann Lovelace (pub. Heinemann; ISBN 043530237X)**

62 ready to use assemblies which are photocopiable and designed to make assembly time a motivating and meaningful experience for pupils. Included are 6 colour OHTs and 12 black and white images which can be photocopied onto OHTs. It covers a broad range of topics including up to date social and moral issues as well as stories and festivals from all major world faiths.

**Values for Today by Chris Wright (pub. Heinemann; ISBN 0435302353)**

This is a collection of 90 assemblies designed to deal with issues relating to personal and social education and citizenship. For use in either whole school or smaller group assemblies, they are structured to encourage thinking and debate. The book includes reference material and teaching notes explaining the importance of spiritual and moral education and how assemblies can contribute to this.

Each assembly is divided into four parts:

- a theme introducing the value or attitude being explored
- an introductory quote, comment, statement or activity which sets the theme in context
- a reading - newspaper article, story, factual account, narrative, short play or biographical extract
- a reflection offering ideas for thought and debate and encouraging pupils to apply the theme of the reading to real-life experiences.

**Active Readings for Assemblies by Peter Norton (pub. Heinemann; ISBN 0435302310)**

This collection of 55 assemblies is designed for use in either whole-school or smaller groups. The wide range of themes is grouped under four headings: The Bible, Aesop's fables, Famous people and charitable organisations.

Each assembly has:

- a theme which highlights a message
- notes on assembly organisation and pupil involvement
- a reading, story, play or factual account
- suggested follow-up activity.

**From Now to Eternity by Margaret Laird (pub. RMEP; ISBN 1851752552)**

Fifty assemblies which explore themes relating to the spiritual dimension of life and Christian belief for students aged 15 and above. The themes addressed include identity, personal and spiritual development, attitudes to life and death, ideas about heaven, searching for happiness, truth and a purpose in life. Some assemblies are linked to major festivals in the Christian year.

**Collective Worship for Secondary Schools by Mike Anderson and Martin Grace (pub. Kevin Mayhew; ISBN 1840038071)**

A collection of materials for use in class or school assemblies which include:

- Short reflections
- Mini biographies
- Scripture passages
- Pupil activities of varying length
- Photocopiable prayer sheets for wall display
- Display ideas and suggestions for relevant music.

Subjects range from biblical themes, such as the Gifts of the Holy Spirit, to Hollywood films.

**Assemble Together by Tony Castle (pub. Kevin Mayhew; ISBN 1840033444)**

This collection of sixty assemblies is based on the author's experience of leading school assemblies. They are, as the author describes them 'Christian in spirit'. Categories include: community, basic themes of Christianity, world religious themes, general themes for young people, Christian festivals, relationship with God and family and people groups. The assemblies include appropriate music and hymn suggestions; scripture and other readings, role-play, comment and prayers.

**The Complete Assembly Resource Book by Mike Anderson, Martin Grace and Paul Heesome (pub. Kevin Mayhew; ISBN 0840035889)**

This book is described as providing 'a year of collective worship for Catholic secondary schools', but worship leaders in mainstream schools may also find this a useful resource. Subjects range from biblical themes, such as the gifts of the Holy Spirit, to Greek myths and Hollywood films. The materials include: introductions, reflections, biographies, Biblical passages, pupil activities, photocopiable prayers and images and suggestions for music and display.

### **The Secondary Assembly File (pub. PFP)**

A termly subscription service. Each issue provides 30 new assemblies focussing on issues of human concern and shared school values. The 2002 series contained a free CD of assembly music.

## **GENERAL**

### **Space for Reflection ed. by Lesley Beadle Published annually by RE Today**

(Part of mailing to schools. Can also be purchased separately)

This series began in 1999, offering guidance, related articles, suggestions for developing good practice and acts of collective worship.

### **Treasury of Classic Verse by David Self (pub. Lion; ISBN 0745939805)**

This is an anthology of poems which reflect belief in God. David Self has chosen 'classic' poets from the past who have shown how important God is in this world, and how close he is to his creations. The book includes poems by Spenser, Milton, Shakespeare, Herbert, Blake and Rossetti. It is illustrated by Hannah Firmin.

### **The Lion Book of Everyday Prayers by Lois Rock (pub. Lion; ISBN 0745947026)**

This is a collection of prayers, both old and new, along with some prayers from the Bible. Arranged in sections, the prayers have been chosen to cover many aspects of a child's everyday life, from home, family and friends, to school, concerns and global issues. The book is illustrated with bright, carefully chosen photographs. Apart from very young children, this book is suitable for every age group.

### **Meeting Special People by Tony Castle (pub. Kevin Mayhew; ISBN 1840039248)**

As a result of visiting Bangladesh, the author has written 17 assemblies which address the issues important to the people he met. Each assembly includes a Bible reading and a prayer and there is additional information on each topic.

### **Pause for Reflection – a resource for spiritual development in schools, produced by Education Advisers for Dioceses in SW England**

A set of 15 illustrated cards designed to help teachers to develop ideas for creating a focus for reflection in the classroom, which may be used as a stimulus for display, or for class collective worship in PSHCE or RE. Each card suggests a focus for reflection on themes such as home, peace, sharing and creation, thereby providing opportunities for spiritual growth across the curriculum. The activities are intended to develop a range of pupil skills and to promote positive attitudes.

From Gloucester Diocese, e-mail: [glosrerc@star.co.uk](mailto:glosrerc@star.co.uk); Tel.01452 385217

## **DEALING WITH LIFE EVENTS**

### **When Uncle Bob Died by Althea (pub. Dinosaur; ISBN 1903285089)**

A very helpful book which in a simple way explains the facts surround death. It is honest but reassuring. A good book to read to a young child to prepare them for the death of someone close.

### **Granpa by John Burningham (pub. Puffin – 1988; ISBN 0099434083)**

A beautiful picture book which tells about the death of a little girl's grandfather.

### **The Very Hungry Caterpillar by Eric Carle (pub. Puffin; ISBN 0140569324)**

A story which tells the life-cycle of the caterpillar. The book has potential for discussion about death and resurrection.

### **This is the Bear and Scary Night by S Hayes and H Craig (pub. Walker Books – 1991; ISBN 0744594820)**

A young boy feels frightened and lost in the dark. Through telling the story of how his teddy got lost and spent a night alone in the park, he begins to talk about his fears.

### **Milly's Bug-Nut: Winston's Wish by J Janney (ISBN 0953912345)**

A story of a family finding their way through bereavement and of Milly who finds an unexpected answer to her heart's desire.

**The Huge Bag of Worries by V Ironside (pub. MacDonald Young Books; ISBN 0340903171)**

Wherever Jenny goes, her worries follow her – in a big blue bag! They are there when she goes swimming, when she is watching TV, and even when she is in the lavatory. Jenny decides that they will have to go. But who can she get to help her? This funny and reassuring story acknowledges that even very young children do have worries. The best way of getting rid of them is to share them with someone else, but that finding someone to listen is not always easy.

**The Goodbye Boat by M Joslin (pub. Lion Books; ISBN 0745942644)**

Mary Joslin is the mother of three children. When a much loved grandfather of theirs died, she felt the need to find a way to talk with her children about saying goodbye for ever, and to provide a message of hope during their grieving.

**Fred by P Simmonds (pub. Puffin – 1989; 0099264129)**

Nick and Sophie's old cat Fred dies. The children bury him at the end of the garden. An ideal book for talking about death of a pet and for helping to explain funerals.

**Waterbugs and Dragonfields by D Stickney (pub. Mowbray; ISBN 0826471811)**

This acclaimed book can be used to help explain the concept of death to young children. The story illustrates that death is inevitable, irreversible but natural. It is presented as something that is sometimes difficult to understand but a happy experience for the deceased.

**Badger's Parting Gifts by S Varley (pub. Picture Lions – 1994; ISBN 0006643175)**

When old Badger dies, his friends think they will be sad forever. But gradually they are able to remember him with joy and gratitude and to treasure the gifts he left behind for each one of them. A sensitively written, highly acclaimed book which helps children come to terms with the death of someone they love. Available in other languages.

**The Velveteen Rabbit by M Williams (pub. Heinemann – 1988; ISBN 0743477820)**

A beloved, battered toy rabbit is burnt on a bonfire when his owner gets scarlet fever. A delightful story set in a Victoria nursery which explores children's views of the survival of the spirit.

**Christmas with Grandfather by W Wolf and J Alison (pub. North South Books – 1994; ISBN 1558582975)**

After his father was killed in an accident Thomas finds he cannot believe in Christmas any longer. When his grandfather invites him to spend Christmas in the house where his dad grew up, Thomas begins to come to terms with what has happened and the sadness he has felt.

**Children Just Like Me - in assoc. with UNICEF ed. by Susan Copsy (pub. Dorling Kindersley - 1995; ISBN 0751353272)**

A beautifully and simply presented 'encyclopaedia' of cultural differences, using real live children. Foreword by HRH The Duchess of Kent.

**Polly and the Frog (& other folk tales) by Bob Hartman (pub. Lion - 2004; ISBN 0745946984)**

A collection of 7 nonsense stories each with a moral about different traits - humility, boastfulness, kindness, greed, wisdom.

**The Crocodile Brother (& other folk tales) by Bob Hartman (pub. Lion - 2004; ISBN 0745948235)**

More nonsense stories, each with a moral.

## INTERNET RESOURCES

Many sites now feature material which is useful for assemblies / collective worship. Below are some of the more useful ones for schools:

- [www.assemblies.org.uk/](http://www.assemblies.org.uk/)
- [www.natsoc.org.uk/](http://www.natsoc.org.uk/)
- [www.culham.info/index.html](http://www.culham.info/index.html)
- [www.christian-aid.org.uk/](http://www.christian-aid.org.uk/)
- [www.cafod.org.uk/schools/default.asp](http://www.cafod.org.uk/schools/default.asp)
- [www.resite.org.uk/](http://www.resite.org.uk/)
- [www.stapleford-centre.org/](http://www.stapleford-centre.org/)
- [www.prayingeachday.org/](http://www.prayingeachday.org/)
- [www.reep.org/](http://www.reep.org/)
- [www.teachernet.gov.uk/management/assemblies](http://www.teachernet.gov.uk/management/assemblies)

*This list is included to inform teachers of their availability rather than as recommendations.*

## MULTI-CULTURAL RESOURCES

There are many good quality resources for Collective Worship, both online and in print, which church schools can draw on (see resources section above). However, church schools often find it more difficult to access resources from other cultures. Below are some suggestions which recognise that Christianity is a world faith with a rich cultural diversity, and which also draw on other religious traditions and which are appropriate for use in Collective Worship.

- **Barefoot Books** publish high quality story books from a range of cultures and faiths. View their online catalogue at: [www.barefootbooks.co.uk](http://www.barefootbooks.co.uk)

Their Mission Statement reads:

*At Barefoot Books we celebrate art and story with books that open the hearts and minds of children from all walks of life, inspiring them to read deeper, search further, and explore their own creative gifts. Taking our inspiration from many different cultures, we focus on these that encourage independence of spirit, enthusiasm for learning, and acceptance of other traditions. Thoughtfully prepared by writers, artists and storytellers from all over the world, our products combine the best of the present with the best of the past to educate our children as the caretakers of tomorrow.*

- The following **websites** are helpful for online ideas and details of resources to buy, and focus on Christianity as a worldwide religion, so Christian expression from a variety of cultures can be found here:

[www.cafod.co.uk](http://www.cafod.co.uk)  
[www.cms.co.uk](http://www.cms.co.uk)

### PRIMARY

**Hands-Up!: Assemblies for Juniors by Tony Castle and Thomas Castle (pub. Kevin Mayhew; ISBN 1840039930)**

16 Collective Worship outlines, teachers' notes and ideas for pupil participation, based on the author's own experiences in Bangladesh. Difficult themes in South Asian culture are handled sensitively.

**Online to God by Marian Strachan and Jane Taylor (pub. Christian Education; ISBN 094788274X)**

A book of prayers written by children and young people from many parts of the world. Illustrated with cartoons, and contains suggested activities.

**One Earth, One Spirit, A Child's Book of Prayers from Many Faiths and Cultures by Tessa Strickland (pub. Gibbs Smith; ISBN 0871569787)**

Beautifully worded prayers accompanied by stunning photographs from cultures and faiths around the world.

**Multi faith Activity Assemblies by Elizabeth Pierce (pub. Routledge; ISBN 0415303591)**

Includes stories, songs and dramatic activities from six major world religions.

**Share our World by Jeanne L Jackson (pub. Simon & Schuster; ISBN 075010505224)**

A collection of multi-faith fables for primary school assemblies. Available secondhand at [www.amazon.co.uk](http://www.amazon.co.uk)

**Worship ASAP by Susan Murrell (pub. Church House Publishing; ISBN 0715140051)**

40 'pick up and use' ideas for children with special needs in Collective Worship – contains some multi-faith material.

### SECONDARY

**Assembly Solutions by Ann Lovelace (pub. Heinemann; ISBN 043530237X)**

62 ready-to-use assemblies which are photocopiable. Includes OHTs and black and white images. Covers a broad range of topics including social and moral issues, and festivals and stories from the major world faiths.

## **APPENDIX**

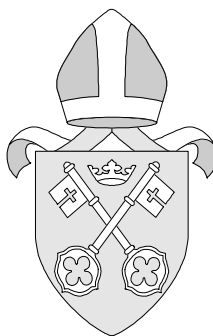
**York Diocese Ethos Statement for Church Schools**

**Policy into Practice** – Discussion starters for staff and governors

**Recording, planning and observation** – exemplar formats

**School Self-evaluation** – exemplar toolkits

**FAQs** – church school worship



## **YORK DIOCESAN BOARD OF EDUCATION**

### **ETHOS STATEMENT FOR CHURCH OF ENGLAND SCHOOLS**

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**Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.**

**The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.**

**It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.**

## **Collective Worship Should Provide Opportunities for....**

### Individual growth:

- Spiritual development
- Personal reflection and response
- Consideration of innermost thoughts, feelings and beliefs.

### Developing values for community life:

- Appreciating and valuing the feelings and beliefs of others
- Establishing positive school relationships (adult/adult, adult/pupil, pupil/pupil) based on tolerance, acceptance and appreciation
- Exploring commitment and positive social relationships
- Developing a sense of belonging
- Experiencing and valuing the environment
- Exploring ideas about the origin of the world and the universe
- Exploring how humans use language to convey inner meaning e.g. symbolism, allegory, analogy, myth and metaphor.

### Learning about God:

- Looking for meaning and purpose in the nature of God
- Encouraging a sense of wonder, awe and mystery in the natural world
- Reflecting on human history as the working out of God's purpose
- Exploring potential for personal relationship with God.

### **Staff and Governors may consider:**

*Which of these possibilities are most appropriate in our school?*

*How will they be explored through our Collective Worship programme?*

## **Aims for a Collective Worship Policy might include...**

- To enable pupils to explore a variety of forms of worship, so that those with a religious faith may have their experience of worship deepened and broadened and so that those without faith may begin to feel for themselves something of what it means to worship.
- To enable pupils to approach the 'threshold' of worship by encouraging in them 'a worshipful attitude', characterised by feelings such as awe, wonder, being uplifted, elation, deep appreciation, gratitude, respect, reverence and trepidation.
- To enable pupils to use silence for stilling, reflection, contemplation, meditation and, as appropriate, prayer.
- To heighten pupils' awareness of questions relating to the ultimate mysteries of life, and of the beliefs held and commitments made by themselves and others in response to such questions.
- To make value and purpose explicit for the pupils as individuals, for the school, and for the wider community.
- To develop a sense of community within the school, and of being part of a wider community.
- To celebrate achievements and special occasions in respect of individuals, the school and the wider community.
- To celebrate difference and diversity.
- To heighten aesthetic awareness and enable pupils to appreciate the use of symbolism and religious language to express feeling and belief.

**This list could be used as a discussion starter for staff and governors to question:**

*Which of these possible aims are most appropriate in our school?*

*How will they be reflected through the Collective Worship programme?*

# Observation framework

to assess the quality of a specific act of collective worship

*(Not all sections of this form will apply to each act of worship.)*

DATE .....

TIME .....

GROUPS PRESENT:

(Whole School, Department, Year, Class only, etc.)

---

THEME

---

PURPOSE AND DEVELOPMENT

---

ATMOSPHERE

---

SPIRITUAL DIMENSION

---

INTEGRITY

---

SOUND, SILENCE, VISUAL ART

---

PUPIL/STUDENT INVOLVEMENT

---

STAFF

---

PARENTS, GOVERNORS, VISITORS, CLERGY

---

CLOSE

---

ADDITIONAL POINTS

Overall, how would you rate collective worship in the school?

1. Excellent
2. Good
3. Appropriate with some good elements
4. Satisfactory
5. Appropriate with some weak elements
6. Inappropriate
7. Poor

## FAQs about Church School Worship

- **Is Collective Worship in a church school to be regarded primarily as children's worship and/or as preparation for adult worship?**

Worship in any school is different to church worship: even in a church school, the law requires that worship be 'collective', not 'corporate'. So, following the advice in this handbook will ensure good quality and unique school worship.

- **How can church school worship be distinctively Anglican, and yet inclusive of other faiths?**

One important feature of the Anglican tradition is its commitment to ecumenism and also to interfaith dialogue. In a multi-faith setting, try using material from a variety of cultures (after all, Christianity is a worldwide faith and has different kinds of expression in Africa, for example, than in Britain), and also use stories and other material from world faiths where they share common values, concerns and beliefs. This handbook also contains advice on how to be inclusive when leading prayers and so on with children from a variety of different backgrounds.

- **Are there some important corporate occasions where the explicit addition of 'very religious' elements is actually counter-productive? So is there a case for some Collective Worship to lean towards being secular?**

Perhaps deciding which parts of the occasion are 'worship' and which are 'assembly' may be helpful here. It can certainly be appropriate to use secular material as a stimulus in Collective Worship, but the aim should always be to bring children 'to the threshold' of worship and to create opportunities for them to make a personal, often spiritual, response.

- **Is a 2- or 3-year thematic plan appropriate – maybe based on the lectionary? Does this allow for topicality?**

Yes, a thematic approach can be helpful and examples of the types of themes which could be appropriate are suggested in these Guidelines. It is important to be flexible so that the theme can be suspended if on occasion something else needs to be given precedence.

- **Should world religious festivals have an annual slot as Christian festivals?**

It is fine to include some of the festivals which are important to religious believers from other faiths, especially if there are representatives of those faiths in school. However, it would not be appropriate to expect all pupils to participate as a worshipper in a mosque or temple, for instance. It is better to use the occasion to draw out common themes and values which can be celebrated together. The same sensitivities and issues about inclusion arise when it is Easter or Christmas and children from faiths other than Christianity are present.

- **Should themes for Collective Worship be linked to curriculum RE work? Are biblical themes more appropriate for KS1 and moral issues for KS2 and KS3/4?**

Both biblical themes and moral themes are appropriate for all age groups, but Collective Worship is not the same as RE and should never count as curriculum time. Spiritual development is different to academic learning and while the same material may be used, it will be used very differently. Teachers with any subject specialism, including RE but not only RE, can use their interests and expertise to take children beyond the 'here and now' and to offer a glimpse of transcendence for reflection in Collective Worship.

- **In a Church of England school how explicit should reference to & use of material from other Christian denominations be? Does this depend upon which denominations are represented in the catchment area?**

The Church of England is committed to ecumenism, so it is certainly appropriate to make reference to and to draw on material from other denominations. This need not be confined to those represented, although visiting speakers from local denominations are often a good resource and may be easier to secure than those further away.

- **How can we work towards holding a school Eucharist, without excluding those of no faith?**

It is difficult to be fully inclusive when holding a Eucharist in school. Some churches will allow baptised non-confirmed children to receive communion, but usually not and there are questions about whether this is 'corporate' worship more fitting for a church rather than 'collective' worship more fitting for a school.

Some schools wishing to hold Eucharist have aimed towards inclusion by asking each class to take part in the preparation and presentation (sometimes on a rota), and/or by inviting all children up to receive a blessing irrespective of their being confirmed (although this may not be appropriate for children of faiths other than Christianity or children of no faith). Some schools offer a Eucharist as a voluntary service e.g. at lunchtime and in addition to the usual daily act of collective worship, thereby allowing children with a clear Christian commitment to 'opt in' – this enables the service to be more 'corporate' and it doesn't compromise pupils and staff who would not feel fully able to participate.

In 2005, the Diocese of York is consulting with parishes in regard to the admission of children to Holy Communion before Confirmation. At present, there is no local policy with regard to school Eucharist. Nationally it is still in the early stages of consultation and development. It is advisable that schools wishing to hold Eucharist consult with parents about the best way forward, and work with their parish priest. Some church schools in York and other Dioceses are presently developing ideas and practice, and The National Society may publish advice to schools at some stage.

- **What about teachers who feel uncomfortable about taking a lead in worship? Can they just participate?**

Teachers have a legal right to withdraw from worship and cannot be required to lead it. The same guidelines about inclusion and sensitivity in Collective Worship apply to teachers who are present well as to pupils. However, staff working in a church school might consider the messages sent to pupils by non-attendance in Collective Worship, and also think about how they might support the celebration of the school's values.

- **How can we sensitively include parents?**

Invite them along! Many parents may feel more comfortable in school worship than in a church, so start a tradition! The same guidelines about inclusion and sensitivity in Collective Worship apply to parents and well as pupils and teachers.

- **Should we be saying prayers at other times during the day, i.e. at meals, in class at the end of the day?**

There are no 'shoulds', but in a church school it can be appropriate to provide opportunities for children to listen to or join in prayers on all sorts of occasions – remember to invite them to pray rather than assuming they are all able to do so.

- **Can we encourage children to take their experiences in Collective Worship beyond the school gates?**

A church school is not a recruitment ground for the church, but effective Collective Worship will be a unique and special time for all children and will hopefully influence their thoughts and feelings beyond that particular time of day.

## **Acknowledgements**

These Guidelines draw on documents kindly provided by:

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Diocese of Manchester

Diocese of Wakefield

Diocese of Winchester

East Riding of Yorkshire LEA

RE Today Services

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Advice, editing and writing: Rachel Barker, RE Today Services

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