Collective Worship Policy

School Mission Statement:
St. James’s is a Catholic school in which each individual grows in the knowledge and love of Christ. In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person’s potential.

<table>
<thead>
<tr>
<th>Presented to Governing Body</th>
<th>October 2018</th>
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<tbody>
<tr>
<td>Date Adopted</td>
<td>November 2018</td>
</tr>
<tr>
<td>Review Date</td>
<td>November 2020</td>
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</tbody>
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As a Catholic school we exist to educate our children about God and the world He has created. Collective worship in a Catholic context allows our children to develop their faith, whilst growing in the love and knowledge of Christ. In light of our school mission statement we understand the prayer and worship life of our school community to be central to all we do.

Through liturgy and worship we aim to:
- foster an understanding of what it means to belong to a community;
- provide opportunities for enhancing spiritual growth and personal development through prayer and reflection;
- encourage the development of a personal relationship with God;
- provide experiences of sharing values and celebrating significant events in the lives of individuals and the community;
- develop knowledge of and experience seasons within the Church’s year;
- develop knowledge and understanding of scripture;
- develop and celebrate skills of creativity.

**WHAT IS LITURGY?**

Liturgy is a communal act in which we praise and worship God.

Liturgy is the source and summit of the Church’s life and our lives.

All good liturgies involve the telling of the story of Christ and His Church.

Liturgy is action and symbol; it speaks to the person, it involves all the senses: sight, touch, sound, taste and smell. Participating in liturgy forms our habits because we are ritual people and learn through repetition and copying.

In liturgy we discover the riches of prayer, through word and gesture, silence and stillness. The purpose of adapting liturgy for pupils is to lead them into full, conscious and active participation in the wider liturgy of the Church, and allow them to develop a relationship with Christ.

Liturgy with children, as with adults, demands dignity, clarity and simplicity. Good liturgy touches our lives in such a way that we are renewed in our mission.

**LITURGY/WORSHIP IN SCHOOL**

Good worship happens when the whole school community, staff and pupils, are fully involved in the preparation and celebration. Time for worship is in addition to the curriculum time for classroom Religious Education, as required by the Bishops’ Conference of England and Wales.

Within St. James’s, liturgy and worship provides opportunities for the community to come together to celebrate and share. Parents of the class leading Class Worships are invited to join the worship.
**A Table of Collective Worship in St James’s School**

<table>
<thead>
<tr>
<th>DAY</th>
<th>TYPE OF WORSHIP</th>
<th>NATURE OF WORSHIP</th>
<th>LED BY</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Key Stage Hymn Practice</td>
<td>To sing praise and practise hymn for forthcoming celebrations</td>
<td>Music lead</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Child led Worship</td>
<td>Children to prepare and lead in classes. EYFS and KS1 supported by TA and class teacher.</td>
<td>Children on a rota in their classes</td>
</tr>
<tr>
<td></td>
<td>EYFS</td>
<td>To reflect upon the Gospel reading of the previous Sunday or the liturgical year.</td>
<td>Class Teachers on a rota</td>
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<tr>
<td></td>
<td>Key Stage Worship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Middle and Upper Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>EYFS Phase Worship</td>
<td>To reflect upon the Gospel reading of the previous Sunday or the liturgical year.</td>
<td>Class Teachers on a rota</td>
</tr>
<tr>
<td></td>
<td>Child led liturgies</td>
<td>Children to prepare and lead in classes.</td>
<td>Children on a rota in their classes</td>
</tr>
<tr>
<td>Thursday</td>
<td>Class based Worship</td>
<td>To reflect upon the forthcoming readings of the Gospel and appropriate liturgical themes of the day</td>
<td>Class teacher</td>
</tr>
<tr>
<td>Friday</td>
<td>Celebration Worship</td>
<td>To reflect and celebrate on the achievements of the week. Learn about other significant events</td>
<td>Head teacher to lead Each class on a rota.</td>
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</tbody>
</table>

Liturgy and worship in school follows the Church’s calendar in using daily scripture readings from relevant liturgical seasons and key events in the school year.

**Advent and Lent**
The seasons of Advent and Lent are times of preparation for Christmas and Easter, but need to be given their own importance. A focus is given to both of these seasons by raising money for certain causes and providing prayer/activity groups for the children to attend, run by volunteer staff. Prayer and worship at these times must also reflect the season, even if preparations for Christmas are also going on. During the spring term preparation for Easter takes place, with the school focussing on the events of Holy Week.

**Holy days of Obligation**
Holy days of Obligation are marked with a Mass either joining with the Parish Community or held within school. These are organised accordingly with the Parish Priests and incorporated into the Worship Rotas by the RE Subject Leader.

**St James’s Feast Day**
St. James’s Day, our Patron Feast day, is marked with a Mass or Worship at the beginning of the year. In addition to this, the children also learn some facts about their school’s patron saint.

**Reconciliation**
Reconciliation services are planned during the seasons of Advent and Lent. They are led by the Parish Priests and provide the opportunity for individual confession with a priest. An opportunity for reflection and prayer is also offered to children who are not Catholics.

**INSET/CPD**
INSET is allocated for Religious Development is planned for in reflection of the school’s priorities for that year.

**Mass**
The theme for whole school Mass is determined by the Head teacher and RE Subject Leader. This is then written by the RE Subject Leader in discussion with the Head Teacher. The class that are then leading the Mass work with the RE Subject Leader in preparing for this. Preparing for Mass begins in the classroom when class teachers will take an opportunity to reflect on the theme and remind the children of the times in the Mass when they should be reflecting upon those themes in silence (after the Homily and receiving Holy Communion), meditating or praising God in their hearts. Opportunities in class to practice meditation and silent praise will help the children to develop this ability.

The RE Subject Leader is responsible for preparing the PowerPoint presentation to accompany the Mass. Mass scripts in all cases need to be approved by the Head Teacher and submitted to the Parish Priest a minimum of one week before the Mass is happening. How pupils arrive and gather for any liturgy is vital as it can create the climate in which the liturgy is received. It is also true that how pupils depart will have an impact on how they remember the liturgy.

Therefore, children should enter the church or hall in a quiet and reflective manner. Music should provide a signal that the gathering part of the Mass has begun. Children should be reminded about behaviour before Mass. Class teachers should remind children that the Eucharist should be received in a reverent way (clean hands) and how to cross arms if they are receiving a blessing. How to genuflect should be discussed and practised if necessary.

**Prayer**
Children have a natural aptitude for prayer. They are open to God. They respond in joy, wonder, anger, disappointment and elation to the world around them. True prayer draws us to discover God within our deepest being, and calls us to walk with God in faith. Each person has to find the space within where the encounter with God takes place.

Our Put out into the Deep Scheme of work provides some opportunities for this during lessons.

When praying with children we must remember that each of them is unique and therefore their prayer is unique. They come from different homes, with different experiences, and an individual set of problems, anxieties and questions. Teachers will need to provide creative and varied opportunities for prayer so that children from many diverse backgrounds have the best opportunities to discover their own spiritual response. The use of music and singing supports this.
Daily prayer in the classroom
A daily experience of prayer - during collective worship or elsewhere - is much more than just a legal requirement. It is a centre to which many of the achievements and challenges of daily life can be brought and from which strength and purpose can be taken. At this centre is the person of Jesus, the Son of God.

Daily prayer helps make Jesus real for all in the school - a friend whom they can trust and relate to, one who is a guide, and one to whom they can turn in time of need.

Prayer within St James's School takes place before and after lunch, as well as, at the start and end of the day. Every morning each class has a small time of prayer at the start of the school day, which is led by the class teacher but as the children progress through the school they take responsibility in preparing and leading these worship sessions.

Children should complete the Collective Worship planning and evaluating sheet which should be placed inside the Collective Worship book as evidence.

The children pray collectively in Collective Worship at the end of most days or as a class on the times when this is not the case. The community must be able to pray as well as recite prayers together. Pupils should learn, and experience, all forms of prayer so that they can adore, give praise and thanks, express sorrow to God on their own behalf and on behalf of others, as well as offer prayers of petition and intercession.

Each class should provide a prayer focus within their room, in the form of a display, collection of artefacts, bible and candle etc. where the children can focus during times of class prayer or private reflection during the day.

Each pupil has a prayer journal to write their own prayers during the liturgical year. The prayer journal follows the pupil up through the school and is kept as a keep sake when the pupil leaves in year 6.

While it is important that children should learn to pray, there is always a place for learning prayers that can be recited together. The RE curriculum plays an important role by providing opportunities to teach pupils about prayer, and also for them to learn prayers.

Staff Prayer
"One of the distinctive features of the Catholic school is that it proclaims itself as a faith community ... as part of their life as a faith community, Catholic schools are committed to communal prayer. There is an expectation that all teachers will play an active part in this."

Every Monday morning, staff meet for prayer and briefing.

All staff meetings begin with a prayer or reflection providing an opportunity to be still and quiet during that time.

Home-School-Parish Links
Liturgy and worship can be a key way to develop and realise the links we have between home-school and parish. Staff are invited to attend Mass at their local parish to maintain our close school-parish link. Children are given homework to reflect on the own parish life.

We also aim for each class to attend a service within one of our parishes each year.

During October, May, Advent and Lent, pupils take it in turns to take a prayer pack home to their families and pray together. The pupils are encouraged to write a prayer which is then shared in class the next day.

Differentiation
A key principle of the Directory for Masses with Children is to enhance the quality of worship by adapting, whilst maintaining authenticity to the Catholic tradition, thus encouraging participation. Therefore worship and liturgy should be “suited to children’s age and capabilities”
Children do not have to always understand all of the experiences provided in worship and liturgy, as they are aimed at a wide range of ages. They must, however, experience some elements that are relevant to them whenever they attend.

Curriculum RE plays an important role in preparing pupils for worship by giving them the means to understand the religious language and significance of the actions. Particular attention should be given to the Word of God, and all readings used in worship and liturgy, so that it is proclaimed at a level appropriate to the pupils' age and capacity.

EQUAL OPPORTUNITIES

Multi-cultural Issues
In respect of worship and liturgy, it is very important to be faithful to the Catholic tradition. The school community reflects to our multi-cultural society, thus it is appropriate to incorporate a multi-cultural dimension to the worship and liturgy. A certain degree of sensitivity is required to avoid tokenism and enable authentic celebration. The Catholic Church is a world-wide community (the largest multicultural institution in the world) with a wealth of different cultural traditions, as is Christianity a world-wide faith. It is helpful to draw upon these common traditions to promote a multicultural perspective. Therefore, links with the local Polish priest are actively sought.

Multi-faith Issues
Worship and liturgy that has a multi-faith dimension is more problematic. As a Catholic school we do not fully celebrate a non-Christian feasts. Liturgies and prayer should look to be inclusive where possible. We are sensitive to needs of children of other faiths and provide time for their own worship in school for example during Ramadan. The presence of another faith will enrich and deepen the understanding of our own when there is genuine dialogue. We believe a faith community is well placed for that dialogue to be most respected and fostered. Our admissions policy reflects and welcomes that dialogue. Prayer is universal to all faiths and opportunities for personal and reflective prayer is the most inclusive.

It is expected that by selecting a Catholic Primary School for a child that all children shall participate in Collective Worship. However, it may be that a child might need to be excused from Collective Worship due to their own faith. This is something that is to be discussed and decided by the parents and Head Teacher at induction meetings to decide on the best options.

PLANNING/MONITORING/EVALUATION
Good liturgical celebrations are dependent upon good preparation. The involvement of those who celebrate in this preparation is crucial.

Key elements which guide liturgy preparations
- the Scripture readings
- the season of the liturgical year/feast
- the nature of the celebration
- particular events or concerns for the school or wider community
- the nature of the school

It is important to evaluate all aspects of the liturgy including the preparation process in order to improve. Worship is a special living experience and evaluation needs to support its development. Regular informal reflection is the most appropriate short term evaluation with periodic records or consultation supporting Collective Worship in the SDP. Just as every part of the curriculum needs to be monitored, so does liturgy. The purpose of monitoring is to identify good practice, as well as to support and develop areas of weakness. Monitoring will take place by the RE Subject leader and the Head Teacher.
Signed L. [Signature]
(Headteacher)
Signed J. [Signature]
(for and on behalf of the Governing body)
Date 8/11/18