

Collective Worship in schools

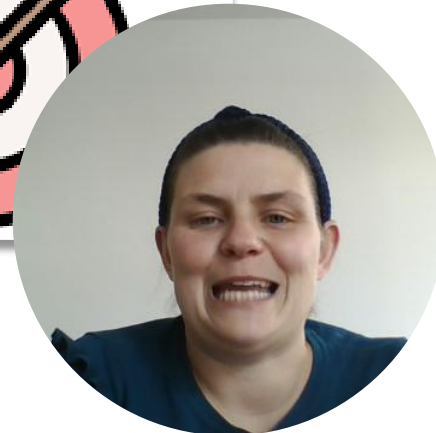
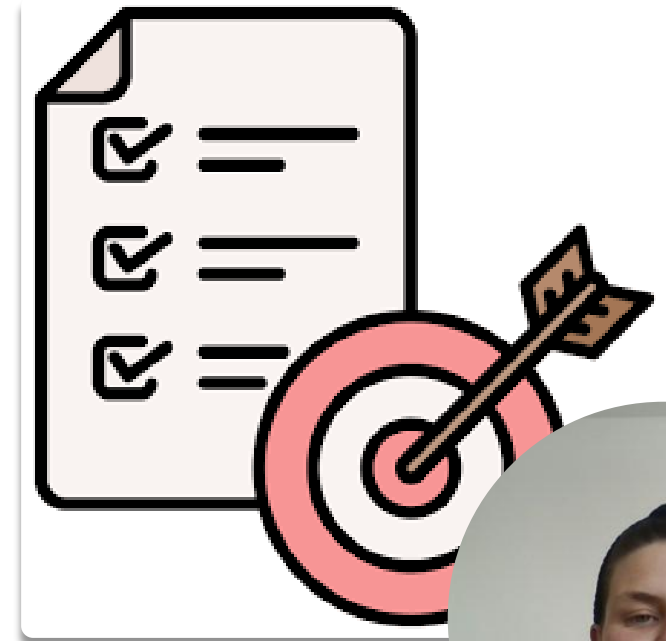
HOW TO SUPPORT COLLECTIVE WORSHIP IN SCHOOLS

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Objectives

- ▶ To know what the expectations are of CW is in CofE and community schools.
- ▶ To know how to ensure CW is inclusive, invitational and inspirational including resource suggestions.
- ▶ To have awareness of the generation of pupils we are serving.
- ▶ To have awareness of pupil needs and to discuss behaviour management.
- ▶ To have awareness of SIAMS requirements of CW.



Theological basis for CW

John chapter 10, verse 10

The thief comes only to steal and kill and destroy; I have come that they may have life and have it to the full.

1 Corinthians chapter 3, verse 6-8

I planted the seed, Apollos watered it, but God made it grow. So, neither he who plants nor he who waters is anything, but only God, who makes things grow. The one who plants and the one who waters have one purpose, and each will be rewarded according to his own labor.



Guidance of CW in CofE schools

CofE guidance on CW: <https://www.churchofengland.org/sites/default/files/2021-05/collective-worship-guidance-18052021.pdf>

Government guidance on CW: https://assets.publishing.service.gov.uk/media/5a7cd8f740f0b6629523c2b7/Collective_worship_in_schools.pdf

- ▶ Community schools – wholly or mainly of a broadly Christian Character
- ▶ CofE schools – to reflect Anglican traditions as expressed in the school's trust deed
- ▶ Explore the school's vision and values
- ▶ Offers an encounter with Jesus Christ and the Christian faith
- ▶ Distinct from an assembly – assemblies give and share information
- ▶ Invitational – Warm fires and open doors. No expectation of engagement. Offer prayer and reflection – don't assume people want to pray.
- ▶ Inclusive – all faiths and none are welcomed. No assumption of faith in language used. Not 'done to' but 'done with'.
- ▶ Inspirational – Should encourage all to ask big questions and motivate pupils and adults into the heart of the Collective worship.
- ▶ Enable pupils to plan, lead and evaluate CW.
- ▶ A place for spiritual growth – prayer, stillness, worship and reflection.
- ▶ Growing Faith – links between Church, school and home.



Time to think



GATHER

- Having a candle, Bible, cross etc... on the table when pupils enter. Does the leader light the candle or do the pupils set the CW symbols out?
- Liturgical colours for different parts of the Christian year
- Thought of the day displayed for pupils to reflect on when they enter.
- Anglican greetings said at the start of CW.
- Reflective/calm music when pupils enter.
- A picture displayed for reflection.
- Quote displayed for reflection.

ENGAGE

- Reading out verses or a chapter from the old or new testament in the Bible.
- Video to reflect the theme or festival/celebration which is the focus
- Display pictures that show the theme or festival/celebration which is the focus of the CW.
- Act out stories/passages from the Bible by giving pupils speaking parts.
- Use guided meditation and invite pupils to imagine a story you read out.
- Use hymns and songs that tell the story and ask pupils to explain what the song was about.

RESPOND

- Invite children to think of a tsp prayer to themselves. Music can be played to help.
- Pass a heart, a stone, a cross etc. around the circle
- Use traditional prayers such as the Lord's prayer or the Grace.
- Pass on a sign of peace or link arms/clap hands.
- Place a stone at the foot of a cross
- Drop pebble in water
- Light a candle
- Communion
- Write personal prayers on post-its
- Singing a hymn or song that links to the theme of the CW.
- Share what you have learnt with others
- Time of stillness and reflection – think/pair/share

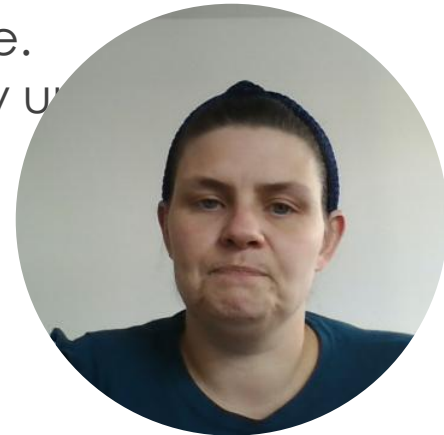
SEND

- Find a few moments in the day to say thank you to God.
- Tell your mum/dad you love her/him
- Care for God's world by picking up a piece of litter
- Remember to say please and thank you
- Anglican phrases used to send pupils out
- Greet someone with a smile
- Do something helpful at home
- Invite someone lonely or isolated to join you at break time.
- Make an...
- Make a...
- Practi...
- in eve...
- time.



What to base my CW on?

- ▶ The school's vision – Church School's should have a theologically rooted Christian Vision. Ask them what it is. CWs may be a good time to dig into this with pupils and staff.
- ▶ The school's values and other important Christian values
- ▶ Spirituality – the school may have their own definition and understanding you can unpack. Many schools haven't got this far yet! Something to help them explore?
- ▶ Stories from the Old testament and New testament
- ▶ Big Frieze – many schools have this presented in the hall to tell the story of the Bible. Community schools will look at this as well as part of the Understanding Christianity up to the RE locally agreed syllabus in Leicestershire.
- ▶ Jesus' teachings and parables
- ▶ Celebrations and festivals



Language in CW

▶ Try to avoid:

- ▶ “Hands together and eyes closed” (implies everyone should pray and there is a set way to do it).
- ▶ “And then you respond with Amen” (assumes that pupils and adults agree with the sentiment of the prayer)
- ▶ “We believe”...

▶ Try instead:

- ▶ If you would like to make this prayer your own, you could join in with the Amen at the end of the prayer or you can choose to sit quietly in reflection
- ▶ Some Christians, many Christians believe...



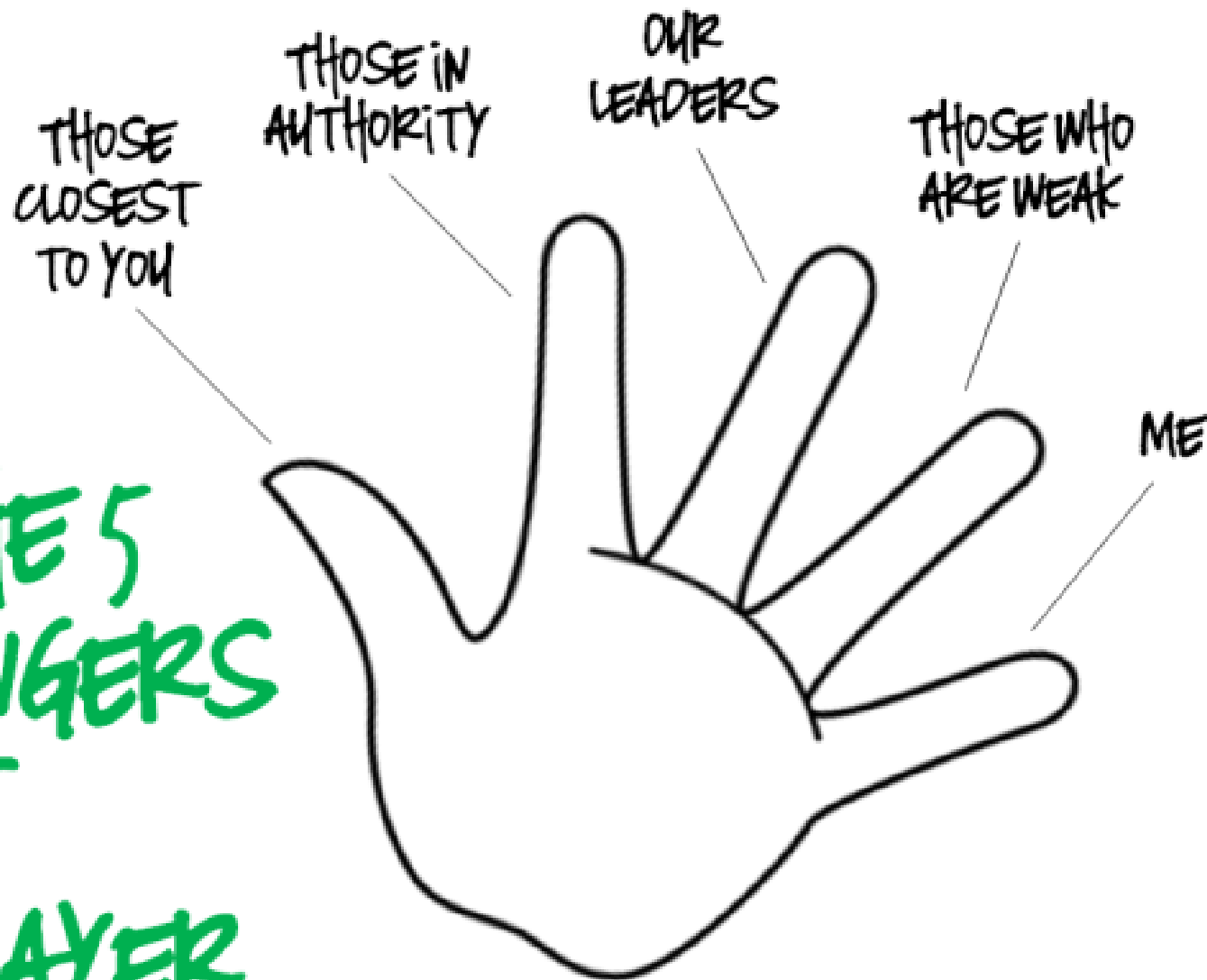


1 **tsp** = 1 teaspoon

thank you - **s**orry - **p**lease



THE 5 FINGERS OF PRAYER



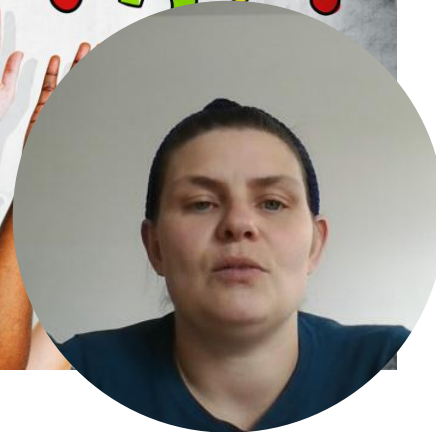
Useful resources and training

- ▶ Worship Music from Listener Kids - [Peace Like A River \(youtube.com\)](https://www.youtube.com/watch?v=...)
- ▶ Worship music from Hillsong Kids - [Ask Seek Knock \(Lyric Video\) - Hillsong Kids \(youtube.com\)](https://www.youtube.com/watch?v=...)
- ▶ Max7 parable videos on YouTube - [Parable of the Lost Sheep.mpg \(youtube.com\)](https://www.youtube.com/watch?v=...)
- ▶ Faith in Kids - <https://www.faithinkids.org/resourcetype/re-lessons-assemblies/>
- ▶ Planned CW resources from our schools: <https://www.leicesterdbbe.org/collective-worship/resources-and-ideas/>
- ▶ Local CW meetings to attend termly: <https://www.leicesterdbbe.org/collective-worship/teachers/>
- ▶ DBE termly CW meetings: <https://www.leicesterdbbe.org/training-and-events-2/>



Time to think

- ▶ Introduce yourself
- ▶ How is CW going at the moment? What do you find works well and are there any challenges?
- ▶ Do you use a structure for CW?
- ▶ What do you include within your CW?
- ▶ Are there any useful resources you use that you can share with one another?



Generational and Educational context



- **Reduced attention span and concentration.** As they are used to using several screens at once and quickly scanning information, their attention span and concentration is impaired.
- **Hyperconnected** – ability to use a range of communicative mediums.
- **More technologically advanced**
- **Less time for socialising.** Increased online socialising compared to more traditional ways. Impacted further by the Covid-19 pandemic.
- **Less development of creativity and imagination.** As the use of toys is reduced, the development of imagination and creativity is reduced.
- **Reduced ability to achieve happiness.** As psychologist Jean Twenge notes in her book *iGen*, there is a “link between the rise of smartphones and social media and the increase in depression, anxiety and other mental health issues among today's youth”.



Pupil needs and behaviour management

- ▶ Low attention span (especially for younger pupils)
- ▶ There will be a range of pupil needs in front of you. Some children will have SEND (special educational needs and disabilities) – ignore the individual behaviours that you see as staff will be there to support the pupils and know them best.
- ▶ Model and encourage respect. CW is invitational in how pupils and adults respond but manners and respect is not optional.
- ▶ Don't plan to cover too much in CW – keep it simple with fewer elements.
- ▶ Think, pair, share. Give pupils time to reflect on their own, share their own ideas with a partner, then a few people share these with everyone. This way, everyone has been encouraged to think and contribute and not just the ones who have raised their hands.
- ▶ Use visuals and/or video where you can, to support what you say verbally.
- ▶ Encourage the ability to be still and reflect but think about offering a visual or something to capture the pupil's attention.



Time to think



SIAMS and CW

- ▶ CW should be daily
- ▶ How is CW enabling pupils and adults to flourish spiritually? There is mixed data from the annual SIAMS report about whether this is happening in CofE schools.
- ▶ Pupils AND adults – are we considering the adults in the room when we are planning our CW? They need this too!
- ▶ What is spiritual flourishing?
 - ▶ Application to everyday life
 - ▶ Pondering on big questions that creates a heart change
 - ▶ Making a difference to the individual, school life and home life
 - ▶ Being able to access and find joy in the CW itself – consider different spiritual styles

https://www.rootsontheweb.com/media/26835/roots-spiritual-styles_meet_the_styles.pdf

- ▶ CofE publication on spiritual development

<https://www.lincolndiocesaneducation.com/attachments/download.asp?file=116&type=pdf>



What is spiritual flourishing?

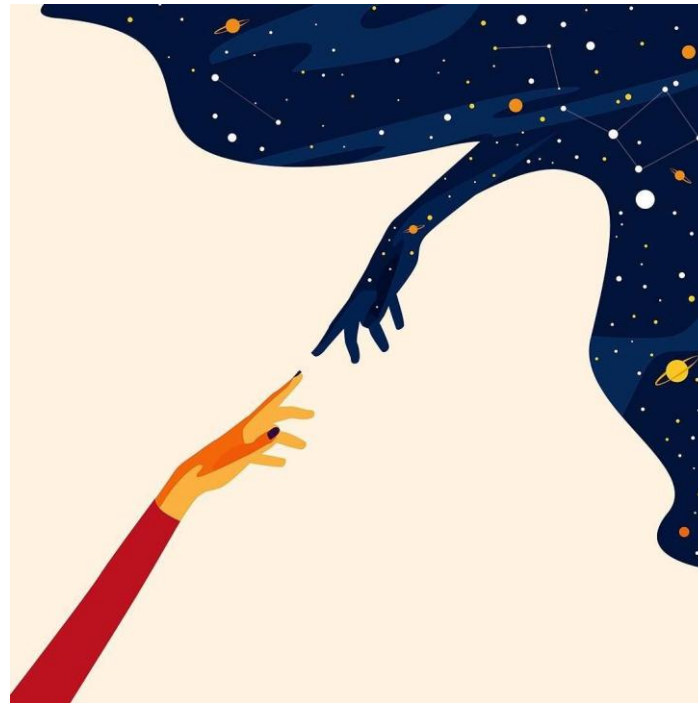
Connection to world

Reflection / silence /
engaging with how it relates
to your life / ows / wows /
nows / praying for the world /
reflecting on nature

Connection to beyond

Prayer / 'giving things to God'
/ reflection on big questions '
scripture / Bible stories and
verses

CONNECTION



Connection to Self

Reflection / silence /
engaging with how it relates
to your life / ows / wows /
nows

Connection to Others

Discussions
(intergenerational?) / Role
play / sign of peace / praying
for others

Time to think

- ▶ Are there any questions from today's session?
- ▶ Has anything resonated with you – is there anything you can take away with you from the session?
- ▶ Are there any barriers or issues with carrying out CW in this way?
- ▶ Is there need for resources or further training?





THANK YOU

Leicester Diocesan Board of Education

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