



What would Jesus do?



Do what Jesus did!!



*Our Mission:*

*To make good choices in all areas of our lives, using Jesus as our role model.*



## Intent

Our intent for Collective worship in Sacred Heart school names and celebrates God's presence in our lives through the word of God in the scriptures. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.' Collective Worship and prayer can be focused around our HEART values to ensure that we are putting the Heart in Sacred Heart.

Our intent is that our Collective Worships, Prayer, liturgy and Liturgical Prayer is accessible, and relevant to all in our community, enabling all to develop spiritually, morally through the scriptures encountering Christ daily and progressing in knowledge about leading worship at Sacred Heart.

## Legal Requirements

It is a legal requirement that there is a daily act of worship offered for all pupils. This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups. Holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. Collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

Worship is an integral part of school life and central to the Catholic tradition. Collective worship considers the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from other Christian traditions – or none;
- Those from other faith backgrounds

## Principles

All acts of worship in Sacred Heart School will:

- Give glory and honour to God;
- Be a quality activity, fundamental to the life of the school and its Catholic character;
- Enable pupils to develop skills so that they can prepare, organise and lead worship;
- Give pupils positive liturgical experiences, appropriate to their age, aptitude and family backgrounds in order to prepare them for the liturgical life of the Church.

Celebrations will be appropriate to the age and groupings of the children.

## Planning, Content and Celebration

Collective Worship is carefully planned following a structure with reference to the Church's seasons, Come and See, word of the week, catholic virtues feast days, the curriculum and significant dates e.g. CAFOD Family Fast Day.

Parish and parents are invited to participate in some celebrations.

A variety of prayer styles will be used appropriate to the age of the children and the occasion.

We use the Let Us Pray resources alongside the NDCYS across the school so pupils are taking a progressive and proactive role in planning and leading worships.

## Liturgical Prayer Progression

In the Foundation Stage, adults model the skills of planning class-based liturgical prayer using Let Us Pray 2gether resources and liturgical prayer planning sheets. Adults then lead liturgical prayer in class, encouraging the involvement of children, which increases as the year continues.

During the celebration of liturgical prayer, children are expected to recognise important prayer objects such as the cross, candle and Bible and use these to create a prayer space and gather together. They are also expected to understand that Collective Worship is a special time to come together and sit calmly, listen carefully and be respectful.

In Foundation Stage, children are supported by adults to evaluate Collective Worship as a class, commenting on what they liked about it and how it made them feel.

In Key Stage 1, children begin to plan liturgical prayer in smaller groups with

adult support but, as in Foundation Stage, this support is differentiated according to the needs of the group and is generally decreased as the year progresses.

During the leading and celebration of liturgical prayer, children are expected to know the order of Gather, Word, Response and Mission, and take on more responsibility for leading the Gather and the Mission. They also extend their ability to create meaningful prayer spaces, to introduce the Gospel through song and to write some prayers with growing independence.

As in Foundation Stage, they evaluate liturgical prayer as a class but it is expected that some children begin to contribute more to this process.

In Key Stage 2, children move from small group planning with adult support to independent planning either in small groups or in some cases, individually. They still use resources such as Let Us Pray 2gether, Extra-Ordo-Nary and Open Bible to support their planning but require less adult input as they move through Key Stage 2.

In Key Stage 2, children progress to leading liturgical prayer independently, taking ownership of each stage of the process until eventually, they are confident in demonstrating their deep understanding of each part and weaving meaningful explanations of this into their liturgical prayer. Their liturgical prayers gradually become more creative and adults facilitate this by encouraging risk-taking and giving guiding advice if needed.

In addition to this, the evaluation of liturgical prayer is completed in small groups or independently and comments on how the message of the liturgical prayer will go on to impact their own lives and experiences. Again, this moves from being adult supported to completely independent through Key Stage 2.

## Recording and Monitoring and Evaluation

Classes have their own class book in which to record their Collective Worships weekly.

Pupils and adults should be involved in the evaluation of Collective Worship. Evaluation sheets should be used which are appropriate to the age of the children and completed after most Acts of Worship. Three chaplaincies lead Collective Worships, three class Collective Worships, 3 whole school Collective Worships will be evaluated per half term.

The Curriculum leader, alongside SLT, is responsible for monitoring and evaluating curriculum progress. This is done through:

- work scrutiny,
- planning scrutiny,
- resource audits,
- learning walks which involve lesson observation drop-ins,
- pupil interviews,
- subject-knowledge audits with staff.

# Leading Collective Worship

As faith leader of the school, the Headteacher will plan and lead a weekly Collective Worship. Pupils are taught to plan and lead worship according to their age and class teachers and chaplain facilitate child led Collective Worship.

Following monitoring, training needs will be identified and outcomes used to inform the self-evaluation.

## Resources

A range of resources should be available for the children to be able to plan their own worship effectively. The "Let us Pray 2gether" boxes provide a useful tool.

## The Prayer Environment

'Symbols and icons of the Catholic faith when displayed in school and throughout its premises will help the school community and visitors to experience the uniqueness and sacredness of this learning environment'

Focal points in each classroom and throughout the school will reflect the liturgical season and will reference Come and See topics. In this way they will be an outward sign of the school's ethos.

## Priorities

Priority 1: Refresh training of all staff in facilitating child led Collective Worship

Priority 2: Establish a norm of documenting Collective Worship using specific planning and evaluation sheets

Priority 3: Implement the correct use of language surrounding Collective Worship in line with the Prayer and Liturgy Directory, RED and CSI grade descriptors; including a review of this policy.

This policy is monitored by the Collective Worship Leader and is evaluated and reviewed by the whole school staff and governors every two years. The Foundation Governors in particular will play a most important role.

Policy Written December 23    Written by H Bartley    Review December 25

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