



# Collective Worship Policy

Peterborough Diocese Education Trust

School: Ryhall CE Academy

This is a Trust Policy– details specific to individual academies and their procedures are added by the academy in the *Appendices*. (For a copy of the policy for a specific academy which includes the *Appendices* – see the individual academy website).

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**Peterborough Diocese Education Trust (the Trust) and all its academies (the Academy / Academies) is committed to the flourishing of all, and the Trust's vision is:**

***'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'***

## **1. Rationale**

The Trust understands collective worship to be an essential component within an educational experience that enables all pupils to flourish. It provides an opportunity for pupils and adults to encounter and appreciate the relevance of faith in the world today. Collective worship involves pupils and staff coming together and participating in a daily gathering. In Community Schools in line with the 1988 Education Reform Act collective worship should be "wholly or broadly of a Christian character". Collective worship in our Church Academies is required to reflect its Anglican status as expressed in their trust deed, and so will be based on the teachings of Christ and traditions of the Christian Church. However, we aim to conduct our collective worship in a manner that is sensitive to the individual faith and beliefs of all members of the academy.

Collective worship contributes significantly to the Christian ethos of the Trust. In doing so, it seeks to provide an inclusive, invitational and inspiring experience for all members of our academies by providing opportunities for each Academy to:

- Explore its Christian vision and underpinning values and virtues;
- Deepen a sense of community through sharing its common aims, values and morals;
- Consider current national and world events as they occur;
- Celebrate achievement and special times;
- Explore together the world in which we live;
- Develop a community spirit.

## **2. Aims for Collective Worship**

The aims and purpose of collective worship are based on the *Church of England Education Office's Inclusive Invitational Inspiring: A Statement of Entitlement and Expectation* (a copy of which is attached at *Appendix 1*), that it is:

Inclusive by:

- Ensuring it is accessible to pupils and adults of different faith backgrounds, those exploring their own beliefs about faith and those of no faith;
- Providing time for reflection so nurturing the awareness of life as a spiritual journey;
- Involving pupils in planning, leading and evaluating collective worship;
- Reflecting the cultural backgrounds of the local context.

Invitational by:

- Enabling all to be present whatever their faith or beliefs;
- Recognising that pupils and adults are free to engage with integrity;
- Providing optional invitations for prayer and space to reflect.

Inspiring by:

- Enabling pupils and adults to ask big questions about who we are and why we are here;
- Motivating pupils and adults into action and into the possibilities of thinking and behaving differently;
- Encouraging pupils to become courageous advocates for change.

For further details of an individual Academy's aims and purpose of collective worship – see *Appendix 2*.

### **3. Practicalities of Organisation**

Our Academies hold a daily act of collective worship.

For Academy specific details – see *Appendix 2*.

### **4. Content**

A plan of themes is produced annually reflecting the values an Academy has chosen.

Our Academies also consider and reflect on the festivals and special times of the Christian calendar.

For academy specific details – see *Appendix 2*.

### **5. Resources**

For details of resources individual Academies use – see *Appendix 2*.

### **6. Evaluation, Monitoring and Review**

It is the role of the Academy Governance Committee (AGC) to monitor the policy and practice of collective worship. As part of this, pupil interviews are carried out / pupil evaluation forms are reviewed.

Any Academy specific details in relation to evaluation, monitoring and review are set out in *Appendix 2*.

### **7. Right of Withdrawal**

As our Academies are Church Academies, we expect all pupils to attend collective worship, and we discuss this with parents / carers at the time of admission. However, any parent / carer can request permission for their child to be excused from attending religious worship and the academy will make alternative arrangements for the supervision of the pupil during the period concerned. Parents / carers do not have to explain or give reasons for this. This complies with current legislation. The Headteacher keeps a record of any pupils who are withdrawn from collective worship.

## Appendix 1



### Collective Worship in Church of England Schools

# Inclusive Invitational Inspiring

## Guidance Document

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### Introduction

Church of England schools are committed to offering high quality collective worship. They are places that recognise and value collective worship as central to fostering a sense of community and to expressing the school's Christian vision. In practice this means that structure, planning, evaluation, participation, collaboration, and inspection of worship are all taken seriously by the school and by diocesan authorities.

This document has been produced to challenge, to guide and set expectations for Church school communities and diocesan authorities encouraging them to reflect on their practice and to ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

In Church of England schools, collective worship is seen as more than a daily 'awe and wonder' moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

*We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.<sup>1</sup>*

This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.

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<sup>1</sup> The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office 2016) page 10

## Collective Worship and the Law

Collective worship in community schools is grounded in the historical past and enshrined in educational law to be *'wholly or mainly of a broadly Christian character'*<sup>2</sup>. In Church schools the requirement instead to reflect the Anglican status of the school as expressed in its trust deed liberates those leading collective worship to build on the rich, lived diversity of Anglican tradition and identity. In the same way as worship in churches is aspirational, constantly evolving and being re-imagined there is an expectation of a continuous, dynamic reimagining of what collective worship means in the Church school.

## Inclusive, Invitational, and Inspiring

**Inclusive:** Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In the Church school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all. Many pupils and staff in our schools will come from homes of different faith backgrounds as well as of no faith background. Moreover, many pupils will naturally be at different stages of their spiritual journey during their time in school. Pupils should be given the opportunity to think and ask questions. There should be space to consent, and dissent: to participate and to stand back; and to consider. It is an expectation that care will be taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

Collective worship should not be 'done to' but will involve meaningful contributions from the whole school community, including pupils. It is recognised that pupils will bring their own experience to worship. Inclusion requires pupil involvement in planning, leading and the evaluation of worship. Although part of a national legislative framework, collective worship in the Church school grows out of the local context and out of pupils' experience, including their cultural backgrounds.

**Invitational:** Parents, pupils and adults can expect to encounter worship that is consistently invitational. There should be no compulsion to 'do anything'. Rather, worship should provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity. The metaphor of 'warm fires and open doors'<sup>3</sup> captures this idea. The warmth of the fire derives from the clarity and authenticity of the Christian message at its heart. There is no value to an encounter with a watered down, lowest common denominator version of faith. Importantly the door is open, all are welcome to come in and sit as near or as far away from the fire as they feel comfortable. Pupils and adults should always only be invited to pray if they wish to do so and should be invited to pray in their own way. Prayer should always be accompanied by the option to reflect.

Music and liturgies<sup>4</sup> used in worship should reflect the best of traditional and modern Anglican worship, it should connect with the theme and explore the sacred to educate and engage. Music used should reflect the diverse worship experience of the wider Christian community.

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<sup>2</sup> Education Reform Act 1988 section 7(1) and the corresponding section of the Education Act 1993

<sup>3</sup> Speech by David Thomson, Bishop of Huntingdon 2014 quoted in *The Fruits of the Spirit: A Church of England Discussion Paper on Character Education* (The Church of England Education Office 2015) page 13

<sup>4</sup> Where there are joint schools the liturgies should reflect this status



Care should be taken with the music and liturgy: the traditional and modern riches of Christian hymnody and music will be drawn upon, but schools should think about what is most appropriate, at a given time, for the spiritual life of their particular community.

**Inspiring:** Pupils and adults can expect the worship they encounter in a Church school to be inspirational. Worship should be formational and transformational: it should enable pupils and adults to ask big questions about who we are and why we do what we do. It should motivate pupils and adults into action, into thinking differently, and into reflecting on their and the wider community's behaviour and actions. As a result of inspirational collective worship, they should be inspired to become courageous advocates of causes. It should encourage them to think searchingly about their faith, beliefs and/or philosophical convictions.

There will always be those who are uncomfortable to enter through this open door of worship in our schools and so the Church of England recognises the right of withdrawal from collective worship for those parents or pupils<sup>5</sup> who wish to exercise this option. This, and how to exercise this choice, should be explained fully in the school's collective worship policy and referenced on the school's website.

### **Aims and objectives**

The aspiration to provide collective worship that is Inclusive, Invitational and Inspiring is underpinned by the following aims and objectives and will be monitored and quality assured through the Statutory Inspection of Anglican and Methodist Schools<sup>6</sup> (SIAMS)

Collective worship in a Church of England school will do the following:

- Explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on moral values such as compassion, gratitude, justice, humility, forgiveness and reconciliation; and develop virtues such as resilience, determination and creativity that develop character and contribute to academic progress.
- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the trinitarian nature of God.
- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist.
- Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

<sup>5</sup> Under Section 55 of the Education and Inspections Act, it remains the case that only pupils in sixth form education or over the age of compulsory school age (Section 55.9) may withdraw themselves from collective worship.

<sup>6</sup> The Church of England Education Office, *Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule* (The National Society 2018)

## **Provision**

The rhythm of daily worship allows pupils and adults to step away from the target-driven culture of much of education, creating a space for an encounter with faith in God. It also provides the opportunity to reflect on larger questions of meaning and purpose. Pupils and adults can expect that the school's collective worship practices will provide a shared set of symbols, signs, words and actions which give the community a language upon which it can draw, in times of joy and grief. Such an experience is key to fostering a sense of fellowship and cohesion within the school community. Whether in times of crisis or celebration, this time set aside in the school day provides staff and pupils with the opportunity to gather and support one another as a community.

Throughout the year, Church school communities may meet to celebrate and mark certain seasons in the Church calendar, such as Lent and Advent. Other important events in the school year, such as the start and end of the academic year, may be marked by formal acts of collective worship. Pupils and adults will encounter the practice of regular prayer and worship as a normal part of the life of the school. These activities will help provide a rhythm and stillness as a pattern of community life.

Parents, pupils and adults can expect that worship in a Church school will follow a recognisable structure that will help focus worship on one idea. This helps to give organisation and clarity to the unfolding of that idea, as well as helping the leader to ensure that worship is age-appropriate and moves away from making it a performance art. This could take the form of a welcome or prayer followed by a consideration of a Bible passage or story that the group can then reflect on through discussion, prayer, silent reflection or music. It will be something that pupils and adults may want to share and discuss with others in school, in the community and at home.

## **Developing staff expertise and knowledge: Confidence through professionalism**

Parents, pupils and adults are entitled to be led in worship by those who have a secure understanding of the nature of collective worship in a Church school context and by those who are professional in their approach to working with pupils and adults from all faiths and none. Therefore, it should be a priority to build up the expertise of staff, pupils, clergy and other adults in facilitating collective worship in Church schools. To do this the school should ensure the following.

- Worship leaders, including clergy, should have access to regular training, primarily through local diocesan education teams.
- Pupil worship leaders should be supported, encouraged and resourced to contribute meaningful acts of worship.
- Worship leaders, including clergy, should have access to high quality and current resources.
- The governing body should have robust systems in place to monitor the impact of worship effectively; this monitoring will include and meaningfully involve pupil voice. Those facilitating worship should have the opportunity to receive feedback and to hear the outcome of evaluation.
- Those from outside agencies and church groups invited into the school to facilitate

worship should be trained and properly briefed about the school, its pupil context and the school's vision. They should be supported and monitored as part of the school's systems for the evaluation of the impact of worship.

- There should be a named member of staff responsible for collective worship with responsibility for ensuring that appropriate policy and practice are in place and publicly available.

### **Collective Worship and Growing Faith<sup>7</sup>**

Church schools owe their existence to the vision of Joshua Watson and the founding of the National Society, and their trust deeds to the foresight of past church communities. The local church community, through its foundation and ex officio governors, are inheritors and guardians of the school's historic trust deed. This involves honouring tradition while re-imagining how this might look today. Today this has found new expression in the 'Growing Faith adventure'.

'Growing Faith' promotes a partnership between the three local communities of church, school and household to provide space to talk of faith & spiritual matters or ask challenging questions within and between these three communities.

Three principles exemplify this approach:

- Connected Communities: looking for meaningful community connections in the intersection between church, school and household.
- Encounters with God: encountering faith and belief by engaging in conversations about God as individuals and together.
- Imaginative practices: searching for 'a new way of being church' and creating new thinking and new doing in relation to children, young people and households.

This has been described as developing 'faith talk' in the 'Faith in the Nexus' report<sup>8</sup>. Specifically, the Church school is a place for 'faith talk' where Encounters with God may happen. The 'Growing Faith adventure' is not part of the SIAMS schedule but the local church should normally expect to be part of a church school partnership that encourages and supports the school in effectively developing the impact of and provision for worship. Families can also expect to be partners in collective worship: involved, informed and enabled to collaborate at home if they should wish.

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<sup>7</sup> <https://www.churchofengland.org/about/renewal-reform/growing-faith>

<sup>8</sup> National Institute for Christian Research in Education, Christchurch Canterbury, *Faith in the Nexus*, (November 2020) [Faith In The Nexus \(nicer.org.uk\)](https://www.nicer.org.uk)



## Appendix 2

**Name of Academy: Ryhall CE Academy**

### 1. Academy Vision

(include full agreed Vision from AGC or this 'motto' only?)

*Inspiring all to live 'life in all its fullness'\* so that we may look back with pride and move forward with confidence.*

*\*(John 10:10)*

### 2. Aims for Collective Worship

In addition to the aims already stated, at Ryhall CE Academy Collective Worship is at the heart of our life and work. We provide an opportunity for pupils and staff to worship in both contemporary & traditional Christian styles, which are consistent with the beliefs and practices of the Church of England.

### 3. Practicalities of Organisation

*Our daily act of collective worship forms part of each daily 'assembly'. The format for these is agreed annually and an example is in Appendix 3.*

*We conduct collective worship in a dignified and respectful way. We encourage pupils to think of worship as a special time when the school community comes together for a period of calm reflection. We regard it as a special time and expect them to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teaching. We invite them to participate in prayer and songs. We create an appropriate atmosphere by using music and a cross and candle that acts as a focal point for the attention of the pupils.*

The Headteacher, Assistant Headteacher, Ethos Lead and other members of staff conduct collective worship, with the vicar of St. John's Church supporting worship once a week, alongside once a month 'Open the Book' worship with the Methodist team. This brings greater variety to our worship times and strengthens links between the Academy and the local church. Parents / carers are invited to Monday Collective Worship and other special services, e.g. at Christmas, Easter and the end of the academic year. This promotes the community spirit of the Academy. We welcome governors' attendance at our collective worship at any time.

Other opportunities for prayer and reflection are given at the start and end of the day, just before lunch and upon request of any pupil or member of staff when all are invited to join.

*Worship opportunities are also offered to staff, children and their families as we attend services e.g. Christingle Remembrance and end of year services in St. John's Church, Ryhall.*

#### 4. Content

The values we have chosen as an Academy are Compassion, Friendship, Hope, Perseverance, Respect and Trust. These are chosen by the pupils and staff and may be added to as driven by our pupil Ethos Councillors.

A daily record is kept of all acts of worship, recording *themes covered and songs / music used, and Biblical stories/verses used to lead and develop our Christian thinking.*

We also hold collective worship that reflects the achievements and learning of the pupils. We encourage the pupils to participate in collective worship by showing their work to others and sharing issues that they have discussed in their classes. Collective worship offers an opportunity to acknowledge and reward pupils for their achievements both in and out of the Academy. They play an important part in promoting the ethos of the Academy, which is that all pupils are valued and all achievements recognised.

#### Resources

Imaginor's 'Roots to Fruit' (including R2Fv2) is used as the regular source of Bible material to share with pupils and is held and maintained by the Ethos Lead who distributes materials as required. We also have a subscription to 'Big Start Assemblies' and 'Sing Up' where we can find a range of links to our Christian Values. Song/Hymn words and PowerPoints are kept electronically on the staff drive.

Useful websites to be used include:

[www.worshipworkshop.co.uk](http://www.worshipworkshop.co.uk)  
[www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk)  
[www.imaginer.co.uk](http://www.imaginer.co.uk)  
[www.assemblies.org.uk/](http://www.assemblies.org.uk/)

### Appendix 3

The following information is included in our 'General Routines & Expectations Guide' for all staff.

**Collective Worship (CW):** CW takes place daily at various times of the day (except when these are for a key stage/whole school)

The SIAMS evaluation schedule (2018) talks about worship being the 'heartbeat' of the school, beating away beneath everything that goes on in school. Just as the beating of a creature's heart is the signal that it is alive, the heartbeat of worship should signal the life, energy and Christian spirit of the school.

Worship can also be a 'time to breathe'; a time when all can come together to find a space, silence and quietness to reflect on their own spirituality, values and place in the world. Just as breathing is vitally important to life, worship is a significant and sacred time in the life of the school; ensuring the time is valued to allow all to 'breathe' through worship.

It is helpful for the daily gathering for the act of worship to be called collective worship (rather than assembly) when referred to in school. Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear: an assembly is a time for notices, matters of discipline or when visitors come in to give a talk or presentation (e.g. charities, an author for book week etc.) or when pupils present their curriculum work to the rest of the school. This is very different to the structure and atmosphere required for acts of worship.

Examples of how to demonstrate the transition between collective worship and assembly:

- Share notices at the beginning, not the end, so collective worship does not become muddled with matters of discipline or negative messages that might distract from the positive messages given at the end of the act of worship
- Light the three candles (or share the image of the three lit candles) and say the liturgical greeting for the day ('*Peace be with you*'. Response: '*And also with you*'.) after any notices have been given, followed by 'We light these candles to remember God the Trinity: Father, Son and Holy Spirit'.
- Be explicit about the transition e.g. 'we are lighting our worship candles because our act of worship has begun'. In the classroom, the lighting of the candles may be symbolised by the turning on of battery operated candles or by showing three flickering candles as part of a powerpoint presentation.

Collective worship gives the whole school community the opportunity to:

- Engage in an act of community
- Express praise and thanksgiving to God
- Reflect on the character of God and on the teachings of Christ through Biblical texts
- Affirm Christian values and attitudes
- Celebrate special times in the Christian calendar
- Experience and respond to Anglican traditions and practices
- Explore the big questions of life and respond to national events
- Foster respect and deepen spiritual awareness
- Be still and reflect
- Share each other's joys and challenges

Collective Worship will be planned initially by Caroline Watson as Ethos Lead. It is up to staff and children to plan appropriately for their Collective Worship according to the given focus. Collective worship should be '**INCLUSIVE, INVITATIONAL & INSPIRING**' and be Christian based worship.

- **Inclusive:**
  - an opportunity for those of any religious faith or none to focus and reflect on stimuli, which allow the human spirit to respond with integrity.
  - Ensuring it is accessible to pupils and adults of different faith backgrounds, those exploring their own beliefs about faith and those of no faith;
  - Providing time for reflection so nurturing the awareness of life as a spiritual journey;
  - Involving pupils in planning, leading and evaluating collective worship;
- **Invitational:**
  - Enabling all to be present whatever their faith or beliefs;
  - Recognising that pupils and adults are free to engage with integrity;
  - Providing optional invitations for prayer and space to reflect.
- **Inspiring:**
  - Enabling pupils and adults to ask big questions about who we are and why we are here;
  - Motivating pupils and adults into action and into the possibilities of thinking and behaving differently;
  - Encouraging pupils to become courageous advocates for change.

The following is the approach taken for whole school collective worship when we join together.

- Ethos pupils directed to prepare:
  - Correct coloured cloth on table (see liturgical calendar) – table/display brought directly in front of children
  - 3 candles (triangular formation)
  - A copy of The Bible opened at a page relevant to today's theme.
  - Any objects/props required for the CW
- Entrance/Exit music/powerpoint/video should be appropriate to the theme
- Children should arrive silently; prior to entering remind the children of the purpose of collective worship, the need for reflection, stillness and quiet.
- One member of staff per class should attend all assemblies.

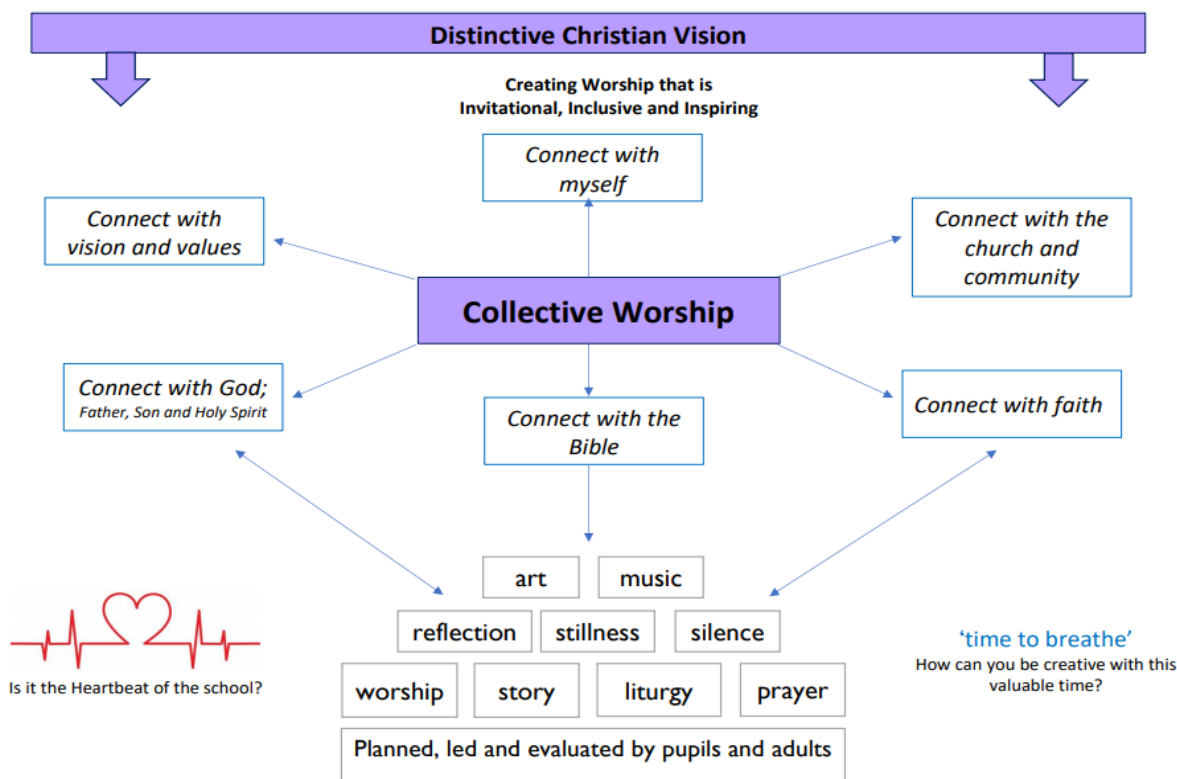
The main elements of **G-E-R-S (gather – engage – respond - send)** should be present in each of act of worship including Class Worship. This will help children to understand the Anglican structure of worship; it also really helps to have a familiar structure to follow each day.

- **GATHER: We prepare to meet with God.** You could start with some quiet music, dim the lights and consider sitting in a different arrangement or position in the classroom to mark how this part of the day is different. Welcoming of all to the collective with the following words  
**Leader:** Peace be with you  
**Response:** and also with you.  
  
 Light/share image of the candles and say:  
**Leader** We light these candles to remember God: Father, Son and Holy Spirit.  
**Leader** Today we have come together to think about.....
- **ENGAGE: We encounter Jesus and the stories of the Bible. We listen for God's message to us.** There should be a focus on Biblical or Christian content in each worship session and this content should be



explored and made relevant to life today e.g. use a bible quotation, story or other stimulus to help the children engage with the theme.

- RESPOND: We respond to what we have heard and seen. We are given the opportunity to worship together.** Make some time available for the children to respond by reflecting on a question or listening to a prayer or poem. This should be **invitational** and should be preceded with something similar to:  
*'We're going to take this opportunity to reflect on today's Collective Worship. You might like to join me in joining in putting hands together, bowing our heads and offering our thoughts and prayers to God or simply be still and in the quiet think of .....*'
  - A prepared prayer may be read by a child or the adult leading the assembly or you may ask the children to share their offerings to join as a prayer.
- SEND: We are sent out to love and serve.** There may be something you want children to do or think about as they leave this time of worship. The candles should be put out to show that worship has ended, with a continued opportunity to be still, followed by the words:
  - **Leader:** May the light of Christ shine in all our hearts.
  - **Response:** Amen.



## **In-Class Worship**

Worship in the classroom is a great way to spend quality time with your class, in a different way to teaching them, without thinking about targets, success criteria, outcomes etc. It allows the children to enter worship in a more intimate way, where many children feel more comfortable to interact and join in.

It is also a fantastic opportunity for the children to lead some or most of the worship as they often feel safer in front of a small audience. You know your class the best, so when planning worship in the classroom, ensure it is suitable and relevant for the age and needs of the children.

In-class worship needs different considerations. Practical points to consider are as follows:

### **1. Think about transitions**

- How will you 'move' from a lesson into worship? How will the children know it is time for worship?
- How will you begin worship?
- How will you end worship?
- How will you create a calm, welcoming atmosphere ready for worship?

### **2. Think about the layout of your space**

- Where will the children sit?
- Where will I be?
- Can /should this be different to a class based lesson?
- Where else could you hold your act of worship? The Church, school field / playground, wildlife area?

### **3. Think about the worship table/ focal point**

- How will it be distinctively Christian?
- What will go on it?
- Who will prepare the space?
- Where will it be kept between worship sessions?

### **Ideas for opening and closing worship in the classroom:**

- Ensure the lesson resources have been cleared away.
- Begin worship with a familiar worship song – to signal that we are moving away from learning into a time of worship.
- Light the candle and begin with a familiar greeting.
- Set out a small altar or focal point, that your class has made or put together.
- Create your own class routines – could you choose or create your own greeting and sending prayer that is specific to your class?
- End worship with extinguishing the candle and saying the sending prayer together.


### How long should Collective Worship be?

It does not have to take long. Focus on the quality of the time rather than the quantity. Five minutes of good input and time for reflection is better than 15mins of time filling. What is important is that you use the time you have wisely and that worship contributes to a child's education as well as allowing an opportunity to learn about and meet with God.

### How should in-class Collective Worship be structured?

The main elements of **G-E-R-S (gather – engage – respond - send)** should be still be present in Class Worship. This will help children to understand the Anglican structure of worship; it also really helps to have a familiar structure to follow each day.

An example of how worship in the classroom could be structured is shown below:

Gather	Engage	Respond	Send
<p>Light the candle The grace of our Lord Jesus Christ, the love of God and the fellowship of the Holy Spirit be with you <b>and also with you.</b></p> <p><i>(The 'Grace', from St Paul's second letter to the Corinthians is a very widely used text. While most often used as a closing prayer it is also makes a good greeting, especially for worship in small groups.)</i></p>	 <p>You might want to show the children this image – I wonder what it makes you think of? I wonder if you can identify with the character in the corner? I wonder what he might be feeling or thinking?</p> <p>We all feel a bit like this sometimes. There are lots of passages in the Bible that remind Christians that God is always there, watching over them and ready to help them with their worries. Share the verse with the children. <i>Give all your worries and cares to God, for he cares about you. 1 Peter 5:7</i></p> <p>What do you notice about this verse? Which words stand out to you? How does this passage make you feel? I wonder how this verse might help Christians when they are feeling worried?</p> <p>Listen to this song together Give all your worries to God. Life Tree Kids <a href="https://www.youtube.com/watch?v=lnDs58jlvfQ">https://www.youtube.com/watch?v=lnDs58jlvfQ</a></p>	<p>I wonder how it makes you feel that you can give anything you are worried about to God and he will care for you.</p> <p>Give the children a small piece of paper- ask them to write anything that is worrying or bothering them.</p> <p>When they are ready and if they would like to, get them to bring it to the front and put by the cross as a symbol that they are giving the things they are worried about to God. (Have some quiet worship music playing whilst they do this. - <a href="https://www.youtube.com/watch?v=Qhbk2GpbKTY">https://www.youtube.com/watch?v=Qhbk2GpbKTY</a> Don't worry by Ellie Holcombe)</p> <p>Invite all the children to say the Bible verse together. Dear God, Thank you that you care for us and that we can bring everything we are worried about to you. Help us to stop worrying about all the things we wrote down and please help with each of these situations. Thank you God, Amen.</p>	<p>So, when you are feeling worried this week, what could you do?</p> <p>The Lord bless you and keep you. May He show His face to you and have mercy. May He turn His countenance to you and give you peace. The Lord bless you!</p> <p><i>(from the book of Numbers 6:24-26)</i></p>