



# **St. Anne's CE Primary School**

## **Collective Worship Policy**

**Reviewed and updated**

**September 2021**

# Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves  
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



## Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

**Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.**

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

## **Why are we here? These are our values:**

### **Loving God with all of our heart**

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be the best version of ourselves.

To enable each child and adult to flourish and achieve.

### **Loving God with all our soul**

We want to nurture the spiritual life of everyone in our school family recognising that *'spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force.'* Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

### **Loving God with all our mind**

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

## **How then do we live? All of this shapes our school life.**

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

# St Anne's Church of England Primary School

## Collective Worship Policy

This policy has been prepared by the governors and Head Teacher with assistance from the school Chaplain who coordinates Collective Worship, the incumbent, the St. Anne's and St Andrew's Church Youth Mission and Ministry Team and the link foundation governor. Collective Worship at St Anne's CE Primary School takes place daily in accordance with provisions of the School Standards and Framework Act, 1998. The content of our collective acts of worship is in accordance with the aims of the school/ Trust Deed, with due consideration for aims and objectives of the Church of England guidance document **'Inclusive Invitational Inspiring'**

*'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.'*

### Rationale

At St. Anne's CE Primary, the daily act of collective worship is viewed as an integral and important part of school life. It is a time where we come together to share our love of God and celebrate our achievements together. Worship is based on promoting the Christian and associated values, which support the vision of 'Minds to Learn, Hearts to Care' and permeate the ethos of the school. As such, the contribution of pupils, staff, the School Chaplain, the link foundation governor, the incumbent, the St. Anne's and St Andrew's Church Youth Mission and Ministry Team and local clergy is valued highly. As a school, we prioritise our responsibility to enable children to think deeply about themselves, the world they live in and the place of faith in our society.

In line with policy, worship is a constantly evolving, meaningful part of daily life, which, in bringing alive the vision and values, significantly contributes to distinctive Christian character. Meeting fundamentals and essential requirements, invitational worship is outward-looking and inclusive of all faiths and none, focusing on the Anglican calendar, biblical teachings and example of Jesus. The inspirational nature of worship enables pupils to flourish within the vision of 'Minds to Learn, Hearts to Care'. Themes, questions and values guide them to reflect and develop spiritually by bringing teaching into modern relevance, to value themselves and others as children of God. Pupils progress in their knowledge and understanding to be the best person they can be. The quality of collective worship is enhanced because the whole school community find the vision and the values relevant and pertinent to their relationships with God and others. The children and staff can describe how the values make a difference to their lives. Worship is designed to bring action, where all are encouraged to have impact, locally and internationally. Messages learnt in worship provide opportunities to grow as individuals, to seek out chances to reflect on their own actions and to consider their own worth in the world around them. Pupils continually strive to have 'Minds to Learn' and 'Hearts to Care' through these actions, guided by Biblical teachings.

## **Aims and Objectives**

The aims and objectives of collective worship are to:

- provide the foundation for our ethos, vision, values and the theological script which underpins them (see pages 2, 3 and 4 of this policy)
- develop of distinctiveness by blending Christian teaching and values education in order to create opportunities for children to develop spiritually, physically, emotionally, personally, socially and mentally, so that their self-esteem and well-being is sound and supported by their ever-growing emotional intelligence. This, in turn, leads to an understanding of their rights and responsibilities to unlock potential as young citizens and courageous advocates for change with local, national and global impact.
- systematically introduce a common values vocabulary to allow children to access moral and ethical thought.
- draw the whole school together in a common purpose to contribute to the spiritual, moral, social and cultural development of our pupils, as appropriate to their ages and aptitudes:
- enable pupils to explore and respond to a variety of forms of worship, thus enabling those pupils with a religious commitment to deepen their experience of worship and to allow those without a religious commitment to begin to appreciate what worship means for others.
- foster an attitude characterised by feelings, such as humility, awe, wonder, appreciation, thankfulness, respect, reverence and elation.
- enable pupils to consider spiritual and moral issues and many questions which relate to life.
- acknowledge the things which have meaning, value and purpose for the pupils as individuals, as well as for the school and wider community.
- develop a sense of community within and beyond the school.
- celebrate achievements, special occasions and events to the school and the wider community.
- acknowledge and respect difference and diversity.

## **Legal Requirements**

Collective worship has been a statutory requirement since the 1944 Education Act. The 1988 Education Reform Act subsequently relaxed some of the prescription with regard to time and grouping, but affirmed the statutory position. The requirement for a daily act of collective worship was confirmed in the 1966 Education Act and there has been no subsequent change to primary legislation. As a school, we acknowledge the legal requirement which states the need for each child to attend a daily act of worship either partially or wholly. Any parent wishing to do so should contact the Head Teacher. Teachers also have the right to withdraw from leading and taking part in worship.

## **Planning**

Worship is coordinated by the School Chaplain, working alongside the Mission and Ministry Youth Team from St. Anne's and St. Andrews's churches and her Chaplaincy Team. She disseminates the resulting annual, termly and weekly planning to staff, who are supported in its delivery by the Staff Handbook for Collective Worship. Centralised planning via the weekly and monthly themes ensures that worship is consistent and progressive, whilst allowing the flexibility for worship leaders to develop their own style. Christian provision is planned, developed and reviewed in termly Distinctiveness Committee meetings comprising Chaplain, HT, Reverend Keddilty, Church Mission Team and foundation governor, in a monitoring capacity. This secures the theological basis as continual and effective; clergy ensures the Biblical theme is progressive and that worship is strongly Anglican in line with current practice. These meetings review content, alongside church, school and community matters, creating a joined-up, flexible, reactive approach. The annual overview and

monthly plan for each value ensure a broad and varied coverage of given topics; weekly planning (whole school, key stage and class) provides consistency and progression. Worship is planned in line with the vision and values of the school. Biblical themes encourage thought and action, where pupils learn from the life of Jesus. Monthly themes support pupils understanding of the school's chosen values. A clearly- timetabled programme, based on well-structured worship plans and review sheets is drawn up jointly by the Chaplain and the Church Youth Mission Team. Learning outcomes are secure, confirmed by foundation governor observations.

## **Content**

Traditional and modern styles reflect Anglican practices. Pupils use a variety of prayers and Christian affirmations including familiar Anglican language and responses and appropriately-presented readings from liturgical texts. The Bible is our inspiration, encouraging action; monthly themes embed the vision and values. Links are established between the major Christian festivals, with other faith stories occasionally reflecting the RE studied as part of the curriculum requirements. The different forms and elements ensure worship is influential, relates to our church and is accessible to all through building in reflection time to apply Jesus' teaching to everyday issues and the school's vision and values. Links to develop moral and social attitudes and attributes enhance the spiritual development of all participants. Whilst of a distinctively Christian character, worship is inclusive of all faiths and none, to respect all views and values. We are committed to respecting each other's faith stance and culture, showing tolerance and understanding regardless of pupils' beliefs. Opportunities which drive pupil knowledge of the school vision and values, provide a mechanism to celebrate difference and respect the varying stages of personal faith journeys.

High quality worship supports the development of faith of the whole school community as the foundation of everything that we do, thus children are able to discuss themes from collective worship in a reverent way. Pupils are able to talk about the school's Christian values and can articulate how they can live out these values in their lives. Every month we focus on one of our school values during collective worship, with the Bible playing a significant part as our main source for inspiration. A secure knowledge and understanding of Bible content, guidance and Christian faith is engendered through regular use of traditional and modern-day Bible stories, with a strong focus on the life, teaching and example of Jesus, often enabled through children acting out the stories. Worship is accessible to all through linking everyday issues, Bible stories and living out our school vision and values. Time for reflection is built in to worship to think about the meaning of Jesus' teachings and how we can apply this in our lives. Because worship is made accessible to all, pupils are able to talk about the Bible and staff relate everyday issues to the teachings of Jesus, for example when responding to different behavioural aspects including conflict resolution and forgiveness. Worship challenges current issues and applies the teachings of Jesus Christ to everyday situations as the model, embedding Christian values from a young age. It provides a distinctive context within which to explore the big questions in life. Pupils speak with clarity about the messages they learn in worship and the opportunities they have to grow as individuals. They seek out chances to reflect on their own actions and to consider their own worth in the world around them. The school living the values as a worshipping community in a Christian context engenders a sense of belonging, with clear expectations and guidance. Pupils continually strive to flourish in the culture of 'Minds to Learn, Hearts to Care' through their actions, guided by Biblical teachings. Worship guides pupils to reflect. The theological content of worship ensures pupils are able to think about the beliefs of Christians and their own spirituality. Worship is designed to bring action, where all are encouraged to flourish for others, locally and internationally. Values reinforced through pupil-led worship focus upon Biblical teachings and their impact on the actions to be the best they can be. Pupils enjoy supporting others in a range of ways, linked to themes from worship. Understanding the messages from the Bible and then turning them in to modern, positive actions is becoming second nature.

Worship brings regular, deepening knowledge in pupils of all ages about the trinitarian nature of Christianity. The clear, progressive nature of planning allows pupils to return to such complex ideas in different ways and growing depth. Language used during greeting, in prayer and throughout acts of worship refers to the Trinity. Pupils are aware of the Trinity and older pupils articulate with clarity the different aspects of God and the impact this has on Christians and their actions. Over time, even younger pupils are beginning to develop their knowledge of this difficult concept

Worship is varied, creative and vibrant, drawing on reflection, prayer, drama, role play, stories and films. Music is central; a range of Christian hymns and interactive songs based on values are known, whilst quieter reflective music leads pupils to and from worship in reverend, calm manner. Supported by the choir, singing is a fun way to express the spirituality of our worshipping community. Worship allows our children to explore spirituality in different contexts. Pupils are keen to demonstrate how it helps them flourish by celebrating and participating with enthusiasm.

## **Prayer**

The on-site School Chaplain, working with the St. Anne's and St. Andrew's Church Mission Team contributes collectively to the spiritual development of our staff as well as our children, enabling us to focus on our faith. Worship themes support the spirituality of the school community, through word, action, reflection and prayer. The community accesses varied opportunities to contemplate the challenges of life and the personal impact their actions have. Worship guides pupils to think and reflect and have a confidence to be honest in their beliefs, opinions and questions. Themes, questions and associated values prompt pupils to consider their place and their actions. The leader often has a suitable conclusion to encourage worship to impact real life. Worship leaders draw pupils to listen, but leave time for stillness and reflection: Children can express themselves in Christian terms as a result of opportunities for spiritual and moral reflection, with time given sometimes through periods of silence, which are incorporated into worship to consolidate understanding.

During daily worship, for those who wish, a time for reflection and prayer is built in, to enable personal response for both children and staff. The Chaplain holds weekly breakfast prayer sessions for staff in the period running up to both Advent and Lent.

Prayer plays an integral part in worship as a 'normalised' experience. All pupils, whatever faith, participate with thought and respect. Prayers are introduced in an appropriate manner, with a short time of quiet, encouraged by the lighting of the candle. Pupils use a range of Christian affirmations, traditional (including the Lord's Prayer) and school-designed prayer, but also show confidence to deliver self-written or impromptu prayer in different situations. We encourage spontaneous prayer in prayerful moments to support children in developing their personal relationships with God and to help them understand that He is always listening. The community understands the value of reflection/prayer to consider messages delivered. Pupils approach it as a time to be still, spiritual and respectful, increasingly confident to craft prayer and vocalise their own prayer-based thinking. All use prayer keenly to be thankful of their own lives and those of others.

Before lunch, an age-appropriate lunchtime prayer is said in most classes and always at the beginning and end of the day. The first School Prayer Book 'Hope and Pray' with questions to ask God, has been followed by the second edition based on the rewrite of the School Prayer to incorporate our vision and the values underpinning it (as highlighted in bold below) and with contributions for example from a Foundation Governor. The School Prayer is included in at least one act of worship per week.

## **Minds to Learn**

## **Hearts to Care**

Thank you for the school we share.

Dear God

Help us to always have the **wisdom** to be **thankful**.

Grant us **courage** to practise **forgiveness**,

**Endurance** to never give up on **justice**

And **trust** in our **friendships** so that we can **serve** one another in **peace**.

In Jesus' name

Amen

### Prayer Space

Termly Prayer Space, with planning guided by values to explore the 'Big Questions' is conducted jointly by the Chaplain, the Chaplaincy Pupil Voice Team and the Church Youth Mission Team with Reverend Keddily. It is held for different key stages in a range of indoor and outdoor settings with interactive child-led stations manned by the Chaplaincy team, including restaging in church. Parents are invited to attend, wherever the venue. The school community participates enthusiastically in Prayer Spaces, understanding the Christian belief in its value. Via the opportunity for deeper thinking through issues raised and questions posed, pupils' ever-growing understanding creates an empathy and respect for the world, focusing on the positives of their environment and providing a resilience to endure life's hardships. Our Prayer Space events are often attended by the Methodist Minister and his visiting team from Ireland when the Round the World Prayer Space Day explored how different countries celebrate common Christian festivals and sacraments. For the current autumn term, the Remembrance Prayer Space (November 2021 focus of 'Peace' was age-appropriate and bespoke to Nursery and Reception. The 'Thankfulness' focus Prayer Space of October 2021 explored 'Big Questions' through Harvest and the spring term Prayer Space helped children to build up to Easter.

### **Organisation and Leadership of Worship**

All staff and children attend worship at all times, with a range of leaders: whole school theme-setting on Monday (Chaplain), KS worship on Tuesday, (HT, SLT/all teachers) and Wednesday full school worship (Reverend Keddily, the Church Mission Team or local clergy representing other faiths). Intimate class worships unpick the theme on Thursday, before celebration on Friday. The Chaplain's Monday worship launches the weekly cycle and leads by example, leaving other staff leaders to personalise to their individual style. Topics diversify as the week progresses, with smaller acts allowing pupils to cement, reflect and test thinking. Pupils enjoy worship as a whole school family, but also appreciate sharing thoughts and opinions at age-appropriate level, with opportunities to grow, challenge, support and celebrate their own and others' learning. They welcome the varying delivery of the messages given by a range of leaders with interest, enthusiasm and respect, evidenced by the positive comments made.

Every child participates in their class Family Worship. On an annual cycle, each class plans and leads worship to an audience of relatives, friends and pupils, based on their class value and a current affairs project to support SMSC (eg Y4- toilet twinning, Y3- Fairtrade). The joint Reception/ Year 6 Buddies Welcome worship is the first and is followed by a Macmillan Coffee Morning organised by Year 6 pupils. All are exceptionally well-attended. Pupils reflect worship is most effective when ownership allows them to personally organise and participate in various aspects; they support worship willingly, with confidence, sensitivity and growing faith. Skills of worship leadership are built, firstly as teacher-guided for parents, then for peers, culminating in increasingly inspirational class- and pupil voice-led worships, where impact on our younger children is noteworthy.

Each of the eight pupil voice teams, led by the Junior Management Team plans and leads worship throughout the year, with guidance to research and write a theme relevant to their group's current initiative, linking it to values and building in reflection, prayer and a biblical extract. 'Faith in Action' is relevant, because the teams relate Jesus' teachings to values and everyday life, encouraging others to flourish at local and global level. Worship is designed to inspire action for others, locally and internationally. Values reinforced through pupil-led worship focus on the impact of Biblical teachings. Pupils are enthused by opportunities to be better people; they enjoy supporting others in a range of ways, linked to worship themes to turn messages from the Bible into modern, positive actions.

Child-led opportunities provided through class family worships and pupil voice opportunities, open a window on the world in raising awareness of significant local, national and global issues. Pupils have the confidence to organise and take part in various aspects of worship. This has given them ownership of worship and they volunteer and participate with impressive enthusiasm and willingness to support worship as a school community.

## **Worship Environments**

Worship environments maintained by pupils and staff have a celebrated atmosphere, serving as a constant reminder of our Church school status. The mobile altar provides a focal point for worship, with its cross, candle and Bible on display. The Chaplaincy Team's Notice Board is changed monthly in response to the current value and reflects the seasonal liturgical colour. The hall mural, a joint project with the pupils and a local artist, towards which every child made a pictorial contribution. 'Jesus Light of the World Shine Upon Us' forms a point of reference for worship as, in depicting our planet's natural world, it provides opportunities to appreciate and respond to the wonder and beauty of God's creation. Interactive prayer tables and Worship Boards are also located in each classroom. These and other displays in shared areas round school show the relevant value brick, with its biblical extract. Symbols of worship, hall or class-based, guide pupils in their reverence. Investment in artefacts from the Chaplain's annual budget remind that worship continues in class. A large interactive screen behind the altar focuses children's attention and the development of a resource bank additionally enhances the impact of collective worship. Investment has been made from the Chaplain's annual budget to acquire visual artefacts which create a sense of awe and wonder by our pupils (wooden cross, prayer space, banners, worship cloth, display, mobile altar, worship area) Each classroom's worship focus area reminds the children that worship continues in class. Christian symbols, their meaning and relevance are recognised by pupils, being introduced within worship topics and then translated into classroom display and practice. Prayers and responses introduce pupils to the format and routines of traditional church worship, giving pupils points of familiarity when in services within or outside of school.

The School Prayer and Memorial Garden, designed by the Chaplaincy Team and maintained by the Gardening Club, provides an area of peace and reflection for the community and a venue for Prayer Space. Inscriptions round our Prayer Garden were chosen by our former Reverend Vine and the vergier of St. Andrew's compiled a book 'Plants for our Prayer Garden' for this purpose.

## **Monitoring and Evaluation**

Frequent planning evaluation via the planning proforma provides opportunities for adult worship leader input. This is shared by the Chaplain at scheduled staff meetings or PD days or more informally, through her frequent verbal and written interaction with staff.

Planning is developed by the school Chaplain in consultation with Revered Keddily and the Church Youth Mission and Ministry Team, at termly Distinctiveness Committee meetings and informally when the team deliver Wednesday weekly worship. This ensures guidance on planning and delivery is continual, effective and under regular evaluation. The theological basis of worship is ensured by knowledge of the clergy supporting worship, so that it is strongly Anglican and in line with current practice. Worship continually grows and improves due to the flexible, joined-up approach to worship themes and the rigorous review from practising Christians.

The Chaplaincy Team as 'Looking Up' worship leaders provide pupil questionnaires to support the Chaplain in creating the worship environment. Through evaluation, the group adjusts style to ensure it is enjoyable; pupil voice also influences the range of music. The team contributes to the planning and running of Prayer Stations. Each pupil is given the opportunity to provide feedback on such events, which is shared with the Team. The Chaplaincy Team's evaluation of practice enables the community to have ownership of content and environment, influencing themes. Opportunities for pupils to participate, share and vocalise their feelings in different ways secures higher levels of engagement. Monitoring and evaluation informs the ongoing development of collective worship through consultation on impact and quality; pupil voice forms an integral part of this process.

We seek to encourage a cross-section of our community to voice their views on collective worship and to be part of the evaluation process. We are currently developing ways to extend the make-up of the Distinctiveness Committee from its current composition to incorporate pupil, staff, parent/carer and church member representation.

## **Collective Worship and Growing Faith- the church, school and family partnership**

### **Background**

Church schools owe 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 by honouring tradition while re-imagining how this might look in modern times. Today, this has found new expression in the 'Growing Faith' adventure, of which St. Anne's is a lead hub school to exemplify good practice. 'Growing Faith' promotes a partnership between the three local communities of church, school and household to provide space to talk of faith and spiritual matters or ask challenging questions within and between these 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 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,

The following are examples of some of the ways in which St. Anne's enables this as a Growing Faith Lead School:

Extremely strong links exist between St. Anne's and church through a shared vision for school and parish, greatly supporting worship provision. School leaders work directly with the local parish which views St. Anne's as a vital part of the church's wider community. Distinctiveness Committee meetings review worship content, alongside church, school and community matters, creating a joined-up, flexible, reactive approach.

Wednesday worship is delivered by either Reverend Keddily or one of the Church Team and 'Faith at Home' resources and 'Table Talk' are sent by the Chaplain and the Church Team as standing items in the school's weekly newsletter. Memorable examples include Welcome and Leaving services (the church provides a transition book for Y6 leavers), Harvest and Remembrance held in school, accompanied by Prayer Spaces. Other themed bespoke Prayer Spaces, calendared throughout the year, are similarly planned and led jointly by the team and school chaplain.

Our pupils frequently visit both churches as a RE curriculum enhancement, further enriched by 'I Wonder' sessions, led by the Church Youth Mission and Ministry Team. Year 6 pupils attend the Diocesan Leavers' Service in Durham Cathedral each year; on two occasions, they have made a significant contribution to leading the service. The school choir has also joined with other CE school choirs and the Durham Cathedral choristers to sing together in the Cathedral, with parents invited to attend. Pupils gain much from the experience of these visits and through their deepened understanding, are able to worship in different settings in the knowledge that their church is part of something bigger.

Parents and family members enjoy joining us for worship either at school or in church, demonstrated by the fact that almost all children are represented. A number also access services at St. Anne's Church, in particular there is strong attendance during special family services, for example Christingle. The wider community accesses worship via class Family Worship held in school and Church services at Easter and Christmas. Members of St. Anne's and St. Andrew's churches, as well as parents, friends and relatives are welcomed into school for worship at special events throughout the year. Congregations from both churches are encouraged to be involved in school life or shared projects eg 'Open the Book' and are welcomed at special worship events, such as ISING Pop, where school relatives and friends join with the church congregation.

The former chaplaincy postholder jointly arranged baptisms and confirmation of pupils and led Sunday worship at St. Anne's Church, Here, the congregation prays for the school and is kept updated via foundation governors. She also supported the Sundays@3 initiative with the Methodist Church and attended Town Hall Church Leaders sessions, such as those related to social outreach. The new postholder is maintaining similar vital links as part of her remit.

St. Anne's also enjoys good working relationships with other faith Churches in the locality- Woodhouse Community Church and Methodist Church This lasting partnership means that the respective reverends are frequent visitors to lead Wednesday worship and attend Prayer Space, as well as shared community projects.

School and church are linked as supporters of numerous local charity and local community projects, In addition, Archbishop of York Young Leaders initiatives have focused on issues in the town related to drugs litter, street safety, support for a local Care Home and an intergenerational project, where each pupil is 'penpalled' with a congregation member. The school also supports the work of the St. Anne's/ St. Andrew's Mission and Ministry Team by taking part in all their community events and projects, which we promote via our weekly newsletter, Through all these initiatives, pupils are encouraged to engage in acts of courageous advocacy as a norm, thereby living out the motto to 'be the change you want to see'.

As a Growing Faith Lead School, the school was invited to pilot the new 'Bishop's School Church Partnership' Award. St. Anne's has submitted case studies of Growing Faith in action with the Parish of St. Anne and St. Andrew and Central Methodist Church (One World Week Climate Change) and with Woodhouse Church Women's Refuge (Rights Respecting) '*Christian faith is discovered, formed and grown in the community*' (Connecting Communities) '*Faith begins and is sustained by encounter with the living God.*' (Spiritual Encounters). In a recent event, messages of hope on coloured ribbons were written by pupils, families and congregation members, then shared amongst them and displayed outdoors. In each of these examples, pupils were actively involved in an opportunity to develop spiritually and have their voices heard, parents and the wider congregation shared the school's work to 'grow faith' in a non-threatening way via prayer stations and the church was served by children's faith journeys to share their own ideas through readings. This exemplifies the partnership between parish, school, church and the wider community and ecumenical working.

Communication at all levels has enhanced the school as a worshipping community where faith is the foundation of everything we do, living the values, serving the children and the community, with leadership of Christ. Church is at the heart of our school, deepening our biblical understanding. It also allows us to live out our values within the local community and parish. From here, the school receives spiritual support, which in turn enriches its work. Partnerships created with community and other churches ensure a broad range of knowledge, opportunities, examples and role models are enjoyed by school members, helping to forge flourishing relationships for lifelong learning

### **Diocesan Links**

St Anne's has a robust association with the Diocese, providing access to National Strategy and ensuring that self-evaluation is thorough, well-informed and relevant and that we develop an outward-looking culture. The emphasis on pupil voice in the CE National Strategy is regarded as a strength by our Diocese. Since our Prayer Spaces were deemed good practice for Growing Faith, the Chaplaincy 'Light the Candle' Team was invited to stage a Prayer Space for clergy to demonstrate its impact in a primary context. They also contributed to and tested a new child-led worship resource 'Looking Up' to be rolled out to the wider Diocese. St Anne's Chaplaincy Team members attend Synod meetings and sit on the Children's Council, of which there are only two nationally. By forging such links, we are laying the foundations for wider long-term networking, further strengthening the school's Christian character.

### **Policy Review and Development**

Monitoring the policy and practice of collective worship is the role of the incumbent and foundation governor, who are also responsible for Religious Education. They attend the termly Distinctiveness Committee meeting and liaise with the RE Lead and Collective Worship Coordinator (school chaplain) as part of the monitoring cycle, before reporting to governors at their termly Full Governing Body meetings.

**Reviewed: September 2021**

**Next review: June 2022**

**Head Teacher: Mrs L. Sixsmith** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

**School Chaplain: Mrs. C. Johnson**

**Foundation Governors: Reverend M. Keddility, Mrs. A Smith**

