



St. Jérôme  
Church of England  
Bilingual School

# Collective Worship Policy

April 2016

Executive Headteacher:.....  
(Reverend D Norris)

Chair of the Governing Body:.....  
(Ian Fernandes)

Date:.....

Review Date:.....

## 1. Introduction

Jesus' words (in John 4: 23-24) tell us that true worshippers must worship God 'in spirit and in truth'. This challenges us to make sure our worship has two characteristics: first, that it both transforms and looks beyond the world of the everyday and the material, and second, that it is real and relevant for those who are involved.

A dynamic Archbishop of Canterbury, William Temple (1881-1944), said this about worship: "To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God."

Because of our foundation as a church school and our on-going commitment to our Christian ethos we want to worship and we want our children to have the opportunity to learn to worship, and to grow in their self-perception and their perception of God. We believe that our children are 'made in the image of God', and that worship is a vital factor in this image becoming more real, and more what it is meant to be, as they grow in their love and understanding of God.

We believe that the heart of Collective Worship provides the opportunity for pupils and staff and others such as directors and parents, to come together, to sing and pray, to share and communicate their feelings with one another and to God. It takes us beyond ourselves towards an encounter with the living God; this can be an exciting time for all of us.

## 2. Context for this Policy

### A. Context 1: The National Framework as it relates to Voluntary Schools

The legal requirements for acts of worship within voluntary aided schools differ from those pertaining to community schools. They are derived from a number of sources, including *The Schools Standard and Framework Act 1998 (Section 70 and Schedule 20)*.

i) All registered pupils (apart from those whose parents exercise the right to withdrawal) must on "each school day take part in an act of collective worship."

The school expects that withdrawal will only be made following discussions with the Head of School, followed by written confirmation of withdrawal. The school has a system of suitable supervision for children withdrawn from acts of worship. As a free school we expect teachers whose National Society contracts include Clause 12 (Character of the School) to take part in and lead acts of religious worship, if required by the Head of School.

ii) The daily act of Collective Worship should be conducted in accordance with the provisions of the school's funding agreement and should be consistent with the beliefs and practices of the Church of England.

iii) All acts of Collective Worship in Church schools must be Christian in character. This does not preclude the leaders of other faith groups taking assemblies, but only that they should not lead the school in worship.

iv) The requirement is for "Collective Worship" rather than corporate worship. Corporate worship (e.g. in church) assumes a group of people with shared beliefs. Collective Worship recognizes the different background, experience and commitment of children gathered together in school.

v) For collective worship, pupils can be grouped in various ways: as a whole school, according to age, or in groups (or a combination of groups) which the school uses at other times. Pupils

cannot be put into special groups just for collective worship. Acts of worship must be appropriate for the pupils, in that they should take account of the pupils' age, aptitude and family backgrounds.

Our current pattern of worship, which groups pupils in various ways, is set out in Appendix 1.

vi) The daily worship will normally take place on school premises. All schools are now able to hold their Act of Worship elsewhere (e.g. the local Parish Church).

vii) The daily worship may take place at any time of the school day. However, acts of worship are not curriculum time and should not be subsumed into any part of the curriculum. Acts of worship must be *distinctive from other aspects of school life* and able to be identified as such to meet legal requirements.

viii) Responsibility for determining the collective worship policy rests with the Directors in consultation with the Executive Headteacher. Directors have a particular responsibility because they are appointed for *"the purpose of securing, as far as is practicable that the character of the school as a voluntary school is preserved and developed, and, in particular, that school worship is conducted in accordance with the provisions of any trust deed relating thereto. The Executive Headteacher has a responsibility to ensure that all arrangements for Collective worship are secured."*

ix) Two other important points need to be borne in mind: Collective Worship and RE are not the same and Collective Worship and Assembly are not the same (see Appendix 2).

## **B. Context 2: The Church of England – national, regional and local**

As a Church of England school our collective worship policy and practice:

i) draws on the character and guidance provided by:

- the **National Society**, the national Church of England educational body; and
- the **London Diocesan Board for Schools**, under whose aegis we operate.

ii) is influenced by the nature of worship in local Anglican parishes, especially St. Johns the Baptist Greenhill, to ensure there is a degree of coherence between worship in the school and worship in church.

## **Context 3: The School's Vision Statement**

The conduct of and participation in Collective Worship is a central mechanism by which the school's vision statement can be implemented, particularly in relation to creating in children a feeling of awe and wonder, promoting a sense of faith and celebrating our Christian ethos.

## **3. Aims**

We seek always to reflect in our worship the Christian foundation of the school and its care for all who work here. Children are helped to understand the meaning of Christian worship and we hope that believers will be able to share in it and that others will reach the 'threshold of worship'.

Our central aims for Collective Worship are:

- To provide an opportunity for pupils to reflect upon and give honour to God.
- To foster feelings such as awe, wonder, thankfulness, mystery and joy.
- To highlight and nurture the spiritual dimension through experiencing worship.

- To provide pupils with a vocabulary of worship and an experience of a wide variety of Christian worship forms, including symbols and imagery.
- To provide an opportunity to celebrate major, and some minor, Christian festivals.
- To share with pupils the central teachings of the Christian faith at an appropriate level and thereby encourage them to explore and reflect on their own beliefs and understanding of God.
- To allow pupils to become familiar with a variety of worship in the Anglican tradition, according to their developmental stage.
- To provide an opportunity for children to become acquainted with people from the local and wider community, particularly the local (Anglican) churches.
- To enable children to appreciate their worth and value to God and to the community and to respect the integrity of all individuals as being made 'in the image of God'.
- To enable pupils to make effective use of silence in opportunities for reflection, contemplation, meditation and prayer.
- To establish, explore, and reinforce the common Christian values of the school community such as love, peace, kindness, compassion.
- To provide an opportunity to bring before God in prayer personal needs and those of others.
- To help pupils develop respect and sensitivity to the beliefs and values of others.
- To celebrate gifts, talents and achievements.

We support the broader curriculum through the use of the highest standards of music, art and drama. Collective worship is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is often a busy, active day for our pupils.

## **4. Practice - Key Features of Collective Worship at St. Jérôme School**

### **A. Planning Collective Worship**

Good planning should underpin collective worship in the same way as it underpins all learning in school. Sometimes it will be necessary to respond to particular events at short notice – see our list of websites in Appendix 8.

#### **i) Long and medium term plans**

Planning for school worship is undertaken by a group which consists of the Collective Worship Co-ordinator (see Appendix 3 for their job description), a member of the teaching staff, director, vicar of St John's the Baptist and other staff from the Church. The group meets at least three times a year to consider:

- the programme of worship themes and associated Christian concepts which ensures a balanced and informed approach
- the special occasions or services the school wishes to mark
- the use of the Church Calendar
- the composition of the group for worship – whole school, key stage or class
- who will lead worship, including visitors to be invited to take part
- the venues and booking arrangements for special services
- links with the worship pattern in the sponsoring parishes
- the involvement of children in the various acts of worship
- resources which might be used

- possible hymns and songs and other specific music ideas

## ii) Short term plans

These plans will be developed by the individuals responsible for the acts of worship and should be included in a planning file which is kept by the collective worship co-ordinator for reference and inspection purposes. If several worship leaders are covering a single theme it is important to ensure continuity and lack of repetition.

## B. The Nature of Collective Worship

i) Good collective worship uses **different approaches** - involving people and providing a variety of worship experience (see Appendix 4). At St. Jérôme we use:

- singing and instrumental music
- visual stimuli such as artefacts, pictures or special objects
- stories from the Bible or Christian history, particularly those which enable pupils to come to terms with personal experiences through their capacity to promote self-reflection and understanding of the thoughts and feelings of others
- drama, mime or dramatic reading
- prayer in its diverse forms

ii) When planning collective worship, we want to celebrate our **Christian ethos** and affirm our **Anglican distinctiveness** and consider how these can shape our collective worship. The following may be described as shared Christian elements of collective worship:

- Using the Bible, either as a source of knowledge and inspiration for themes and stories
- Observing the cycle of the Church's Year – Advent, Christmas, Lent, Easter, Pentecost, Saints Days
- Learning and saying prayers from a number of sources, in particular the Lord's Prayer (both traditional and contemporary forms) and the Grace
- Singing a wide variety of hymns and songs from traditional to contemporary
- Experiencing Christian symbols in worship and reflecting on their meaning e.g. cross, crucifix, bread and wine and candles
- The use of prayer, silence and reflection
- The use of creeds and affirmations of faith
- Using Psalms with simple responses – Taizé style

Whilst these are more distinctively Anglican:

- Using prayers from *Common Worship*
- Using Anglican sentences and responses e.g.
  - The Lord is here. / **His Spirit is with us.**
  - Peace be with you / **and also with you.**
  - Go in peace to love and serve the Lord. / **In the name of Christ, Amen.**
- Using Collects as a focus for worship
- Using prayers from other Provinces of the Anglican Communion
- Encouraging links with the worship of our local Anglican parishes

## C. Guidelines for Visitors who are leading Collective Worship

The use of visitors can add to the value of pupils' experiences in worship. Visitors can bring their own perspective and be an expert source of information, thus supporting the work of the school. Some may be regular visitors, such as the local clergy (especially from St John's

the Baptist Greenhill) or other Christian leaders; others may be occasional visitors, perhaps asked for a particular event. Whether regular or occasional, the visitor does need some help about what is expected of them, and may need some guidance about how to approach a group of pupils of a particular age, and what are appropriate topics to use with them. We have therefore developed some guidelines for visitors (see Appendix 5) and these are made available to visitors.

#### D. Collective Worship in the classroom

Classroom-based acts of collective worship can enhance learners' experience by:

- being more intimate
- providing opportunities to pitch the content at the children's level more accurately
- increasing opportunities for the safe involvement of children
- utilising focal points particular to that group
- extending the ethos of the school
- developing the response to worship
- developing teacher input and involvement

Guidance for teachers about how to lead classroom-based acts of worship is set out in the staff handbook.

#### E. Worship Themes

The themes used in school worship at St. Jérôme are designed to act as imaginative triggers to a range of ideas and approaches that can enhance children's spiritual development and enable them to come to a deeper understanding of the Christian faith. When selecting a theme the following qualities are considered:

*It invites reflection* - it opens up opportunities for prayer, and for children to develop Christian values and to think of matters of worth.

*It has multi-dimensional possibilities* – it has possibilities for a range of deliveries and styles and the Biblical content can be easily understood.

*It is relevant* – it connects with the church, school, local or national calendars and events, and will provide a focus for good planning.

*It is appropriate* – it can be understood by the pupils and excites their interest, and enhances the school's vision and ethos.

Themes relating to the Christian year can be found in Appendix 6.

### 5. Monitoring and Evaluating Collective Worship

We recognise the responsibility directors and the school's leadership team have for monitoring and evaluating the quality and impact of worship and ensuring that such evaluation is acted upon. The Collective Worship will be monitored by:

i) Discussion at staff and board meetings (minutes to be kept with the records). This discussion will include:

- Review of content and methodology
- Suitability for age, aptitude and ability, variety of styles, groupings, leadership
- Resources and budget
- INSET

ii) Review of job description and role of collective worship co-ordinator.

- iii) Attendance at worship by directors for monitoring purposes.
  - iv) Written and verbal feedback (as appropriate) from pupils, staff, parents, visitors and directors.
  - v) Keeping written records to ensure that acts of worship are compatible with the requirements of the policy and to inform future planning and practice. These will include written evaluations by various stakeholders (especially the Directors and Senior Leadership Team) of one whole week of Collective Worship each half-term (see Appendix 7 for an evaluation sheet).
  - vi) Asking 'are the requirements of law being met?'
  - vii) Reviewing the policy for Collective Worship every three years.
- Visitors who are regularly involved in acts of worship are provided with a copy of this policy.

## **6. Resources for Collective Worship**

A sum of money is included annually in the school budget for collective worship. Resources (books, artefacts etc) are stored in the meeting room and in individual classrooms, as appropriate, and each member of staff has a copy of the list of resources. Details of suitable books are listed in Appendix 8. Nowadays there are so many on-line resources offering collective worship solutions that one can almost plan an entire year's worth of acts of worship through the internet. Details of suitable websites are listed in Appendix 8

.



## Appendix 1 - Pattern of Collective Worship

The current pattern is as follows:

We note that acts of class-led worship are special occasions which make much use of pupils' talents and contribute to the building-up of the school community. However, we know that it is easy for these times to become assemblies rather than acts of collective worship and so we ensure that they always include an element of worship.

A similar problem can also arise with hymn practices and rehearsals for services but we aim to make them vehicles for Christian teaching rather than merely music lessons or rehearsals by ensuring they are accompanied by suitable reflection. This might be a discussion of the words in the hymns, or the writer's life, or the emotions that the music produces. They always include an opportunity to worship God, either in a time of reflection or in prayer.



## **Appendix 2 - Collective Worship, RE and Assembly**

In understanding the relationship between Collective Worship, RE and Assembly it may be helpful to remember that:

### **i) Worship and RE are not the same**

Acts of worship can certainly stimulate follow-up work for RE. They can also incorporate and celebrate work done by pupils in RE. But they are not the same as RE and must not be confused with it. The law requires both RE and worship to take place in school, but at different times. The difference is that worship is concerned with celebration of, and reflective responses to, religious themes whereas RE involves study of them.

### **ii) Worship and Assembly are not the same**

The law requires a daily act of worship. Assemblies can take place in addition, but these do not have a Christian or religious focus and include such activities as routine notices and disciplinary matters. While we appreciate the fact that most people refer to the act of worship as assembly, both because it is less of a mouthful and because it sounds a lot more friendly, it is important that pupils and staff appreciate and respect the difference. One way of doing this is to be clear when the act of collective worship begins and ends. Some helpful strategies include:

- use of a symbol (e.g. candle, special object, table etc) or responsive prayer to introduce and conclude the act of collective worship
- a period of silence prior to and/or following the act of collective worship
- a short piece of music to separate the act of collective worship from other school business

## **Appendix 3 - Role Description for School Worship Co-ordinator**

### **1. Introduction**

The Directors consider collective worship to be a 'core' activity, which lies at the very heart of the curriculum and has an important role in reflecting and conveying the distinctively Christian character of the school. As a free school we recognise that the management of collective worship is a distinctive responsibility of the directors and Executive Headteacher. It is therefore particularly important that the coordinator should work closely with these office-holders.

### **2. The Role**

The school worship coordinator:

- assists the directors and executive headteacher in fulfilling their legal responsibilities with respect to collective worship
- provides leadership and direction for collective worship, ensuring that it is managed and organized to meet the needs of the school and the requirements of the Board's policy
- aims to ensure that the quality of collective worship enables all pupils and staff to derive inspiration, spiritual growth and affirmation from worship

### **2. The Responsibilities**

The following is a list of responsibilities allocated to the school worship coordinator.

#### **Subject**

- Knowledge and understanding of the nature and key characteristics of collective worship in Church of England aided schools
- Knowledge of current developments, especially in relation to Church of England aided schools
- Dialogue with Directors in general and the Link Director for Collective Worship in particular and LDBS advisers.
- Plan for the development of Collective Worship with directors and staff to ensure that it maintains a high profile in the School Development Plan.

#### **Advice, documentation and support for staff**

- Working with the executive headteacher, teachers and others in assisting the directors in developing an collective worship policy
- Serving on the school worship planning group to create a balanced programme of worship for the year which is in accordance with the policy adopted by the directors
- Drawing up rotas for Collective Worship
- Assisting in the planning/leading of INSET
- Advising individual colleagues and inducting new members of staff as required on the school's policy and practice of collective worship
- Maintaining a Collective Worship file containing:

- The policy and any associated guidelines
- Medium term plans which represent the termly plans
- Assessment and monitoring procedures
- Methods for collecting evidence
- A Record of Staff Professional Development in Collective Worship
- A List of Resources available in school for Collective Worship

## **Review and Evaluation**

- Participating in the school's self-evaluation of Collective Worship
- Involvement in the information gathering process
- Analysing data
- Involvement in the writing of S48 SEF and preparations for S48 inspection
- Participating in the action follow up

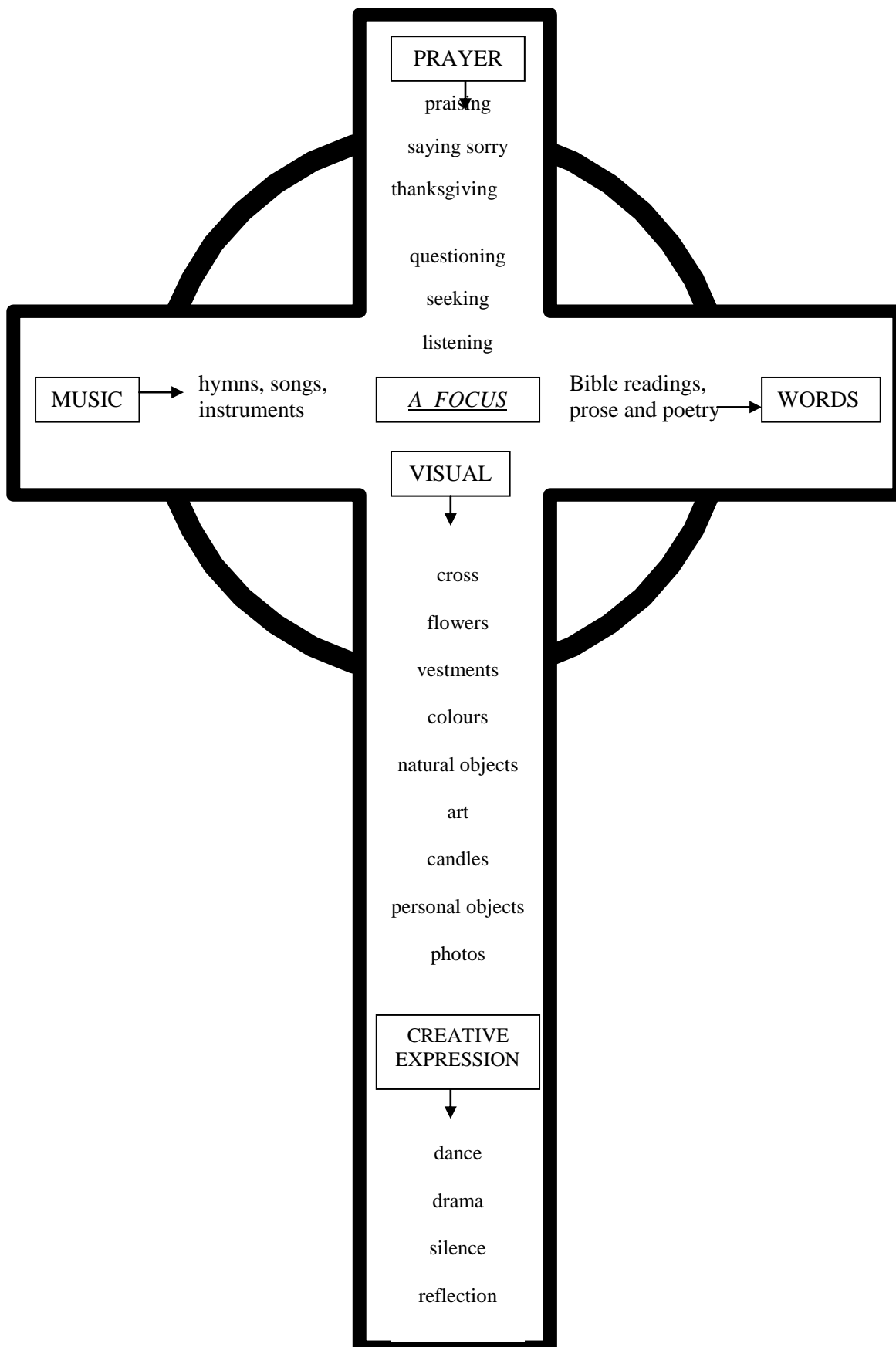
## **Resource Management and Acquisition**

- Order, maintain and display a good range of resources (books, artefacts, ICT) for worship
- Administer the budget for Collective Worship.
- Develop contacts/networks beyond the school, including the two sponsoring parishes, the LDBS, the Diocese

## **Communication**

- Ensuring Collective Worship has a high profile as a 'core' activity in the school
- Sharing good practice
- Setting up displays and exhibitions
- Keeping directors, parents and other key stakeholders regularly informed on matters of policy and practice
- Maintaining and developing good links with the two parishes, involving clergy and lay people in the delivery of collective worship where appropriate.

## Appendix 4 – Core Characteristics of Collective Worship in a Church School



## **Appendix 5 - Guidelines for Visitors who are leading Collective Worship**

Please see Visitor Speakers Policy Appendix 1

## Appendix 6 - Themes based on the Christian Year

Each Christian festival invites the use of particular collective worship themes, these include:

### Autumn Term

- Beginnings
  - New friends, new starts, new hope
  - Welcoming, community, belonging
  - Baptism ceremonies
  - Rules of this school & rules of life
  - Rules to live by – the 10 commandments and the two great commandments
- Harvest
  - Environment, stewardship, conservation
  - Earth, land, sea, Creation
  - Bread, Bread of Life
  - Celebration, thankfulness, sharing, caring
  - Third World need. Famine, drought.
  - Talents & achievements, lifestyles, hopes, thankfulness
- St Luke (18th October), Medicine
  - Healing, healing miracles of Jesus
  - Disability
  - Famous people connected with medicine
  - Service, working and caring for others
- People of Faith, Saints
  - Patronal saints of sponsoring parish churches (St Mary, St Paul)
  - Patron Saints of the four school 'houses' – Alban, Augustine, Columba and Hilda
  - All Saints, All Souls
  - Biblical heroes and heroines
  - Christians today, famous and local
- Remembering
  - War and peace
  - Remembrance Sunday
  - Older people
  - Eucharist
  - Sadness and loss
  - Personal heroes
  - Older people
  - Special memories
- Advent
  - New church year
  - Preparation, anticipation, hope, waiting
  - The meaning of the candles of the Advent wreath
  - Light
  - Customs
- Christmas
  - The Christmas story
  - Customs and traditions
  - Christmas in other lands
  - Light of the World
  - Love, joy, peace, hope
  - Gifts and giving
  - Families and relationships
  - Refugees and homelessness

## Spring Term

- Epiphany (6<sup>th</sup> January)
  - Gifts and gift bringers
  - Thankfulness
  - Journeys
  - Dedication, baptism, names
- Candlemas (2<sup>nd</sup> February)
  - The Light of the World, light
  - Initiation
  - Babies, dedication, hope
- Lent & Holy Week
  - Growth – mental, physical, spiritual
  - Special days – Shrove Tuesday, Ash Wednesday, Mothering Sunday, Palm Sunday
  - Fasting, abstinences, self control, giving-up
  - Spiritual spring cleaning
  - Pilgrimage, spiritual journey
  - Temptation, penitence, saying sorry
  - Forgiveness
  - Foot washing, service to others
  - Last Supper, Eucharist
- Easter
  - The Easter story
  - Joy, hope, love
  - New life, new beginnings
  - Surprise, triumph, promises, evil, suffering, pain, sacrifice
  - Friendship
  - Repentance, forgiveness, reconciliation, salvation
  - Customs – cards, food, gardens, eggs

## Summer Term

- Rogation
  - Community – school, parish, world
  - Establishing boundaries,
  - Homes
  - Creation, caring for the earth
- Ascension
  - Kingship and authority
  - Symbolism, imagery
  - Saying goodbye
- Pentecost
  - Holy Spirit
  - Trinity
  - Fruits of the Spirit
  - Baptism, confirmation
  - Power
  - Birthday gifts
  - Customs
  - Fire
  - Wind
- The end of the year – moving on
  - Pilgrimage
  - Saying thank you
  - Explorers, discoveries
  - Jesus as the Way, the Truth & the Life (“I Am” sayings)



## Appendix 7 - A Checklist for Evaluating Individual Acts of Worship



### St. Jérôme Church of England Bilingual School Monitoring and Evaluating an Act of Collective Worship

Date	Theme				
Leader	Evaluator	KS1	KS2	Whole School	Class Other
<b>Content</b> (What did the act of worship consist of?)					
<b>Methodology</b> (What approaches did the leader adopt and how effective were they?)					
<b>Resources</b> (What resources did the leader use and how effective were they?)					
<b>Attitudes</b> (How well did learners, staff, parents and others respond and contribute?)					
<b>Delivery</b> (To what extent was the leader comfortable with their material? How effectively did they manage the time – e.g. pace and balance? To what extent was their use of language age, ability and subject appropriate?)					
<b>Christian and Anglican tradition</b> (To what extent was the act of worship distinct from 'assembly', overtly Christian and recognizably Anglican - e.g. use of the Bible, symbols, liturgical calendar, music, prayer?)					
<b>Overall Evaluation</b> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Inadequate <input type="checkbox"/>					

# Notes for Monitoring and Evaluating an Act of Collective Worship

## 1. Purpose of this Form

This form has been produced by the Directors, with the help of the Executive Headteacher, to

- assist Directors and the school's Senior Leadership Team in fulfilling their responsibility for monitoring and evaluating the quality and impact of collective worship;
- monitor the extent to which acts of collective worship are compatible with the school's Collective Worship policy and the requirements of the law;
- inform future planning and practice;
- provide a means by which feedback from pupils, staff, parents, and directors can be received; and
- assist in the gathering of evidence as part of the school's on-going Section 48 Anglican Inspection of Schools self-evaluation process.

## 2. Use of this Form

Please complete this form immediately after the act of worship and return it to the Executive Headteacher who will then give feedback to the worship leader. Thereafter the form will be passed to the worship co-ordinator who will store it in the school's Collective Worship file. The form will be seen by all members of the school's collective Worship Planning Group and contribute to the summary that will be given to the Directors each term. It will also be available to those responsible for preparing for any S48 inspection and the inspector(s).

## 3. The Aims for Collective Worship (as set out in the School's policy document)

"We seek always to reflect in our worship the Christian foundation of the school and its care for all who work here. Children are helped to understand the meaning of Christian worship and we hope that believers will be able to share in it and that others will reach the 'threshold of worship'.

Our central aims for Collective Worship are:

- To provide an opportunity for pupils to reflect upon and give honour to God.
- To foster feelings such as awe, wonder, thankfulness, mystery and joy.
- To highlight and nurture the spiritual dimension through experiencing worship.
- To provide pupils with a vocabulary of worship and an experience of a wide variety of Christian worship forms, including symbols and imagery.
- To provide an opportunity to celebrate major, and some minor, Christian festivals.
- To share with pupils the central teachings of the Christian faith at an appropriate level and thereby encourage them to explore and reflect on their own beliefs and understanding of God.
- To allow pupils to become familiar with a variety of worship in the Anglican tradition, according to their developmental stage.
- To provide an opportunity for children to become acquainted with people from the local and wider community, particularly the local (Anglican) churches.
- To enable children to appreciate their worth and value to God and to the community and to respect the integrity of all individuals as being made 'in the image of God'.
- To enable pupils to make effective use of silence in opportunities for reflection, contemplation, meditation and prayer.
- To establish, explore, and reinforce the common Christian values of the school community such as love, peace, kindness, compassion.
- To provide an opportunity to bring before God in prayer personal needs and those of others.

- To help pupils develop respect and sensitivity to the beliefs and values of others.
- To celebrate gifts, talents and achievements.

We support the broader curriculum through the use of the highest standards of music, art and drama.

Collective worship is an opportunity to celebrate all aspects of school life, to support our curriculum and

to provide an opportunity for stillness and reflection in what is often a busy, active day for our pupils."

## Appendix 8 - Resources

### Websites

[www.assemblies.org.uk/](http://www.assemblies.org.uk/)

[www.assemblies.org.uk/rapid/](http://www.assemblies.org.uk/rapid/) (for "rapid response" to major events)

[www.culham.ac.uk/cw/index.php](http://www.culham.ac.uk/cw/index.php) (a site for everything to do with Collective Worship)

[www.culham.ac.uk/cw/multimedia/index.php](http://www.culham.ac.uk/cw/multimedia/index.php) (multimedia presentations which can be used for worship)

[www.culham.ac.uk/cw/search/prayers.php](http://www.culham.ac.uk/cw/search/prayers.php) (a collection of prayers)

[www.blackburn.anglican.org](http://www.blackburn.anglican.org) (offers outline acts of collective worship with a clear Christian flavour. Follow the links to "collective worship" via education and young people and schools)

[www.ely.anglican.org/education/schools/collective\\_worship/ideaqs/index.html](http://www.ely.anglican.org/education/schools/collective_worship/ideaqs/index.html) (offers a weekly act of collective worship based on the Church of England Lectionary which is divided into three years of Bible readings (Years A, B and C) and follow on from each other in a continuous cycle.)

[www.refuel.org.uk/](http://www.refuel.org.uk/)

[www.stapleford-centre.org/assemblies](http://www.stapleford-centre.org/assemblies)

[www.biblesociety.org.uk/](http://www.biblesociety.org.uk/) (look at Reel Issues for ideas for using film clips)

[www.barnabasinschools.org.uk/](http://www.barnabasinschools.org.uk/) (resources and inset for collective worship)

[www.request.org.uk/teachers/resources/photos/photo\\_index.htm](http://www.request.org.uk/teachers/resources/photos/photo_index.htm) (lots of resources including quizzes, photos of people and Christian celebrations)

[www.christian-aid.org.uk/learn/schools/livedifferently/index.htm](http://www.christian-aid.org.uk/learn/schools/livedifferently/index.htm) (a collection of free ideas for collective worship)

[www.cafod.org.uk/resources/schools\\_teachers/school\\_assemblies](http://www.cafod.org.uk/resources/schools_teachers/school_assemblies)

### Publications

M Beesley	Celebrating with Science
N Bishop	Stories for Interactive Assemblies (2006)
Church Mission Society	The Christ We Share - <i>traditional &amp; contemporary worldwide images of Jesus</i> (2007)
G Cobb	Eyewitness Assemblies - <i>15 ready to use assemblies for Easter and Pentecost</i> (2007)
M Cooling & C O'Connell	Assemblies that count
M Cooling	Wisdom for Worship
M Cooling	Cracking Assemblies 2 - <i>72 Christian assemblies for primary schools</i> (2000)
M Cooling & D Walker	Cracking Assemblies
M Cox	Assemblies for Autumn Festivals - <i>27 ready-to-use ideas for festivals</i> (2007)
J Guest	Collective Worship Unwrapped - <i>33 tested assemblies for primary schools</i> (2005)
M Harper	Getting Ready for Christmas - <i>Creative ideas for assemblies and drama</i> (2007)
V Heley	Stories of Everyday Saints <i>40 stories with Bible links and related activities</i> (2002)
R Nicholls	The Year in Colour – <i>assemblies for Christian Festivals and Seasons</i> (2007)
B Ogden	Starting Together - <i>24 assembly stories for Early Learners</i> (2003)
B Ogden & J Dobbs	The News and Tell! - <i>Twenty off-the-peg Bible themes for assemblies</i> (2002)
G Raggett	Collected Works for Collective Worship
A Seaman	Be Bold! Inspiring primary school collective worship (2004)
B Sears	Through the Year with Timothy Bear - <i>24 five minute stories for KS1</i> (2006)
S Swain	Christian assemblies for primary schools
J Thompson	Christian assemblies
D Walker	Assemblies for Infants