

Educational purpose of collective worship

This was developed with a group of secondary collective worship leads. It is not policy or exhaustive but might be helpful as a discussion starter

It was suggested that worship could provide the 'Metacognition starter for the day'

Metacognition is "cognition about cognition", "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills. (Wikipedia)

The following ideas emerged. It was felt that worship might be fulfilling the following purposes:

- a. Developing knowledge and understanding: worship could help pupils know and understand
 - The values and ethos of the school
 - The role of faith in the community, local national and international
 - Biblical teaching often countering social media images, messages and stereotypes.
 - An understanding of spirituality and an appreciation of what it means to be part of a faith community
- b. Developing skills: It was felt that collective worship was an opportunity to develop the following skills
 - The ability to experience and enjoy periods of quiet and stillness
 - Through leading in worship pupils will develop skills of presentation leading to increased self confidence
 - Through the evaluation of worship an opportunity to express and reflect pupil voice, critical analysis and feedback
 - Skills of reflection: looking at unfairness and having the opportunity to respond.
 - Equipping pupils to know how to respond in times of difficulty either as individuals or community's. Developing coping skills as both students and as adults.
 - Developing empathy for others
 - The use of worship journals give opportunity for skills of journaling to be developed
- c. Values:
 - An opportunity to raise pupil horizons
 - Raising pupil self esteem
 - Affirmation of personal value and the values of others
 - Helping create a cohesive society especially in diverse communities

- d. Others: some other very important and unique aspects of collective worship
- Providing a sense of belonging in a dysfunctional community
 - Countering entrenched often family inspired attitudes to race, gender, sexual identity, religion etc in young people
 - Contributing to the mental health and wellbeing of pupils (and staff).
 - Providing more breadth to a 'broad and balance curriculum'
 - Challenging a view that 'the world revolves around me'

All this is in addition to the general purposes of worship.

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