

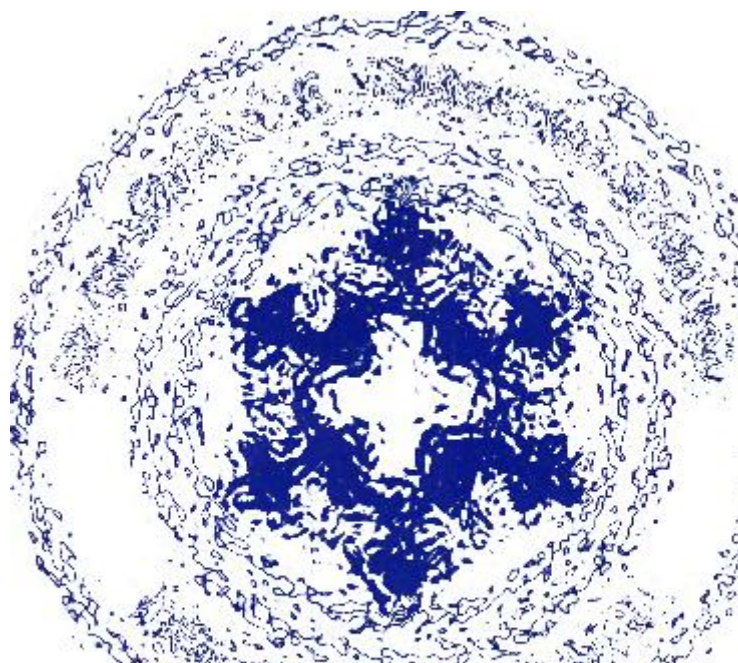
Collective Worship Policy

2025-2028



St. Mary's

Church of England Primary School





Philosophy

To enable our children to flourish we want St Mary's Church of England School to be at the centre of its community. Worship is an important part of our school's life as it gives us the opportunity to celebrate, as well as encouraging our pupils to think about their place in the world, through Spiritual, Moral, Social and Cultural development. We will not shy away from our responsibilities in enabling children to think deeply about themselves, the world in which they live and the place that faith has in our society. Collective Worship is one aspect of the school day in which we can nurture creative thinkers.

As a Church of England Primary School our Collective Worship will be in accordance with the principles and practises of the Anglican Church. The daily act of Collective Worship has a special status with a Christian focus, rooted in biblical teaching and is distinct from Religious Education

Importantly, we want our children to develop their sense of spirituality, **waiting, watching and wondering** about the world around them, about faith and exploring their own beliefs.

INTENT

We work towards using the term Worship/Collective Worship rather than term 'assembly'.

Pupils, staff and parents of all faiths (or none) are welcome to worship which is an expression of our distinctive Christian vision. Our school is a community that celebrates religious and world views, cultural and ethnic diversity and encourages dialogue and understanding. We want to enable pupils to approach the threshold of worship by fostering in them an attitude characterised by feelings such as humility, awe, wonder, appreciation, thankfulness, respect, and reverence. We believe that we can all learn from each other and that collective worship is an educational entitlement for all. In worship we create the opportunity to explore the place of faith in each of our lives, and in the communities in which we live. We seek to enable pupils to consider spiritual and moral issues and the many questions which relate to life. We acknowledge the things which have meaning, value and purpose for the pupils as individuals, as well as for the school and the wider community. Our school will celebrate achievements, special occasions and special events in relation to individual pupils within school, to the school as a whole, or to the wider community. We aim to explore and reflect on the school's Christian values and consider how these apply to themselves.

IMPLEMENTATION

Organisation of Collective Worship

The structure in our worship is **gathering, engaging, responding** and **sending** to enable the fulfilment of the above aims.

Gathering – It is important to create a sense that worship time is a special part of the day through the use of music, welcome, lighting a candle and creating a special atmosphere.

Engaging – We want those taking part in the worship to connect and engage in the worship. With this we encourage the leader(s) to have a focus e.g. use of table, cloth, Bible, candle, artefacts, ICT, visual, drama. We encourage a sense of awe and wonder and the leader(s) having a presence in the space.

Responding – Crucially those in worship should have an opportunity to respond through active participation, singing, reflection and prayer

Sending – As the time of worship closes those leading should summarise and encourage those participating to reflect and consider the application of the worship in their lives.

Gathering	Music	Appropriate/random, linked to the theme, created atmosphere, delivers a message
	Welcome	Whether greetings exchanged and introduction made <ul style="list-style-type: none">Peace be with youThis is a special time of our school day when God can come closer to us and we can come closer to GodWe light this candle to remind us that Jesus is the Light of the World
	Atmosphere	Extent to which the act of worship is portrayed as special and important
Engaging	Focus	Table, cloth, Bible, candle, artefacts, ICT, visual, drama, information
	Awe and Wonder	Sense of marvel of world / creation
	Conviction	Extent to which the message is clear and compelling or words lack power and appear as paying lip service
Responding	Participation	Extent to which learners involved in responding, partner talk, opportunities, for some to participate directly
	Singing	Whether there is an appropriate hymn/song, quality, enthusiasm of participation
	Reflection	Learners given time to pause and reflect
Sending	Prayers	Extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
	Dismissal	Whether the person takes charge, smiles, engages with some learners, says 'thank you' <ul style="list-style-type: none">Remember, although you might be young, you can change the world by what you do today.

Our worship has 3 underlying principles:

1. It is inclusive and contributes to the spiritual, moral, social and cultural development of all pupils
2. It is invitational and respects the dignity of all participants
3. It is inspiring and combines a range of experiences alongside regular patterns of worship

IMPACT

It is inclusive

Our understanding of Christianity is that it is an inclusive faith. Thus, we welcome children and staff of all faiths to our worship. Through their Christian character our acts of collective worship will:

- Recognise and celebrate the diversity of cultures, life styles and faiths which exist in our school and local community;
- Have an atmosphere in which everyone feels valued and safe;
- Be appropriate for every student to attend
- Focus on issues and experiences which are relevant to the pupils;
- Foster active roles of pupils, parents and members of the local community – in preparation, participation and leadership.

It is invitational

Acts of collective worship will:

- Nurture and maintain the dignity of the image of God in everyone through working for social justice and encouraging pupils to consider the needs of others through charitable service and courageous advocacy.
- Nurture reflection, stillness, meditation and prayer.
- Provide pupils with (age appropriate) opportunities to explore the spiritual dimension of their lives through music, images and words.
- Provide a sense of occasion that is separate from the rest of the school day.
- Foster an appreciation of the natural world and our shared responsibilities for maintaining it.
- Develop clear partnerships between worship in the school and the wider community.

It is inspiring

Our acts of collective worship provide wider opportunities to:

- Promote wide ownership of our Christian vision;
- Assist learners to have increased awareness and to reflect upon fundamental issues about life;
- Enhance, complement and extend curricular work;
- Develop learners' understanding of the Christian faith and Church (Anglican) practice through appropriate Biblical and liturgical content;
- Encounter and explore Jesus' teachings and the trinitarian nature of Christian faith
- Identify opportunities for Christian celebration which can be associated with other school events;
- Include appropriate references to and elements of other faiths and secular worldviews
include opportunities to celebrate the academic, social, personal and wider achievements of pupils.



Typical timetable:

Day	Person Leading	Place
Monday	Head Teacher	Hall
Tuesday	Assigned Class Teacher	Hall
Wednesday	Class Reflection	Class
Thursday	Headteacher / Visitor	Hall
Friday	Senior Leadership	Hall

Right of Withdrawal

Our school is based on an inclusive ethos; we expect all children to attend collective Worship assemblies. However we respect the right of any parent/guardian to request permission for their child to be excused. This complies with the 1944 Education Act and was restated in the 1988 Education reform Act. Withdrawal will only be made following parental discussion with the Head teacher followed by written confirmation of withdrawal. The school will make alternative arrangements for the supervision of those children granted withdrawal from assemblies. This complies with the 1944 Education Act and was restated in the 1988 Education reform Act.

The headteacher keeps a record of all those children withdrawn from Collective Worship.

Resources

We encourage worship time to be creative and varied. There are however some core expectations within a structure of a period of collective worship including but not exclusively,

Welcome, song, prayer, candle/worship focus, presentation/focus, reflection.

We actively encourage children to be at the centre of our worship including participation and planning the themes and activities. Our Worship Council are integral in planning, preparing and leading worship within school.

Monitoring and Evaluation, Review

Collective Worship developments will be reported to School Governor's once a year.

The themes for Collective worship are published at the beginning of the term. Those leading worship that week are encouraged to relate their worship to this theme. The themes chosen are broad enough to allow all those leading worship to approach the theme from their own perspective. This will mean that by the end of the week the students will have had the opportunity to reflect on the theme from a variety of viewpoints.

Evaluation of the worship times is encouraged through reflection activities and recorded in books and through pupil evaluation.

Collective Worship Lead – **Brian Jones**

The Governor Responsible for Collective Worship is: **Rev. Richard Snow**

Policy reviewed

Policy Review:

September 2025

September 2028

Signed

Handwritten signature of J. M. Galt in black ink.Handwritten signature of Susan Jane in black ink.

Date

September 2025

School: St Mary's Church of England School

Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us.

	Criteria	Aspect
Gathering	Music	Appropriate/random, linked to the theme, created atmosphere, delivers a message
	Welcome	Whether greetings exchanged and introduction made <ul style="list-style-type: none"> Peace be with you This is a special time of our school day when God can come closer to us and we can come closer to God We light this candle to remind us that Jesus is the Light of the World
	Atmosphere	Extent to which the act of worship is portrayed as special and important
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Responding	Participation	Extent to which learners involved in responding, partner talk, opportunities, for some to participate directly
	Singing	Whether there is an appropriate hymn/song, quality, enthusiasm of participation
	Reflection	Learners given time to pause and reflect
	Prayers	Extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sending	Dismissal	Whether the person takes charge, smiles, engages with some learners, says 'thank you' <ul style="list-style-type: none"> Remember, although you might be young, you can change the world by what you do today.
Comment	Distinctly Anglican	Clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity – God, Jesus and the Holy Spirit
	Inclusive	The worship reflects the multi faith / cultural nature of the world and feels inclusive of other and non faith
	Dynamism and Theatricality	Was it a performance or an act of worship?
	Open/Closed	Does the leader give room for the children to build their own image of the meaning / connections/links or are they told what to think?
	Age Appropriate	Are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

Observation Form

Leader (s) Inc Pupil Worship Leaders		Observer	
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Worship Theme		Time Allocation	
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	Criteria	Aspect	
Gathering	Music	Is there a real sense of a marking the start of a special time in the day?	
	Welcome	Immediate impact, relevant, welcoming, stimulates interest or dull,	
	Atmosphere		
Engaging	Focus	Does the worship leader capture the attention of the children and staff so they become actively engaged in the content.	
	Awe and Wonder	Is the leader expressive, stimulating? Is the leader convincing, enthusiastic, warm and creating a rapport?	
	Conviction		
Responding	Participation	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
	Singing		
	Reflection		
	Prayers		
Sending	Dismissal	Does the leader send us out with a clear ‘thought for the day’, something that changes behaviour in some way.	
		Does the leader send the assembled group with a clear summary, reflection on the learning, a reflection on the message.	
Content	Distinctly Anglican	Was there a clear Christian/biblical focus?	
	Inclusive		
	Dynamism and Theatricality	Did the worship have structure, and Christian focus?	
	Open/Closed	Were all children and staff included?	
	Age Appropriate		

Additional Comments:

Suggestions for next worship sessions:

Signed

Date

Teacher's own reflections on their collective worship and improvement reflections: