Collective Worship Policy

Together We Believe, Aspire and Achieve

Equality Statement

Now, in Christ, there is no difference … you are the same in Christ Jesus. *Galatians 3:28*

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Mission Statement:	Foundation:	School value:
Together 	The whole law is made complete in one command: "Love your neighbour as you love yourself." Galatians 5:14	**Community** **Responsibility** **Peace** **Inclusion**
Believe 	"Everything is possible for one who believes." Mark 9:23	**Christianity** **Faith** **Justice**
Aspire 	"Therefore encourage one another and build each other up, just as in fact you are doing." Thessalonians 1 5:11	**Hope** **Resilience** **Positivity**
Achieve 	Jesus said "I have come so that you might have life, life in all its fullness." John 10:10	**Love** **Respect** **Kindness** **Honesty**

Collective Worship Policy – St Peter's CE Primary School

Collective Worship

Collective worship is central to our school week and is an opportunity to come together to reflect on school, Christian, British and humanitarian values.

This document is a statement of the school's intentions with regard to the Act of Collective Worship. St. Peter's is a Voluntary Aided Church of England school and the arrangements for a daily act of worship are the responsibility of the Governing Board, in consultation with the Headteacher.

Legal status of Collective Worship and rationale

As a Church of England school, due regard is paid to statutory requirements, that schools will provide opportunities for daily collective worship that is 'wholly or mainly of a broadly Christian character' (School Standards and Framework Act 1998)[1]

It will also reflect the traditions of the Church of England, i.e. the Anglican tradition. However, there is also a balance of content that enables children to develop an understanding and respect for world faiths.

Recognising our foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

Right of withdrawal:

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs.

Collective worship is invitational and reflective in nature and never coercive or indoctrinatory. However, parents/carers have a legal right to withdraw their child from any or all acts of worship. Those who wish to exercise this right must inform the Headteacher in writing. They will also be required to advise the school on what alternative spiritual activity they wish their child to engage in during this time, whilst they are cared for by a member of the school's staff. Parents/carers may provide suitable activities for children so withdrawn.

It is important to be aware that this does not mean that the children will be exempt from the Christian ethos of the setting which underpins our teaching, learning and relationships.

Worship in our school will:

- make a significant contribution to the overall spiritual, moral, social and cultural development of the school community
- be invitational, inclusive and inspirational whilst being reflective of the Anglican foundation of the school
- explain and promote the core values of the school community, and provide opportunities to come together and reflect as a community on these values
- deepen understanding of what it means to have faith
- develop personal spirituality through a range of experiences, inc reflection and prayer
- celebrate the gifts and talents of individuals.

Aims of collective worship

We believe at this school that Collective Worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child spiritually, morally, socially, culturally and intellectually, is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner. Our aims are:

- To promote the joy of worship as engaging, inspiring, inclusive and transformative.
- To develop spirituality, morality, social and cultural values.
- To give an opportunity to experience the meaning and significance of faith as revealed in the Bible and make links to other world faiths, where relevant
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year.
- Facilitate a deeper understanding of the Christian story narrative, from creation to the present day.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop young children's sense of self-worth and to provide opportunities to celebrate achievements.
- To develop a caring attitude to others and a sense of community and loyalty.
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship.
- To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship throughout the school year.

Delivery of collective worship

Collective worship follows four core elements:

gathering – engaging – responding – sending

Gathering: A school is built upon relationships and community, so it is an integral part of our worship policy that the whole-school family gathers together at least twice each week, with in-class worship taking place on the other days.

This is then followed by reference to the school values and the way in which they link to the theme and thought for the week, with a theological link and explanation of how this can be achieved in everyday life where appropriate.

A candle is lit to remind the children that collective worship is a time to reflect.

Engaging: The core of the engaging is led through the use of poems, stories, events, videos for the children to think about. These are linked to wider world events or key stories that would support children to understand a concept. These are timetabled according to significant days and events, but are also responsive to need; e.g., highlighting an issue in school that needs to be addressed – particularly linked to the cohort of children (disability awareness, race, etc) – or a major local, national or international event as it arises.

Responding: *(see Follow-up in-class worship, below)* This is done in two parts:

The children are given key questions to discuss – **'discussion of the week'** – and share ideas. There is then a link made to the Bible, other world faith or philosophical thought that supports this.

A quote – **'thought for the week'** – is also found to link with a famous person. This would be someone who is representative of the value being discussed.

The thought and discussion point are followed-up within in-class worship in the coming days, with the children's thoughts and ideas summarised in the '**class learning journey'** (referred back to at future assembly/worship gatherings).

Sending: This is invitational and children are reminded that this is a time for reflection. The school prayer is then spoken by all, prefaced by the worship leader summarising today's theme. The Lord's prayer is used at least once each week.

Children are also encouraged to think about the values focussed upon in today's worship, together with their connection to British Values and how this links to protected characteristics.

Sending is a time to think about what can be changed and how we can all make a difference (link to deliberate Mother Teresa quote as you enter the school) if Together We Believe, Aspire And Achieve.

Music: is seen by us at St Peter's as a critical element of worship; it signifies a gathering and creates a collective focus. We use music in a minimum of three ways during collective worship:

1. teacher choice on entry (relevant music that fits with the theme and which broadens the children's listening and cultural capital – pop, folk, classical, etc)
2. hymn/song to fit assembly/worship theme
3. children's choice on exit, from a given selection of three that fit the theme.

Inspiration

At St Peter's, we believe that collective worship should be inspiring, engaging and interactive. Here are some strategies by which staff endeavour to make collective worship inspirational:

1. Meaningful themes, connecting to our vision and values.
2. Good/exciting/humorous stories/narratives
3. Guests/Role models that reflect our diverse community
4. Interactive elements, visual, musical enhancements, inspirational media
5. Quotes and affirmations
6. Reflections and Mindfulness opportunities

Spirituality

We discuss this in terms of the **'Windows, Mirrors and Doors'** philosophy:

1. Windows: looking out at the world (its wows and ows)
2. Mirrors: looking in and reflecting upon ourselves and our place in the world
3. Doors: walking through – how we act, behave and respond to what we see.

Follow-up in-class worship:

There are follow up questions and ideas that are linked to the whole school collective worship which can then encourage children to reflect more deeply in their year groups.

The Class Learning Journey (a reflection book, displayed in the classroom) contains a print-out of the main slide from the hall worship, to highlight the theme, thought and discussion of thew week. Children's responses are recorded in this book as a celebration and a reminder of what the children have been thinking about or the impact of the worship on their thinking. This can support the discussions in class as well as link into any follow up work or future collective worship.

Resources and visitors:

We make use of a range of resources to meet the emerging themes – news clips, television pieces, youtube links, stories, videos, music and songs that link to the focus.

We are part of St Peter's Parish Church, Swinton, and Fr Jeremy (Rector and also chair of school governing board) delivers some aspects of worship and specific sessions on aspects of the Christian Calendar. We also utilise collective worship links with the Diocesan Board of Education, including having had various visits from Bishop Mark, to lead us in worship.

Collective Worship Organisation:

Collective Worship Schedule – 2024/25

Mon/Weds/Thurs:

10/15-minute act of worship/discussion/affirmations in class

Children discuss and reflect on day's/week's events, led by –

Mon: teacher-led – reflect on last week and class aims for the coming week and theme

Wed/Thurs: teacher or Pupil Council-led* – *Discussion of the Week/proud achievements/affirmations/Class Learning Journey (Floor Book)*

(*can be led by other ch'n, not just Pup Ccl, if they wish to)

Weekly:

Tuesday – 2.30pm – school hall – PW leads

- set Theme, Thought and Discussion of the Week (based on timetable of significant dates – Saints' days, major events ion the Christian calendar or those of world faiths, etc – but with flexibility to respond to events in school or the wider world where needed)
- each class' PSHCE sessions that week relate to this
- certificates/Wkd Wk/etc that week relate to this
- music x 3 as standard: 1. teacher choice on entry (and relevant music that broadens the children's listening and cultural capital – pop, folk, classical, etc); 2.

song/hymn to fit assembly/worship theme; 3. exit music chosen by ch'n from a choice of three that fit the theme)

(on certain weeks, there will be separate KS1 & 2 Tuesday Worship – see below)

Friday – 2.30pm Whole-School – school hall – ER leads

- recap *Theme, Thought and Discussion of the Week*
- celebrate and reflect
- story or video clip to reinforce
- Awes Author, Maths Magician, Rigorous Reader and Wicked Week Awards *(which relate to school values and the Theme and Discussion of the Week)*

Half-termly:

Tuesday pm – in church – Fr Jeremy leads

- two services per half-term
- usually Infants at 1.30pm, Juniors at 2.30pm, but may occasionally be split in other ways (YN,1,3,5 or YR,2,4,6, for example)

Termly:

Harvest, Christmas and Easter Services – in church

- whole-school services led by Fr J and PW, with full parental involvement and other community bodies where possible (Chatsworth Futures, for eg)

Annually:

Class Assembly – one per class in Spring & Summer Terms – school hall

- completed in one week from start to finish
- plan and discuss with children on Monday, prepare and rehearse during the week as English, RE and PSHCE lessons, present to whole school and parents on **Friday at 2.30pm** (or Thursday in certain circumstances).

Evaluation:

We actively encourage children and teachers to respond throughout the collective worship and evaluation is invited via the Hall Reflection Box from all attendees. These evaluations are expected to feed into future plans for collective worship. Formal evaluations are also sought as part of SLT performance management.

Policy updated: PW, May 2025

To be ratified by governors: July 2025

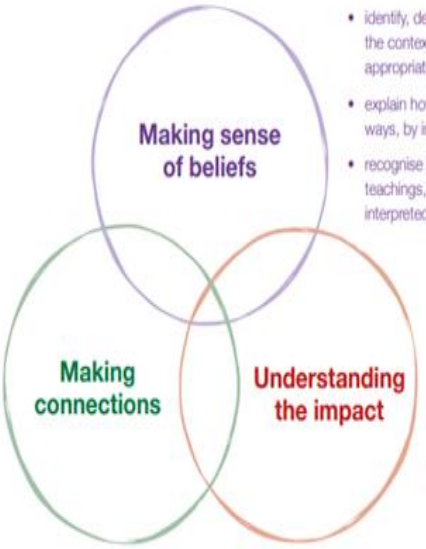
Signed: _____ (chair)

APPENDIX 1: Links to RE Policy

Curriculum, Structure and sequencing of learning:
At St Peter's CE Primary School, we follow the Manchester Diocese RE syllabus that became statutory from September 2024.

Teaching and learning approach and the aims for RE in Manchester Diocese

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8.
Units of study offer content and ideas for enabling pupils to achieve these aims.



- identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own worldviews – their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Note: The three elements of this teaching and learning approach also incorporate the elements of the teaching resource, *Understanding Christianity: Text Impact Connections* (RE Today 2016).

This is recommended for all Church schools within the Diocese, in order to meet the requirements of the Statement of Entitlement 2019, which states that: *In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.*

© RE Today 2023

Appendix 2:

ST PETER'S CE PRIMARY SCHOOL – COLLECTIVE WORSHIP EVALUATION

Date:_____

Theme and Value	
Inclusive: Can all children understand the messages? Is the message positive?	
Invitational: Is the school vision or value being shared clear? Were there different sections during worship?	
Inspiring: Were there opportunities for reflection and prayer? What might pupils do to follow that changes behaviour/makes a difference? How is music used for engagement, reflection or inspiration?	
Follow-up: What work, thoughts, discussions will follow in Class Learning Journeys as a result?	
What I liked……	***Even better if…….***