



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh  
 "Striving for excellence together in a caring Christian community."

RESPECT COMPASSION COURAGE



## COLLECTIVE WORSHIP POLICY

Responsibility: Governing Body

Approved on: 20/9/26

Signed: [Signature] (Chair of Governors)

To be reviewed: In light of legislation changes.

Last reviewed:

The Saint Peter and Saint Paul Church of England Primary School, Burgh-le-Marsh is a Voluntary Controlled Church of England Primary School. In addition to the national legal requirement that there should be daily worship, as a church school, we have a Trust Deed which states that worship should be 'in accordance with the principles and practices of the Church of England' and in accordance with the School Ethos Statement in the statutory Instrument of Government. Collective worship takes place every day for all pupils.

As a Church of England school, we firmly believe that collective worship is the 'heartbeat of the school' and we are obliged to follow direction issued by the Church of England. We try to ensure that there is no compulsion to 'do anything'. Children and staff in our school come from homes of different faith backgrounds as well as of no faith background. Moreover, many children (and staff) will naturally be at different stages of their spiritual journey during their time in school. We try to give children and staff the opportunity to think and ask questions and attempt to provide space to participate, to stand back or to consider.

We endeavour to take care to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching. Children and staff should only be invited to pray if they wish to do so and should be invited to pray in their own way. Prayers should always be accompanied by the option to reflect.

Acts of worship in our school will be predominantly and overtly Christian. However, as there are children from a variety of faiths and none, in addition to children from Christian homes, we do, from time to time, draw upon religious material from a variety of traditions when preparing collective worship. The original source of the material (story, song, text, information) is clearly stated, and then set in a Christian framework, and the connections with the Christian tradition are explored. For example, in discussing the Muslim celebration of *Eid ul fitr*, it would be important to point out that this was a Muslim festival at the end of Ramadan and that Muslims would be celebrating the conclusion to the time of fasting. It would

then be appropriate to make links with the feelings of thankfulness and to move onto the idea of Christian thanksgiving to God for all the good gifts.

At our school, collective worship offers a space for all...

<p><b>SPIRITUAL</b></p>	<ul style="list-style-type: none"> <li>● to feel a sense of belonging to a group that shares and celebrates together, as well as being thoughtful or sad together</li> <li>● to experience a feeling of connectedness to others in the world and a sense of responsibility towards them</li> <li>● to reflect upon ourselves and our lives as seen as part of a bigger picture</li> <li>● to wonder</li> <li>● to gain inspiration to receive a challenge to live differently</li> <li>● to rejoice in being unique and precious</li> <li>● to think about God to make a response to God</li> <li>● to explore a relationship with God</li> <li>● to enjoy being in the presence of God</li> <li>● to contemplate the awesomeness of God</li> <li>● to offer adoration, praise and thanksgiving</li> <li>● to God to listen to God</li> <li>● to get a sense of things unseen to explore personal belief</li> </ul>
<p><b>EMOTIONAL</b></p>	<ul style="list-style-type: none"> <li>● to explore the Christian values of the school</li> <li>● to use stillness and quietness to have a quiet moment in a busy day</li> <li>● to celebrate gifts, talents and achievements</li> <li>● to learn about different ways of worshipping and about imagery and symbolism</li> <li>● to learn about the faith of the local church community</li> <li>● to participate in marking important features of the church calendar</li> <li>● to consider spiritual questions raised in the rest of the curriculum</li> </ul>

In satisfying these aims the following principles are also observed:

<p><b>INCLUSIVE</b></p>	<p>... whatever their age, aptitude or background                  ... where the integrity of each is respected                  ... enabling children to explore and evaluate their beliefs                  ... sharing worship from time to time with parents, governors and members of the local community</p>
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Collective worship takes place daily, usually in the school hall at 9am. Tuesday collective worship is normally led by the Baptist Team, whilst Friday collective worship is lead by Father Terry and also celebrates 'Pupils of the Week'. On Wednesdays, children remain in their classes and listen to an age-appropriate recorded audio assembly. The Headteacher will usually lead collective worship on a Monday and Thursday, although any teacher in school may be asked to lead. Thursday collective worship will often focus on whole-school singing.

There is always a theme for collective worship based on our school values, Christian values and values for life. These may extend over a few days, a few weeks or a term. Those leading worship 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 children and staff will have had the opportunity to reflect on the theme from a variety of viewpoints. Sometimes we may develop worship from themes and events that occur in the curriculum during the week. On occasions it is recognised that those leading worship may feel that they need to respond to local or national events. All those leading collective worship are asked to plan their act of worship in as much detail as they would any other learning activity.

Within our collective worship we provide a wide variety of stimuli to help pupils to reflect upon and respond to the central theme. These include stories, music, art, poetry, drama, puppets, questioning, singing and praying.

As we are an Anglican school we reflect aspects of Anglican worship in the following ways:

- We use the Bible as a source of Christian teaching, and give it a prominent place in our worship.
- We follow the cycle of the Anglican year; Advent, Christmas, Lent, Easter and Pentecost and some saints' days.
- We use liturgical colours for our worship focus.
- We use Christian symbols and artefacts, exploring their meaning for Christians
- Some of the songs we sing are religious in content.
- Our worship follows a liturgical pattern eg Gathering .. Engaging ...Responding...Sending
- Using Anglican sentences and responses (eg The Lord be with you ... and also with you)

The governors hold overall responsibility for ensuring that the legal requirements for worship are met, but the head teacher has the statutory accountability for ensuring that collective worship takes place. The nominated person with specific responsibility for collective worship in our school is the headteacher. We liaise with our local churches, outside organisations and the diocese in the planning, monitoring and evaluating of collective worship.

Collective worship should be evaluated and should consider child and staff voice. Governors monitor the provision of collective worship. A representative attends at least a session per term and then feeds back to the governing body. Governors ensure that collective worship is reviewed on a regular basis.

Parents have the right to withdraw their child from collective worship. If a parent wishes to consider this option, the Head Teacher should be approached. If a parent wishes to withdraw their child from collective worship, the school is obliged to provide supervision for the child during the collective worship session, but should not incur any additional cost in so doing. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. Any withdrawal request remains in place unless we are notified in writing to the contrary.