



Collective Worship Policy

Date created

April 2023

Review period

Annual

Next due for review

September 2026

Governors Committee Responsible

FGB

Date Reviewed

September 2025

This Policy has been created based on guidance from Portsmouth and Winchester Diocesan Board of Education and is based on the Kingsclere CE Primary School Collective Worship practice.



Kingsclere CE Primary School, Ash Grove, Newbury, Berkshire, RG20 5RE

Hand in hand we learn, we grow, we soar.

Love Courage Respect

Kingsclere CE Primary School Collective Worship Policy

Introduction

This policy is an agreed statement of the values and aims of collective worship at Kingsclere CE Primary School. It has been prepared by the governors and headteacher with assistance from other staff and diocesan advisers. Collective worship is valued as a central aspect of the life of our church school, through which children grow spiritually, emotionally, morally and culturally.

Collective Worship at Our School

The ethos of the school, encompassing all that we stand for, is reflected in and expressed through Collective Worship; it derives from the Christian tradition and seeks to activate our beliefs and values, which are set out clearly in our vision and value statements (please see the school website, 'Our School Vision and Values' section, to read these statements).

Kingsclere C of E Primary School is a Voluntary Controlled Church of England School therefore worship is an important part of the school day as it gives us the opportunity to come together as a school community and children are invited to pray and reflect together and deepen their appreciation and worship of God.

As a Church of England School, the school is committed to fostering the development of the whole person within the context of a caring community based on Christian values. Spiritual, moral, social and cultural awareness is a vital element in that development. As a maintained school, the school provides a daily act of collective worship, for all pupils, of a mainly Christian character.

Worship in our school should:

As worship:

- Be at a level to enable children and adults to explore their own understanding of God within a Christian framework
- Explain and promote the core Christian values of the setting
- Have Integrity as acts of Anglican worship whilst being invitational, inclusive and inspirational
- Be based on Biblical text or themes
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Mark the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions such as the lighting of a candle or use of a cross

For people:

- Develop personal spirituality within the setting community through a range of experiences including individual and collective prayer
- Celebrate the God given gifts and talents of individuals
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the setting community

To comply:

- Reflect any trust deed of the setting
- Be clearly outlined in the setting prospectus/website and documentation
- Involve children and adults in planning, leading and evaluating collective worship e.g., through acting out stories

- Be monitored and evaluated by foundation governors for the impact it has on the school community

Aims of our worship

- To promote the joy of worship as engaging, inspiring and transformative
- To develop spirituality, morality, social and cultural values
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer
- Sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics etc
- To give an opportunity to experience faith as revealed in the Bible
- 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 to lead some worship



How we achieve our aims

We aim to promote collective acts of worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- Creating a sense of occasion and reverence
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the setting community at some time
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; festivals and celebrations, our Christian values
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children's interest
- Encouraging children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy
- Providing opportunities for children and adults to reflect, contemplate their own thoughts, feelings and beliefs
- Using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers; all prayer will be invitational
- Involving young children and members of the wider community to participate in collective worship and activities within the parish
- Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

Central attributes of an act of worship

The setting will endeavour to fulfil the following 'central attributes' of worship:

Gathering Making worship a special time of the day

Engaging Using the best available techniques to stimulate interest in the content

Responding Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways

Sending Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship

Collective worship is planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include school staff, children, representatives from the parish church, members of different faith communities and members of the local community.

The centrality of prayer

During the collective worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in an invitational prayer, offered spontaneously by a child or adult, read out or recited. Prayers are displayed and used in class and setting reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their lives and the life of the setting community
- Prayer contributes to the spiritual development of individuals and the whole setting community
- There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship



The school has a prayer tree in the library to engage and promote reflection time for individual children and adults, as well as designated special reflective areas in each classroom providing children and staff an opportunity to reflect throughout the day.

Worship table

We have a worship table in the school hall which we use as a focus, for all whole school and team worships. Our trinity candles are lit each time we hold a collective worship to help children and staff focus within the 'Gathering' and 'Engaging' parts of collective worship.

Tree of Prayers

There is a Tree of Prayers in our school hall. All members of the school community are able to write a prayer and add it to the tree.

School prayers

We have also developed a collection of school prayers. These are displayed in the classrooms for children and staff to use throughout the day or in class worship – see Appendix 4.

Planning and Organisation

Planning

Collective worship is planned systematically, so there is continuity, variety and clear focus on Christian beliefs and festivals. Our collective worship engages with a theme for the week. These themes are chosen from a variety of sources: The Christian Calendar, significant stories from the Bible, which promote the core Christian Values, world events and our Personal Social Health and Economic curriculum. To encourage an appreciation and understanding of other faiths, opportunities will be made to link Christian beliefs with those of other religions.

On occasions, it is recognised that teachers may feel that they need to respond to local or national events or events specific to the whole school community. Easter, Christmas and Harvest Festival Services, along with a service to mark the Year 6 pupils leaving, are held in St. Mary's Church in Kingsclere. Regular visits from church leaders are made into school to lead our collective worship. We are fortunate enough to have visits from ministers and priests from our own community and surrounding communities to lead worship and support school activities.

Organisation

We ensure that all children take part in a meaningful act of worship every day. Throughout the week we ensure children experience worship with a range of different people including class worship, phase worship and whole school worship.

When children first join us in year R, they have class worship every day. This allows us to tailor workshops so that they are age appropriate and support our youngest children in understanding our school values and ethos. As they get used to worship at Kingsclere CE Primary and we feel they are ready for larger collective workshops, they begin to join Key Stage 1 worship and celebration worship and finally whole school worship.

Our Collective Workshops each week include:

Monday	Whole school worship led by a Senior Leader, often the Headteacher
Tuesday	Class worship led by staff and children
Wednesday	Class worship led by staff or children
Thursday	Visitors worship led by a visitor from St. Mary's or another church leader
Friday	Celebration worship led by a Senior Leader or member of staff

Communication

The school will communicate with parents/carers regarding our collective worship themes via newsletters and/or on our school website.

Parental involvement

We aim to work in partnership with parents and carers in all aspects of school life, including worship. Parents/Carers are actively encouraged to participate in collective acts of worship when possible. We invite our parents/carers to join our Collective Worship festival events at St. Mary's and at times throughout the year in school.

Responsibilities

The normal expectation within our church school is for all staff to view collective worship as an important part of their own well-being and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly.

At interview all applicants are informed that the setting holds acts of collective worship that promote the Christian ethos and values of the school. The normal expectation will be that staff will participate in and lead collective worship. The school welcomes offers from any member of staff who feels confident to lead worship.

Mrs Jo Messenger is responsible for co-ordinating the programme of induction and training for staff.

Mrs Hollie Randall and Mrs Jo Messenger are responsible for planning and organising collective worship.

Legal status of collective worship

In a Church of England school, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e., the Anglican tradition.

The right of withdrawal

Parents have a legal right to withdraw their child from acts of worship. We ask for this to be discussed with the headteacher so the exact nature of worship is understood by the parents/carers before this becomes a permanent arrangement; alternative activities can be provided for worship time in consultation with parents/carers. It is the class teacher's responsibility to make these alternative arrangements and to ensure that the child does not feel discriminated against.

Please 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.

Section 241 of the Education Act 1993 grants parents and carers the right to withdraw their child from certain sessions in school, which are as follows:

Subject	Right to Withdraw
Relationships Education	No
Sex Education	Yes
RE	Yes
Science	No
Collective Worship	Yes

Monitoring and evaluation

Monitoring and evaluation of collective acts of worship, is undertaken by young children, staff and governors. All who deliver worship will be observed on a termly basis. This process supports the school's self-evaluation and staff development and appraisal. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

References to 'parish' refer to the local parish church to which the school is linked.

Appendices

APPENDIX 1 – SIAMS grade descriptors for collective worship

APPENDIX 2 - 1a Collective worship observation form and 1b A practical guide to evaluating collective worship

APPENDIX 3 - Liturgical colours and seasons of the Christian year

APPENDIX 4 – Our school prayers

APPENDIX 1 – SIAMS Grade Descriptors for Collective Worship of Strand 6: The Impact of Collective Worship

In a Church school collective worship should be inclusive, invitational and inspiring.

In a **Good** Church school which enables pupils and adults to flourish:

Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All those who wish to do so will have regular opportunities to pray and reflect. Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful. As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

Statutory obligations are met in context.

Worship is creative and pupils talk about how it often inspires them to action. It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist. Most staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes. Worship ensures pupils develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.

Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world. Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.

An effective shared approach to planning allows appropriate opportunities for pupils to gather, engage and respond. The planning, monitoring and evaluation of collective worship involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.

The local church community is regularly involved in collective worship, providing practical support and encouragement.

Requires Improvement: it is not yet Good.

Excellent: it is better than Good. For example:

- The school community recognises and values worship as the heartbeat of the school. Pupils and adults talk with enthusiasm about worship and explain how it influences their lives, both in and out of school.
- School leaders work proactively with the local church community or diocese who provide innovative and appropriate support for collective worship. Pupils take a considerable lead in the development of worship within the school. Staff are well supported to lead engaging tutor group and classroom worship.
- Pupils articulate an informed and evaluative understanding of the value and use of prayer and reflection. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.
- Pupils are enabled to engage with the Eucharist in creative and innovative ways, and this ensures a range of age and context appropriate opportunities for pupils to explore the Eucharist in ways that respect the integrity of the pupils

APPENDIX 2 – 1a Collective worship observation form

Setting _____

Leader: _____

Observer: _____

Worship Theme: _____

Time Allocation: _____ minutes

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

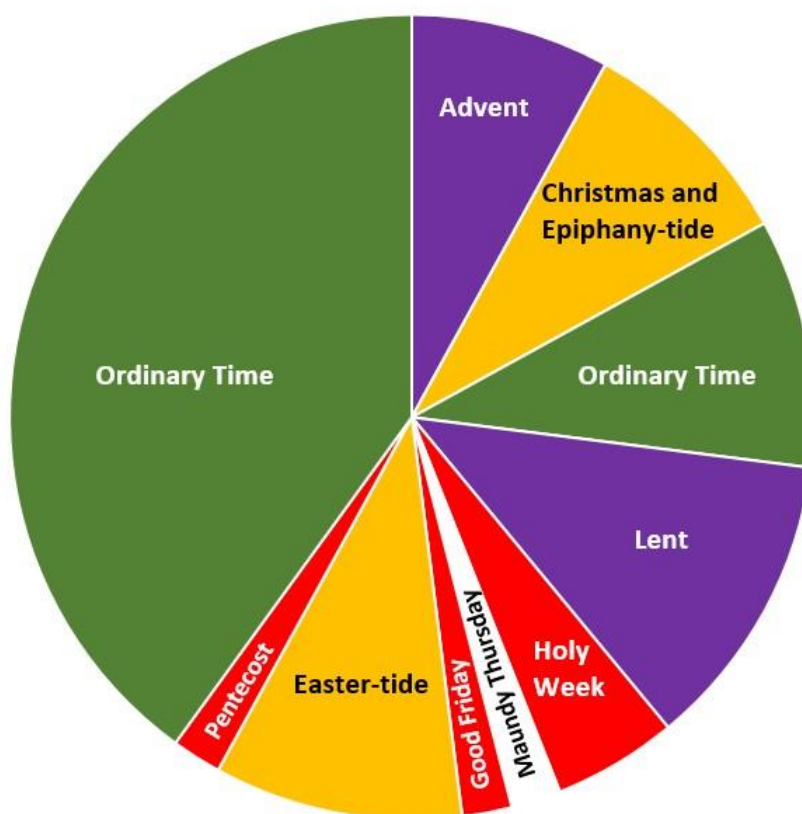
CRITERIA	ASPECT	COMMENT
Central Attribute 1 Gathering	Is there a real sense of a very special time in the day? Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.	
Central attribute 2 Engaging	Does the worship leader capture the attention of the children and staff so they become actively engaged in the content? Excellent - well expressed, stimulating or poor communicator Convincing, enthusiastic, warm or lack of rapport.	
Central attribute 3 Responding	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
Central attribute 4 Sending	Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way? Clear summary, learners given opportunity to reflect or unclear what the message was.	
In addition		
Content	Clear Christian / Biblical content and teaching. Woolly, lack of structure, largely secular.	
Summary		

APPENDIX 2 – 1a Observation form pointers for consideration - NB not a check list.
Collective worship in Church of England Settings should at its simplest create a time and space where we can come closer to God and God can come closer to us.

Gathering	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	whether greetings exchanged and introduction made
	Atmosphere	extent to which act of worship is portrayed as special and important
Engaging	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which 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 was 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'
Other aspects	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism and Theatricality	was it a performance rather than an act of worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

APPENDIX 3 Liturgical Colours and seasons of the Christian year

Liturgical colours and seasons



Season	Liturgical Colour	Description
Advent	Purple	The period covering the four Sundays before the 25th December: Period of preparation for Christmas.
Christmas-tide	White or Gold	25 th December to 2 nd February
Gap Between	Green	Gap of Green until Tuesday before Ash Wednesday
Lent	Purple	The 40 days of preparation for Easter
Maundy Thursday	White or Gold	The Last Supper
Good Friday	Red	The Crucifixion
Easter-tide	White or Gold	Easter Day until Pentecost
Pentecost	Red	50 Days after Easter (lasts a week)
The Rest of the Year	Green	From Pentecost to Advent

Meaning of the colours	Purple	Penitence, preparation
	White or Gold	Joy, purity, innocence, Saints who are not martyrs
	Red	Fire & Blood, therefore Holy Spirit and Martyrdom
	Green	Everything else

In some places	Blue	The Blessed Virgin Mary
	Pink	Mothering Sunday (4 th in Lent) and 3 rd in Advent

We consult our parish for the colours used.

APPENDIX 4 - Our School Prayers:

Our Midday Prayer:

Thank you, God, for loving me
Thanks for friends and family
Thank you for our food today
And help us learn more everyday

Our End of Day Prayer:

Thank you, God, for this school day,
For what we have learnt at work and play.
Keep us safe through the night we pray,
So that we may be ready for a brand-new day.
Amen

Our Lord's Prayer:

Our Father in heaven,
hallowed be Your name,
Your kingdom come,
Your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those who sin against us.
Lead us not into temptation
but deliver us from evil.
For Yours is the kingdom, the power,
and the glory
forever and ever.
Amen.

Our Partnership Prayer with Kyankowe:

Our Father in Heaven,
We glorify and magnify your name.
We thank you for life and all provisions,
We thank you that we have been blessed with the
partnership between Kingsclere and Kyankowe .
May you give us strength to endeavour to sustain our love for each other,
And may you guide us into helping each other
And strengthen our friendship.
All we pray in Jesus' name
Amen

Our School Prayer:

Thank you for our school community
Help us to care for each other
and to do our very best in our work, sport and play.
Amen

Our Trinity Candle Prayer:

We light this candle to remind us that God is here among us as Father, Son and Holy Spirit.

Through our worship,
may God's peace fill our hearts,
may we learn respect for God's creation
and may we grow in courage to stand up for God's values.