



ST ALBAN'S CE (AIDED) PRIMARY SCHOOL

Love, Courage and Fellowship

'Inspired to make a difference in God's world with excellence and love'

## Collective Worship Policy



DOCUMENT INFORMATION			
<b>Reviewed by:</b>	FGB		
<b>Last Review:</b>	Spring 2025	<b>Next Review:</b>	Spring 2028
<b>Review Cycle:</b>	3 yearly		

*'Worship the LORD with gladness,  
come before him with joyful songs'*

*Psalm 100*

## **Introduction**

This policy is an agreed statement of the values and aims of collective worship at St Alban's CE (Aided) Primary. 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.

## **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 head teacher so the exact nature of worship is understood by the parents before this becomes a permanent arrangement; alternative activities can be provided for worship time in consultation with parents. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship.

The school will respect parental requests and will try to discuss the request to see if an accommodation can be reached and to ensure Collective Worship remains inclusive and invitational and open to all members of the school community.

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.

## **Worship in our school should:**

As worship:

- At its simplest, it is to create a time and space where we can come closer to God and God can come closer to us
- 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
- Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
- 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 and the practise of the local parish church

For people:

- Develop personal spirituality within the setting community through a range of experiences including individual and collective prayer
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community

- 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
- Raise aspirations of individuals and the school community

To comply:

- Reflect any trust deed of the setting
- Be clearly outlined in the setting prospectus and documentation
- Involve children and adults in planning, leading and evaluating collective worship
- 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 pupils' 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 weekly

### **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 following the 4 central attributes of worship.
- Providing opportunities that develop pupils' 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 and our PSHE curriculum – celebrating achievements, good progress in learning, attainment and behaviour

- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children’s interest
- Encouraging pupils 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 pupils 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 school will endeavour to fulfil the legal requirements of 1988 Education Reform Act in conjunction with School’s trust deed, by holding ‘an act of collective worship every day’.

During Collective Worship, whether in the hall, classroom or outside, we will apply the following ‘central attributes’ of worship:

Gathering	Making worship a special time of the day through appropriate symbol and ceremony
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 should be 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. This prayer can be 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

Each class has a 'reflective area' (spiritual table) to engage and promote reflection for individual pupils and adults, as well as a 'prayer garden'. There are also children's prayer boxes in designated shared areas in which children are encouraged to place their own prayers which are used in the weekly, parent led prayer group.

## **Planning and Organisation**

### **Planning**

Collective worship is planned systematically, so there is continuity, variety and clear focus on Christian beliefs and festivals. There is a long-term plan in place to ensure that a significant number of values are covered over time. Worship is led by a variety of people that include school staff, pupils, governors, representatives from the parish church, members of different faith communities and members of the local community.

### **Organisation**

<b>Monday</b>	Whole school worship led by the Head teacher
<b>Tuesday</b>	Whole School singing Praise led by a music champion
<b>Wednesday</b>	Whole School Worship led by members of the clergy
<b>Thursday</b>	Class Worship or Whole School Worship led by a class
<b>Friday</b>	Whole School Celebration Worship, with parents regularly invited in to share values or celebrate learning

## **Management and organisation of resources**

The Headteacher plans worship on a termly basis, with input from pupils, teachers, members of the parish church and reflections / feedback from pupils, staff, governors and parents.

Resources and artefacts are available from the Headteacher's Office and school library.

All classes have access to prayer books and Bibles, as well as the class set of Bibles in the library.

A board is displayed in the hall, highlighting the focus and theme of Collective Acts of Worship, music and prayer. This is also shared in classrooms.

The main corridor area displays our distinctive ethos and Christian values.

Electronic resources can be found on the school network on staff share: Worship folder

### **Communication**

The weekly school bulletin contains the half termly value and further detail about our weekly Collective Worship theme, prayer and/or Bible reading so parents are always informed about the worship taking place in school. These are also available on the school website [Collective Worship | St Alban's C of E Aided Primary School](#)

Some parents will value this personally and may discuss and reflect on the worship at home with their child.

Information about school Collective Worship is also provided to the local parish church so parishioners can be informed about the worship in school.

## **Parental involvement**

Parents are actively encouraged to participate in Collective Acts of Worship, church services and Celebration Worships. They are informed in advance whether their child is receiving an award by email.

## **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. At interview all applicants are invited to confirm that they are comfortable with and supportive of the inclusive ethos of our Church of England school and willing to respect and work in sympathy with 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.

The Deputy Headteacher is responsible for co-ordinating the programme of induction and training for staff.

The Headteacher and Senior Leaders are responsible for planning the overall programme for Collective Worship.

## **Monitoring and evaluation**

The monitoring and evaluation of Collective Worship is undertaken by pupils, staff, and governors on a termly basis.

All who deliver worship will be observed on a half-termly basis, as outlined in the Governor Visit plan. This process supports the school's self-evaluation, is a specific responsibility of the foundation governors and is reported to the whole governing body.

Pupils are also involved in evaluating Collective Worship through feedback to the Headteacher, weekly class worship, questionnaires and pupil conferencing.

All leaders of Collective Worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

## **Legal status of collective worship**

All maintained schools in England must provide a daily Act 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.

## **Review**

In line with our policy review cycle, this policy will be reviewed every three years, or earlier if changes are made to the SIAMS Evaluation Schedule.

*References to 'parish' refer to the local parish church which the school is linked to. This is the parish named in the Instrument of Government for the school (IoG). The vicar will be the 'principal officiating minister' of the named parish.*

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## **Appendices**

APPENDIX 1 – SIAMS Inspection Question relating to Collective Worship

APPENDIX 2 - A practical guide to evaluating collective worship

APPENDIX 3 - Liturgical Colours and seasons of the Christian year

## **APPENDIX 1 –SIAMS Inspection Questions (IQ)**

### **IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?**

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

Worship should be an invitational offering to everyone. It should give 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 actively engaged in worship, can be. 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.

**APPENDIX 2 - A practical guide to evaluating collective worship**

<b>CRITERIA</b>	<b>ASPECT</b>	<b>COMMENT</b>
<b>Central Attribute 1</b>  <b>Gathering</b>	Is there a real sense of a very special time in the day?  Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.	
<b>Central attribute 2</b>  <b>Engaging</b>	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.	
<b>Central attribute 3</b>  <b>Responding</b>	Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?	
<b>Central attribute 4</b>  <b>Sending</b>	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.	
<b>In addition</b>		
<b>Content</b>	Clear Christian / Biblical content and teaching.  Woolly, lack of structure, largely secular.	
<b>Summary</b>		

**APPENDIX 2 – Observation form pointers for consideration - *NB not a check list.***

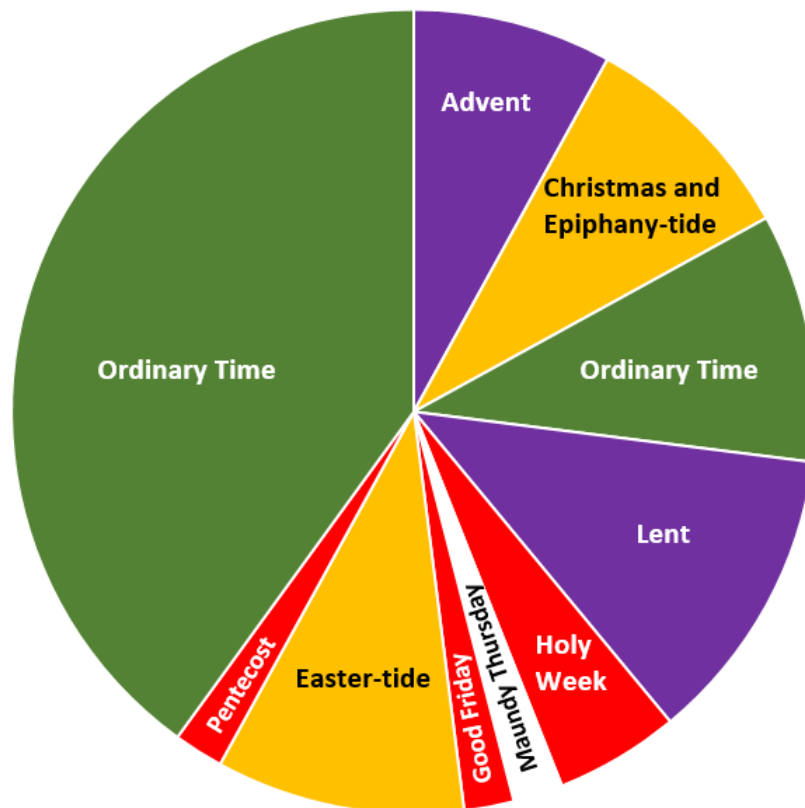
***Collective worship in Church of England Settings should at its simplest create a time and space where we can come closer to God and God can come closer to us.***

<b>Gathering</b>	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
<b>Engaging</b>	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
<b>Responding</b>	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
<b>Sendi</b>	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
<b>Other aspects</b>	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 & 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 <sup>th</sup> December to 2 <sup>nd</sup> 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, Purple or violet dye was very expensive – rightly so for Jesus, a king
	White or Gold	Joy, purity, innocence, Saints who are not martyrs
	Red	Fire & Blood, therefore Holy Spirit and Martyrdom
	Green	Ordinary time. Green is a sign of life in nature and as such it represents growth, life and hope.

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

There are different versions of the colours used.

References:

[siams-framework-september-2024.pdf](#)

[CW guidance document.pdf](#)