POLICY

For

Collective Worship

September 2016	**September 2022**	**September 2025**
September 2019	**September 2023**	
September 2021	**September 2024**	

Striving for excellence, caring for all

Within a loving and caring Christian environment.

Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." **John Wesley**

Our mission statement:
Striving for excellence, caring for all
Within a loving and caring Christian environment.

'Don't let anyone think less of you because you are young. Be an example to all believers in what you say, in the way you live, in your love, your faith, and your purity.' 1 Timothy 4:12

As a UNICEF RRS (Rights Respecting School) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

Article 14: Every child has the right to follow their own religion.

Article 29: Every child has the right to be the best they can.

'Shout for joy to the LORD, all the earth. Worship the LORD with gladness; come before him with joyful songs. Know that the LORD is God. It is He, who made us, and we are his; we are his people, the sheep of his pasture. Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name.' Psalm 100: 1-4

The law requires that '…every pupil should have a daily act of Collective Worship which is 'wholly' Christian for Church schools'. Government circular 1/94 says Collective Worship should aim to 'encourage participation and response, whether through active involvement in the presentation of worship or listening to and joining in the worship offered. The law clearly expects pupils to contribute to Collective Worship, rather than be passive.

What does Collective Worship mean to us?

Within Abbey Academies Trust we believe that Collective Worship is a highly valued part of the school day in which the whole school community comes together in a 'time to breathe'. Just as breathing is vitally important to life itself, we believe Collective Worship is as important to us as it gives all of us opportunities to offer and interact with worship to God in a diverse and age-appropriate way.

Our Collective Worship aims to ***inclusive, invitational and inspiring*** to all for those of all faiths and none.

Collective Worship within our Academy Trust:

- Reflects our Christian vision, values and ethos
- Is grounded in distinctively Christian teaching
- Engages all in an act of community
- Expresses praise and thanksgiving to God
- Offers **all** pupils and adults the opportunity to foster respect and deepen spiritual awareness without compulsion
- Shares the teachings and 'Big Ideas' of the Christian faith
- Enables adults and children to worship together to promote community cohesion
- Enables the school community to explore and celebrate difference and diversity within the Christian faith, the local community and the wider world
- Allows children and adults to learn about and reflect upon the teachings of Jesus Christ using Biblical texts
- Enables pupils and adults to appreciate the relevance of faith in today's society
- Helps children to discover and understand their place in the world as 'agents of change'
- Contributes to the spiritual, moral, social and cultural development of every child and adult
- Helps children and adults to develop an understanding of the Christian belief in the Holy Trinity
- Encourages children and adults to learn about and celebrate special times in the Christian Liturgical calendar
- Helps the school community to appreciate that Christians worship in diverse ways, for example using music, story, prayer, silence and reflection
- Enables pupils to take ownership of the planning, leading and evaluating of Collective Worship
- Allows children and adults the opportunity to have a personal two-way conversation with God through prayer
- Enables children and adults to learn about and understand the importance of Christian Values and attitudes
- Embraces times of stillness and reflection as well as times of vocal celebration and elation.
- Allows children and adults to respond to local, national and life events with respect, awe and wonder and an appreciation of the importance of such events to them and the school community
- Fosters and enables a concern for the needs of others, a recognition of the vulnerability of self and of others
- Is well organised, resourced, planned and delivered by adults and pupils. Teaching staff seek to empower pupils, giving them the opportunity to participate, take ownership of their learning, set their own agenda and give them a real voice in evaluating and planning activities

Worship can be achieved through a variety of media including music and hymns, words and scriptures, ritual, movement and drama, prayer, stillness and reflection.

'They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favour of all the people'
Acts 2:42, 46

Acts of worship must be mainly Christian in character and nature.
Our understanding of this is that through our acts of worship children and adults should come to a greater understanding of the principles, values and characteristics displayed by Jesus Christ throughout his life, in his ministry, in his teaching and by his own example as written in Biblical texts.

These will include the specific Christian Values of:

- Creation & Creativity
- Friendship & Fellowship
- Perseverance
- Forgiveness
- Trust
- Thankfulness
- Respect & Reverence
- Peace
- Courage
- Compassion
- Hope
- Humility

and also, the principles and characteristics of:

- faithfulness
- wisdom
- obedience
- humbleness
- patience
- forgiveness
- love
- virtue
- conviction
- mercy
- individual and corporate responsibility
- self-discipline
- co-operation
- integrity
- self-sacrifice
- self knowledge
- tolerance
- respect
- honesty
- concern
- understanding
- empathy

These principles, values and characteristics are embodied in the New Testament that Jesus gave us:

"…. Love one another. As I have loved you, so you must love one another, then everyone will know that you are my disciples." John 13:34-35

Religious Education, Assembly and Collective Worship

We feel it is important that the relationship between RE, Assembly and Collective Worship is understood by teachers, pupil and parents.

They are each distinctive activities which all contribute to a broad and balanced curriculum, they should endorse one another and are all intentional learning activities within the curriculum and therefore important in the planning process. When planning these activities, teachers carefully consider pedagogical approaches to create opportunities that are accessible by all children.

Religious Education is an academic subject and is about enabling pupils to be religiously literate and able to hold balanced and informed conversations about religion and belief. RE develops pupils' knowledge and understanding of Christianity as well as other principal religions and world views. Themes that are introduced in an act of worship may be further developed in RE lessons or in other areas of the curriculum.

School Assembly is often a time for notices, celebrations of pupils work or when visitors come to school to give a talk or make a presentation. The atmosphere and structure are different. A Collective Worship may begin with an Assembly but the transition from Assembly to Collective Worship must be made obvious. An assembly does not have to include an act of worship nor does an act of worship have to take place in an assembly.

Collective Worship can take place within an assembly and can be seen as one element or dimension. But an act of worship is far more than just a coming together of the school; it should fulfil the definition of worship as described in this policy.

The contribution of Collective Worship to the Spiritual, Moral, Social and Cultural Development of every child

We use acts of Collective Worship, Religious Education, our Christian Values, the 3 Rs ethos, British Values, various PSHE programmes (Zippy's Friends, Passport, Milo's Money, Lifesavers) and UNICEF across the school to enhance our SMSC development.

Spiritual Development relates to that aspect of inner life through which pupils acquire insights into their personal existence of enduring worth. Collective Worship and RE are two key areas of school life that provide ideal vehicles for effective spiritual development.

Children are provided with explicit and intentionally planned opportunities to develop the four elements of spirituality across the curriculum. We also expect unplanned, spontaneous opportunities to arise during the school day - examples of which are available in the *Spirituality Across the Curriculum* document.

In line with the Church of England's vision of spiritual flourishing, we understand that spirituality is innate to every child and is to be nurtured - not imposed. Our schools support this flourishing by integrating spiritual development into every aspect of school life - curriculum, ethos, enrichment, worship - so that pupils can grow in reflective awareness, imagination, compassion, and purpose.

These elements are:



MYSELF

These are opportunities for our children and adults to think about themselves and:

- to look inward and to think, learn and reflect on their own experiences
- to consider some of the BIG challenging questions of life and consider some possible answers for themselves
- to explore their own insights and those of others
- to have an awareness of feelings, be able to express their feelings and be able to reflect upon them
- to have an awareness of their uniqueness; happiness with who we are
- to endeavour to be the best they can be (UNICEF Article 29)
- to have gratitude for the things we have and the person we are
- to explore personal faith and beliefs
- to develop imagination and creativity
- to live out Christian values in their own lives
- to make a difference; to understand duty; to aspire to be a courageous advocate and an Agent of Change
- to appreciate how they themselves might have an impact on the school's vision

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." ***Psalm 139:14***



OTHERS

These are opportunities for our children and adults to think about others and:

- to gaze on, learn from and to wonder about others
- to love and be loved *("Love your neighbour as yourself."* ***Matthew 22:39)***
- to acknowledge and have an understanding of emotions
- to have empathy of the emotions and experiences of others
- to understand what respect means in relation to others
- to understand what friendship and fellowship means in relation to others
- to encourage others to be the best they can (UNICEF Article 29)

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." ***Ephesians 4:32***



THE WORLD

These are opportunities for our children and adults to think about the world around them and:

- to engage with the world in all its glory
- to learn about life in all its fullness.
- to learn about life by looking at it in new ways
- to develop a sense of awe and wonder
- to enjoy the miracles of everyday life
- to wonder about life's 'WOWs - things that are amazing and life's 'OWs' – things that are worrying or upsetting
- to be aware of things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions.
- to take time for what really matters
- to learn about religious and non-religious worldviews
- to live out their beliefs and values
- to live out Christian values in the wider world
- to put thoughts, ideas and convictions into action
- to have the confidence to truly believe that they can make a difference in the world
- to do something creative to develop and apply their ideas
- to appreciate beauty and imagination in art, music and nature

"God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day." ***Genesis 1:31***



BEYOND (TRANSCENDENCE)

These are opportunities for our children and adults to think about beyond what we can see and:

- to look beyond their own lives and to reflect on their learning and experiences
- to consider some of the BIG challenging questions of life (eg about life, death, suffering, nature of God) and to consider some possible answers
- to have a sense of what lies beyond the material/physical
- to have opportunities to encounter, experience and connect to God or a higher being
- to have opportunities for prayer and reflection
- to think about beliefs and practices beyond their own
- to explore their higher purpose in life

"When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is mankind that you are mindful of them, human beings that you care for them?" ***Psalm 8:3-4***

Collective Worship provides opportunities for:

- Reflection and response
- Thinking deeply and drawing links between ideas
- Stillness and prayer
- The respect of personal and collective beliefs
- Sharing and celebrating common beliefs
- Celebrating success and talent
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Shared activities such as singing, listening, laughing, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Emphasising common purpose and values
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose
- Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is therefore a spiritual experience for the young leaders
- Creative responses to experience such as music, drama, poetry, story
- The use of visual stimulus such as religious symbols, candles, art, icons, photos, videos

Moral Development

Moral development is about helping our children to understand the difference between right and wrong and encouraging them to live this out in their everyday choices. It involves growing in fairness, honesty, respect and responsibility. In our Church of England schools, this means being guided by Christian values such as compassion, forgiveness and justice. Children learn that their decisions affect others and that living well means caring for themselves, their community and the wider world.

Social Development

Social development is about helping our children to build the skills and qualities they need to live well with others. This includes learning to work as part of a team, listening to different views, solving conflicts peacefully and showing kindness and respect. In our Church of England schools, this reflects our belief that every person is made in the image of God. Children are encouraged to contribute to the life of the school and the wider community so that they grow into responsible, active citizens.

Cultural Development

Cultural development is about helping our children to appreciate and understand the values, traditions and ways of life that shape different communities, including their own. It includes exploring art, music, language and history and understanding how culture influences identity. In our Church of England school, this also means valuing the richness of Christianity while respecting and learning from other world faiths and cultures. Children are encouraged to see diversity as a gift and to celebrate what unites us as well as what makes us different.

We believe that our ethos and programme of learning contributes to this development.

Through our acts of Collective Worship, we feel a significant contribution can be made to the development of these areas for all our children for the reasons stated earlier in this document. Reasons such as, that worship provides opportunities for the children to:

- gain a sense of self-knowledge, vision or inspiration; a sense of awe and wonder
- appreciate the values and attitudes upheld by the community
- be encouraged to keep/maintain/develop a quest for truth and meaning
- observe and encounter varieties of expressions of belief and commitment

What does Collective Worship look like across Abbey Academies Trust?

- The 'altar table' is covered with a cloth which is the correct colour for the Church liturgical calendar.
- Each week a child observation and an adult evaluation form are completed during a Collective Worship. These are collated in the Collective Worship folder.
- The Collective Worship leader, which could be the Collective Worship Council (CWC), creates a welcoming and inviting atmosphere by playing music, appropriately themed or quiet reflective music as the children enter the worship space.
- The leader verbally welcomes the children and adults to Collective Worship.
- A candle on the 'altar table' is lit and the children and adults are **invited** to welcome Jesus into the Collective Worship with the words and Makaton signs for 'Jesus is the light of the world.'
- A termly memory verse from the Bible, linked to the term's Christian Value, is introduced at the beginning of the week and is spoken about daily.
- The Collective Worship should begin with a piece of scripture which is at the heart of the CW. The leader tells the children which book and verse the Bible verse is from.
- The leader speaks to the school community using a variety of genre including storytelling, roleplay, PowerPoint presentations, drama, use of props and music. Leaders are encouraged to the 'Sacred Pathways' approach to offer a cross-curricular approach that engages children in different ways. This helps children find their own ways to connect with God. Every child is unique, and the idea of Sacred Pathways reminds us that there are different ways of drawing near to God. By offering variety in worship, schools can help children encounter God in ways that are natural for them.

The 'Sacred Pathways' are:

1. The Naturalists – Loving God Outdoors

    - Hold outdoor worship or prayer walks in the school grounds
    - Use natural objects (stones, leaves, flowers) in prayers of thanks

2. The Sensates – Loving God with the Senses

    - Use music, art, colour, and light in worship
    - Create prayer stations with sensory elements (candles, fabrics, icons, scents)

3. The Traditionalists – Loving God through Ritual & Symbol

    - Use familiar liturgy (Lord's Prayer, blessings)
    - Light a candle to mark the beginning of worship
    - Teach children the meaning of Christian symbols

4. The Ascetics – Loving God in Solitude & Simplicity

    - Provide short moments of silence in worship
    - Create simple reflection corners where children can be still

5. The Activists – Loving God through Justice

    - Link worship to issues of justice, fairness, and caring for creation
    - Encourage prayer for people in need, locally and globally
    - Connect with school values like service and courage

6. The Caregivers – Loving God by Loving Others

    - Include prayers for the school community, families, and the wider world
    - Organise acts of kindness linked to worship themes (e.g., food bank collections)

7. The Enthusiasts – Loving God with Celebration

- Use joyful songs, actions, and storytelling in worship
- Celebrate Christian festivals and special milestones together

8. The Contemplatives – Loving God through Adoration

- Use simple, reflective prayers that focus on God's love
- Encourage children to write or draw prayers of thanks and praise

9. The Intellectuals – Loving God with the Mind

- Use Bible stories to encourage curiosity and questioning
- Explore Christian teaching through age-appropriate discussion

How this supports Collective Worship in our schools:

- Inclusive: Different pathways ensure that all children can engage, regardless of learning style or background.
- Invitational: Worship is offered in ways that allow children to join in freely, without pressure.
- Inspiring: By exploring different approaches, children see that faith can be lived out in varied and creative ways.

- A variety of themes is used in our worship. These themes are pre planned to ensure a wide variety of Christian stories and teachings. It is expected that those leading worship will plan their worship around one of these themes. This will mean that pupils will have had the opportunity to reflect on the theme from a variety of viewpoints. This pattern is flexible and on occasions it is recognised that worship leaders may feel that they need to respond to local or national events. We aim to provide a variety of experiences for our children.
- The children's responses during the spoken message are recorded on post it notes or on the CW Padlet using the iPad.
- The leader encourages the children to reflect about the spoken word or Bible verse used. Reflection questions are used to prompt the children to think about the key thoughts or message of the Collective Worship.
- The leader gives the children and adults the opportunity to pray by **inviting** them to 'prepare for prayer'. The children are encouraged to sit comfortably but respectfully whilst praying. They are not told to 'Put your hands together and close your eyes.'
- The leader then says 'If you want to make it your prayer, say Amen with me at the end.' An appropriate prayer is said linked to the theme of the CW.
- A variety of specifically linked prayers are used: the School Prayer, the Lord's Prayer, an extempore prayer, a teaspoon prayer, a Five Fingers prayer or a previously planned prayer.
- An act of Choral Worship takes place during every Collective Worship. Songs used are non-confessional and invitational and the children are invited to join in with the singing if they agree with what is being said.
- The leader sends the children out with a reminder of the reflection question to enable them to continue their thinking as they walk back to their classrooms.
- The candle is extinguished by the Leader, a member of the Collective Worship Council or a chosen child at the end of Collective Worship.
- Music is played to encourage the children to leave the space in a quiet reflective way.
- Back in the classroom the class teacher leads a discussion about the Collective Worship immediately after the Collective Worship or later in the day. Any notes of thoughts and responses to the reflection question as well as the impact of the Collective Worship is recorded on the Collective Worship Padlet.

We regularly welcome leaders and visitors to lead acts of worship across the Trust. From time to time, we also welcome speakers from charities and organisations to lead part of the Collective Worship alongside a member of the teaching staff.

Multi faith festivals are acknowledged throughout the year within Collective Worship time when comparisons between these festivals and Christianity are made.

CHRISTIAN VALUES ROTATION



We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Whoever claims to live in Him must live as Jesus did." 1 John 2·6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
Year B 2025-2026					
Respect & Reverence The Prodigal Son (NT) *Luke 15:11-32*	**Peace** The Stilling of the Storm (NT) *Matthew 8.23-27*	**Courage** The story of David and Goliath (OT) *1 Samuel 17*	**Compassion** The Parable of the Good Samaritan (NT) *Luke 10:25-37*	**Hope** The story of Noah's Ark (OT) *Genesis 6:9-9:17*	**Humility** The Roman Centurion (NT) *Matthew 8:5-13*
Year A 2026-2027					
Creation & Creativity The Creation Story (OT) *Genesis 1:1-31*	**Friendship & Fellowship** Ruth and Naomi (OT) *Ruth 1-4* (1 Corinthians 13:4-7 is a blueprint for how we live in love & friendship)	**Perseverance** The Lost Sheep (NT) *Matthew 18:12-14*	**Forgiveness** The story of Zacchaeus (NT) *Luke 19:1 - 10*	**Trust** Daniel in the Lion's Den (OT) *Daniel 6*	**Thankfulness** Jesus and the 10 lepers (The man who came back) (NT) *Luke 17:11-19*



"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." John Wesley



Evaluating and Monitoring Collective Worship

- The Collective Worship Councillors or an upper KS2 pupil **regularly** complete one of the Collective Worship evaluation sheets at the end of the Collective Worship.
- Adults **regularly** complete one of the adult evaluation sheets at the end of the Collective Worship.
- All evaluation sheets are kept in the Collective Worship file. These are regularly reviewed by the RE and Collective Worship leaders.
- After every Collective Worship, every class has their reflection question discussion which is recorded on the termly Collective Worship Padlet. This must include the date, the reflection question, pupil and adult responses and thoughts and a comment upon the impact of the Collective Worship. This is particularly important.
- In terms 2, 4 and 6 a monitoring of Collective Worship takes place which includes observations, pupil interview, the evaluation sheets and the Padlet. A monitoring summary report is written and shared with SLT and staff.
- The RE and Collective Worship leaders regularly review the Collective Worship Padlet in addition to the previously stated monitoring.
- In terms 2, 4 and 6 the RE and Collective Worship leaders meet with a dedicated Governor to complete a Statutory Check of RE and Collective Worship which includes examining all evaluation sheets and the Collective Worship Padlet. The Governor has continual access to the Collective Worship Padlet.

Legal Requirements of Collective Worship

As a Church of England school, we must provide an act of collective worship, for all children, every day. The act of collective worship can take place at any time of the school day, and in any regular school grouping e.g. whole school, key stage or class.

The Board of Trustees/Local Governing Body, in consultation with the CEO and Executive Headteacher, is responsible for the arranging of daily Collective Worship appropriate for, and to include, all children in the school.

The Board of Trustees/Local Governing Body, in consultation with the Executive Headteacher, must ensure that all pupils each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church.

All acts of collective worship within our Church Academy Trust must be mainly Christian in nature and character.

Acts of Collective Worship take account of and be applicable to pupils' ages and aptitudes and the circumstances relating to family background.

Within our Academies Trust we seek to be an inclusive community however we respect the right of parents to withdraw their children from Collective Worship. The reason for withdrawal does not have to be justified or explained.
The Trust has a suitable system of supervision for students withdrawn from Acts of Collective Worship. However, no additional work is set or followed in this time. Teachers have the right to withdraw but may be required to have a supervisory role in the act of worship.

It is illegal for staff to withdraw children from collective worship (for intervention groups, music lessons, booster classes, etc) – due to the requirement that an act of collective worship must be provided each day for every child.