



# St John's Church of England Primary School

## Collective Worship Policy

|                            |                        |
|----------------------------|------------------------|
| <b>Date Approved:</b>      | <b>Autumn 2026</b>     |
| <b>Headteacher:</b>        | <b>Miss Anna Pyatt</b> |
| <b>Chair of Governors:</b> | <b>Mr Paul Ramsey</b>  |
| <b>Review Date:</b>        | <b>Autumn 2028</b>     |

### **Love, Respect, Value**

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

*'In a church school the daily act of collective worship can play an important part in reflecting and developing the school's distinctive ethos.'* More than Caring and Sharing, John Cox Page 140

Growing Together in Love and Respect

## **Introduction**

St John's Church of England Primary School is a family where children and the whole school community come together from different cultures and walks of life to celebrate our diversity and unity.

As a Church of England Primary School, we reflect on and discuss the teachings of Jesus and the Bible. We also promote and affirm Christian values and reflect on the attributes of God. As a fully inclusive, diverse school, we discuss and learn about other faiths and beliefs.

Collective worship is an opportunity for the school to come together and learn about Christian Values through our yearly cycle and to also be immersed in British Values (see British Values policy). It is also a place where the children can flourish spiritually, morally, socially and culturally.

This policy is an agreed statement of the values and aims of collective worship at St John's C of E Primary School.

## **Worship In Our School**

Collective worship is an integral part of our day at St John's and as a result we hold a daily act of collective worship. These acts of collective worship are planned in advance and follow the liturgical calendar.

The acts of collective worship will vary (depending on the day of the week) to help support and stimulate the children's spiritual growth.

Collective worship may be led by a variety of staff members and enable the children to reflect and celebrate through the following means:

- Collective worship led by HT/SLT/Pupils introducing a Bible story/value that will be focussed on that week.
- Praise and Worship. Staff lead the children in learning songs based on our values/Bible stories/seasons.
- Collective worship led by Father Corniel reflecting more deeply on the value.
- Key Stage collective worship based on current value worship, on the weekly theme
- Celebration Assembly which is a time to share and celebrate school and individual achievements.
- It is ensured that a Christian message underpins each collective worship and therefore promotes children's spiritual growth.

Alongside this structure, we also welcome visitors/guests who contribute to collective worship. This may include leaders from local churches/other faiths/parents/school friends contributing to collective worship. At the beginning of each half term, a PSHE collective Worship (based on the whole school Jigsaw Scheme of Work) takes place to introduce the new unit. This always includes a worship element, a reflection and prayers steeped in a Christian message.

Throughout the year, we will also recognise and celebrate key days, for example St George's Day and Remembrance Day. There will also be special subject collective worships, for example Road Safety Week, Antibullying Week and Online Safety Week. All of these will follow the worship structure and will include reflections and prayers steeped in a Christian message.

We also participate in and celebrate the major Christian festivals throughout the year. These include Advent, Christmas, Lent (which itself includes Ash Wednesday, Holy Week/ Easter), and Harvest. For Harvest, Remembrance, Christmas and Easter we have special celebratory services at St John's Church where parents/carers are invited to join us.

All classes take part in a bespoke Retreat day. These retreat days reflect the liturgical calendar or the value and the children's learning is shared at a collective worship for their families:

|           |                            |
|-----------|----------------------------|
| Reception | Shrove Tuesday             |
| Year 1    | Mary the mother of Jesus   |
| Year 2    | King Solomon               |
| Year 3    | The Jesse Tree             |
| Year 4    | The Rosary                 |
| Year 5    | The Stations of the Cross  |
| Year 6    | Stewardship and Leadership |

Daily prayers are shared at the start and end of the day in classes and a whole school Grace at lunchtime.

### **Themes of Worship**

Throughout the school year, our themes of worship incorporate two main strands:

1. The current cycle in the liturgical year of the Church;
2. Reflection of the children's everyday experiences and what the Bible teaches us about different issues.

Through this, the children gain a good understanding of the liturgical year and Church traditions as they journey through the life of Christ from birth to resurrection. Additionally, through interactive acts of worship, issues such as bullying, right and wrong, making the right choices and respect are explored and discussed through the teachings from the Bible. These acts encourage the children to reflect upon a range of spiritual, social and moral issues appropriate to their experiences. Outside speakers are also invited in to talk to the children on a variety of issues.

Our collective worships reinforce our Mission Statement of 'Growing together in love and respect' and help build upon the children's understanding of our Vision to 'Love our neighbour, Respect Everyone and Value Diversity'.

At St John's, we also plan our collective worship upon eleven values we believe integral to contributing to the 'whole child'. These values work in tandem with our Mission Statement of 'Growing Together in Love and Respect' enabling our children to grow morally and spiritually. During collective worship, children engage with values-based stories and are encouraged to consider how we can live out these values every day.

| Month     | Value                           |
|-----------|---------------------------------|
| September | Growing Together (Co-operation) |
| October   | Thankfulness                    |
| November  | Courage                         |
| December  | Joy (Preparation) ADVENT        |
| January   | Respect                         |
| February  | Love (Compassion)               |
| March     | <b>Lent</b> Forgiveness         |
| April     | Hope EASTER                     |
| May       | Friendship (Service)            |
| June      | Peace (and Justice)             |
| July      | Wisdom (and Trust)              |

### **Conducting an Act of Worship**

Lighting of the candle: In the name of the Father, and of the Son and of the Holy Spirit *Thanks be to God*

Gathering: May the Lord be with you...*And also with you*

May peace be with you...*And also with you*

Making special and significant this part 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 Go in peace, go in love and respect. Go with ....(value) *Thanks be to God*

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

Wherever possible, children take part in the act of worship either independently or alongside the Head Teacher, priest, class teacher or visitor.

During the act of collective worship the children are expected to gather in the school hall in appropriate silence, whilst music is played (linked to value/Bible theme if possible). The act of worship is seen as providing a period of calm reflection and opportunities for spiritual growth within the day, for the whole school (and its wider community when appropriate). A message is delivered, with a story or passage from the Bible shared with the children.

A prayer is shared at the end. This may have been written by a child, or a child might be asked to read it. All the children are invited to join in either by saying “Amen” at the end, or they may choose to take a moment of quiet reflection as they consider the message of the collective worship. Children are encouraged and challenged to consider how they could live out the message of the worship in their everyday lives. If appropriate, children share their ideas. As they leave collective worship in silence, there is further opportunity for reflection as they walk out, again accompanied by music.

### **Reflections and Prayers**

Children have ongoing opportunities to reflect and pray in the class reflection areas and to place prayers in the class prayer boxes. These prayers may be shared with the class.

### **Aims of our Collective Worship** *Inclusive Invitational Inspirational*

- To promote the joy of worship as engaging, inspiring and transformative
- To develop spirituality, morality, social and cultural values.
- To provide a peaceful environment enabling stillness, reflection and prayer.
- Sometimes to be noisy and joyous with singing, music, dance, drama etc.
- To give an opportunity to acquire a secure knowledge of the Christian 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.
- 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 and faith leaders in the community to lead worship weekly.

### **Resources**

Resources for acts of worship are kept in the PPA room and outside the Godly Play room and any interactive media are saved on the Google Drive - Curriculum Space - C of E - Collective Worship. The resources are specifically chosen to deliver the relevant themes from the acts of worship yearly/termly planning. Class teachers may access these at any time to plan and to prepare to lead their act of worship.

### **Communication**

The weekly school newsletter contains the focus Christian value and information, we communicate our collective worship through various media platforms including the newsletter and Class Dojo. St John’s families are informed and invited to the key collective worships.

### **Planning for Worship**

The worship plan informs members of staff of the themes for each week and is agreed between the Head teacher and RE/Worship leader and Father Corniel.

### **Year 6 Leavers' service**

There is a special collective worship which celebrates our Year 6 children as they move onto the next phase of their school journey. The leavers will be invited to "tell their St John's story" and will also be presented with a gift. They will also be reminded that the Church and the school will continue to be there for them in the years that lie ahead.

### **Legal status of Collective Worship**

All maintained and independent 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 (the Established and National Church) and the wider Anglican Tradition.

### **Right to withdraw**

Parents have the right to withdraw their child from the daily act of collective worship. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship. Collective worship guidance is contained in Circular 1/94. The school will respect parental requests and will try to discuss the request to see if an accommodation can be reached and to ensure worship remains inclusive and invitational and open to all members of the school community.

### **Monitoring and evaluation**

Monitoring and evaluation of collective acts of worship is undertaken on a termly basis by staff or governors. This process supports the school's self-evaluation, is a specific responsibility of the Church and Community governors and is reported to the whole governing body. Pupils are also involved in evaluating collective worship through pupil voice. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

### **Review**

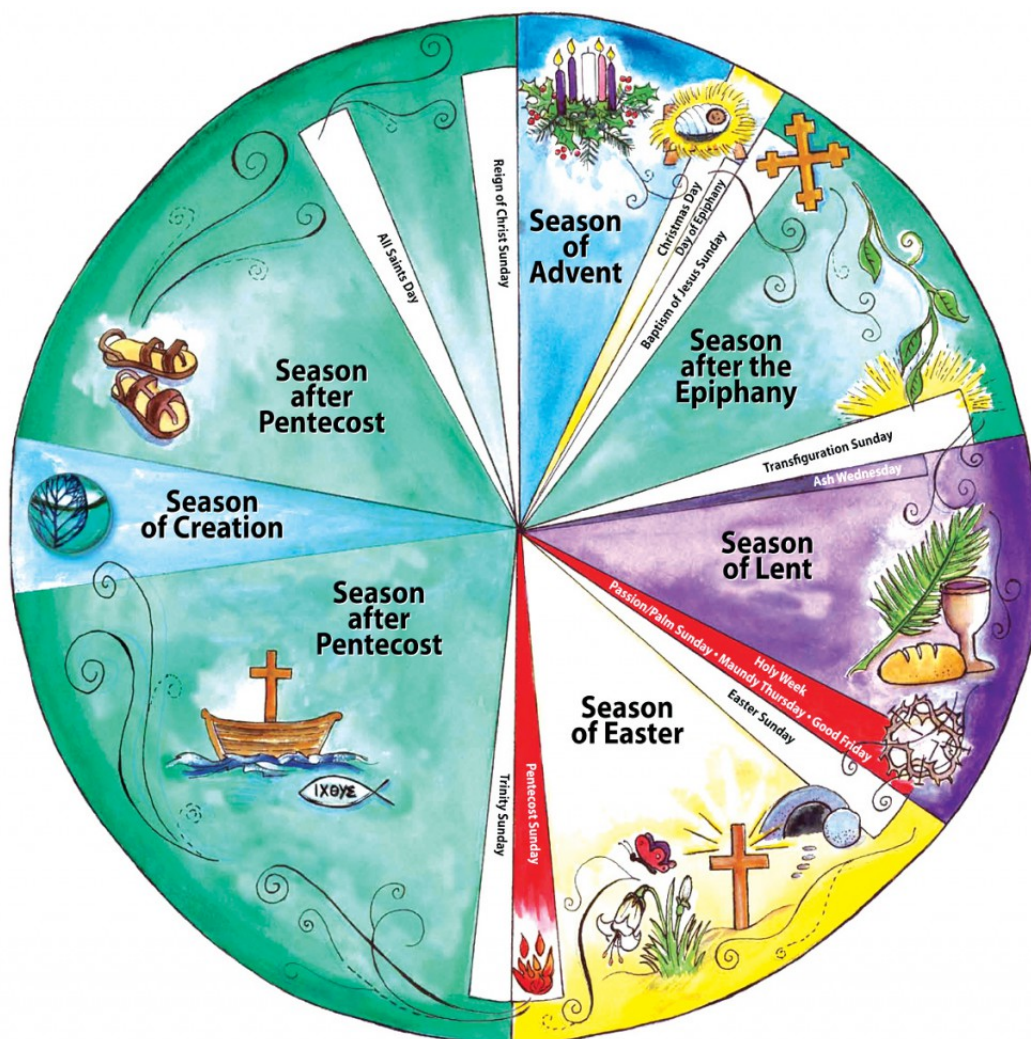
This policy will be reviewed every three years, or earlier if changes are made to the SIAMS Evaluation Schedule.

### **Appendices**

Appendix 1 – Liturgical colours and seasons of the Church year

Appendix 2 – Collective worship observation form

## APPENDIX 1 - Liturgical Colours and seasons of the Christian year



| Season                 | Liturgical Colour | Description                                                                                                         |
|------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------|
| Advent                 | Purple/Blue       | The period covering the four Sundays before the 25th December: Period of expectation and preparation for Christmas. |
| Christmas-tide         | White/Gold        | 25 <sup>th</sup> December to 2 <sup>nd</sup> February - Feast of the Incarnation of Jesus                           |
| Ordinary Time          | Green             | Green until Shrove Tuesday before Ash Wednesday                                                                     |
| Lent                   | Purple/Lent Aray  | The 40 days of prayer, penance, fasting & preparation for Easter                                                    |
| Maundy Thursday        | White             | The Last Supper and Institution of the Holy Eucharist                                                               |
| Good Friday            | Red/Black         | The Crucifixion -                                                                                                   |
| Easter                 | Gold              | The Resurrection -                                                                                                  |
| Easter-tide            | White or Gold     | Easter Day until Pentecost                                                                                          |
| Pentecost              | Red               | 50 Days after Easter - Gift of the Holy Spirit to all people                                                        |
| Trinity                | Gold/White        | The Doctrine of One God - Father, Son and Holy Spirit                                                               |
| Ordinary Time          | Green             | From Holy Trinity to Christ the King                                                                                |
| Christ the King        | White/Gold        | Marks the end of the Church year until Advent commences                                                             |
| 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             | Growth                                                                                                              |
| In some places         | Blue              | The Blessed Virgin Mary                                                                                             |
|                        | Rose Pink         | Mothering Sunday (4 <sup>th</sup> in Lent) and 3 <sup>rd</sup> in Advent                                            |

## APPENDIX 2 - Collective worship observation form

Worship Theme: \_\_\_\_\_ Time Allocation: \_\_\_\_\_ minutes

***Collective worship in Church of England Schools 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 |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Central Attribute 1</b><br><br><b>Gathering</b>  | Is there a real sense of a marking the start of a very special time in the school day?<br><br>Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.                                                         |         |
| <b>Central attribute 2</b><br><br><b>Engaging</b>   | Does the worship leader capture the attention of the children and staff so they become actively engaged in the content?<br><br>Excellent - well expressed, stimulating or poor communicator<br><br>Convincing, enthusiastic, warm or lack of rapport. |         |
| <b>Central attribute 3</b><br><br><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><br><br><b>Sending</b>    | Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way?<br><br>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.<br><br>Woolly, lack of structure, largely secular.                                                                                                                                                   |         |
| <b>Summary</b>                                      |                                                                                                                                                                                                                                                       |         |

**Observation form pointers for consideration - NB not a check-list.** (Appendix 2 continued)

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

|                                                          |                          |                                                                                                                                     |
|----------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| G<br>a<br>t<br>h<br>e<br>r<br>i<br>n<br>g                | 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                                                                |
| E<br>n<br>g<br>a<br>g<br>i<br>n<br>g                     | 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                                |
| R<br>e<br>s<br>p<br>o<br>n<br>d<br>i<br>n<br>g           | 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                               |
| S<br>e<br>n<br>d<br>i<br>n<br>g                          | Dismissal                | whether the person takes charge, smiles, engages with some learners, says 'thank you'                                               |
| O<br>t<br>h<br>e<br>r<br>A<br>s<br>p<br>e<br>c<br>t<br>s | 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?                    |