



Collective Worship Policy

Adopted by Governors-Academic year 2026/27 updated 22.09.26
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Our School Vision Statement

Go, shine in the world and live as Jesus lived.

Our School vision is based upon Matthew 5:14-16

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

The vision is for all in the school community to flourish academically, socially, spiritually so that they can 'shine in the world' now and in the future where they can be economically independent adults who have all of life's opportunities and can make a contribution to society. Thus the school vision complements the Church of England's vision to 'Serve the Common Good' and have 'life in all its fullness'.

"Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework." Church of England Vision for Education - Deeply Christian, Serving the Common Good

As a community, we have identified **nine core values that stem from our Vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. **"Stand firm, and you will win life."** (Luke 21:19)

Respect This means regard highly, value, honour. **"And as you wish that others would do to you, do so to them."** (Luke 6:31)

Friendship This means mutual trust and support. **"Dear children, let us not love with words or speech but with actions and in truth."** (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task. **I can do all things through him who strengthens me."** (Philippians 4:13)

Excellence This means being outstanding or extremely good. **"Whatever you do, work at it with all your heart as working for the Lord."** (Colossians 3:23-24)

Community This connects us with each other. **We who are many, are one body in Christ."** (Romans 12:5)



Compassion This means having a deep awareness and sympathy for another's suffering. **When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things."** (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy."** (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things."** (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Church of England school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Where does our school vision come from?

Our school vision has its roots in the gospel of St Matthew who walked with Jesus during his ministry

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

1. Introduction

In Church of England schools, collective worship is seen as more than a daily 'awe and wonder' moment. It is the unique heartbeat of the school and will be offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian



*faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.*¹

¹ The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office 2016) page 10

Collective worship is a sacred and significant time of each school day, where we gather together as a whole school family. Collective worship strengthens and supports the Christian identity of our school and reaffirms our Christian vision and associated values.

2. Aims of Collective Worship

- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the trinitarian nature of God.
- To reflect the parish tradition of worship, while giving experience over time for pupils to experience the breadth of Anglicanism.
- Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship and festivals. ***(this may include the Eucharist)***
- Explore the school's Christian vision and how that underpins shared values and virtues.
- Enable pupils the opportunity to make a positive contribution to worship through involvement with aspects of the planning, leading and evaluation of collective worship.

3. Legal requirements

Collective worship:

- Should be conducted in accordance with the Trust Deed of the school and Instrument of Government and be consistent with the beliefs and practices of the Church of England.
- Unless the right of withdrawal has been exercised all pupils must take part each day in an act of collective worship (DfE circular 1/94 para. 51) and the Governing Body



should ensure that all pupils **each day** engage in a distinctively Christian act of worship.

- Arrangements for collective worship in foundation schools of a religious character (i.e. church schools) are the responsibility of the Governing Body, after consultation with the headteacher (DfE Circular 1/94 para 52&53).

4. Planning of worship

Collective worship is planned by a variety of stakeholders including staff, the incumbent of our linked church/es and external visitors in consultation with the collective worship leader and governors.

The daily Christian act of worship is central to our Christian ethos. It makes an important contribution to the spiritual flourishing of the whole school community. We are committed to providing a daily act of Christian worship which is truly welcoming, inclusive and exemplifies the principles of Christian hospitality.

Collective worship can take place at any time of the school day and in any regular school grouping e.g. whole school or key stage. Our school plans systematically, using both long term and short term plans which enables continuity and cohesion. We use the following resources to support our worship: ***LDBS Collective Worship Planning***

We are mindful of the variation in personal spiritual styles and our planning incorporates a range of creative opportunities to enable all to engage in the acts of worship. These include: ***music, silence, symbolism, drama, use of IT.***

When planning acts of worship, we follow the Church of England guidance to ensure that worship is:

- **Inclusive** – Our acts of worship recognise that pupils and staff come from homes of different faith backgrounds as well as no faith backgrounds, so it will be inclusive of, and fully accessible to all. Care will be taken to ensure that language used by those facilitating worship avoids assuming faith of those participating, listening or watching.
- **Invitational** – In our acts of worship, there is no compulsion to ‘do anything’. Rather, worship will provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity. Pupils and adults will only be invited to pray if they wish to do so.
- **Inspiring** – By asking and discussing big questions about who we are and what we do in worship we hope to motivate pupils and adults into action. There will be opportunities to think, reflect and ponder on their and the wider community’s behaviour and actions.

5. Pattern of Worship



Children take part in at least one act of collective worship every day.

Children say a prayer together as a class three times during the day: start of day, before lunch and end of day prayer.

Meditation - this takes place in all year groups every day after morning break times or lunch times.

Monday worship is led by members of the clergy and senior leadership team. This is our Gospel assembly - following up on the gospel teaching in church from the previous Sunday. Pupil prayer leaders take part in leading prayers in this worship.

Friday worship is where we celebrate achievement in the school from the past week. Headteacher's special mentions are given which include a celebration of children demonstrating our core Christian values. Learning Heroes are given as a recognition of hard work in lessons. A 'Person of the week' is celebrated from each class.

On other days of the week, across the academic year the following acts of worship take place:

- Christian Values assemblies –They focus on one of our core values each week and are related to gospel stories.
- Teacher led worship in class – whole class worship led by the class teacher. This may follow up on the gospel teaching from Monday's Gospel Assembly or a theme linked to their RE learning.
- Children Leading Worship in class – children prepare and lead an act of worship for the class, supported by the class teacher.

In addition to this, regular class worship sessions supported by our parish clergy take place throughout the year. Parents and carers are invited to these.

We also celebrate the major Christian festivals throughout the year. Parents/ carers are invited to join us, either at school, or at our Parish Church.

These include the Christmas, Epiphany, Ash Wednesday, Holy Week, Easter and Harvest services. We also celebrate the start and end of the school year with a celebration in our Parish Church. On days when we attend worship in our Parish Church this worship is deemed to fulfil our collective worship requirement for the day.



Our worship consists of 4 parts:

- **Gather** – we welcome the community, for example, *(with music, liturgy and/or the lighting of a candle)*
- **Engage** – we share, for example, *(a Bible reading, followed by an activity to engage pupils with the Christian message)*
- **Respond** – pupils, for example, *(discuss, share, reflect, pray or sing)*
- **Send** – we share, for example, *(the message of the worship again and ask pupils to think about how they will affect their day / learning/ behaviour. We close with a final prayer, music, liturgy and/or the blowing out of our special candle)*

Prayer

We believe that prayer should encompass the following:

P Praise

S Sorry – for the things done wrong by us and others

A Asking for things – for others and ourselves

L Listening – to God

M Meditating on the mystery of God and the wonder of Creation

We believe that prayer should come from the heart, but we also know that it has to be taught by example. It is corporate or individual and at its heart it is communication between a believer and God. Children are encouraged to write prayers and lead prayers in school and in our church acts of worship. When a class leads an act of worship the children lead the school in prayer. Each class has a prayer book and takes turns in bringing this to collective worship.

The children have also developed a whole school prayer which reflects our vision.

***Dear God,
Help us to learn to follow you,***

Help us to listen to you,

***Help us to love you,
And all those around us.***

***In Jesus name we pray.
Amen.***



Spiritual and Moral Development

Spiritual and Moral Development is a life-long process and in the life of the children, is shared between parents/ carers, the school and the wider community. We acknowledge the wide variety of beliefs that make up our community; however, our Policy reflects the Christian focus of our school. Therefore, we seek to foster values and morals based on Christian teaching, which are also shared by the major world faiths. Key ideas and words that have been identified as being particularly appropriate when exploring spiritual and moral concepts include the following:

- Life, birth, creation, death
- Sleep, refreshment, renewal
- Friendship, fidelity, love, passion, patience
- Imagination, inspiration, enlightenment
- Elation, delight, joy, gladness, laughter
- Sorrow, sadness, grief, reconciliation, forgiveness, self control
- Injustice, pain, suffering, anger, courage, shame, guilt
- Kindness, gratefulness
- Pity, compassion
- Wonder, awe, reverence, adoration
- Splendour, beauty, perfection
- Stillness, calm, peace, silence, tranquillity, harmony
- Light, darkness
- Eternity, mystery, infinity
- Hope, dream, fact, fantasy
- Insight, intuition, belief, faith, trust
- Truth, certainty, uncertainty, proof

Poems, stories, paintings, photographs, natural objects, and music are some of the ways that children can be encouraged to be thoughtful and reflective.

We also have a spirituality policy in place which supports our understanding of spirituality not just in collective worship but across school life.

6. Collective worship leader

The leader for collective worship is responsible for long term planning of worship, leading acts of worship and supporting staff and pupils who are planning and leading aspects of



worship. The leader also monitors the quality of worship and evaluates its impact across the school community.

7. Visitors leading worship

Visitors to our school are asked to read and comply with our school visitor and safeguarding policies. This should include discussing the content of any worship with a member of the senior leadership in order to ascertain its suitability for the school community. Visitors are never left alone with children as the supervision of pupils remains the responsibility of school staff.

It is the responsibility of the collective worship leader and senior leaders to ensure that all visitors, who are leading worship in school, will be trained and properly briefed about the school, its context and our school's vision. Please refer to LDBS guidance for visitors leading worship.

8. CPD and training

Parents, pupils and adults in school are entitled to be led in Christian worship by those who have a secure understanding of the nature of collective worship in a church school context. Therefore, all those leading worship, including clergy, should have access to regular diocesan led training.

9. Monitoring and evaluation

Our school regularly evaluates our acts of collective worship and the impact they have on pupils and adults within the school community.

This involves monitoring by school leaders, the collective worship leader and governors and takes place both informally and formally. Everyone who leads worship is asked to evaluate, reflecting on how they can improve and develop their practice. We welcome the views of all those who participate in our worship, including pupils, parents, and visitors. This feedback plays an essential part in developing the spiritual growth of our school community.

Acts of worship are informally evaluated on a day to day basis through dialogue between members of the senior leadership team and the clergy. The clergy governor attends worship each week and provides feedback on this to the Head of School. Foundation Governors take part in worship at least once per term and report back to the whole governing body. The School Council have a responsibility to evaluate and feedback on



collective worship. The themes of worship are evaluated annually by members of the clergy and the Headteacher. Parents attend at least one act of collective worship each term.

The impact of collective worship is independently inspected by law under Section 48 of the Education Act 2005 (SIAMS).

10. Parents and Carers

As a school we recognise that a partnership with parents/carers is essential to help pupils flourish. Worship is regarded as special time in our school day where we gather as a school family. Reflecting our ethos as a Church of England school, collective worship is an inclusive opportunity for those of all faiths and none to be present with integrity.

The school will grant, without question, any request from a parent to withdraw their child. To enable clear communication, requests are to be made to the headteacher in writing, by email. However, in view of the Christian ethos and distinctive Christian character of our school, we hope that all pupils will participate in collective worship. This is supported by ensuring that prospective families are fully informed as to what collective worship is and how all present are invited to engage with it and benefit from it. If a pupil is withdrawn from collective worship, parents will have the opportunity to revisit and reconsider this decision.

The right of withdrawal would normally be through the physical withdrawal from the act of worship. Experience suggests that, to avoid misunderstanding, the headteacher will find it helpful to establish with the parent the practical implications of withdrawal. Alternative arrangements should not be used as an opportunity for additional curriculum time, but should ensure that the Spiritual, Moral, Social and Cultural needs of the pupil(s) are attended to. There is no requirement to provide an alternative 'assembly'. The school will keep a record of all those withdrawn and for how many sessions.

11. Evaluation / Review

This policy is reviewed regularly by the collective worship leader in consultation with the Headteacher and ratified at least every **three years** by the Governing Body.