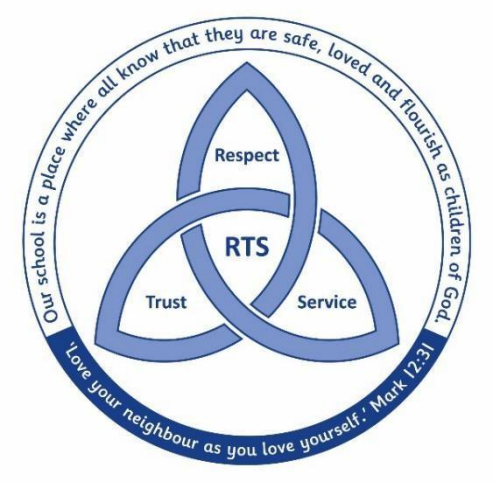
Richard Taylor Church of England Primary School
Policy for Collective Worship P90

Last Updated October 2026

In our school our Christian vision shapes all we do.



'Collective Worship in a Church school should enable every child and adult to flourish and to live life in all its fullness. (John 10:10). It will help educate for wisdom, knowledge and skills, hope and aspiration, dignity and respect, and developing community and understanding of living well together.

Policy Statement

At Richard Taylor Church of England School worship is central to the life of school and is the main platform for exploring the school's vision. It is well planned and of high quality so that the whole school community is engaged on a journey of discovery, exploring the teachings of Jesus and the Bible.

For Christians in Church, worship is about honouring God and responding to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit. A school is not a Church but is a collection of people who come from a variety of backgrounds for the purpose of education. The family backgrounds may be very different and collective worship must take account of the varied circumstances of staff and pupils.

At Richard Taylor Church of England School collective worship aims to be inspirational, invitational and inclusive and will lead people to a threshold where they can witness worship and join in, if they wish.

Through Collective Worship pupils will be offered a space and a place for the telling of the Christian story. They will be offered an understanding of worship through being invited to participate in or observe prayer, reading and reflection on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity. Opportunities to reflect on the beauty, joy and pain of the world will be given. Pupils

will be given time to consider their responsibilities to others and to grow in love and service. Time will be given for celebration, both for the accomplishments of school members and to mark the seasonal festivals of the Christian (*and other faiths*[1]) calendar. Pupils will be offered time to be able to contemplate and develop spiritually.[1]

Church of England Guidance

Collective worship policy at Richard Taylor Church of England School draws on guidance from the Church of England [2]. This guidance document has been produced to challenge, to guide and set expectations for Church school communities and diocesan authorities, encouraging them to reflect on their practice and to ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish.

Legal Requirements

There must be a daily act of collective worship in all maintained schools for all pupils, other than those in a nursery class or a nursery school. This can take place at anytime in the school day and in any groupings. Collective worship in a Church of England School must be in accordance with the tenets and practices of the Church of England. In other words the law on collective worship that applies in a community school, "that it should be wholly or mainly of a broadly Christian character", is not relevant. Worship in Richard Taylor Church of England School should be distinctly Christian and reflect Anglican traditions.

The governing body school have the responsibility for ensuring that the school meets the requirements for worship detailed in the Statutory Inspection of Anglican and Methodist Schools (SIAMS) Evaluation Document. They are also tasked with monitoring and evaluating the impact of worship on the school community in consultation with the headteacher.

The right of withdrawal

In Richard Taylor Church of England School there are a number of children whose families are members of another faith, or who hold a non- religious world view. Part of the distinctively Christian nature of Church of England Schools is that they should be as hospitable and inclusive to all in the community they serve. As collective worship

[1] Collective Worship in a CofE school must be in alignment with the religious foundation of the school (Christian), however there is a responsibility for schools in all contexts to mark, respond and learn from the festivals of other faiths. This may be designated as a separate act, not to be conflated with collective worship.

[1] "To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God and to devote the will to the purpose of God". William Temple (1881-1894)

[2] https://www.churchofengland.org/about/education-and-schools/church-schools-andacademies/collective-worship

occupies such a central place in the life of the Church school, this should be made clear on induction, and it is hoped that parents will be making a specific choice of the school knowing that the distinctive ethos will determine a Christian tradition within collective worship.

The 1944 and1988 Education Acts state that parents have the right to withdraw children from collective worship and suitable arrangements should be made to accommodate these children.

On occasions, a parent may make a request for their child to be withdrawn from Collective Worship. There is an expectation that parents wishing to request a withdrawal will meet with the headteacher to discuss their concerns and requirements. It may be helpful to establish:

- The elements of worship in which the parent would object to the child taking part
- The other aspects of school life that are impacted by the Christian foundation of the school such as prayer and reflective areas
- The practical implications of withdrawal
- Whether the parent will require any advanced notice of such worship, and if so, how much

Where parents have withdrawn their children from collective worship and request religious worship according to their particular faith or denomination, the governors and head teacher will seek to respond positively to such requests providing:

- Such arrangements can be made at no additional cost to the school
- That the alternative provision would be consistent with the overall purposes of the school curriculum as set out in the Education Acts

If the Parent asks that a pupil should be wholly or partly excused from attending any religious worship at the school, then the school must comply.

(*This means that a parent may, for example, request their child does not take part in a carol service when otherwise the child takes part in daily collective worship.)*

Guiding Principles

Collective worship in Richard Taylor Church of England School aims to:

- Have a pivotal place in the life of the school.
- Support pupils and adults in their spiritual growth
- Be the central vehicle by which the school's vision is unpacked and explored so that the whole school community is challenged and engaged with the teachings of Jesus and the Bible.
- Provide an experience of worship that will offer opportunities for those present to observe and/or respond to the presence, power and peace of God as understood by

Christians. This will always be invitational, offering an opportunity to take part whilst allowing the freedom for those of other faiths and none to be present with integrity.

- Support pupils in the development of their understanding of the Trinitarian nature of God in Christian belief
- Provide a variety of different opportunities for reflection, understanding of diverse liturgical traditions, participation, challenge and enjoyment where all present can be actively involved and develop their own spirituality whilst contributing to the communal journey.
- Help children to become familiar with Christian language and symbolism and the cycle of the Church year so that they are offered a pattern of meanings and a framework into which they can begin to integrate experience.
- Explore a variety of ways of praying, giving children the opportunity to form their own prayers using multi-sensory foci and introduce them to some well know Christian prayers, as well as a variety of prayers of thanksgiving before mealtimes and home time.
- Offer opportunities to all children and staff to develop their skills in planning, leading and evaluating the impact of school worship with the support and shared engagement of the local church community. Pupils will be at the centre of this process taking on increasingly independent roles in planning and leading worship.
- Ensure that materials and themes for worship are carefully selected to make sure pupils understand the work of Christians and the church locally, nationally and globally and how this reflects the teachings of the Bible and the example of Jesus.

Development of the policy and links to other policies and documentation We ensure that the principles for collective worship are reflected and applied in our policies and practice including those that are concerned with:

- Pupils' personal development and wellbeing
- SMSC and PSHE
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about collective worship is included in the school prospectus and on the school website.

Roles and Responsibilities The role of the Governing Body

- Governors are aware of their legal responsibilities in regard to collective worship, and take account of the School Trust Deed and policy and guidelines of the Diocese.
- Governors are familiar with all documentation regarding collective worship issued on their behalf and be actively involved in the process of collective worship development within the school.
- Governors ensure that collective worship is appropriately reviewed as part of the school development plan.
- Governors are aware of the requirement under Statutory Inspection of Anglican Schools for the inspection of collective worship.
- It is a statutory requirement that a school prospectus includes details of collective worship provided at the school. These details should inform parents of whether a 'determination' has been granted. The parental right to withdraw their child from collective worship either in whole or in part should be clearly stated together with the arrangements and provision made for those withdrawn.

The role of the Head Teacher

- The Head teachers is aware of his legal responsibilities about collective worship and take account of the policy and guidelines of the Diocese. The Head teacher will ensure that governors and staff are well informed and receive appropriate training in order to implement the school's policy on collective worship.
- The Head teaches may designate the responsibility for co-ordinating collective worship to a member or members of staff. (A team might include young people, staff, governors, clergy, parents).

Worship Co-ordinator: Emma Crisell
Role of Co-ordinator:

- To ensure the legal requirements are fulfilled.
- To co-ordinate the provision of a daily act of collective worship.
- To monitor the perceptions and feelings of children and staff about the provision.
- To regularly evaluate the acts of worship in the school
- To support staff and other providers.
- To organize and maintain resources for worship.

Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

How Collective worship is organised

Worship or Assembly?

At Richard Taylor Primary School we call assemblies 'Our act of collective Worship' as a time to celebrate, reflect and share. A time dedicated to thinking about God. If notices have to be included, they should not be presented in a way that detracts from the feel/atmosphere of our Worship time.

Acts of Worship are:

- **Inclusive** and therefore child centred, related to children's experiences, relevant to children's concerns, affirming, and involving the children as active participants. Acts of Worship should foster a sense of community, shared values, identity and purpose. There should be no need for the right of withdrawal to be exercised. If participants integrity is being respected the "cringe factor" should be avoided!

- **Educational** and therefore learning experiences of real quality. Acts of Worship should be properly prepared, delivered, resourced and evaluated. There is no place for evangelism or indoctrination in a school act of Worship. School records of our act of Worship will be kept. There is a partnership between the content and conduct of school Worship and the ethos of our school.

- **Spiritual** and therefore a special time where an atmosphere conducive to Worship is created. Attenders should feel relaxed, secure, comfortable and calm. Spiritual development can be fed through words, music, images and atmosphere.
  Opportunities will be created to participate in a variety of spiritual activities and space given for individual reflection and response. Children may find God through meaningful experiences not through "closing their eyes" or being forced to participate in a particular way.

- **Planning for Worship**. Themes will be chosen for each week in the previous half term, to cover Monday, Tuesday and Thursday and Friday Worship times. Wednesday Worship times may also fit in with the theme. This planning will be flexible enough to allow for sudden events, disasters, celebrations, and sadness's and joys in our community to be acknowledged.

Organisation

All children should take part in an act of Worship each day. Opportunities for Worship will be organised as follows:

Time	Grouping	Place	Leader
Monday 1.15	Whole School	Hall	Headteacher
Tuesday 1.15	Whole School	Hall	Visiting Clergy
Wednesday 1.15	Class led Worship	Classroom	Class teacher
Thursday 1.15	Whole School	Hall	Member of SLT
Friday 1.15	Whole School	Hall	Deputy Headteacher

During the first term, EYFS will attend tow whole school worships a week but will have their clergy based worship, led by St.John's in their classroom. This will focus on getting to know stories from the Bible. The other two acts of worship will be class based at 2.50pm led by the class teacher on the weekly theme.

On special occasions our Act of Worship may be held off the school premises.

Timing

Worship times in the hall will normally not be more than 20 minutes in length. Length of Worship may be varied to suit accommodation, age of children, setting.

Planning

What is the theme? What is your aim?

Will there be a focus for the children? How will you introduce the idea?

Outline the delivery? Is it relatable to the children's world?

Are hymns or songs appropriate?

Will there be a time for prayer, reflection, directed thoughts?

Which approaches will you use? How will you conclude your Worship?

What resources do you need? Do participants need to be prepared? Is a particular seating arrangement more appropriate than others?

Evaluation

Leaders will evaluate their acts of Worship. Children and other participants will be included in the evaluation of our school Acts of Worship. Foundation Governors will be invited into school on a regular basis to share in the Acts of Worship. They will provide all Governors with a reflective evaluation on the quality of the Acts of Worship seen.

Children

The leader should try to create an occasion for children to respond to the ideas presented on several levels. Worship is one level at which response is possible. Children should have the choice to opt in. The integrity of children and staff should be maintained. Some will have no explicit awareness of religious beliefs and responses; some may have a personal commitment to a particular faith.

Skills which can be developed

Listening, sharing, making choices, communicating, respecting others, understanding others. Analysing. Reflecting, using silence, growing in knowledge and understanding of self, growing in knowledge and understanding of Worship.

Teacher's Role

Acts of Worship are shared experiences for our school community. Teachers should be part of that experience, to help the children get most out of the experience, i.e. teachers will be able to respond to children's later questions or comments. Teacher's attitudes to acts of Worship affect the atmosphere of assembly and the value children attach to the activity (i.e. teachers as participants or as disinterested spectators). Teacher's presence can help support those leading the Act of Worship. Teachers should ensure children leave for the hall/classroom with the right attitude. Worship time starts in the classroom. All teachers should assist in leading acts of Worship.

Class based Worship- Wednesday Afternoon

In a small group the children are more able to participate, express their feelings and the needs of age group/individuals are more easily addressed. Leaders are more likely to be able to link Worship with class experiences and should include time for thinking, sharing, listening and stillness. It may be more appropriate to consider difficult concepts, such as death, in the warm supportive atmosphere of the child's own class where individual responses can be addressed.

Preparation for the hall/room

Physical surroundings are important in creating right atmosphere for school Acts of Worship. The use of focal point/Worship cloths can help in the creation of "a special place" feeling. Children will enter the hall by class and will be able to use calming music and images displayed on the data projector as a focus for quiet reflection.
Children organise OHP/Music/door closing when all are assembled

Approaches to Worship

Within the Christian faith, various denominations encompass a rich variety of experiences and practices in relation to Worship. Presentation/expression of Worship may include:

Story, drama, candles, prayer, flowers, religious readings, Artefacts, film, songs/hymns. Music, meditation, art, creative silences, poetry , use of senses, natural materials reflection, children's experiences, dialogue/discussion, celebration of festivals The material to be used should be carefully chosen. Children should be introduced to the means to Worship, without being expected to Worship in a committed way.

Different forms of presentation, style, format and content should be included. The structure for worship will be provided by the agreed school liturgy.

Prayer/Reflection/Directed Silence

Children should be invited to listen or to think about prayer. "Now in a moment of stillness the chance to pray or think for a while". It is important not to exclude anyone, prayer should be an opportunity for reflection, response or communication. Prayers should be appropriate, may be expressed by the children, may be silent, may be musical.

Music

Adds an extra dimension to Worship and helps to create an appropriate atmosphere. Music will be changed regularly and be illustrated on a hall board. Music helps the children to be involved, children can respond physically, emotionally, spiritually, intellectually.

Multifaith Worship

The content could be enriched by using material from different cultural and religious traditions. Our Acts of Worship are inclusive and educational, we would therefore value each of our children whatever religious group and would wish to acknowledge and share their experiences, attitudes and beliefs. Using multi-faith material will help the children to recognise and respect, reflect on and respond to the multi-faith society in which we live. WE do not offer other faiths acts of Worship but may share in aspects of other faiths.

Resources

A wide variety of resources are available online and in the team's file. The school uses Roots and Fruits as a resource for worship

Worship Book

Worship Ambassadors from year six will keep a worship record using reflective notes as a record of the range of worship.

Evaluation Sheet

Visiting Foundation Governors may use some of the following questions when evaluating the quality of the worship showed.

Preparation

Was the purpose of act of Worship clear to all?

Was the theme developed effectively?

Were the artefacts/visual aids etc. of good quality?

Were the artefacts/visual aids able to be seen?

Spiritual Development

Would this Act of Worship contribute to the spiritual development of those taking part?

Were the opportunities for prayer/reflection/quiet, effective?

Integrity

Was there a sense of respect for the integrity of individuals?

Was there openness or compulsion in invitation taken to pray or sing? Did the participants feel at ease or feel discomfort?

Atmosphere

Was there a sense of order on entry and leaving? Was the focus appropriate?

Was the recorded music appropriate?

Participation

Was there opportunity for participation? Was the delivery appropriate for ages, ability of children?

Staff/Visitors

Were they present? What part did they play?

Close

Did the children/adults gain something?

Disseminating the policy

This policy is available on our school website.

Date of last review: October 2026 Signed

Emma Crisell

Jan Johnson

Emma Crisell Jan Johnson

Headteacher

Chair of Governors