

Streetsbrook Infant & Early Years Academy



Collective Worship Policy

‘Learning for Life’

At Streetsbrook, we strive to provide an equal chance for all to become caring, responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

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NB – the Model Collective Worship policy produced by The School Bus been used to support the writing of this policy.

INTRODUCTION

This policy outlines the purpose, nature and management of Collective Worship at Streetsbrook Infant & Early Years Academy. It was written in consultation with all staff and agreed as a true reflection of the practice in our school.

This policy reflects the requirements of the 1988 Education Reform Act in that:

'All pupils should take part in daily collective worship' and 'Collective Worship' is to be 'wholly or mainly of a broadly Christian Character.....'.

and that schools are required by the 1988 Education Reform Act to:

'Promote the spiritual, moral, social and cultural development of pupils and of society' and
'Prepare such pupils for the opportunities, responsibilities and experiences of adult life'.

This policy recognises the statutory rights of parents of withdrawing their children from Collective Worship.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The School Standards and Framework Act 1998
- The Education Reform Act 1988
- The Education Act 1993
- DfE (1994) 'Religious Education and Collective Worship'
- DfE (2010) Religious education in English schools: Non-statutory guidance
- DfE (2012) 'Religious education (RE) and collective worship in academies and free schools'
- DfE (1994) Religious education and collective worship (Circular 1/94)

This policy operates in conjunction with the following school policies:

- RE Policy
- Visitor and Guest Speaker Policy
- Spiritual, Moral, Social and Cultural (SMSC) Education Policy
- PSHE Policy

DEFINITION OF COLLECTIVE WORSHIP

'Worship' is not defined in the legislation; therefore, for the purpose of this policy, '**Collective Worship**' reflects an act which is special or separate from ordinary school activities. It is a time when individuals come together, and reverence or veneration is paid to a divine being or power.

To take part in collective worship implies more than a passive attendance, such that it should have the ability to elicit responses from children even though they may not feel able to actively identify in the act of worship on a particular occasion.

THE NATURE OF COLLECTIVE WORSHIP

‘Worship’.....must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power.

Religious Education & Collective Worship Circular 1/94 DFE, 1994

Collective Worship will also promote the spiritual, moral, social and cultural development of every child.

‘Collective Worship is an important context for the development of these capacities and attitudes. It does not have the sole responsibility for pupils’ SMSC development but it provides opportunities to make values explicit, to challenge pupils’ thinking, extend their emotional repertoire and to celebrate who they are and what the school community stands for. Above all, it must offer a unique opportunity for reflection and, for those who it is appropriate, a time of worship’.

Promoting Pupils SMSC Development through Collective Worship in the Primary School, 2001

SMSC development can be briefly defined in the following terms:-

- Social Development is about children relating to others, and to see themselves as part of a community
- Moral Development is about children understanding the difference between right and wrong, valuing others and their property, understanding moral dilemmas and making moral choices
- Cultural Development is about children appreciating their own culture and understanding the diversity of other cultures
- Spiritual Development is about helping children to know who they are, to develop a sense of identity and self-worth, and to reflect upon their beliefs, values and feelings

Collective Worship will also promote British Values and this policy follows advice from the DfE’s ‘Promoting Fundamental British Values as part of SMSC in Schools’, November 2014

... all maintained schools must promote... the spiritual, moral, social and cultural development of their pupils. Through ensuring pupils’ SMSC development, schools can demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The school’s ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious

law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

'Promoting fundamental British values as part of SMSC in schools',
DFE: November 2014:

Collective Worship at Streetsbrook includes Christianity and other principal world faiths that are practiced in Great Britain and which take into account the various religious backgrounds represented within our school.

It is neither our purpose, nor intention, to nurture a child in any particular faith, but to provide the opportunity for children to worship God and to consider their own beliefs.

AIMS

Collective Worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values and reinforce positive attitudes.

Religious Education & Collective Worship Circular 1/94 DFE, 1994

At Streetsbrook, we aim to:

- provide the opportunity for children to worship God
- enable children to consider spiritual and moral issues, as well as explore their own beliefs
- encourage participation and response via active involvement or through listening and participating in the worship offered
- develop a spirit of community and an understanding of individuals with other beliefs
- acknowledge diversity and affirm each individual's life stance, whether religious or not
- promote a common ethos and shared values
- reinforce positive attitudes
- provide children with the opportunity to plan, lead or contribute to discussions on key themes and topics, e.g. morality
- provide a peaceful environment to enable stillness, prayer and reflection
- help children to develop an awareness of their community and the spirit of helping others

OBJECTIVES

It is intended that:

- Collective Worship at Streetsbrook will be mainly of a broadly Christian character in that it will reflect the traditions and beliefs of Christianity without being distinctive of any particular Christian denomination. It will also be inclusive of all other major religious faiths, developing children's knowledge and understanding of world religions, cultures and traditions.
- Collective Worship will provide time for all our children to share their thoughts and feelings, develop mutual respect and reflect on the common bonds which exist between them whatever their own personal faith or beliefs
- Collective Worship will provide time for our children to reflect and to provide a time of 'quietness' each day

- through Collective Worship, we aim to give our children the opportunity to consider aspects of the spiritual dimensions of life, reflecting the varied beliefs and experiences of those in school and people from all world religions
- where possible, to use a range of artefacts, media, books and stories to demonstrate ideas and beliefs about all major world religions
- through Collective Worship, our children will recognise and celebrate what is good and worthwhile in our school community and give value to the common ethos shared by us all in school, for example: happiness, confidence, love, respect, a desire to learn, and being a good citizen, as well as the wider British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Faiths and Beliefs
- Collective Worship will be inclusive with a principal focus of introducing children, whatever their religious or cultural background, to the values and beliefs of Christianity and other World Religions, in an educational context.
- Collective Worship will support the PSHE Jigsaw themes

PRINCIPLES OF COLLECTIVE WORSHIP

Collective Worship should reflect the following principles, which are for discussion, and which might help you, if planning an assembly, achieve a good balance for all involved.

Collective Worship should be:

- | | |
|---------------|---|
| – Inclusive | – in that they provide an invitation/opportunity and not a directive, for all to be involved in collective worship and prayer (see 'Words for Worship', Appendix i) |
| – Thematic | – related to current World Religions calendar of festivals, themes and celebrations where appropriate |
| – Stimulating | – in that they engage the children's attention |
| – Encouraging | – inviting participation and active involvement from the children |
| – Atmospheric | – creating an atmosphere in which the children have opportunities for listening and reflection eg. use moments of quiet, use of music, lighting of a candle etc |

COLLECTIVE WORSHIP AT STREETS BROOK

At Streetsbrook, each class from Reception to Year 2 participates in a daily act of Collective Worship. Many of these sessions are class based, allowing opportunities for children to explore the weekly theme, and share and discuss their ideas, own experiences and responses with their class teacher and peers. (see Leading Classroom Worship Appendix) The remaining sessions, generally twice weekly, take place in the school hall and bring the whole school community together. These sessions are led by the Headteacher and other members of the teaching staff on a rota basis.

Whilst the majority of acts of Collective Worship are presented by members of the teaching staff, it is recognised that parents can often make a valuable contribution to these – especially if they have particular insights into certain religions. Similarly, visitors to school, for example members of the clergy from a range of denominations and representatives from various local and national charities, can bring valuable perspectives to assemblies and are welcomed into school at appropriate times. Where possible we aim to foster a sense of community through our acts of Collective Worship.

COLLECTIVE WORSHIP ANNUAL PROGRAMME

Collective Worship at Streetsbrook is based on an annual programme which incorporates half-termly themes linked to the school PSHE Jigsaw programme. The framework is amended/rearranged each year according to the changing dates of various world religious festivals.

(See Appendix iii for details of world religions and festivals covered throughout the programme)

(See Appendix iv for the Collective Worship Annual Programme)

The theme for Collective Worship also reflects our school values, as indicated in the following table:

Term	School Value
Autumn Term ① ②	Happiness Happiness
Spring Term ① ②	Desire to Learn Confidence
Summer ① ②	Love & Respect Being a Good Citizen

Details of each theme (including learning objectives) are found within the Collective Worship Annual Programme on the 'w' drive. Each theme provides objectives and suggested ideas for stories, poems and prayers, to be used for each weekly theme.

The Collective Worship theme is displayed in the main school hall alongside the half termly school value.

RESOURCES

A wide range of books and artefacts are available to support the planned themes for Collective Worship in School.

Books are stored centrally in the PPA room.

Religious artefacts/posters are also located in the main school hall, within the R.E. cupboard.

RIGHT TO WITHDRAW

Parents have the right to withdraw their child from Collective Worship and will not be required to provide a reason for doing so. Parents will be encouraged to discuss their decision with the headteacher following a request of withdrawal in terms of:

- the elements of worship in which the parent would object to the child taking part in
- the practical implications of their withdrawal
- whether the parent will require notice in advance of such worship, and if so, what period of notice is preferred.

Alternative arrangements will be put in place for children who are withdrawn from Collective Worship, which will be consistent with the overall purposes of the school curriculum.

MONITORING AND WAY FORWARD

The policy and the annual programme will be monitored and kept under review by the Collective Worship Leader.

S Howes
May 2025

This policy was previously agreed by Governors on 8 November 2018.

This policy was ratified by Governors at the Local Governing Body Meeting on 15 May 2025 and will be reviewed in Spring 2028, unless any updates are made before this time.

Signed.....  Chair of Local Governing Body

Signed.....  Headteacher

Appendix (i)

Words for Worship:

'These are carefully phrased in an open way to preserve the integrity of everyone who is present but are direct enough to focus pupil's thoughts and to invite anyone who wishes to take the step into worship, to do so, often through prayer'

- Let's make this a quiet time that is just for each of you to think your own thoughts or to talk to God in your head if you would like to
- These words help some people to think about God. They might help you to do that, or maybe you will have your own ideas or want to think about ...
- I am going to use some words to help anyone who wants to, to talk to God
- I would like to say a prayer about..... If you would like to make it yours too you can join in by saying 'Amen' at the end
- We're going to listen to some music/watch the candle/look at the picture, quietly so that everyone has some time to think about ... and to pray if they would like to
- Here are some words that are important to ... (eg Muslims). Be very still and listen and if they are sacred to you, you might like to join in with them – in your head
- I'm going to read some words from/written by/that come from ... When I've finished we will have a time when everyone is still and there is no sound so that everyone can think carefully about the words, and pray if they would like to
- Listen carefully to these words. See if there is one word or idea that you would like to remember and take with you today. It may help you worship God
- We have been thinking about ... (eg things we are thankful for). In a few quiet moments perhaps you would like to think about things you are thankful for and some of you might like to say the words 'Thank you God' in your head
- (Emily) is going to say some words that are very special to her. Please listen quietly and be thoughtful about what she is trying to say. Perhaps the words will help you to pray, if you want to
- This music/picture helps some people in their prayers to God. We are going to listen to it/use it for a short time and you might like to let it help you to pray or think
- Let us all think quietly about today's story. Perhaps there was someone in it whom you really liked/thought was very interesting. Some of the people had something important to say. Perhaps you would like to think about that for a few moments, and you may like to talk to God about it

Closing periods of silence can be difficult to manage, unless there is a clear signal for everybody, indicating the time for reflection is finished. A variety of strategies can be used eg:

- A sound: fading in music or striking a singing bowl
- A word: 'Amen', 'Thank you' or 'Well done everybody'
- An action: extinguishing the candle or covering the visual stimulus
- An instruction: when you're ready, raise your faces to the light/smile at me/the person next to you

(Promoting Pupils' SMSC Development through Collective Worship in the Primary School, 2001)

Appendix (ii)

LEADING CLASSROOM WORSHIP

Classroom Collective Worship should include:-

- some time for thinking
- some time for sharing
- some time for listening
- some time for stillness and silence

Use a focus which the pupils will learn to recognise and respect: the lighting of a candle, a vase of flowers, a picture, a piece of sculpture, a crucifix or cross, a shell or another natural object.

Keep the session simple and short. Use some of the following:-

- a short passage of scripture
- a story, poem, or piece of literature
- a picture, poster, or slide
- a prayer – perhaps with a simple ritual
- a hymn or song which the pupils come to know well
- a flower, twisted root, a shell, signs of seasonal change
- an object from the technological world to assist reflection on the power and creativity of human beings
- a personal account of an event or experience in your own life
- music
- silence

Invite pupils to reflect on the content of the worship either individually or in small groups, allowing discussion and reflection for two or three minutes.

Use music to begin or end.

A well-organised classroom act of worship may lead pupils into a quiet, creative activity such as writing or painting.

Appendix (iii)

COLLECTIVE WORSHIP – WORLD RELIGIONS & FESTIVALS

- Collective Worship at Streetsbrook includes the following World Religions and main annual religious festivals:-

Christianity

- Easter
- Christmas

Islam

- Eid-al-Fitr & Ramadan
- Eid-al-Adha & Hajj

Hinduism

- Diwali
- Holi

Sikhism

- Vaisakhi
- Birthday of Guru Nanak

Judaism

- Hannukah
- Tu'b Shevat

Buddhism

- Wesak

Lunar New Year

Appendix (Iv)

COLLECTIVE WORSHIP ANNUAL PROGRAMME

	Autumn 1	Spring 2	Summer 1
Week 1	Being me in my world	Dreams & Goals	Relationships - friends
Week 2	School Value: Happiness	School Value: Desire to Learn	School Value: Love & Respect
Week 3	New beginnings	Goals	St George's Day, Vaisakhi
Week 4	British Value: Democracy	Achievements	Relationships - family
Week 5	Harvest	Lunar New Year/Shrove Tuesday	Wesak
Week 6	My Feelings Black History Week	Never Give up! Eid-al-Fitr/Ramadan	British Value: Mutual Respect & Tolerance
Week 7	Diwali	Tu'b Shevat: celebration of Trees	Eid-al-Adha/Hajj
	Autumn 2	Spring 2	Summer 2
Week 1	Celebrating Difference Bonfire Night	Healthy Me – healthy eating	Changing me – how I have grown/changed
Week 2	Celebrating Differences: Here We Are! /Remembrance Day	School Value: Confidence	School Value: Being a Good Citizen
Week 3	Celebrating Differences: We all matter! Birthday of Guru Nanak	St David's Day/Holi	Father's Day
Week 4	British Value: Rule of Law	Keeping fit and healthy	British Value: Individual Liberty
Week 5	Hanukkah, Advent, St Andrew's Day	Mother's Day, St Patrick's Day	Changes
Week 6	Celebrating Differences: Beyond Appearances	Healthy me – good hygiene	Changes in the Environment
Week 7	Christmas	Easter	End of the School Year

Key:

Jigsaw theme

School Value

British Value

Religious Festivals /cultural celebrations /special days

General weekly theme linked to half term Jigsaw theme