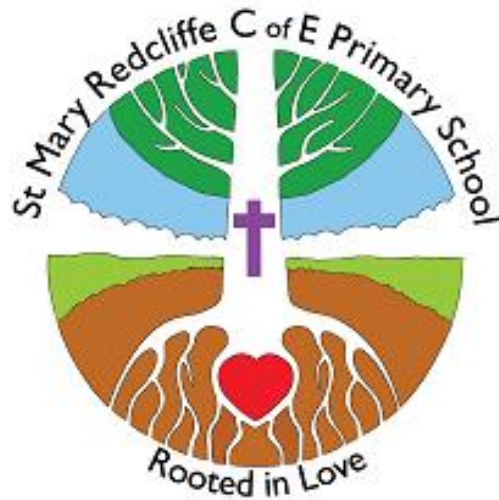




Collective Worship Policy

Statutory

Approved by:	 Chair of Governors
Last reviewed on:	Autumn 2025
Next review due by:	November 2028

This policy remains valid, and in operation, until a new or updated policy is published.

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1. Introduction

St Mary Redcliffe CofE Primary (SMRP) is a primary school with a faith designation and a Christian religious ethos that is both distinctive and inclusive. Distinctive in the sense that all decisions about the nature and purpose of the school are taken through the lens of Christian values, inclusive in the sense that all students and staff are equally valued for their uniqueness in the eyes of God and their belonging to the school community. This work is supported by working closely with Lighthouse Schools Partnership and the Diocese of Bristol.

“Rooted in Love”

Our vision statement is ‘Rooted in Love.’ At St Mary Redcliffe Primary School, we adopt a nurture approach, this approach recognises that positive relationships are central to both learning and wellbeing. This approach allows children to flourish...***like trees that grow beside a stream, they flourish in everything they do.*** Psalm 1:3 (Good News Bible)

2. Legal Framework

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.

The Local Governing Body or SMRP have the responsibility for ensuring that the school meets the requirements for worship. If the school is a Church of England school, it must meet the criteria 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.

3. The Right of Withdrawal

The 1944 and 1988 Education Acts state that parents have the right to withdraw children from collective worship and suitable arrangements should be made to accommodate these children.

In SMRP there are significant numbers 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 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.

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 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.)*

4. Our Ethos and Values

As identified at the opening of this policy, our structure and approach here is underpinned by our Christian ethos and values, focused on an ethos that is both distinctive and inclusive.

In our adoption and subsequent adaptation of this policy we have asked ourselves two clear questions: “Is this policy and practice underpinned by our vision and values?” and “What is the impact of our vision and values on those subject to the policy?”. This is a key focus of our ongoing development of policy and practice.

“Rooted in Love”

The nurture approach also underpins our school ethos and behaviour policy where our school rules are safe, mindful and ready.



We provide a **SAFE** place where pupils:

- Feel physically and emotionally safe
- Are free to express themselves without fear of prejudice or judgement

Our pupils are **MINDFUL** of others by

- Listening to others
- Speaking mindfully
- Being curious – asking questions about the world around them
- Showing gratitude and appreciation.

- Volunteering to help others

Children are **READY** to learn they will:

- Have a growth mindset
- Become more resilient and independent
- Learn from others
- Be open-minded and inquisitive

School Values

Our daily life at St Mary Redcliffe Primary is underpinned by 12 Christian values. These are taught and modelled by all members of the school community:

- Community
- Compassion
- Courage
- Forgiveness
- Friendship
- Respect
- Thankfulness
- Trust
- Perseverance
- Justice
- Service
- Hope

At St Mary Redcliffe Primary Redcliffe Collective Worship is central in the life of the school, and it aims to:

- Give expression to, reaffirm and practise the values of the school community
- Allow reflection and response to fundamental questions of life and those things that are of eternal concern and value to human beings
- Celebrate and give thanks for achievements within the school, local and international community and occasions of significance, including festivals
- Contribute to the spiritual, moral, social and cultural development of pupils
- Foster and enable a concern for the needs of others – a recognition of the vulnerability of self and others
- Be appropriate to the ages, abilities and backgrounds of the pupils
- Foster and enable a concern for the needs of others
- Reflect some of the practices and traditions of the church celebrate special occasions in the Churches year such as Advent, Christmas, Lent, Easter, Pentecost and the life of the community
- Help pupils begin to understand the nature and purpose of worship
- Enable children to explore their own beliefs
- Help children develop their own spirituality
- Offer opportunities to share worship with parents and other members of the local community
- Be regularly monitored and evaluated
- Provide members of the school community with the opportunity to:

- Praise and reach out to God
- Experience stillness and quiet
- Respond to Christian language and symbolism
- Experience a variety of forms of prayer and meditation. These might include: praise, seeking forgiveness, asking on behalf of self and others, and quiet reflection
- Helping pupils to understand the nature and purpose of worship
- Provide a foundation for a mature understanding and practice of worship in the future.

Structure

As a Church of England school serving the local community, we are conscious of the need to develop a realistic spirituality. At St Mary Redcliffe Primary we offer a daily act of Collective Worship, for all children, the majority of which, are mainly or wholly of a broadly Christian character, reflecting the broad traditions of Anglican Worship, in accordance with the Trust Deed.

Our daily life at St Mary Redcliffe Primary is underpinned by 12 Christian values and these values are used as a focus for worship.

These are the past and upcoming Values. We explore a new value each term on a two year cycle.

SMRP Value Calendar – Two Year Cycle

		Year A	Year B
Term 1		Respect	Friendship
Term 2		Community	Thankfulness
Term 3		Hope	Perseverance
Term 4		Forgiveness	Service
Term 5		Trust	Justice
Term 6		Courage	Compassion

- At St Mary Redcliffe Primary worship is organised weekly in the following way:
- An act of worship is held weekly for the whole school on a Monday.
- Tuesday is singing assembly, where the children learn a variety of songs often linked to the terms value.
- Wednesday is whole school assembly led by teachers and members of the collective worship team.
- Thursday is a class assembly linked to the value for that term
- Friday is a reflective and celebration worship.

Collective Worships vary from core value assemblies, class assemblies, singing assemblies and our celebration assembly on Friday. Our celebrations assemblies celebrate our super learners from each class, house points winners and other outstanding achievements.

We have guest speakers and our local Iman and Reverend share key Muslim and Christian festivals.

On special occasions pupils may visit the local church, e.g., Harvest, Christmas, Easter and at the end of the school year. Should you wish to remove your children from all or part of Collective Worship, following a discussion with the Head teacher, a letter of confirmation must be submitted. An alternative activity would be provided under the supervision of an adult.

Planning

Collective worship is treated like any other part of the curriculum in the way that it is planned, delivered, resourced and evaluated. The content and methodology of assemblies is varied. Twelve Christian values are used as a focus for collective worship on a two-year cycle. They have been carefully chosen because they are understood by all members of the school community and are relevant to the lives of even our youngest children. Each value is the focus for a term. We also respond to local or national events and celebrations.

The weekly structure of collective worship means that the week usually begins with an assembly based on our core value, linked to a bible story where appropriate. Children's understanding of bible stories are reinforced during class assemblies each week. The collective worship team support the planning and delivery of special assemblies throughout the year, including the Christmas Service.

In planning collective worship regard is given to:

- How worship reflects the Anglican heritage, i.e.
 - ❑ Using the Bible as a source book for inspiration and learning
 - ❑ Observing the cycle of the Church's year: Advent, Christmas, Lent, Easter, Pentecost
 - ❑ Reflecting upon Christian symbols and their use in worship
- The use and learning of hymns and prayers
- Providing the opportunity to discover the value of reflection and silence within the context of Christian worship
- Experience the bond of community that encompasses gender, age, race and religious opinions.

The Christmas Service is held at St Mary Redcliffe Church.

An atmosphere for worship is created by the use of appropriate music, visual foci and symbols.

Recording and Evaluation

Acts of worship are evaluated through pupil voice, staff feedback and through meetings with the collective worship team. Evaluations are used to inform subsequent planning. The Collective Worship leaders are given time to plan and review Collective Worship each term.

Evidence Gathering

Collective Worship will be monitored by:

1. Discussion at staff and Local Governing Body meetings. This discussion will include:
 - Review of content and methodology;
 - Suitability for age, aptitude and ability, variety of styles, groupings, leadership;
 - Links to the curriculum;
 - Resources and budget;
 - Staff Meetings;
 - Teacher Training Days.
2. Attendance at worship by foundation Governors for monitoring purposes.

Appendix 1 - Guidance for Visitors

A CODE OF CONDUCT FOR REPRESENTATIVES OF RELIGIOUS COMMUNITIES WORKING WITH CHILDREN AND YOUNG PERSONS

Representatives of religious communities can make a vital contribution to learning when visiting schools or acting as guides to their place of worship or community activity.

Like other organisations that work with children, churches, other places of worship and faith-based organisations need to have appropriate arrangements in place for safeguarding and promoting the welfare of children.

In particular, these arrangements should include:

- procedures for staff and others to report concerns that they may have about the children they meet that are in line with “What to do if you are worried a child is being abused”. (Visitors will need to be referred to the School’s safeguarding policy).
- appropriate codes of practice for staff, particularly those working directly with children, such as those issued by the Churches’ Child Protection Advisory Service (CCPAS)
- recruitment procedures in accordance with safer recruitment guidance and NSSCB procedures, alongside training and supervision of staff (paid or voluntary).

(Working Together, 2010)

Spiritual and moral development and religious learning can be stimulated through encounters between people of faith and school pupils of all ages.

AWARENESS

When working with school pupils, representatives of religious communities should be aware that:

- schools are *diverse* communities: they usually include members of different faith groups, children from secular families and (within Christianity or other faiths) different denominational allegiances, and that it is important to show sensitivity to this plurality. Each child’s beliefs and experiences must be respected.

PREPARATION

In order to make their presentations to school pupils effective, representatives of religious communities should:

- comply with the “Safeguarding and Promoting the Welfare of Children and Young People” ethos of the school;
- be familiar with the school’s aims, ethos and policies, and plan their
- involvement in the light of the aims and curriculum of the school;
- plan their presentation carefully. Religious visitors to schools need to be in good communication with the link person in the school. They should be aware of the Value or the theme for the term, clear about the purpose of the visit and how the visitors’ contribution links to the overall purpose for Collective Worship;

Visitors should :

1. discuss their input with teachers in advance, and be open to teachers’ suggestions;
2. take account of the differing abilities of the pupils;
3. where appropriate, use a variety of teaching methods and styles, including those which elicit a response from all the pupils;
4. select the content of their presentation carefully, avoiding the temptation to try and get the whole of their faith across (for example, teaching six year olds all there is to

know about Jesus in a 20 minute session!).

TALKING WITH PUPILS

When talking with pupils, representatives of religious communities should:

- make clear to pupils who they are, who they represent, and what they are offering to the pupils;
- be willing to have an openness and humility to learn from pupils' and staff' insights.
- be willing to share their own experiences, beliefs and insights, but avoid criticising the experiences and insights of others
- seek to use engaging teaching and learning methods which involve the pupils actively, and to communicate at appropriate levels for the age group(s) concerned;
- develop ways of speaking to pupils which communicate an open approach, avoiding any hidden agenda to convert them.

This question will help representatives of religious communities to reflect on their approach:

If a member of another religion visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?

Communications between children and adults, by whatever method must take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web cams and blogs. The School's Social Media Policy which specifies acceptable and permissible modes of communication must be adhered to and "Guidance for Safer Working Practice for Adults who work with Children and Young People" adopted.

It should be noted, therefore, that these professional boundaries extend beyond a visitor's contact with pupils within the school premises and include any further contact that may be made with pupils in the wider community.

Appendix 2 Example Visitors leaflet

St Mary Redcliffe Primary (SMRP)

Guidelines for those leading Collective Worship

We are delighted that you will be visiting our school to lead our Collective Worship.

At SMRP we value our daily acts of collective worship extremely highly. Through it we identify, affirm and celebrate those ideals and values that we hold to be of central importance to us as a community. It is important, for visitors to be aware that children in our school come from a range of faith backgrounds, and none; we therefore ask that those who lead Collective Worship take account of this in the preparation and delivery of their material.

At SMRP we prioritise the safeguarding of our pupils and to that end would like you to have enhanced DBS clearance. If you already have DBS clearance, please bring your certificate with you so that the details can be recorded on our school system. If you do not have DBS clearance, please let us know so we can support your visit appropriately.

Each child at SMRP is involved in an act of worship every day. These take place in a variety of different groupings:

(List as appropriate) eg

Monday - Whole School Assembly 9:10am

Tuesday - Whole School Singing Assembly 9.1am

Wednesday - Whole School assembly led by Teacher/Collective Worship team 9:10am

Thursday - Class Worship 9:10am

Friday - Whole School (Celebration) Worship 2:40pm

We normally invite visitors to join us on at an agreed times. There is a small team including the Assistant Headteacher, Worship Coordinator and Church representative, which meets half termly to plan the school worship. A planning sheet is then produced and made available to all those who contribute to our school worship.

If you have not already been given a copy of this sheet, please ask at the school office.

We hope you will find the following guidelines helpful.

We ask that visitors arrive at SMRP ready to begin promptly at the arranged time.

On arrival at school, please report to the office where you will be asked to sign the visitors' book and wear a visitor identification badge. On your first visit to the school, you may be met by one of our older pupils who will be pleased to help you in any way they can. If you require any special resources or equipment, please let us know in advance and we will endeavor to have them ready for when you arrive.

The children enter the hall class by class with their classteacher and when everyone is ready to begin the worship a member of staff will light a candle and introduce you to the children.

Whilst the children enter, music is played and focus for worship is displayed on a table at the front. If you have a preference for a piece of music or an object that could act as a focus for your time of worship, you are most welcome to bring it along. If you have a song or hymn which is especially appropriate that you would like to be sung, please let us know in good time.

Some of our visitors like to include a short time of prayer in the worship and it may be helpful to know that we use a short say and respond phrase.

We ask that your act of worship should last no longer than 20 minutes and that it includes a short opportunity for quiet reflection on one aspect of your theme. This could be time of silence or you may wish to play music or read a relevant poem. When the worship is complete, please blow out the candle. A child or member of staff will want to thank you for your visit. There may be some announcements that need to be made at this point. Do feel free to leave if you wish, remembering to sign out and return your badge to the office.

Once again may we thank you for your visit.