

Bishop Perrin Church of England Primary School



Collective Worship Policy

Non-Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

| | |
|-----------------------------|-----------------------------------|
| Author | Spiritual and Moral Values Leader |
| Date Ratified | January 2025 |
| Ratification Level | Full Governing Body |
| Frequency of Renewal | Every 3 years |
| Policy Renewal Date | January 2028 |

CONTENTS

1. [How is the policy a reflection of our theologically rooted Christian Vision?](#)
2. [Introduction](#)
3. [Aims of Collective Worship](#)
4. [Legal requirements](#)
5. [Planning of Worship](#)
6. [Pattern of Worship](#)
7. [Collective Worship Leader](#)
8. [Visitors leading Worship](#)
9. [CPD and training](#)
10. [Monitoring and evaluation](#)
11. [Parents and carers](#)
12. [Policy review](#)

1 HOW IS THE POLICY A REFLECTION OF OUR THEOLOGICALLY ROOTED CHRISTIAN VISION?

Our School Vision:

Celebrating learning together in faith, hope and love.

We will grow in the God-given virtues of “faith, hope and love” (1 Corinthians 13:13): having faith in God or being inspired by faith; having hope that we can work to change ourselves and the world for the better; and having love for others, reflecting God’s love for everyone.

At Bishop Perrin, collective worship is a key part of how we live out our theologically rooted Christian vision. We explore the Bible in collective worship and children are invited to consider what they can learn from this and how it may impact their daily lives. At Bishop Perrin School we recognise and celebrate our diverse community. Although wholly Christian in nature, collective worship is made to feel inclusive to all and through this we develop an understanding and respect for people of all faiths and none. Children and adults are involved in the planning and delivery of collective worship, meaning that all are encouraged to grow in their faith.

2 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 of friendship, endurance, peace, forgiveness, Reverence, service and justice.

3 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, such as the Eucharist, and festivals.
- 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.

4 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).

5 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 year group. Our school plans systematically, using both long term and short-term plans which enables continuity and cohesion. The collective worship leader uses the LDBS Collective Worship planning document to write a theme planner for the year.

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, drama and 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.

6 PATTERN OF WORSHIP

Our pattern of worship is as follows:

| Day | Year group | Time | Location | Leader of Worship | Theme |
|-----------|--------------|-------|--------------------------------------|---|---|
| Monday | Y1-6 | 8.55 | Hall | Headteacher | Liturgy theme from church that week |
| | Reception | 14.45 | Reception classroom | | Follows same themes as above but tailored to Reception |
| Tuesday | Y1-6 | 8.55 | Hall / class based (alternate weeks) | Hall: Teacher or SLT Class: alternates between teacher-led, child led and junior group led | Hall: Weekly theme from worship planner Class: Teacher-led has a big question focus. Child led-has a Bible story focus (same story all year groups, linked to focus value from theme planner). Junior group-led has a School Vision focus. |
| | Reception | 14.45 | Reception classroom | SLT | Follows same themes as above but tailored to Reception |
| Wednesday | Whole school | 8.55 | Hall | Music Leader | Hymns of Praise |
| Thursday | Whole school | 8.55 | Hall | Visitor e.g. incumbent of a linked or associated church or governor. | Weekly theme from worship planner or school Spiritual Value. |
| Friday | Whole school | 8.55 | Hall | Teacher or SLT | Celebration Worship |

Our worship consists of 4 parts:

- **Gather** – we welcome the community with music and 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** – the community for example discuss, share, reflect, pray or sing
- **Send** – we share, for example the message of the worship again and ask the community to think about how this will affect their day / learning/ behaviour through the setting of a challenge. We close with a final prayer, music and the extinguishing of our special candle.

7 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.

8 VISITORS LEADING WORSHIP

Visitors to our school are asked to read and comply with our school visitor (see appendix) 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.

9 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.

10 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. The collective worship leader meets regularly with the Faith Ambassadors (comprising of two children from every year group) to gather their evaluation and feedback on worship. This feedback plays an essential part in developing the spiritual growth of our school community.

The worship leader formally observes and evaluates whole school worship once every term. At least once per year, foundation governors formally observe alongside the collective worship leader. Governors also regularly attend worship as part of the community and observe on an informal basis. Foundation governors then report back to the whole governing body. In addition to this, the collective worship leader regularly informally observes class worship and formally at least once per year.

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

11 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.

We respect the legal right of parents to withdraw their child/children from acts of collective worship, However, in view of the Christian ethos and distinctive Christian character of our school, we hope that all pupils will participate in collective worship, and that anyone wishing to withdraw their child will discuss this with the headteacher before making their decision. Following these discussions, any desire to formally withdraw pupils from worship must be done via a letter to the Headteacher.

Parents and carers are regularly invited to participate in collective worship such as at class assemblies and in school and church-based Mass and services.

12 POLICY REVIEW

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

Appendix 1 – Guidance and Information for Visitor Worship

We are very grateful to have visitors to Bishop Perrin School to lead Collective Worship for us. Below is some guidance to help ensure that visitor worships are in line with our ethos and other school policies.

A member of the teaching staff will always start and end the worship by lighting our candle with a pupil, introducing the visitor, thanking them at the end and extinguishing the candle with a pupil.

There is a laptop computer available to show video clips or pictures during the Collective Worship which will be operated by Year 6 monitors. Visitors can request a particular hymn to sing from the list attached to this policy or let the Year 6 monitors chose one.

Here are some other points to consider:

- Please do not hesitate to speak to a member of the Senior Leadership Team (Head, Deputy, Assistant Head) or Spiritual and Moral Values Leader if you have any questions or queries regarding the content or delivery of your worship
- Plan a Christian-based worship or link it to a Christian festival as a theme as set out in the Annual Worship Theme Planner
- Please lead the children in a prayer / period of reflection or choose a child to select a prayer from their Class Prayer Book. These are brought to Collective Worship by each class every day
- Please be aware that when planning a worship that there are pupils in the school of faiths other than Christian or of no faith at all
- Plan to make your worship engaging for all pupils. For example, by: using multimedia (video clips, slides), getting pupils up as volunteers for games/activities/role play or drama, asking questions.
- Think of a 'Thought of the Day' that links to the theme of your Collective Worship - let the hall monitors know what this is on arrival so they can display it on the screen. Alternatively, if you are using a PowerPoint, please include this as your first slide. The 'Thought of the Day' may be a word, phrase or picture that links to the subject of your worship.
- Please ensure that the resources you use during your worship are appropriate for pupils aged 4-11 years old
- Please avoid using food or drink during your collective worship
- When choosing pupils to be involved with your Collective Worship, please ensure a balance of gender. If you are unsure who to choose, please check with a member of staff.
- Please feel free to bring your own props /resources that you may wish to use during your worship
- Please be punctual as Collective Worship starts at 8.55am unless otherwise agreed. You are welcome to arrive from 8.45am to get ready.
- Please aim to adhere to the allocated time of 15 minutes for the duration of your worship.

- If you would like to come and observe a member of the Bishop Perrin School staff deliver a worship prior to your own one then please feel free to speak to us to arrange a convenient date
- If you are unable to make that date of your Collective Worship, please give us as much notice as possible in order to make other arrangements for collective worship that day
- The Head teacher or Deputy are willing to provide feedback to our visitors if requested regarding the content and delivery of their worship

Appendix 2 – Guidance and Information for Collective Worship for Staff

- Please make sure that your class is on time for collective worship – 08:55am start
- If you are leading collective worship, please try to be in the hall first, before the other classes arrive
- Monday worship is linked to the Liturgical calendar for that week.
- Tuesday worship is based upon the topic for the week from the worship calendar and takes place either in the hall or in class.
- Wednesday is Hymns of Praise, with children being taught about the meaning behind the words of different hymns
- Thursday is Visitor Worship, with the person leading the worship choosing the theme for their worship based on the worship theme calendar- it may be topic or value based
- Friday is Celebration Worship- please try to link your certificate to one of the Spiritual Values where possible and where there is a link, make it explicit e.g. For demonstrating endurance in their maths work.
- Behaviour management in the hall to be consistent among all leaders: children enter the hall silently and listen to the music whilst waiting for worship to start: staff raising their hand in the air is used to signify that partner talk time has ended; children put their hands up to offer contributions and answer questions
- Use PowerPoint as a support for your worship, if you wish, don't feel that you have to include too much detail on this PowerPoint, it should be more of a starting point and support for discussion, rather than a script of the worship
- Worship monitors to be expected to participate in Collective Worship
- TLAs to be mindful of when they remove children from Collective Worship and ensure that they don't do so during the prayer or reflection time

Appendix 3- Class Worship planning



Celebrating learning together in faith, hope and love

Class Worship Record and Planning- EYFS and KS1

| | |
|----------------------|--|
| Date | |
| Year group | |
| Who led the Worship? | |
| Theme | |
| Values link | |
| Bible Reference | |
| Story | |
| Hymn | |

Reflection on Class Worship- what was the impact of this Worship on your life?

| | | | |
|-------|--|-------|--|
| Name: | | Name: | |
| | | | |



Celebrating learning together in faith, hope and love

Class Worship Record and Planning- KS2

| Date | | Year group | |
|---|--|-------------------|--|
| Who led the Worship? | | | |
| Theme | | | |
| Values link | | | |
| Gather <i>How will you start your Worship and bring everyone together?</i> | | | |
| Engage <i>What Bible Reference/story will you tell and how? e.g. drama, video or oral storytelling.</i> | | | |
| Respond <i>How will you involve the class in the Worship? e.g. questions, prayer and reflection time.</i> | | | |
| Sending <i>What message do you want the class to take away with them from Worship today?</i> | | | |
| Hymn | | | |

Reflection on Class Worship- what was the impact of this Worship on your life?

| Name: | | Name: | |
|--------------|--|--------------|--|
| | | | |

Appendix 4- Monitoring master



Celebrating learning together in faith, hope and love

Collective Worship Monitoring

| | | | |
|--|---|--|--|
| Date: | | Person being observed: | |
| Observer(s): | | Focus of Worship: | |
| <p>Make comments against each of the prompts below to consider: In what ways and to what extent is collective worship inclusive, invitational and inspiring?</p> | | | |
| <p>How was it inclusive? Were there opportunities for the whole school to engage with Worship today? (e.g staff, SEN, EAL, other faiths)</p> | <p>Was it inspiring? Describe the variety of creative experiences used to enable the children to encounter God. <i>Liturgy, music, Biblical story, drama, deep wondering questions, prayer time, stillness and reflection.</i></p> | <p>How was it invitational? What opportunities were the pupils given to take part in the act of Worship today? (planned or unplanned)</p> | |
| Gather | | | |
| Engage | | | |
| Respond | | | |

| | |
|--|--|
| Sending | |
| What was the key message of the act of worship? Was it clearly delivered and understood by pupils and staff? | |
| How did the pupils discuss and explore the school Spiritual Values? | |
| Was there a link to the Bible? Were the children taught about a particular story or piece of scripture? How was this delivered? | |
| How did worship inspire the pupils into action? What opportunities were the staff and pupils given to reflect on their behaviour, values and attitudes? Were the children and staff given time to pause and reflect? | |
| How is the Worship an expression of the School Vision? | |
| Reflect on the impact of the act of worship on the whole school: | |
| Reflect on any actions to be taken following the act of worship (Informal feedback, inclusion of children, etc.) | |

Appendix 5 – Hymn Index

Songs that children are particularly confident with are highlighted.

| First Line | Hymn Book | Number | Server ? | CD No. | CD Book? |
|--|------------------------|--------|----------|------------|----------|
| All Creatures of Our God and King | Come and Praise | 7 | √ | 1 | 2 |
| All Things Bright and Beautiful | Come and Praise | 3 | √ | 1 | 6 |
| A New Commandment | Songs of Fellowship | 22 | √ | 1 | 7 |
| As The Deer Pants for the Water | Songs of Fellowship | 27 | √ | 1 | 8 |
| Autumn Days | Come and Praise | 4 | √ | 1 | 9 |
| Be Bold | Songs of Fellowship | 37 | √ | 1 | 11 |
| Be Still For The Presence of the Lord | Songs of Fellowship | 40 | √ | 1 | 13 |
| Bind Us Together | Junior Praise | 17 | √ | 1 | 15 |
| Colours of Day | Come and Praise | 55 | √ | 1 | 18 |
| Come On and Celebrate | Songs of Fellowship | 73 | √ | 1 | 20 |
| Father God I Wonder (I Will Sing Your Praises) | Songs of Fellowship | 92 | √ | 2 | 22 |
| Father I Place Into Your Hands | Songs of Fellowship | 97 | √ | 2 | 23 |
| Father We Adore You | Songs of Fellowship | 99 | √ | 2 | 24 |
| Father We Love You | Songs of Fellowship | 102 | √ | 2 | 26 |
| For I'm Building a People of Power | Hymns and Songs Book 2 | 200 | | 2 Tr 14 | 200 |
| From Heaven You Came (Servant King) | Songs of Fellowship | 120 | √ | 2 | 28 |
| From The Darkness Came Light | Come and Praise | 29 | √ | 2 | 29 |
| Give Thanks | Songs of Fellowship | 124 | √ | | |
| God Forgave My Sin (Freely, Freely) | Songs of Fellowship | 129 | √ | 2 | 33 |
| God's Spirit is in My Heart (Go Tell Everyone) | Hymns Old & New | 89 | √ | 2 | 36 |
| He Gave Me Eyes (He Made Me) | Come and Praise | 18 | √ | 2 | 39 |
| He's Got The Whole World In His Hand | Come and Praise | 19 | √ | 2 | 50 |
| Hosanna Hosanna | H and S Bk2 | 217 | | 3 Tr 11 | 217 |
| I Am Planting My Feet | Come and Praise 2 | 103 | √ | | |
| I Danced In The Morning (Lord of The Dance) | Come and Praise | 22 | √ | 3 | 46 |
| If I Were A Butterfly | | | √ | 3 | 47 |
| I Have Seen the Golden Sunshine | Junior Praise | 99 | √ | 3 | 50 |

| | | | | | |
|---|-------------------------|-----|---|---------|-----|
| I May Speak in the Tongues of Angels | Come and Praise 2 | 100 | √ | 3 | 53 |
| I'm Going To Paint | Come and Praise 2 | 83 | √ | 3 | 55 |
| I'm Special | Songs of Fellowship | 236 | √ | 3 | 56 |
| I Planted A Seed | Come and Praise 2 | 134 | √ | 3 | 58 |
| I, The Lord of Sea and Sky | | | √ | 3 | 59 |
| It's a New Day | Come and Praise 2 | 106 | √ | 3 | 60 |
| I Watch the Sunrise | | | √ | 4 | 61 |
| I Will Bring To You The Best Gift | Come and Praise | 59 | √ | 4 | 62 |
| I Will Sing | Junior Praise | 126 | √ | 4 | 63 |
| Jesus' Love is Very Wonderful | | | √ | 4 | 65 |
| Jesus Put This Song Into Our Hearts | Songs of Fellowship | 299 | √ | 4 | 66 |
| Jubilate Everybody | Songs of Fellowship | 315 | √ | 4 | 67 |
| Lord Jesus Christ | Songs of Fellowship | 357 | √ | 4 | 72 |
| Lord of All Hopefulness | Junior Praise | 157 | √ | 4 | 73 |
| Lord of The Harvest | Come and Praise 2 | 133 | √ | 4 | 74 |
| Lord the Light of Your Love (Shine Jesus Shine) | Songs of Fellowship | 362 | √ | 4 | 75 |
| Love is Something (Magic Penny) | | | √ | 4 | 76 |
| Make Me a Channel of Your Peace | Junior Praise | 161 | √ | 4 | 78 |
| Morning Has Broken | Come and Praise 1 | 1 | √ | 4 | 81 |
| My God is So Big | Junior Praise | 169 | √ | 4 | 82 |
| O Lord All The World Belongs to You | Come and Praise 1 | 39 | √ | 5 | 83 |
| Oh Lord My God | Songs of Fellowship | 425 | √ | 5 | 84 |
| One More Step | Come and Praise | 47 | √ | 5 | 86 |
| Our God is a Great Big God | No Pianist no problem 2 | 272 | | CD6 tr6 | |
| Peace Perfect Peace | Come and Praise | 53 | √ | 5 | 91 |
| Praise the Lord | Junior Praise | 200 | √ | 5 | 94 |
| Rejoice in the Lord Always | Junior Praise | 208 | √ | 5 | 95 |
| Said Judas to Mary | Junior Praise | 211 | √ | 5 | 98 |
| Seek Ye First | Songs of Fellowship | 493 | √ | 5 | 99 |
| Sometimes I feel afraid | No pianist no prob bk 2 | 284 | x | 6 tr 18 | |
| Spirit of God | Come and Praise | 63 | √ | 6 | 102 |
| Thank you Lord | | | √ | 6 | 106 |

| | | | | | |
|--|---------------------|-----|---|---|-----|
| There Are Hundreds of Sparrows | Come and Praise | 15 | √ | 6 | 109 |
| There is A Green Hill Far Away | Songs of Fellowship | 542 | √ | 6 | 110 |
| The Spirit Lives to Set us Free (Walk Walk...) | | | √ | 6 | 112 |
| Think of a World Without Any Flowers | Come and Praise | 17 | √ | 6 | 116 |
| This Is The Day | Junior Praise | 255 | √ | 6 | 117 |
| This Little Light of Mine | | | √ | 6 | 118 |
| We Are Climbing Jesus' Ladder | Come and Praise | 49 | √ | 6 | 120 |
| We Plough The Fields and Scatter | Songs of Fellowship | 585 | √ | 7 | 124 |
| When God Made the Garden of Creation | Come and Praise | 16 | √ | 7 | 126 |
| When I Needed a Neighbour | Come and Praise | 65 | √ | 7 | 127 |
| When Your Father Made The World | Come and Praise 2 | 73 | √ | 7 | 129 |
| Who Put The Colours In The Rainbow? | Come and Praise | 12 | √ | 7 | 130 |
| Wide, Wide as the Ocean | | | √ | 7 | 132 |
| Would You Walk By (Cross Over the Road) | Come and Praise | 70 | √ | 7 | 133 |
| You Can Build A Wall (Break Out) | Come and Praise 2 | 91 | √ | 7 | 134 |
| You Shall Go Out With Joy | Songs of Fellowship | 640 | √ | 7 | 135 |
| 10,000 Reasons | | | | | |
| Build it High | | | | | |