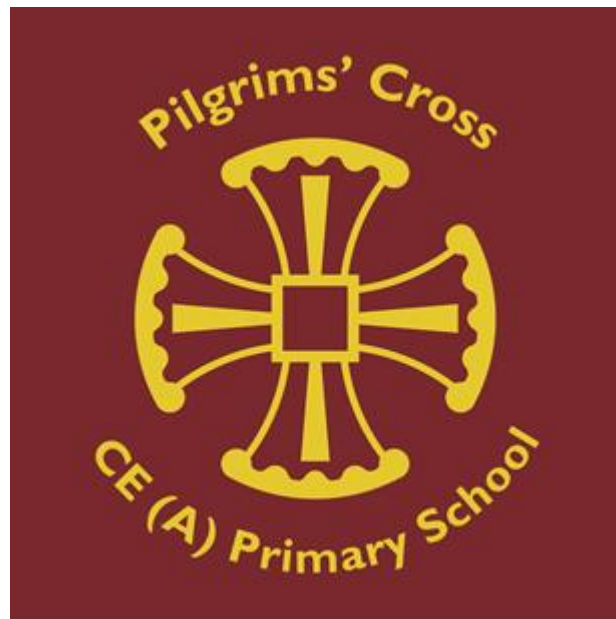


*Learning, to make a positive  
difference in God's world*

# **Pilgrims' Cross CE Aided Primary School**



## **Collective Worship Policy 2025-2026**

<b>Reviewed by</b>	<b>Headteacher</b>	<b>Authorised by</b>	<b>FGB</b>
<b>Last review</b>	<b>March 2026</b>	<b>Review Cycle</b>	<b>Annually</b>

# PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL

## Collective Worship Policy

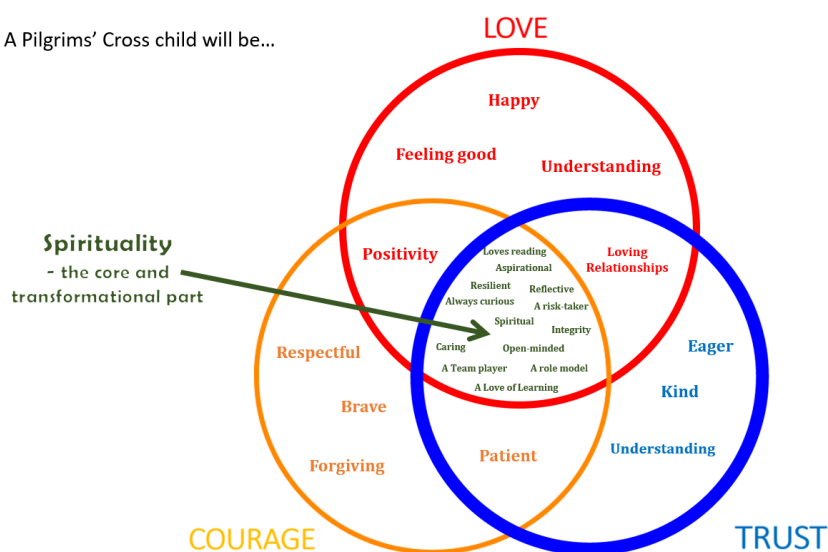
### Revision record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2026	JC	FGB	Change of wording- from <i>Welcome, Learning, Reflecting, Responding to Gathering, Engaging, Responding, Sending</i> - in line with Diocese's staff CPD and current slides during school worship. Removal of name of previous school newsletter, <i>The Pilgrims' Post</i> . Removal of wording 'on a termly basis' to describe governor monitoring of collective worship.

### Pilgrims' Cross Core Values

We believe that Pilgrims' Cross Core Values help embed and underpin the curriculum and support our ethos and culture toward learning. Our values of **LOVE**, **COURAGE** and **TRUST** when brought together create a central core of **SPIRITUALITY** that can transform children's learning experiences, enabling them to believe in their capabilities and remove any limitations.

A Pilgrims' Cross child will be...



**'At Pilgrims' Cross CE (A) Primary School we are **LOVING**, **COURAGEOUS** and **TRUSTWORTHY** so we will become TALENTED ROLE MODELS and MAKE A POSITIVE DIFFERENCE in God's world.'**

These core values are taught through: whole school and class worships, PSHE and through modelling by adults across the school. Our values are celebrated in Vision Worship at the end of the week, with a child from each class who has demonstrated the core values throughout the week being recognised with a 'Vision Certificate'. The 'Keeper of the Values' Trophy is also

awarded to a class in school that has demonstrated the core focus for each week.

## COLLECTIVE WORSHIP AT PILGRIMS' CROSS

This policy is an agreed statement of the values and aims of Collective Worship at Pilgrims' Cross Church of England Aided Primary School.

***References to 'parish' refer to Andover, which the school is linked to. This is the parish named in the Instrument of Government for the school (IoG). The vicar will be the 'principal officiating minister' of the named parish.***

*"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, to devote the will to the purpose of God." William Temple, Archbishop of Canterbury 1942-44*

### COLLECTIVE WORSHIP AT OUR SCHOOL SHOULD:

#### As worship:

- Should, at its simplest, create a time and space where we can come closer to God and God can come closer to us
- Be distinctively Christian
- Use and promote the clearly identified core Christian values of the school.
- Have ***Integrity*** as acts of Anglican worship whilst being ***Invitational, Inclusive*** and ***Inspirational***
- Be based on Biblical text or themes
- Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit.
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Reflect on human existence
- Use the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions and the practice of the local parish church

#### For people:

- Develop personal spirituality within the school community through a range of experiences including individual and collective prayer
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole school community
- Celebrate the God given gifts and talents of individuals and the whole school community
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community
- Consider the beliefs and values of others, especially those within the school community
- Raise aspirations of individuals and the school community

### To comply:

- Reflect the trust deed
- Be clearly outlined in the school brochure and on the school website
- Involve learners and adults in planning, leading and evaluating collective worship
- Be monitored and evaluated for the impact it has on the school community by foundation governors

### AIMS OF COLLECTIVE WORSHIP AT PILGRIMS' CROSS:

- To promote the joy of worship as engaging, inspiring and transformative
- To develop spirituality, morality, social and cultural values
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer
- Sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics etc.
- To give an opportunity to acquire a secure knowledge of the Christian faith as revealed in the Bible
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them
- To develop pupils' sense of self-worth and to provide opportunities to celebrate achievements
- To develop a caring attitude to others and a sense of community and loyalty
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship.
- To invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship weekly

### HOW WILL WE ACHIEVE OUR AIMS?

We aim to promote Collective Acts of Worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- ♦ Creating a sense of occasion and reverence following the 4 central attributes of worship:
  - Gathering** (*enhanced by music, actions, symbols, images*)
  - Engaging** (*grounded in distinctively Christian teaching*)
  - Responding** (*Time to reflect upon (think about) what God might be saying to us-through: praise, silence, song, guided reflection, prayer, actions*)
  - Sending** (*Sending participants out to love and serve one another, often with a challenge or blessing to take into their daily lives*)
- ♦ Arranging Worship at different places when possible, different times with different people and groupings, involving all members of the School community at some time
- ♦ Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; RE curriculum, festivals and celebrations, within Christian and other faith traditions, Christian values.

- ◆ Using a wide range of resources, devotional aids, artefacts (from religious and secular sources), drama and external speakers to engage children's interest
- ◆ Encourage children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship and Biblical readings and liturgical statements
- ◆ Providing opportunities for pupils to reflect, contemplate on their own thoughts, feelings and beliefs – the centrality of prayer – writing prayers
- ◆ Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
- ◆ Involving pupils and members of the wider community to both lead and participate in collective worship and activities within Andover Parish
- ◆ Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions

### **CENTRAL ATTRIBUTES OF AN ACT OF WORSHIP:**

The School will endeavour to fulfil the legal requirements of 1988 Education Reform Act in conjunction with School's trust deed, by holding '*An Act of Collective Worship every day*'.

During Collective Worship, whether in the hall, classroom or outside, we will apply the following four central attributes: (See Appendix 1 for ideas for each element)

**Gathering** – Creating a special 'space' where we can feel welcome and in which we can prepare to draw close to God e.g. candles, music, artefacts, images etc.

**Engaging** – What shall we learn about God, Jesus and his world that will be inspiring and thought provoking? Use of resources e.g. Bible story, drama scripts, poems, artwork etc.

**Responding** – Time to reflect upon (think about) what God might be saying to us through our worship e.g. using key questions, music, a time of quiet reflection, talk partners etc.

**Sending** - A time to make a difference (be challenged or inspired to take action) as a result of worshipping together. The use of a final prayer to help us draw close to God at the close and the use of a meaningful short message to implement the ideas covered and to conclude the worship.

The School may vary the organisation Whole School/Class/Key Stage each year or term. Our Collective Worship is planned so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include School staff, pupils and representatives from Andover Parish.

Each time the school meets, a candle lighting prayer is used. Friday is our "Vision Worship", to which the whole School community is invited to share and celebrate the achievements and interests of our learning faith community.

### **THE CENTRALITY OF PRAYER:**

During the Collective Worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in a prayer, read out or recited, which is then displayed and used in class and School reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their life and the life of the worshipping community
- Prayer contributes to the spiritual development of the whole school community

There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside collective worship. Each class has a 'reflective area' to engage and prompt individual learners, as well as designated special spaces in corridor areas.

### **MANAGEMENT AND ORGANISATION OF WORSHIP:**

The **Headteacher** plans and reviews worship, with input from the children, teachers, members of Andover Parish and reflections/feedback from parents. All classes have access to Reflection books and Bibles. A board is displayed in the Hall, highlighting the school values and liturgical year to help with Collective Acts of Worship. The School's reception area displays the school's distinct ethos and values.

### **Communication:**

The weekly school Newsletter will often refer to the themes of the school's Collective Worship. Some parents will value this personally and may discuss and reflect on the worship at home with their child. Whenever one of the school's Christian values is explored in depth parents are informed via the school's newsletter about this value. This can include an interactive home challenge.

### **Legal status of collective worship:**

All maintained schools in England must provide a daily act of collective worship. In a Church of England School, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

### **Right to withdraw:**

Parents have the right to withdraw their child from the daily act of collective worship. Schools must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship.

Collective worship guidance is contained in Circular 1/94:

***Our school will respect parental request and will try to discuss the request to see if an accommodation can be reached and to ensure worship remains inclusive and invitational and open to all members of the school community.***

### **Responsibilities:**

The school welcomes any suggestions from any member of staff who feels confident to lead or participate in worship. Parents are actively encouraged to visit and attend relevant Collective Acts of Worship, and 'Vision' Worship when held, throughout the year.

### **MONITORING AND EVALUATION:**

Monitoring and Evaluation of Collective Acts of Worship, is undertaken by the teaching staff and members of the governing body. This process supports the School's self-evaluation and is reported to the Governing Body.

Pupils are also involved in evaluating collective worship through feedback in weekly class worship, questionnaires and pupil conferences. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

### **REVIEW:**

This policy should be reviewed annually, or earlier if changes are made to the SIAMS Evaluation Schedule.



## APPENDIX 1 Collective Worship – Planning

**Monday** - Whole School – Introduction of theme and/or key question.

**Tuesday** – In-class worship.

**Wednesday** - Visitor from Andover Parish

**Thursday** – In-class worship – participating and sharing of children’s ideas on current theme to the Headteacher.

**Friday** - ‘Vision’ worship – whole school community.

Within each term there always needs to be flexibility due to extra events and changes in staff that are not previously known or planned etc.

### Class Worship

Class teachers are asked to discuss the previous day’s worship with the class sometimes using the 4 simple questions below. The class teacher does not have to prepare more material but must be prepared to review openly what took place and the impact and influence the worship had. The purpose is to discover what the pupils have remembered, understood and learned from the worship and to develop this further. If the children did not understand, the class teacher is in an ideal position to develop the ideas at an appropriate level for the class. Simply discussing the worship gives it relevance and importance and, for some, a better or deeper understanding.

1. Thinking about the worship yesterday, tell me what you enjoyed about the Collective Worship yesterday?
  - a. *This is a personal idea just about your feelings or thoughts.*
2. Thinking about the worship yesterday, tell me how you think we might have made it better for you?
  - b. *This is a personal idea just about your feelings or thoughts.*
3. Can you tell me something about the Worship? What was it about? What did you sing? Was there a prayer? Was there a picture/role play/video clip for you to think about?
  - c. *This is about factual recall.*
4. Tell me why did the person leading the worship do what they did?

*(How you phrase this depends on the age of the pupils)*

  - a. *So what was the point?*
  - b. *What do you take away?*
  - c. *What do we learn about how we live our lives?*

## **APPENDIX 2 Collective Worship – *Vision* Worship Synopsis**

Parents are welcome to attend worship on Fridays where ‘Vision’ Awards are announced and celebrated.

Although our school Values of Love, Courage and Trust are regularly explored, we also know that other values will be explored indirectly or directly through Collective Worship and RE lessons and will permeate the whole curriculum. Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child.

Our core values programme encourages children to develop their understanding through being actively involved by:

- Teachers (and pupils) explaining the meaning of the value
- Pupils reflecting on the value and what it means to them and their own behaviour
- Pupils using the value to guide their own actions
- Staff modelling the value through their own behaviour
- Ensuring that values are taught implicitly through every aspect of the curriculum
- Involving all staff, governors and parents in the core values programme through newsletters which explain how school and home can work together to promote positive values



## APPENDIX 3 Collective Worship – Observation Form

Leader: \_\_\_\_\_ Observer: \_\_\_\_\_

Worship Theme: \_\_\_\_\_ Date: \_\_\_\_\_

Grouping: \_\_\_\_\_ Length of worship: \_\_\_\_\_

*Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us*

*Also see 'Questions to ask the children' & 'Points for consideration' (reverse)*

CRITERIA	ASPECT	COMMENT
<b>Central Attribute 1</b> <b>Welcoming</b>	Is there a real sense of a marking the start of a very special time in the school day?  Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.	
<b>Central Attribute 2</b> <b>Learning</b>	Does the worship leader capture the attention of the children and staff so they become actively engaged in the content?  Excellent - well expressed, stimulating or poor communicator  Convincing, enthusiastic, warm or lack of rapport.	
<b>Central Attribute 3</b> <b>Reflecting</b>	Does the leader allow for reflection from the children and adults – whether active or passive, noisy or quiet?	
<b>Central Attribute 4</b> <b>Responding</b>	Does the leader enable child responses with a clear “thought for the day/week” something that changes our behaviour in some way?  Clear summary, learners given opportunity to reflect or unclear what the message was.	
<b>In addition</b>		
<b>Content</b>	Clear Christian content and teaching  Woolly, lack of structure, largely secular	
<b>Comments from the children</b>		

**Pointers for consideration - NB not a check list.**

<b>Gathering</b>	Music (entry/exit)	appropriate / random, linked to theme, creates atmosphere, delivers a message
	Welcome	whether greetings exchanged and introduction made
	Atmosphere	extent to which Act of Worship is portrayed as special and important
<b>Engaging</b>	Focus	table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information
	Awe and Wonder	sense given of marvel of world / creation
	Conviction	extent to which message is clear and compelling or words lack power and appear as paying lip service
<b>Responding</b>	Participation	extent to which learners involved in responding, partner talk, opportunities for some to participate directly
	Singing	whether there was appropriate hymn / song, quality, enthusiasm of participation
	Reflection/Prayers	learners given time to pause and reflect/ extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
<b>Sending</b>	Leaving	whether the person takes charge, smiles, engages with some learners, says 'thank you'
		whether the pupils have had a challenge or provocation, which could lead to positive change in themselves or those around them
<b>Other aspects</b>	Distinctively Anglican	clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit
	Inclusive	the worship considers/reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith
	Dynamism & Theatricality	was it a performance rather than an Act of Worship
	Open or Closed	does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?



### **APPENDIX 3 Collective Worship- Pupil Questionnaire:**

1. Thinking about the worship yesterday, tell me what you enjoyed about the Collective Worship yesterday?
  
2. Thinking about the worship yesterday, tell me how you think we might have made it better for you?
  
3. Can you tell me something about the Worship? What was it about? What did you sing? Was there a prayer? Was there a picture/role play/video clip for you to think about?
  
4. Tell me why did the person leading the worship do what they did? (How you phrase this depends on the age of the pupils)

So what was the point?

What do you take away?

What do we learn about how we live our lives

