

# Collective Worship Policy



## Rationale

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

The Collective Worship Policy at Sandal Primary School & Nursery School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE (Standing Advisory Council on Religious Education)

## Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests in order to reflect on humanity and issues that affect our local and wider communities. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

## Aims of Collective Worship

### For the School:

Collective Worship contributes significantly to the ethos of Sandal Primary School & Nursery School and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

### For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

## The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time. However, in Sandal Primary School & Nursery School Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich class work through its consideration of subject matter from different perspectives.

The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development, it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

### **The Organisation of Collective Worship**

Collective Worship is organised to provide a variety of groupings and will take place in the school hall or the classroom. Acts of worship will usually last for approximately 5-10 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate. A termly calendar gives guidance on the main themes and values for each week.

### **The Management of Collective Worship**

The RE Lead will plan, monitor & evaluate acts of Collective Worship. Every member of the school staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

### **Worship**

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship from the Headteacher/RE Lead. Leaders from Faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these Faiths.

### **The Act of Collective Worship**

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils. Singing will form a significant part of collect worship. A prayer or reflection time will form a part of all acts of worship.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made. (A change of personnel, music, a moment of silence etc)

### **Withdrawal**

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the headteacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff. Sandal Primary complies with the requirements set out in the 1988 Education Reform Act regarding collective worship.

### **Monitoring/Reviewing Arrangements**

This policy will be reviewed at least every three years but will be changed and adapted accordingly if necessary by the Headteacher and the Quality of Education Committee.

### **Links to other policies**

Spiritual, Social, Moral and Cultural Policy

Curriculum Policy

Equality, Diversity & Inclusion Policy

PSHE Policy

Relationships Education Policy

Safeguarding Policy

Teaching and Learning Policy

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Quality of Education Committee

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