

BOXGROVE C.E. PRIMARY SCHOOL



COLLECTIVE WORSHIP POLICY

Reviewed: November 2025
Next Review: November 2027

INTRODUCTION AND LEGAL BACKGROUND

It is a legal requirement that all registered pupils attending maintained schools should take part in daily collective worship, although parents have a right to ask that a pupil should be wholly, or partly, excused from attending religious worship at school.

As a voluntary school we have foundation governors who are appointed 'for the purpose of securing as far as is practicable, that the school is conducted in accordance with the provisions of any trust deed relating' to the school.

WHEN AND WHERE WORSHIP TAKES PLACE

The act of worship need not take place with the whole school together, but may take place in class groups or other grouping of pupils. We aim to vary our acts of worship by holding class assemblies and by encouraging the older pupils to plan and lead acts of worship.

The whole school takes part in collective worship every day, either in the Hall or where appropriate in classrooms or outdoors.

The Headteacher, class teachers and the Reverend lead the school in collective worship each day, according to a rota.

The local Church is used as the venue for the celebration of major Christian festivals. Parents are invited to join us in celebrating specific acts of worship during the school year, i.e. Harvest, Easter and Christmas.

Year 6 pupils also attend the Diocesan Leavers Service at Chichester Cathedral during their final term at Boxgrove as well as a service at our local church with the entire school.

THE PARENTS' RIGHT TO WITHDRAW THEIR CHILDREN FROM WORSHIP

Boxgrove is a Church of England School. The pupils, in the main, come from a practising or non-practising Christian background and the school has strong links with the Church, but children of any religious belief are welcomed and integrated into all aspects of the school.

Any request to withdraw a child from attending collective worship, as is the parents' right, will be discussed with the Headteacher.

SCHOOL COMMITMENT TO WORSHIP

At Boxgrove CE School, worship is at the heart of our daily life and helps us to explore and live our ethos and our vision.

Flourishing a community of

Curious Minds, Kind Hearts, and Resilient Learners,

Rooted in God's love.

Our Collective Worship is Christian based. There are occasions when other faiths are included, for example, festivals, holy days etc.

Through Collective Worship we aim to promote spiritual, cultural and moral development and a sense of unity and community for the school as a whole.

We also strive to encourage feelings of hope and aspiration, dignity and respect.

Five main principles can be seen at the heart of the school worship:

1. Worship should aim to be spiritual and educational: *good worship develops children's ideas about God.*
2. Worship should aim to be stimulating and reflective: *good worship increases children's awareness of God through varied experiences.*
3. Worship should aim to be inclusive: *good worship engages everyone present in his/her own way.*
4. Worship should aim to be central in school life: *good worship gathers together and offers to God, the ethos, life and work of the school.*
5. Worship should aim to be linked to pupil learning: *good worship shows appropriate links with the curriculum, RE policy and class work.*

SETTING THE SCENE

The atmosphere for collective worship has its roots in the school's ethos. We ensure that Worship is:

- welcoming
- peaceful and calm
- vibrant and alive
- an opportunity for all to share their thinking and ideas if they choose
- a place and time where all will be valued and respected.

THE PRESENCE OF ADULTS participating with children in worship gives a positive message and underlines its importance in the life of the school. This enables teachers who are present to ensure the content is sensitively followed up.

THE SPACE FOR WORSHIP gives clear messages about the special nature of the occasion. A focal point – a cross, a bowl of flowers, a candle or other artefact can be used. We have an assembly board and a cross in the hall. We also use a candle which is lit to show the presence of God.

STILLNESS AND QUIET are important parts of worship, and children are expected to enter quietly while music is playing. The children need to develop an understanding that this time together is complementary to the activities of the classroom, and to appreciate the reflective nature of the

worship. A period of silence during worship enables those present to make their own conversation with God.

WORSHIP AND ASSEMBLY HAVE different purposes and are distinct from one another.

Spirituality is further supported by designated areas in each classroom where focal points may include pictures, candles and a Bible.

THE ANGLICAN TRADITION & CHRISTIAN VALUES

- using the Bible as a source of inspiration and learning;
- reflecting on Christian symbols and their use in worship;
- observing the cycle of the Church's year and the holy days;
- using the parish church and its priest as resources;
- making a collection of prayers and hymns, thus creating a framework for worship in school;
- providing opportunities to discover the value of meditation and silence within worship;
- recognising our strong commitment to ecumenism (e.g. inviting members of other Christian denominations to lead worship);
- welcoming all pupils of whatever faith and celebrating shared values and beliefs.

PRAYERS

How we encourage children to explore the experience of prayer is of vital importance as we can influence their perception of faith well into their adult life. It is hoped that through prayer children will develop a sense of trust and recognition that Christians put their lives, and those for whom they intercede, in the hands of God.

Prayer is a natural part of school life and contributes to the whole Community. Children are helped to develop an understanding of prayer and by recognising that different people pray in different ways.

Prayer is not confined to the acts of worship:-

Grace is said every lunchtime and also prayers are said at the end of every school day. Each class has a collection of prayers which includes prayers composed by the children themselves.

Prayer can often be simple expressions of petition and thanks; it should also include such elements as repentance and the simple sharing of interests and enjoyment.

There are artefacts in and around the school that act as aids to reflection. During whole school and small groups worship, the lighting of a candle or the provision of another focal point often enhances prayer and reflection.

There is also an outside area that is being developed as a prayer space.

SET PRAYERS

During their time in school, children become familiar with a number of prayers and appropriate local prayers, such as **the Prayer of St Richard of Chichester**. The traditional format of **the Lord's Prayer** is used. We also have a School Prayer which is usually used to begin whole school worship.

* Appendix 2

HYMNS AND MUSIC

Music is an important part of the school worship time and can help to create an atmosphere that will lead children to a deeper sense of worship.

The music provided encompasses many forms: listening, performing, singing.

This aspect of worship is planned to complement and contribute appropriately to the cycle of themes.

Various areas are considered when selecting the hymns or songs:

- singing during worship allows children to become involved rather than passive observers of the worship;
- the repertoire of hymns/songs is carefully considered to include a variety from all traditions of Christian worship;
- the music is selected to match the age range of the children;
- special consideration is given to the use of choruses or hymns with refrains for Key Stage 1/Reception children and other non-readers;
- weekly practice and learning of hymns/songs is built into the school timetable in order to prepare for quality worship;
- an understanding and enjoyment of the music adds to the success of the worship.

Hymn practice on its own does not constitute a daily act of worship but time put aside to include a reading, reflection or a prayer to complement the hymns being practised makes this acceptable as fulfilling the daily obligation.

DRAMA

Drama can provide a rich and meaningful dimension to worship. It is often used to retell and interpret passages from the Bible and other stories, but it can also be a very powerful way to convey feelings, attitudes, information and symbols and to further deepen understanding of the life of Christ.

The children involved have an opportunity to express their feelings in a creative and imaginative way. This experience deepens and develops their spiritual understanding. It allows pupils to investigate and reflect upon their own beliefs and values.

For those children watching it provides a focus and inclusive feel to the worship which can develop insight, empathy, inspiration and a search for meaning.

PLANNING FOR SCHOOL WORSHIP

The Headteacher undertakes planning for school worship and where appropriate with the help of the Reverend. Themes for worship may include specific events (eg. The Church Year, National events) or the exploration of particular Christian values. * **See Appendix 1**

Plans include:-

- the programme of worship themes which ensures a balanced and informed approach
- the special occasions or services the school wishes to mark
- the use of the Church Calendar
- the leadership of the worship times * **See Appendix 3**
- the venues and booking arrangements for special services

Included in these plans will be:-

- the possible hymns and other specific music ideas to allow for the planning of the necessary practices
- visitors to be invited to take part in school worship
- the involvement of children in the various acts of worship

MONITORING

The monitoring of the planning and provision of worship should be done on a regular basis. The foundation governors have a vital part to play in this area, both as a support and as a visitor sharing in school worship.

The following are areas for monitoring:

- the planning file
- the resources and environment
- the balance of leaders of worship
- the encouragement children are given to worship
- the centrality of worship and how it encompasses other areas of school life
- the community involvement and communication
- the finances available to develop the worship

The Christian distinctiveness of the school will be inspected by an accredited Section 48 inspector as part of the SIAMS inspection schedule. This will further assist the school in monitoring.

Appendix One: Values

Year A: 2025-2026

Autumn 1: Generosity
Autumn 2: Compassion
Spring 1: Courage
Spring 2: Forgiveness
Summer 1: Friendship
Summer 2: Respect

Year B: 2026-2027

Autumn 1: Thankfulness
Autumn 2: Trust
Spring 1: Perseverance
Spring 2: Justice
Summer 1: Service
Summer 2: Truthfulness

Appendix 2: School Prayer

This is our school
Let peace live here
Let the rooms be full of happiness
Let love be all around
Love of one another
Love of all people
Love of life, learning and living.

Amen

Appendix 3: Timetable

Monday, the Collective Worship is whole school and led by the Head Teacher.

Tuesday, the Collective Worship is held in each key stage and is an opportunity to reflect on the theme.

Wednesday, Collective Worship is held in Class, led by the teacher.

Thursday we have a Celebration Assembly which celebrates those children who have shown our 'Taking Care' values and Christian values throughout the week, as well as celebrating examples of achievements.

Friday, the collective worship is class based and allows for a response to the week's theme.