

TRANSFORM TRUST
"Together we Achieve"



King Edward Primary School & Nursery



Collective Worship Policy September 2025

Why we include Collective Worship at our school

According to section 9 of the 1988 Education Reform Act:

'All pupils in attendance at a maintained school shall on each school day take part in an act of collective worship'. The law requires that most acts of worship in school are of a 'broadly Christian Character'. At King Edward we interpret this as collective worship which is based on the broad principles and values of Christianity and which is appropriate to pupils whatever their background or personal beliefs.

What is collective worship?

- Allows a pause for reflection and stillness amid the pressure of the school day
- Provides a rhythm to the life of the school by marking and celebrating special occasions and achievements
- Facilitates the development of a sense of community - of belonging and sharing
- Encourages pupils to learn how to be part of large and small gatherings, as well as offering opportunities to perform and respond to a presentation of readings, dance, drama or thought

Aims of Collective Worship in our school

Collective Worship is a time of togetherness and sharing for the whole school community. It provides time for children:

- To recognise the importance of Collective Worship time within the school day.
- To reaffirm, interpret and put into practice the values of our school community.
- To reflect.
- To value and respect the importance of beliefs to those who hold them.
- To participate and respond in various ways.
- To explore feelings such as awe, wonder, mystery, and joy.
- To celebrate achievements of others in our school community.

Pattern and Organisation

Most acts of worship are broadly Christian, although pupils are introduced to aspects of other world religions. It is a legal requirement that all children attend Collective Worship unless their parents have exercised their right to withdraw their children from all or parts of worship under the 1988 Education Reform Act. In the event of this occurring, children are suitably occupied under the supervision of an adult.

Monday - HT whole school assembly
Tuesday - Singing Assembly
Wednesday - HT whole school assembly – OPAL focus
Thursday - Presentation Assembly
Friday - Superstars assembly

There is a weekly theme for each assembly largely based on our 5cs and our values curriculum as well as different festivals and celebrations throughout the year. Staff should refer to this when planning any assembly.

Staff leading the Collective Worship at the end of the assembly will light a candle or have some other object to act as a focus for the children's thoughts. When children are given the

opportunity to reflect during Collective Worship, staff will indicate this by saying words to the effect of:

“Now is our time to have our own private thoughts”.

On occasions, visitors may be invited to lead the collective worship (for example, the Vicar from St Peter and Paul). The themes for these assemblies are agreed in advance with the Headteacher, and the visitor is always supported by a member of staff.

What must be included in Collective Worship

Each assembly must contain an opportunity for pupils to **reflect, respond and revere**.

Reflection – a candle, music, poem, or stillness may be used to focus attention. The aim is to identify a time which is respected by all present and enables the children to reflect on a particular issue.

Response – children should be given the opportunity to respond, either through silent thoughts, singing together or more overtly by listening to reflective words. Other types of response may include repeating or reciting a response, meditation, movement, or dance. **A song and a chance to sing should be included in every assembly.**

Revere – We should be aiming to cultivate a sense of awe and wonder.

What could be included in Collective Worship

Assemblies provide opportunities for a variety of presentations, which help to maintain pupils' interest. The following are suggestions of things to include to help vary the format of assemblies:

- dance drama and role play
- music and singing posters.
- videos readings (biography, story, poetry)
- story-telling discussion
- artefacts remembering or valuing exercises.
- pupils work use of the school grounds.
- newspaper articles
- use of IT presentations

It is important when recounting a story in assemblies that the person leading the assembly should try and 'tell' the story rather than read it, unless a picture book is being used.

We follow a collective worship cycle which is planned out at the beginning of every term.