



Malmesbury CofE Primary School

**“Growing together in wisdom and love;
discovering life in all its fullness.”**

Collective Worship Policy

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Malmesbury CofE Primary School

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Collective Worship Policy

School Values

Malmesbury Primary School is a Church of England Academy. Our Christian values underpin all that we do, and are closely interwoven with our Collective Worship.



Our core value is Love. Rooted in and growing from love are: Respect, Courage, Kindness, Creativity and Independence.

School Vision

The School's Vision Statement is:

Growing together in wisdom and love; discovering life in all its fullness.

This statement draws on the Christian foundation of the school, particularly in the concepts of wisdom and love, and in the term "life in all its fullness", which is taken from the words of Jesus. These concepts are explained in detail in the Church of England Vision for Education "Deeply Christian, Serving the Common Good" (2016).

Collective Worship plays a vital part in sustaining and developing our ethos and achieving our vision for all children.

1 Aims and purpose

1.1 The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of spirituality and community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship, particularly reflecting the Anglican tradition.

2 Collective worship

2.1 We understand worship to be a special act or occasion whose purpose is to promote spiritual awareness and show reverence to God. Collective worship involves members of the school coming together in an assembly. We expect everyone to take an active part in collective worship.

2.2 In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', we normally base our collective worship on the teachings of Christ and traditions of the Christian Church. However, we conduct our collective worship in a manner that is sensitive to the individual faith and beliefs of all members of the school.

2.3 While the majority of acts of worship in our school are Christian, collective worship also reflects other religious traditions that are represented in the school and the wider community.

2.4 Throughout the school year, we hold collective worship celebrations in Malmesbury Abbey. These acts of worship invite the wider community to participate and children are expected to lead the worship.

2.5 In accordance with the school's foundation trust deed and its Church of England ethos, collective worship generally reflects Anglican custom and practice.

3 Organization of collective worship

3.1 We hold a daily act of collective worship in our school. This forms part of each morning assembly, which is sometimes a whole-school, sometimes in key stages and sometimes as a class. This gives children an opportunity to participate at a variety of scales and settings. A typical structure is shown in the appendix.

3.2 We conduct collective worship in a dignified and respectful way. We aim for collective worship to contain times of calm reflection but also to be engaging and joyful. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully in prayer and hymns. We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children. We recognise that both attendance and participation are voluntary.

3.3 The Head Teacher, other members of staff or Malmesbury Abbey's Children's worker normally conduct collective worship, but sometimes other

representatives of the Christian community or other religious groups conduct them instead.

- 3.4** We take the themes of our collective worship from the traditions of the Christian faith and we often reflect the festivals and events of the Christian calendar. Sometimes the themes reflect and build on topics that we teach as part of the school curriculum. Each half term, we focus on one of our school values. The outline plan for collective worship is determined at the start of the year and detailed planning takes place for each term.
- 3.5** Our collective worship reflects the achievements and learning of the children. We encourage the children to participate in collective worship by sharing their views, experiences, skills and achievements and by raising issues that they have discussed in their classes. It plays an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised. (Planning guidance for collective worship is given in appendix 2.)
- 3.6** Each year group has the opportunity to lead on a major act of collective worship each year. For EYFS and Year 1 this is the nativity play. Years 2 and 3 lead our Harvest thanksgiving. Years 4 and 5 lead a reflection on Easter and Years 6 lead a Christmas Carol celebration. Parents are invited to collective worship when their children are leading. This promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children. Year 2 also lead a Moving On service at the end of the year, which takes place in Malmesbury Abbey. Year 6 lead a leavers' service at the Abbey in July.
- 3.7** Acts of collective worship may include the following elements:
- A point of **gathering** – a welcome and an opportunity to recognise our coming together and mark our time as special, such as the lighting of a candle.
 - A focus – a story, activity, 'wow' moment, a way to see into a topic – sometimes called a **window**.
 - A point of reflection at which the learning becomes personal – sometimes called a **mirror**.
 - A sending out – a way to take what we have learned into our day and our life, for it to have an impact – sometimes called a **door**.

Staff have determined that the windows-mirrors-doors framework will support children's developing understanding of spirituality.

- 3.8** We welcome governors' attendance at our collective worship at any time.
- 3.9** Children are encouraged to reflect on their collective worship experiences, generally using a reflection corner in their classroom which is linked to the term's theme.

4 Right of withdrawal

- 4.1** We expect all children to attend collective worship. However, any parent can request that their child is excused from attending and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

- 4.2** The Head Teacher keeps a record of all children who withdraw from collective worship.

5 Monitoring and review

- 5.1** The school's foundation governors will monitor the policy and practice of collective worship. The governor concerned liaises with the Head Teacher before reporting to the governors on religious education and collective worship.

6 Policy adoption

Signed S. Heal
(Head Teacher):



Signed L Mussett
(Chair of Governors):



Date:
13/01/2026

Date of next policy review: January 2028

Appendix 1 - Typical Structure of Collective Worship at Malmesbury CofE Primary School

	Monday	Tuesday	Wednesday	Thursday	Friday
Foundation	Whole School 9.10-9.30	Class CW 2.40 – 3.00	KS collective worship 2.40 - 3.00	Singing Praise 2.40 – 3.00	Whole School celebration 9.10-9.40
Year 1 / 2					
Year 3 / 4		Singing Praise 9.10– 9.30	Class 9.10– 9.30	Key Stage 9.10– 9.30	
Year 5 / 6		Class 9.10– 9.30	Singing Praise 9.10 – 9.30		

Appendix 2 – Planning and implementation

In planning worship, regard is given to:

1. How worship reflects the Anglican heritage, i.e. using the Bible as a source book for inspiration and learning; reflecting upon Christian symbols and their use in worship (for example, bread, wine, chalice, cross and crucifix are symbols which lead to an understanding of the meaning of Jesus' death and resurrection); observing the cycle of the Church's year – Harvest, Remembrance, Advent, Christmas, Lent, Easter, Pentecost; participating in the regularity of and set order of Anglican worship.
2. Current events. Staff must feel free to address issues of current concern as they arise.
3. Whole school schemes of work which will overlap with and influence themes in collective worship, particularly Religious Education, including Understanding Christianity, and the Personal, Social, Health and Citizenship curriculum.
4. Identifying a collection of songs, prayers and scripture passages which create a framework for worship within the school; learning traditional responses and prayers which express the essential beliefs of Christians throughout the ages; providing opportunity to discover the value of meditation and silence within the context of Christian worship; recognising that the Anglican church has a strong commitment to ecumenism which may be expressed through the range of visitors who are invited to lead prayers and attend collective worship; Experience the bond of community which encompasses gender, age, race and religious opinions; linking with the broad dimensions of the curriculum; creating an atmosphere for worship by the use of appropriate music, visual aids and symbols; using the whole range of creative arts to appeal to the pupils' imaginations.