

Amport CE (Aided) Primary School

Collective Worship Policy

COURAGE COMPASSION RESPECT

Reviewed: November 2025

'Worship the LORD with gladness; come before him with joyful songs'

Psalm 100



Portsmouth and Winchester Diocesan Board of Education

Introduction

This policy is an agreed statement of the values and aims of collective worship at **Amport CE (Aided) Primary School**. It has been prepared by the governors and headteacher with assistance from other staff and diocesan advisers. Collective worship is valued as a central aspect of the life of our church school, through which children grow spiritually, emotionally, morally and culturally.

Legal status 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.

The right of withdrawal

Parents have a legal right to withdraw their child from acts of worship. We ask for this to be discussed with the headteacher so the exact nature of worship is understood by the parents before this becomes a permanent arrangement. If parents nevertheless require their child to be withdrawn from collective worship, they will be required to advise the school on what alternative spiritual activity they wish their child to engage in during this time. Please be aware that this does not mean that the children will be exempt from the Christian ethos of the setting which underpins our teaching, learning and relationships.

Worship in our school should:

As worship:

- Be at a level to enable children and adults to explore their own understanding of God within a Christian framework
- Explain and promote the core Christian values of the setting
- Have Integrity as acts of Anglican worship whilst being *invitational, inclusive* and *inspirational*
- Be based on Biblical text or themes
- Be central in importance to the life of our school community, which is part of a wider community that embraces the whole world
- Mark the seasons and festivals of the Christian year
- Develop understanding of Anglican traditions such as the lighting of a candle or use of a cross

For people:

- Develop personal spirituality within the setting community through a range of experiences including individual and collective prayer
- Celebrate the God given gifts and talents of individuals
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community

Aims of our worship

- To promote the joy of worship as engaging, inspiring, inclusive and transformative
- To develop spirituality, morality, social and cultural values



- To give an opportunity to experience the meaning and significance of 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
- Facilitate a deeper understanding of the Christian story narrative, from creation to the present day
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them
- To develop young children's 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 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
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience
- Arranging worship at different places when possible, different times with different people and groupings, involving all members of the setting community at some time
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; festivals and celebrations, our Christian values
- Using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children's interest
- Encouraging children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy
- Providing opportunities for children and adults to reflect, contemplate their own thoughts, feelings and beliefs
- Using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers; all prayer will be invitational
- Involving young children and members of the wider community to participate in collective worship and activities within the parish
- Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions
- Through providing a peaceful environment enabling stillness, reflection and prayer as well as times for a joyous environment with singing, music, dance, drama, etc

Central attributes of an act of worship

The setting will endeavour to fulfil the following 'central attributes' of worship:

Gathering Making worship a special time of the day.

Engaging Using the best available techniques to stimulate interest in the content.

Responding Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways.

Sending

Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship.

Collective worship is planned systematically, so that there is continuity, variety and clear focus on Christian stories, values and traditions. Worship is led by a variety of people that include school staff, children and representatives from the parish church.

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 an invitational prayer, offered spontaneously by a child or adult, read out or recited. This prayer can be displayed and used in class and setting reflective areas so that:

- Children understand the nature and purpose of prayer
- Children understand the part prayer may play in their lives and the life of the setting community
- Prayer contributes to the spiritual development of individuals and the whole setting community
- There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship



The school has a 'reflective table' to engage children in prayer, as well as designated special spaces in classrooms with scrap books to draw or write about the sending message from Mondays Collective Worship. Children come into collective worship holding a chosen coloured pebble and walk into collective worship internalising a prayer or thought. Children can choose a blue pebble to mean sorry, green as thanks and white as a request. The children then leave the pebbles in the prayer baskets before sitting down.

Planning and Organisation

Planning

Collective worship is planned systematically so that there is continuity, variety and clear focus on Christian beliefs and festivals.

Organisation

Monday	Whole School Worship Focus on Christian Value
Tuesday	Whole School Worship Focus on Singing
Wednesday	Whole School Worship Reverend Good/Staff Focus on Christian Value
Thursday	Whole School Worship Global Events and Child Led worship
Friday	Whole School Worship Celebration

Resources

The setting has resources available to support collective worship and these are stored in the hall, this includes artefacts and music resources. Electronic resources can be found on the school network in shared resources under collective worship planning.

Communication

The school will communicate with parents our collective worship themes through website.

Parental involvement

Parents are actively encouraged to participate in collective acts of worship when possible. Parents are invited to join us in weekly celebration worship and key events throughout the year. Parents will be kept informed about the themes of worship at the school through our website.

Responsibilities

The normal expectation within our church school is for all staff to view collective worship as an important part of their own well-being and spiritual development as human beings. The school will endeavour to timetable staff so all have an opportunity to attend regularly. Staff will receive collective worship training from the Diocesan Education Team with regular updates.

At interview, all applicants are informed that the setting holds acts of collective worship that promote the Christian ethos and values of the school. The normal expectation will be that staff will participate in and lead collective worship. The school welcomes offers from any member of staff who feels confident to lead worship.

Miss Croft is responsible for co-ordinating the programme of induction and training for staff.

Miss Croft is responsible for planning and organising collective worship.

Monitoring and evaluation

Monitoring and evaluation of collective acts of worship is undertaken by governors, key staff and by our faith ambassadors. This process supports the school's self-evaluation and staff development and appraisal. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

Faith Ambassadors

At Amport Church of England Primary School, our Faith Ambassadors play a vital role in shaping and enriching our collective worship. As a pupil voice group, they represent the spiritual reflections, ideas, and values of their peers, helping to ensure that worship is inclusive, engaging, and meaningful for all.

Faith Ambassadors contribute by:

- Planning, leading and evaluating worship: They help design and deliver acts of worship, choosing themes, readings, prayers, and songs that reflect our school vision and Christian values.
- Gathering pupil feedback: They listen to classmates' views on worship and share ideas for improvement, ensuring that worship remains relevant and responsive to the whole school community.
- Celebrating diversity: They help incorporate a range of voices and perspectives, including those from different faiths and worldviews, fostering respect and understanding.

- Modelling reflection and leadership: As role models, they demonstrate thoughtful participation, kindness, and curiosity, encouraging others to engage with worship in their own way.

Through their involvement, Faith Ambassadors help embed pupil voice at the heart of our worship practice, nurturing a sense of belonging, purpose, and shared spiritual journey.

Review

This policy should be reviewed every two years

References to 'parish' refer to the local parish church to which the school is linked.

Appendices

APPENDIX 1a - Collective worship observation form and 1b Observation pointers

APPENDIX 2 - Liturgical Colours and seasons of the Christian year

APPENDIX 1a Collective worship observation form

Setting _____

Leader: _____ Observer: _____

Worship Theme: _____ Time Allocation: _____ minutes

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

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

APPENDIX 1b Observation form pointers for consideration - NB not a check list.

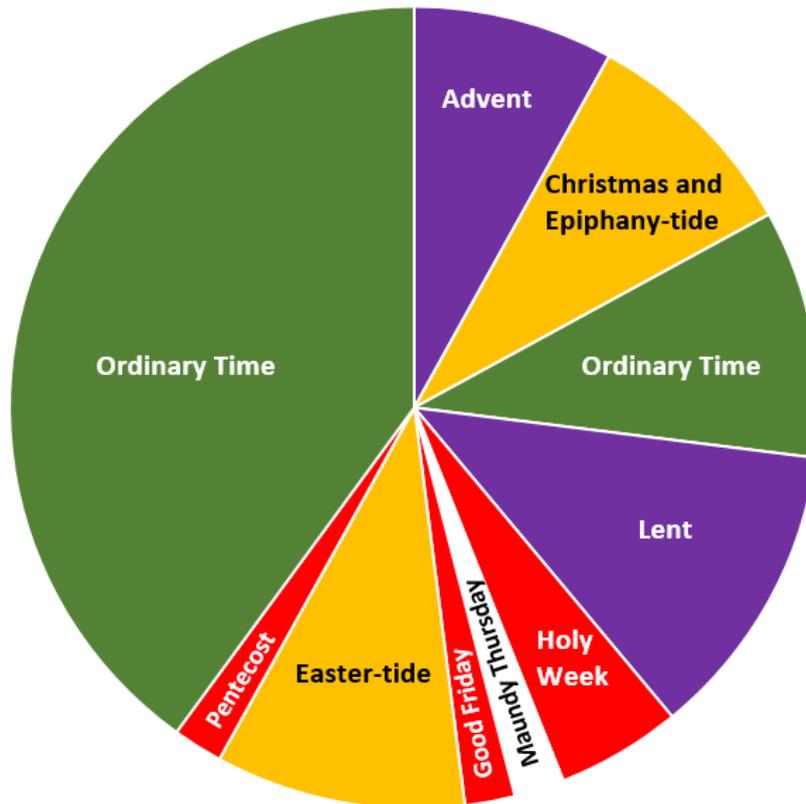
Collective worship in Church of England Settings should at its simplest create a time and space where we can come closer to God and God can come closer to us.

Gathering	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
Engaging	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
Responding	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	learners given time to pause and reflect
	Prayers	extent to which prayers are appropriate and learner friendly, whether learners are invited to respond
Sending	Dismissal	whether the person takes charge, smiles, engages with some learners, says 'thank you'
Other aspects	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 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 2

Liturgical Colours and seasons of the Christian year

Liturgical colours and seasons



Season	Liturgical Colour	Description
Advent	Purple	The period covering the four Sundays before the 25th December: Period of preparation for Christmas.
Christmas-tide	White or Gold	25 th December to 2 nd February
Gap Between	Green	Gap of Green until Tuesday before Ash Wednesday
Lent	Purple	The 40 days of preparation for Easter
Maundy Thursday	White or Gold	The Last Supper
Good Friday	Red	The Crucifixion
Easter-tide	White or Gold	Easter Day until Pentecost
Pentecost	Red	50 Days after Easter (lasts a week)
The Rest of the Year	Green	From Pentecost to Advent

Meaning of the colours	Purple	Penitence, preparation
	White or Gold	Joy, purity, innocence, Saints who are not martyrs
	Red	Fire & Blood, therefore Holy Spirit and Martyrdom
	Green	Everything else

In some places	Blue	The Blessed Virgin Mary
	Pink	Mothering Sunday (4 th in Lent) and 3 rd in Advent

There are different versions of the colours used.
Please consult your parish for the colours used locally.

COLLECTIVE WORSHIP

Amport CE (Aided) Primary School

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Long term plan 2025-2027

Month	Church season	Cloth colour	Cycle B 2026 - 2027	Cycle A 2025 - 2026
September	Ordinary Time	Green	Community	Friendship
October	Ordinary Time	Green	Courage	Hope
October	Ordinary Time	Green	Harvest Harvest Service	Harvest Harvest Service
November	Ordinary Time	Green	Compassion	Love
December	Advent Christmas	Purple White	Respect Advent	Advent
January	Epiphany	White	Epiphany	Epiphany
January	Epiphany	White	Perseverance	Peace
February	Ordinary Time	Green	Forgiveness	Justice
March	Ordinary Time	Green	Wisdom	Grace
April	Lent Easter	Purple White	Easter Service	Easter Service
May Ascension Day 14 th May 2026 Pentecost 24 th May 2026	Ordinary Time	Green Red (Pentecost Day)	Responsibility Ascension Day led by Reverend Good	Trust Ascension Day led by Reverend Good
June	Ordinary Time	Green	Generosity	Truthfulness
July	Ordinary Time	Green	Dignity	Joy