



**St Hilda's Moorland Federation**  
**Egton CE (VA) School and Danby CE (VA) School**

**COLLECTIVE WORSHIP POLICY**

<b>Effective Date:</b>	May 2025
<b>Date Due for Review:</b>	Summer Term 2028 (3 years)
<b>Approved By:</b>	St Hilda's Moorland Federation Governing Body
<b>Approval Date:</b>	13th May 2025
<b>Signed by Chair of Governors</b>	Matthew White

Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

**TRUST**

Trust in the Lord and do good. *Psalms 37.3*

**FRIENDSHIP**

How good and pleasant it is when God's people live together in unity *Psalms 135.1*

**RESPECT**

In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

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### 1. Rationale

Worship is at the heart of life at the St Hilda's Moorland Federation and is seen as an essential part of the whole school's education. Worship inspires all members of our school family to live their lives through our core Christian values:

#### **TRUST**

*Trust in the Lord and do good. — Psalm 37:3*

#### **FRIENDSHIP**

*How good and pleasant it is when God's people live together in unity. — Psalm 133:1*

#### **RESPECT**

*In everything, do to others what you would have them do to you. — Matthew 7:12*

Worship in our schools aspires to be inclusive, inspirational and accessible to all. It consistently reflects our distinct Christian vision, values and ethos, and is delivered through a well-organised, well-resourced and carefully planned approach. It is monitored and evaluated regularly and effectively as part of the school's review cycle.

Collective Worship has a distinct and special place in the school day.

We endeavour to provide genuine experiences of Christian worship that are creative, stimulating, and reflect a broad range of approaches. Collective Worship encompasses the breadth of the Church of England and recognises and follows the Christian liturgical year. The daily act of Christian worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the spiritual, moral, social and cultural development of the whole school community. We encourage both young people and adults to engage with big questions about life and faith. It is attended by pupils and staff; governors, parents and other visitors are always welcome.

As part of our Collective Worship, content will include:

- Events in the Church year
- Central symbols of Christianity
- The importance of prayer
- The central place of the Bible as a source of knowledge about God and Jesus, and as a source of inspiration and guidance
- Christian values

During the school day, there are other distinct times for prayer, such as at the beginning and end of the day, and before lunch (lunchtime grace).

## 2. Aims of Collective Worship

It is our aim at St Hilda's Moorland Federation that worship should:

- Be engaging, inspiring, enjoyable, enriching and enlivening
- Be inclusive and respectful of each individual's integrity
- Enable children to explore a variety of forms of worship, so that those with a religious faith may have their experience deepened and broadened, and those without faith may begin to **Grow with God**
- Offer opportunities to worship God and share Christian stories that underpin the school's values and ethos
- Focus on God as Father, Son and Holy Spirit, enabling all learners to embark on an understanding of the Trinity
- Reflect some of the practices and traditions of local churches (Anglican, Methodist and Roman Catholic) and celebrate festivals in the Church year (UK and global)
- Challenge all learners to embark on their own spiritual journey
- Offer opportunities for reflection, prayer, music, drama, symbols and silence
- Support children's spiritual, moral, social and cultural development by offering "something more than the obvious, something to wonder at, something to respond to"
- Celebrate achievements and special occasions
- Develop a sense of community within our school family and the wider Christian community — locally, nationally and globally

Collective Worship in our schools is invitational, inclusive and designed to avoid offending the integrity of those who are non-religious or of other faiths.

## 3. Planning of Collective Worship

Whole School Worship is held five times a week, led by class teachers and visiting members of our local churches. Specific time is allocated for this, and we recognise the importance of distinguishing Collective Worship from other assembly activities. We mark this special time by lighting three 'Trinity' candles while saying, *"We light these candles in the name of the Father, the Son and the Holy Spirit."*

Worship leaders are expected to plan with the same thoroughness as any other teaching. We encourage a four-stage structure: **Gathering**, **Engaging**, **Responding**, and **Sending**,

with time for evaluation. Leaders adjust delivery to suit different age groups, and pupils are encouraged to participate in the planning, leading and monitoring of Collective Worship. Worship is timetabled on a two-week thematic cycle.

The Governor of the Month often contributes to the monitoring of Collective Worship.

A number of resources are used in Collective Worship; leaders often refer to the *Roots and Fruits* materials for guidance and inspiration.

Acts of worship generally follow themes that link to the school's vision and values, and reflect the pattern of the Church's year.

#### **4. Content and Delivery**

Collective Worship at St Hilda's Moorland Federation is time dedicated to the spiritual development of each individual. For some, it is a time of reflection; for others, it is a time spent in God's presence, recognising who God is.

Our worship often includes thinking, listening, reflecting and stillness. Music, stories, video clips, outdoor activities, and other areas of focus enrich the experience and ensure it is vibrant and engaging.

In planning Collective Worship, we consider the Church of England and York Diocese guidance. We include events from the Church calendar, as well as key events such as Remembrance Week. We aim to connect worship with the school's vision and mission statement. Key Christian themes include Friendship, Humility, Respect and Reverence, Compassion and Forgiveness — values that we strive to demonstrate in both school and home life.

Acts of worship begin with *"The Lord is here"* and the response *"His Spirit is with us"*, and conclude with a prayer spoken by both children and staff. The Bible and prayer are fundamental elements of every act of worship.

#### **5. Equity, Diversity, Inclusion and Justice**

At St Hilda's Moorland Federation, Collective Worship reflects our commitment to equity, diversity, inclusion and justice (EDIJ) in all areas of school life. Our acts of worship are rooted in Christian values and teachings while being invitational and respectful of all beliefs, cultures and backgrounds represented in our school community.

We recognise that true inclusion goes beyond participation—it means that every child feels seen, valued and respected. Through Collective Worship, we create a safe and reflective space for all children and adults, where everyone is encouraged to consider life's big questions, develop empathy, and explore spiritual and moral growth.

Our worship:

- Actively promotes equality and justice, inspired by the teachings of Jesus and the example of Christian service.
- Provides opportunities to reflect on global issues, injustices and inequalities, encouraging children to consider how they can make a difference in the world.
- Celebrates the rich diversity of our school and wider world through inclusive stories, prayers and themes.
- Encourages all members of our school family to show dignity and respect for others, regardless of faith, race, gender, ability or background.
- Makes careful, age-appropriate reference to other faiths and cultures, especially when drawing connections that build understanding and unity.

We ensure that planning and delivery of Collective Worship is accessible and equitable, and consider the diverse needs and experiences of all pupils, including those with additional needs or who hold worldviews other than Christianity.

In line with our Christian vision and values, we seek to uphold the dignity of every human being and to walk humbly, act justly, and love mercy.

## **6. Monitoring and Evaluation of Collective Worship**

Monitoring and evaluation is carried out **termly** by staff, pupils and governors. All worship leaders are observed annually.

The Ethos Team is responsible for reviewing Collective Worship and reporting to the governing body. Pupils regularly give feedback through class worship and pupil voice.

All worship leaders are encouraged to reflect on their practice after each session.

## **7. Legal Requirements**

As required by the 1988 Education Act, the Headteacher and Governing Body must ensure a daily act of Collective Worship that is in line with the school's Trust Deed and Christian foundation.

## **8. Right of withdrawal**

We expect all children and staff to attend Collective Worship. However, parents have a legal right to withdraw their children from Collective Worship.

We respect parents' wishes while making clear that worship is a central part of life in a Church of England school, and is closely linked to the school's ethos and curriculum.

Withdrawal from worship does not isolate children from the Christian ethos which underpins our school life.

## **Appendix**

## A. Collective Worship Structure.

At the start of Worship:

Teacher "The Lord is here". Children: "His Spirit is with us".

Light the three trinity candles.

Everyone: "We light these candles in the name of The Father, The Son and The Holy Spirit."

<b>Gathering</b>	<b>The mood</b> <b>Certain pieces of music</b> <b>Refer to focus</b> <b>Reflecting on previous Collective Worships</b> <b>Outdoor Worships</b> <b>Semi-Circle formation</b> <b>Shaking of hands</b>
<b>Engaging</b>	Main message Puppets What's in the bag? Poem Talking partners Thoughts Music Plays Questions Stories Challenge
<b>Responding</b>	Story / Song Breathing prayer Like to person experience Children's prayers Discussion Prayer Reflection time Silent reflection 'Doing' Prayer
<b>Sending</b>	Completion One thing you will take away from today's Worship? Walking out to music 3 children to 'blow out' the candles.

Inclusive. Invitational. Inspiring

## B. Collective Worship Planner

Outstanding Worship Planner – St Hilda's Moorland Federation		
Date:	Time:	Leader
Theme: <i>(is the theme from the long term CW planner or a reactive 'one off')</i>		Linked to previous worship session?
Aim and Impact:		
<b>Content:</b> <i>(stimuli, storytelling, questioning, visual aids and props)</i>  Gathering:  Engaging:  Responding:  Sending:		<b>Checklist:</b>  Inclusive to all  Focal point: Worship Table, symbol/object/picture...  Atmosphere created – entry ordered, respectful, expectant  Spiritual stimulus: poetry/art/dance/story/variety Time for personal reflection and response  Children actively involved and contributing – explore, encounter, experience  Use of worship candle-clear distinction between worship and assembly/notice giving Appropriate pace and timing
What if.../Enquiry Question/Stimulus		
Religious/Anglican Dimension/Distinctively Christian/Gospel/Other Faith element?	Is there an opportunity for the theme to continue through the day/week?	
Shared Reflection/Prayer <i>(is there a balance of music, speech and silence?)</i>		
Music (entry and exit and hymn/song) <i>(is there a balance of music, speech and silence?)</i>		
Evaluation:		

### C. Collective Worship Record

St Hilda's Moorland Federation Act of Collective Worship Record		
Week Beginning:	Theme:	
Day	Staff Initials	Content e.g. title of story, poem, talk, song, etc and biblical /liturgical reference
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Evaluation:		



## D. Collective Worship Observation Record

### Collective Worship Observation Record

**Date and Time:**

Present: Whole school / Class

**Observer:**

Worship Leader:

Theme of act of Worship:

**Was the act of worship one of a series, or did it stand alone?**

**General Development:**

How did pupils enter and leave the worship space – was there a sense of order, respect and expectation? Was there anything to mark the worship space and time as special e.g. a visual focus, (e.g. candle, worship table, display, music)? Was there a clear distinction between collective worship and assembly (i.e. notices, presentations etc)?

**Setting the Atmosphere for Worship:**

Was the purpose of the act of worship clear to all present, and the theme developed effectively? Were the different elements to the act of worship,

e.g. visual aids, storytelling, questioning, all carried through effectively? Was the pace and timing appropriate?

**Worship Elements:**

Was there a balance of music, speech and silence? Were there opportunities for prayer and reflection? If songs or hymns were used, were they appropriate for the pupils and the theme? Did the act of worship have a clear Christian theme?

**Distinctively Christian but inclusive of all:**

Was the act of worship clearly linked to the Christian Gospel? Was there any reference to other faith communities or philosophical thought linking into community cohesion?

**Pupil Involvement:**

Was the act of worship appropriate for the age, ability and background of the pupils? Were the pupils engaged? What contribution did they make to the worship – were they in any sense worship leaders? How did / could the worship have impacted upon those present? Could it support their spiritual and moral development? Did the pupils explore, encounter, experience?

**Planning:**

Is it linked to the collective worship planning for the term/year?

**Any other relevant commentary? E.g. feedback from pupils.**