

Wallace Fields Infant School and Nursery



Collective Worship Policy

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed: September 2025

Next Review: September 2026

Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust

It was reviewed during the Autumn term 2025 through consultation with teaching staff and approved by the Governing Body. It will be reviewed again in the Autumn term 2026.

Statutory Requirements

Wallace Fields Infant School and Nursery's Collective Worship Policy pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority through its SACRE. Collective Worship is described as 'to give worth or value to something or someone. Within this definition collective worship could be seen to be a daily gathering of the school community in order to explore shared values and areas of shared concern and worth'.

For academies that are not designated with a religious character, the requirements are set out in the 1996 Education Act and the School Standards and Framework Act 1998. They state that collective worship should be '*wholly or mainly of a broadly Christian character*', '*whilst taking account of the teaching and practices of the other principal religions represented in Great Britain*'. It is a statutory requirement for all academies to provide daily collective worship for every registered pupil.

Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents/carers. Parents/carers have the right to withdraw their children from religious education and/or collective worship. Acts of worship must be kept separate in assemblies. This will allow time for pupils and teachers to leave the room before worship takes place.

Parents/carers can request in writing that their child is totally or partially withdrawn from collective worship, and as a school we must accept this request. As a school we will arrange supervision for any children withdrawn from collective worship, but we are not required to provide additional teaching.

Staff have the right to withdraw from leading or taking part in collective worship and must inform the Headteacher, in writing, should they choose to do so.

Our Philosophical Statement

Through collective worship at Wallace Fields Infant School and Nursery, children's backgrounds will be acknowledged and celebrated, as well as those of different cultures. Children will thus be prepared for the wider world through a growing understanding, awareness and knowledge of the varied practices and beliefs within the school and the local community.

At Wallace Fields Infant and Nursery School, we aim to develop community spirit, promote a common ethos of shared values and reinforce positive attitudes. Collective worship is intended to be inclusive of race, creed and family background. Our school community is made up of families from a diverse range of religious and non-religious backgrounds.

In 2024-25, the main religious groups represented within our school community were Christians (36% including 8% Roman Catholic, 3% Anglican, 0.4% Protestant, and 0.4%

Orthodox Catholic), Hindu (7%), and Muslim (4%). A significant 53% reported to follow no religion. We therefore need to ensure that our Collective Worship is reflective of our community.

What are our aims for Collective Worship?

Through Collective Worship we aim to:

- ✓ Provide children with the opportunity to participate in a quiet time of reflection.
- ✓ Help the children to develop a sense of community and concern for others and to experience a feeling of togetherness.
- ✓ Celebrate being a part of a school community and affirm our shared values.
- ✓ Broaden the children's awareness of themselves, others and the world in which they live.
- ✓ Explore areas which directly concern them related to age, ability and experience.
- ✓ Experience religious worship.
- ✓ Explore and question their own beliefs and values alongside the beliefs and values of others.
- ✓ Become reflective, deep thinking individuals.
- ✓ Deepen understanding of their own culture and that of others, recognising that cultural diversity is enriching rather than threatening.
- ✓ Enable the children to meet with and gain experience from the local clergy, other faith leaders and representatives of caring organisations and professions.

How do we organise Collective Worship?

Children enter assemblies to music and are expected to behave appropriately. There should be reminders of '*walking not talking*' and '*Give me 5!*'

Children must be given the opportunity to reflect in every assembly, normally linked to the assembly theme. In *Time to Shine* Assemblies, the reflective sentence could be 'Have a think about a piece of work you have been proud of this week,' or 'How can you improve your attitude towards learning/work over this week?' In singing assembly, the reflection can be based around listening to a piece of music.

Collective Worship, through whole school assemblies, currently takes place as follows:

Monday: Values Assembly led by Mrs Muir (Head)

Tuesday: Singing Assembly led by Mrs Luck

Wednesday: Story/Poetry Assembly/ Diversity led by Mrs Hearn/Mrs Male (Assistant Heads)

Thursday: Around the World led by Mrs Hearn/Mrs Male (Assistant Heads)

Friday: Time to Shine led by Miss Kelly (Deputy Head)

Assembly themes

The RE subject leader is responsible for establishing links with local faith leaders in order to engage their participation in particular worship occasions.

What is the content of our Collective Worship?

- Collective worship incorporates the various faiths' calendars, making full use of celebrations and festivals.
- Each assembly begins and ends with the music theme for that week.
- Stories, both religious and thematic are used as a resource.
- Children are often invited to share their experiences or to lead the collective worship when appropriate.
- The Christian values which are promoted through collective worship are love, compassion, respect, thankfulness, creativity, peace, hope, service, justice, wisdom, perseverance and humility.

We aim to ensure that collective worship:

- ✓ is well planned
- ✓ is accessible to all pupils
- ✓ takes place in an appropriate atmosphere
- ✓ encourages reflection
- ✓ uses a variety of resources and strategies to encourage and retain pupils' active involvement.

We encourage reflection through collective worship by:

- ✓ asking pupils to listen quietly to a piece of music and consider what they have just heard
- ✓ using phrases such as 'let us sit quietly for a moment' or 'let us close our eyes and open our hearts and minds'
- ✓ lighting a candle and asking pupils to focus on the flickering flame
- ✓ using pictures or images
- ✓ considering a short spoken/written sentence relating to the theme.

To allow children to experience prayer in collective worship we...

- ✓ ensure prayers can be inclusive to most religions by using phrases such as 'Dear God...'
- ✓ include prayers from different religions by introducing them using phrases such as: 'Now we are going to listen to a famous Christian prayer called the Lord's Prayer which Jesus taught to his disciples' or 'Here is a well known prayer used by Hindus'.
- ✓ Use phrases such as: 'Let us sit quietly and pray or think for a moment about what we have just seen/heard'.

When planning Collective Worship we consider...

- ✓ a focus/theme – taken from planning
- ✓ the method of delivery e.g. through story, role play, video etc.
- ✓ how the pupils will participate e.g. questions/answer, call and response, role play etc, are any children in our school followers of this religion? If so, how can we involve them?
- ✓ what the prayer/reflection will look like e.g. will it be everyone listening to a prayer that Christians say or will it be reflecting on something good that has happened recently etc.
- ✓ song/music – why are we listening to this piece of music? What questions will it raise?
- ✓ other information e.g. when children are listening to a story, what are they listening out for? What do we want them to pick up from the story?

Long Term Plan – Rolling Programme for Collective Worship – Values Assemblies on Mondays

Term	Autumn 1	Spring 1	Summer 1
Assemblies	<ol style="list-style-type: none"> 1. A New Beginning 2. Good Manners 3. Respect 4. Effort 5. Friendship 6. Determination 7. Reflection 8. Kindness 	<ol style="list-style-type: none"> 1. Safety in the Garden 2. Safety at Home 3. Good Manners 4. Mutual Respect 5. Friendship 6. Playground Rules 7. Online Safety 	<ol style="list-style-type: none"> 1. Physical Differences/Disabilities 2. Mental Health 3. Democracy 4. Child Safety 5. Celebrating Neurodiversity 6. Underpants Rule 7. World Fairtrade Day

Term	Autumn 2	Spring 2	Summer 2
Assemblies	<ol style="list-style-type: none"> 1. Remembrance Day 2. Anti-Bullying 3. Road Safety 4. Underpants Rule 5. Our Golden Rules 6. Fire Safety 7. Tolerance 	<ol style="list-style-type: none"> 1. Individual Liberty 2. World Book Week 3. Different Types of Families 4. Underpants Rule 5. Sun Safety 6. The Rule of Law 	<ol style="list-style-type: none"> 1. Difficult Journeys (refugees) 2. Perseverance 3. World Environment Day 4. Sea Safety 5. Celebrating Where we Come From 6. Walk to School Week 7. Personal Achievements 8. Saying Goodbye

Wednesday Spiritual, moral, social and cultural

Term	Autumn 1	Spring 1	Summer 1
Assemblies	<ol style="list-style-type: none"> 1. Honesty 2. Bravery 3. Community/Charity 4. Fairness 5. World Animal Day 6. Neurodiversity 7. Disability 	<ol style="list-style-type: none"> 1. The faithful servant bible parable 2. The rich fool bible parable 3. The good Samaritan bible parable 4. Author of the month 5. The prodigal son bible parable 6. The lost sheep bible parable 	<ol style="list-style-type: none"> 1. What is Growth Mindset? 2. Story about growth mindset 3. Author of the month 4. The Magic of Yet 5. Story about growth mindset

Term	Autumn 2	Spring 2	Summer 2
Assemblies	<ol style="list-style-type: none"> 1. ADHD 2. Down Syndrome 3. Neurodiversity 4. Visually Impaired 5. ASD 6. Hearing Impaired 	<ol style="list-style-type: none"> 1. Turning water into wine miracle bible story 2. Author of the Month 3. Jesus cured the nobleman's son 4. Jesus stilled the storm 5. Jesus fed the 5 thousand 6. Jesus rose from the dead miracle (Easter link) 	<ol style="list-style-type: none"> 1. Author of the month 2. Story about growth mindset 3. Story about growth mindset 4. Story about growth mindset 5. Author of the month 6. Story about growth mindset

Planning: Around The World Assemblies (Thursday)

Term	Autumn 1	Spring 1	Summer 1
Assemblies	<ol style="list-style-type: none"> Welcome back Ganesh Chaturthi – Hindu Festival Rule of Law National Teacher Assistants Day Harvest Festival – Father Mark World Mental Health Day Tolerance 	<ol style="list-style-type: none"> Author of the month World Religion Day Story of Jonah and the Whale Lunar New Year (Visitor) Number Day NSPCC Valentines Day 	<ol style="list-style-type: none"> Underpants Rule Bike to School Day VE Day National Children Day Ascension Day

Term	Autumn 2	Spring 2	Summer 2
Assemblies	<ol style="list-style-type: none"> Democracy Anti bullying week Mutual respect Individual Liberty St Nicholas Day (Friday 4th) Hanukkah 	<ol style="list-style-type: none"> Shrove Tuesday Women in Sport Ramadan Holi (Hinduism) World Poetry Day End of Term – leaving assembly 	<ol style="list-style-type: none"> Gypsy, Roma and Traveler History Month Windrush Day Hajj (Islam) NHS Birthday Ratha Yatra (Hinduism) Mandela Day

Assembly formats will consider the following

How will the assembly be delivered?

- What part will the children play in the assembly?
- Why this story/theme? Why now?
- How will you actively involve pupils in the assembly?
- Are resources of visitors used?

Prayer/ Reflection/ Worship

- What type of worship will you do?
If a prayer, will it be inclusive to most religions by using the phrase 'Dear God...'
- Will you introduce a prayer from another religion and explain that they will listen to a prayer that is used in X religion?
- How will you encourage children to sit quietly to pray or think or reflect?

RESOURCES

www.assembliesforall.org.uk

www.assemblies.org.uk

www.bbc.co.uk/teach/school-radio/primary-school-assemblies-collective-worship-ks1-ks2/zmsnm39

<https://childrensmusic.org/>

www.assemblybox.co.uk

<https://ethoseducation.org/assemblies/>

www.twinkl.co.uk

<https://www.getepic.com/>

<https://assemblytube.com/primary-school-assembly-ideas>

