

A place to learn where everyone feels welcome;  
based on love, wisdom, and respect.



## Collective Worship Policy

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|------------------------|----------------|
| Approved by Governors: | September 2026 |
| Review Date:           | August 2027    |

## **Our Christian Vision**

“Let your light shine, so that others may see the good you do.”

Matthew 5:16

A place to learn where everyone feels welcome; based on love, wisdom and respect.

## **Our Spirituality Statement**

“Flourishing in Faith, Growing in Wonder, Guided by Light.”

### **Our Rationale**

Collective worship is at the heart of life at Lower Peover Church of England Primary School. It is a special part of each school day when pupils and adults come together as a community to pause, reflect, worship, pray, explore Christian teaching and consider the bigger questions of life.

Our collective worship is rooted in our Christian vision:

“Let your light shine, so that others may see the good you do.”

**Matthew 5:16**

The words of Jesus encourage us to recognise the unique gifts, worth and potential of every person and to use these for the good of others.

Through worship, pupils and adults are encouraged to consider what it means to let their light shine through their learning, relationships, choices and actions.

Our Christian values of love, wisdom and respect help us to understand how this vision can be lived each day.

Love encourages us to show kindness, compassion, forgiveness and service.

Wisdom encourages us to think deeply, ask questions, listen, learn and make thoughtful choices.

Respect encourages us to recognise the dignity and worth of every person, value difference and care for God’s world.

Collective worship enables our community not simply to know our Christian vision, but to explore it, understand it and live it.

### **Aims of Collective Worship**

Through collective worship, we aim to:

- place our Christian vision at the heart of school life;
- enable pupils and adults to encounter and explore Christian faith;
- deepen understanding of the Bible, the life and teachings of Jesus and Christian belief;
- nurture our values of love, wisdom and respect;
- provide meaningful opportunities for prayer, stillness and reflection;
- nurture spiritual growth and flourishing;
- encourage pupils to ask and explore big questions about life, faith, meaning and purpose;
- develop imagination, curiosity, awe and wonder;
- enable pupils to reflect on themselves, others, the world and God;
- help pupils understand Christianity as a living, global and diverse faith;

- develop knowledge of Anglican traditions and the Christian calendar;
- create a strong sense of belonging and community;
- enable pupils to participate in, lead and evaluate worship;
- encourage pupils to respond to what they encounter through their choices and actions;
- support both pupils and adults to flourish.

### **Statutory and Church of England Context**

Lower Peover Church of England Primary School provides a daily act of collective worship for pupils in accordance with statutory requirements and the school's Church of England foundation.

Collective worship is distinctly Christian, while being welcoming and accessible to all members of our school community.

Collective worship and Religious Education are distinct but complementary.

Religious Education provides curriculum learning about Christianity and other religions and worldviews. Collective worship is a communal and spiritual experience rooted in the Christian foundation of the school.

### **Inclusive, Invitational and Inspiring Worship**

Our collective worship seeks to be inclusive, invitational and inspiring.

#### **Inclusive**

Everyone is welcome. Our school community includes people with different faiths, worldviews, backgrounds and experiences. Worship remains distinctly Christian while recognising and respecting this diversity.

We ensure that worship is accessible to all pupils, including those with SEND or additional needs. Adaptations may include visual resources, accessible language, alternative forms of response, communication support and consideration of sensory or physical needs.

We also seek to reflect Christianity as a global and diverse faith, enabling pupils to encounter a variety of Christian traditions, cultures and experiences.

#### **Invitational**

Participation is invited rather than imposed.

Pupils and adults may be invited to:

- pray;
- sing;
- listen;
- reflect;
- experience silence;
- respond to questions;
- take part in a symbolic action;
- contribute their own thoughts.

When prayer takes place, pupils may be invited to make the prayer their own or to use the time for quiet personal reflection.

No pupil or adult is expected to make a declaration of Christian faith.

## Inspiring

Worship should make us think, wonder and respond.

We want pupils to leave worship considering questions such as:

What have I learned?

What has made me wonder?

What does this mean for me?

What might I do differently?

How can I let my light shine?

## Spirituality and Flourishing

Our approach to spirituality is expressed through our statement:

“Flourishing in Faith, Growing in Wonder, Guided by Light.”

At Lower Peover, spirituality is about feeling a sense of belonging, wonder and connection to the world around us.

It helps us ask big questions, use our imagination and explore beyond what we can see.

Guided by the Holy Spirit, through reflection, worship and prayer, we grow in faith and understanding.

Made in the image of God, our spirituality guides us, sends us on a journey of self-love, inspires us to learn with curiosity and helps us flourish as we discover our place in God’s world.

Collective worship is one of the principal ways in which this spirituality is nurtured.

It creates opportunities to reflect upon:

## Self

Recognising our own worth, gifts, emotions, hopes and potential as people made in the image of God.

## Others

Developing empathy, love, compassion, forgiveness and responsibility towards others.

## The World

Experiencing awe and wonder, appreciating creation, questioning what we encounter and considering our responsibility towards God’s world.

## God and the Beyond

Exploring faith, mystery, meaning and purpose through Christian teaching, prayer, reflection and worship.

We recognise that spiritual development is deeply personal. It is not measured by whether an individual expresses a particular faith, but through the opportunities they have to reflect, question, wonder, connect, respond and grow.

## Developing Spiritual Capacities

To make spiritual development intentional and progressive, we have identified a range of spiritual capacities which are developed from Reception to Year 6.

These include:

- self-awareness and empathy;
- being guided by beliefs and values;
- inner strength and resilience;

- imagination, creativity and awe;
- openness to mystery and transcendence;
- stillness, reflection and prayer;
- forgiveness and reconciliation;
- courage to take risks and learn;
- curiosity and open-mindedness;
- gratitude and generosity.

Our progression document identifies how these capacities become increasingly sophisticated as pupils move through school. For example, stillness and reflection progresses from experiencing short moments of silence and simple prayer to older pupils independently reflecting and leading periods of prayer or reflection.

Similarly, imagination, creativity and awe develop from noticing and expressing wonder in the world around them to reflecting more deeply on beauty, creativity and experiences of awe and their personal meaning.

### **Windows, Mirrors and Doors**

Our approach is supported by the Windows, Mirrors and Doors model.

#### **Windows – Experience**

Opportunities to encounter the world, faith, other people, beauty, creativity and ideas beyond ourselves.

#### **Mirrors – Reflection**

Opportunities to look inward, considering our experiences, emotions, beliefs, relationships and sense of self.

#### **Doors – Response and Growth**

Opportunities to respond to what we have experienced and reflected upon through our choices, actions and personal growth.

Our progression moves from laying the foundations in Reception, to exploring and expressing in Key Stage 1, deepening understanding and application in Lower Key Stage 2, and ultimately critical engagement and personal ownership in Upper Key Stage 2.

### **Making Spirituality Meaningful for Children**

We believe that children need a shared language for spirituality that they can understand, remember and apply.

Our spiritual capacities are therefore distilled into six simple child-friendly statements:

We will be kind and thankful; We will choose well; We will keep going and try new things; We will be full of wonder and curiosity; We will be still and reflect; We will learn from our mistakes.

These statements bring together the wider spiritual capacities into language that is accessible to pupils. For example, “Choose Well” relates to being guided by beliefs and values; “Wonder & Curiosity” brings together imagination, awe, curiosity and openness to mystery; and “Learn From Our Mistakes” connects with forgiveness and reconciliation.

They provide a common language that pupils can encounter through worship and apply throughout wider school life.

They are not intended to be a behaviour checklist. Instead, they help pupils recognise moments when they are:

- reflecting;

- questioning;
- wondering;
- making choices;
- showing empathy;
- persevering;
- forgiving;
- expressing gratitude;
- responding to the world around them.

Collective worship regularly enables pupils to make connections between these statements, biblical teaching, our Christian values and their own experiences.

### **The Pattern and Content of Worship**

Collective worship takes place every school day.

It may include:

- whole-school worship;
- class worship;
- worship led by school leaders and staff, by clergy or members of the Christian community;
- worship led by pupils;
- worship within St Oswald's Church;
- worship marking significant Christian festivals and seasons.

Worship is carefully planned while retaining flexibility to respond to significant events within our school, community and wider world.

### **The Bible and Christian Teaching**

The Bible has a central place in our worship. Across their time at Lower Peover, pupils encounter a broad range of biblical texts and increasingly develop their understanding of Christian teaching, including the life and teachings of Jesus.

Worship explores the theological roots of our Christian vision and values so that pupils understand why love, wisdom and respect are important within Christian faith, rather than experiencing them simply as general moral values.

### **Anglican Tradition**

As a Church of England school, pupils encounter aspects of Anglican worship and tradition, which may include:

- Bible readings;
- prayer;
- the Lord's Prayer;
- candles;
- crosses and Christian symbols;
- hymns and worship songs;
- silence;
- blessings;
- familiar responses;
- worship in church.

The rhythm of the Christian year is reflected through worship, including seasons such as Advent, Christmas, Lent, Easter and Pentecost.

### **A Rhythm for Worship**

Individual worships may take different forms, but there will usually be a recognisable rhythm:

#### **Gather**

Coming together and creating a purposeful and distinctive space for worship.

#### **Engage**

Encountering scripture, Christian teaching, a story, question, image, music, experience or idea.

#### **Respond**

Creating time to consider what has been encountered through reflection, prayer, silence, discussion or another form of response.

#### **Send**

Encouraging pupils and adults to consider what this might mean for the way they live.

This structure provides familiarity without making worship formulaic.

Here are the worship themes for the academic year 2026 – 2027.

| Half term | Theme                               |
|-----------|-------------------------------------|
| AUTUMN 1  | Heroes and Heroines (Old Testament) |
| AUTUMN 2  | Miracles (New Testament)            |
| SPRING 1  | Parables (New Testament)            |
| SPRING 2  | Prayer                              |
| SUMMER 1  | Global Neighbours                   |
| SUMMER 2  | Big Questions                       |

### **Prayer, Reflection and Action**

Prayer, reflection and stillness are important parts of collective worship.

Pupils experience a variety of approaches to Christian prayer, which may include:

- prayers of thanksgiving;
- prayers for others;
- prayers of forgiveness;
- prayers of hope;
- pupil-written prayers;
- the Lord's Prayer;
- silent prayer and reflection.

Pupils are encouraged to understand that some questions do not have simple answers and that wondering and questioning are themselves valuable.

Worship should also connect reflection with action.

Pupils may be encouraged to consider how what they have encountered could influence:

- the way they treat others;
- their choices;
- their relationships;

- care for creation;
- service to others;
- responses to injustice;
- charitable work;
- involvement in the local community;
- courageous advocacy.

This enables pupils to understand that letting their light shine means using their gifts, values and learning to make a positive difference.

### **Pupil Leadership and Voice**

Pupils are active participants in the worshipping life of the school. As they develop, pupils have increasing opportunities to:

- contribute ideas;
- read scripture;
- write and lead prayers;
- choose appropriate music or reflective material;
- create reflective questions;
- lead elements of worship;
- plan and lead worship;
- evaluate worship;
- suggest future themes;
- identify opportunities for action.

Pupil voice also helps us understand the impact of worship. We want pupils to be increasingly able to talk about:

- what worship has made them think about;
- what has made them wonder;
- how worship connects with our Christian vision;
- what they understand about Christianity;
- how worship helps them reflect;
- how their spiritual capacities are developing;
- whether worship has influenced their choices or actions.

### **Partnership and Community**

We value our relationship with St Oswald's Church, local clergy and the wider Christian community.

These partnerships provide opportunities for pupils to experience worship in different contexts and to understand that they are part of a wider Christian community.

Staff participate in worship alongside pupils. Collective worship is intended to provide opportunities for the spiritual flourishing and reflection of adults as well as children.

### **Leadership, Monitoring and Evaluation**

The Headteacher has overall responsibility for ensuring that collective worship meets statutory requirements and reflects the school's Church of England foundation and Christian vision.

The Collective Worship Lead supports the planning, development, monitoring and evaluation of worship.

Governors provide strategic oversight and monitor the impact of collective worship as part of their responsibility for the Christian character of the school.

### **Evaluating Impact**

We evaluate the difference worship makes, rather than simply whether worship has taken place. Monitoring may include:

- pupil voice;
- staff voice;
- worship observations;
- pupil-led evaluation;
- discussion with pupil worship leaders;
- review of worship planning;
- governor monitoring;
- discussions with clergy;
- examples of pupil reflection and response.

Evaluation considers questions such as:

- Do pupils understand our Christian vision and its biblical foundation?
- Can pupils explain how love, wisdom and respect connect with Christian teaching?
- Are pupils developing their knowledge and understanding of Christianity?
- Does worship provide meaningful opportunities for prayer, stillness, reflection and wonder?
- Do pupils feel included and able to respond in meaningful ways?
- Can pupils use our shared spiritual language?
- Can pupils recognise how they are developing spiritually?
- Is there progression in pupils' capacity to question, reflect and respond?
- Are pupils given genuine opportunities to lead worship?
- Does worship influence pupils' choices, relationships or actions?
- How does worship contribute to the flourishing of pupils and adults?

Monitoring and evaluation inform future worship planning and wider school development.

### **Right of Withdrawal**

Parents and carers have the legal right to withdraw their child from collective worship.

Parents considering withdrawal are encouraged to discuss this with the Headteacher so that the nature and purpose of collective worship at Lower Peover can be explained and any questions or concerns explored.

Where the right of withdrawal is exercised, the school will respect this decision and make appropriate arrangements for the pupil.

The school remains proud of its Church of England foundation and seeks to provide worship, which is distinctly Christian while being inclusive, invitational and welcoming to all.

### **Review**

This policy will be reviewed regularly by school leaders and governors, taking account of statutory requirements and current Church of England, diocesan and SIAMS guidance.

Our aim is for collective worship to remain a meaningful and vibrant part of life at Lower Peover: a place where pupils and adults have opportunities to encounter, question, wonder, reflect and respond.

Through this, we seek to enable everyone to:

**Flourish in Faith  
Grow in Wonder  
Be Guided by Light**

and, in doing so:

**“Let your light shine, so that others may see the good you do.”**  
*Matthew 5:16*