

Totley All Saints School

Collective Worship Policy 2025-2026



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‘Excellence for Every Child’



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1 Introduction

VISION

‘Every day excellence for EVERY child’ At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We recognise that children are a precious gift from God, made in His image and, as such, have infinite worth and value. As a result, we commit ourselves to providing an environment based on love and mutual respect where every child and every member of staff can thrive and is supported to achieve their unique and amazing potential as children of God.

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

OUR VALUES

We actively seek to promote the teachings of Jesus & particularly: “Do to others what you would have them do to you” (Luke 6:31). We will uphold the principles of justice and compassion for all, forgiveness and generosity and will encourage all children to work selflessly for the good of others rather than only for their own self-interest.

COMPASSION JUSTICE FORGIVENESS SELFLESSNESS GENEROSITY

Our Christian ethos promotes life to the full, values all children as individuals and encourages their moral and spiritual development, so that they can become courageous advocates in a rapidly changing world. Together with our families, churches and wider community, we aim for all children to succeed in body, mind, heart and spirit.

Totley All Saints School in Sheffield, caters for pupils aged from 4 to 11. This collective worship policy has been designed with our school population in mind and is written in accordance with guidance from Sheffield's SACRE. Our Collective Worship policy and practice supports us in fulfilling our vision, our curriculum intent and our theological rationale.

The school has consulted with staff, pupils and parents.

2 Our Context

The school serves a community where the vast majority of pupils are White British. 171 pupils are White British. 7 children are White Eastern European. 3 children are Caribbean and 2 children are Indian. 5 children are from other ethnic backgrounds. The school is a proud member of the Diocese of Sheffield Academies Trust.

We have strong links with Totley All Saints the church and these links add to the ethos and values of the school. Representatives of the church support in the delivery of our collective worship, support in the delivery of RE lessons, support in the development of a pupil lead spirit council and take an active role in providing pastoral support across the academy. In addition to this, pupils in the Academy visit the church to develop their knowledge and understanding of the Christian faith and enhance their understanding of spirituality.

The children are proud to attend a church school and are committed to uphold the school's Christian Values. Our context is seen as providing us with many opportunities to enhance the children's social, moral, cultural and spiritual understanding and is a vital aspect in developing a sense of belonging within the church/school family.

3 Collective Worship

Children play an active and valued role in collective worship at Totley All Saints. They regularly have opportunities to contribute to the planning and focus of worship and often introduce sessions to the whole school community. Collective worship is a vital part of our daily life and underpins our shared understanding of the school's vision and core Christian values.

Collective worship is regarded by all as a special and respectful time. Pupils show a high level of reverence before, during, and after worship.

Our worship themes are deliberately linked to British Values and the Protected Characteristics to promote respect, dignity, and fairness for all. We also engage with current world events, helping pupils to reflect on these through the lens of our School values—encouraging them to become thoughtful, compassionate citizens who strive to be better people.



The core messages from collective worship are revisited throughout the week in class-based worship and through reflection spaces in each classroom (see Appendix A).

Collective Worship is viewed by all as a special time and there is a high level of respect shown by children before, during and when leaving Collective Worship.

The core messages shared through our collective worship are revisited throughout the week through class based collective worship and reflection spaces created in classrooms (see appendix A).

4 Aims of Collective Worship

Our collective worship strengthens the community ethos of our school. It is planned to enable all pupils of any religion or none to take part as appropriate. The aim of our collective worship is to:

- Make our Christian values and British Values explicit, encouraging pupils to explore their own beliefs, motivations, and responsibilities in a diverse society.
- Promote respect and understanding for the beliefs, practises, and values of others within the school and wider community, including Protected Characteristics, and provide opportunities for pupils to evaluate their own beliefs in relation to others.
- Help pupils develop their spirituality and foster sensitivity towards the beliefs and values of others.
- Build a strong sense of community where pupils understand their place in the school, local community, and as citizens of the world.
- Develop a sense of belonging for every child so they recognise their unique value and potential.
- Support pupils in knowing and celebrating who they are and who they might become.
- Mark significant occasions of celebration and commemoration within the Christian calendar and the wider world.
- Provide quiet time for reflection on fundamental questions of existence and current global issues.
- Encourage hope, aspiration, awe, wonder, and develop qualities such as self-understanding, empathy, compassion, and wisdom.
- Provide opportunities for all to worship and develop a personal relationship with God, if they choose to.

All present—pupils, staff, and visitors—are valued regardless of faith or belief, with no assumption of shared religious commitment. Collective worship respects individual responses and provides space for expression of feelings, joy, and wonder.

5 Organisation

Time table for 2021-23

	What?	When	Where?
Monday	School led Collective Worship	10:10	School hall
Tuesday	Church based Collective Worship	10:10	School hall
Wednesday	Class based Collective Worship- Bible and Gospel study with school prayer	15:00	Classroom
Thursday	Class based Collective Worship- School rationale	10:10	Classroom
Friday	Celebration Assembly	14:45	School hall

Our school based worship lasts for approximately 20 minutes.

Staff attend whole school collective worship with their class and take part in a proactive way.

6 Content

The content of collective worship is planned around a theme to enhance the spiritual, moral, social and cultural development of pupils (see appendix C). The content provides opportunities for reflection and for celebration and recognition of each pupil's potential. The theme is often strongly linked to the school values which lead our work.

The acts of worship will:

- Be inclusive - an experience to which all can contribute and from which all can gain.
- Be Spiritual and encourage reflection.
- Have a sense of occasion and offer something class lessons don't.
- Meet the needs of our school community.

Class-based collective worship complements whole-school worship by revisiting themes and reflecting on Gospel texts. These sessions use minimal resources and follow a simple structure: introduction of the theme, a reflective stimulus (such as a story, song, Bible verse, or current event linked to values), reflection time, and prayer. Sessions last about 10 minutes, with silence valued as part of reflection.

Each classroom has a dedicated reflection space, providing ongoing opportunities for pupils to consider key issues from worship and connect them to their own lives and the wider world.

7 Evaluation

The school values the impact of collective worship on the wellbeing of all members of the school community and ensures that collective worship is regularly monitored and evaluated by senior leadership, Local School Board, parents and pupils through our TASS Crew council..

8 Resources

The school budget includes sufficient funding per annum for resourcing collective worship. Visual aids including Picture News (artefacts, posters and books) are purchased as required. Staff CPD is provided to help with delivering quality collective worship.

9 Withdrawal

Parents may withdraw their children from collective worship but we believe our collective worship is inclusive and beneficial for all pupils so it is hoped that no one will be withdrawn.

Appendix A

Procedures for collective worship and use of reflection spaces

Whole school collective worship

- The focus for the session will be shared and linked to the School values
- The collective worship session will end with and chance to reflect on the messages shared through the reading of a prayer (see appendix B)

Reflection spaces

- All classrooms have a dedicated reflection space
- Each space will have the school verse.
- Each space will have a bible showing the bible quote
- Following whole school collective worship
- Each space will have The Big Story of the Bible frieze

Class collective worship

- Class collective worship will last for 10 minutes approximately
- Class collective worship will be introduced by the bible reading
- The teacher will introduce the focus for the assembly
- Each class has a reflection box to enable the children to share their reflections (with the option of being anonymous) during the week.
- The session will be concluded with the class reading a prayer and recalling the school prayer (see appendix B). This will be introduced by asking the children to reflect on the main theme of collective worship

Appendix B

Prayer

Creator God
 We know that you love us,
 And that you came, to give us life to the full,
 So we praise your Holy name,
 You protect us with your love,
 And wash us with your grace
 Help us to be kind, generous, and to respect each other.
 Thank you for making us all you unique children.
 Help us to look after your wonderful creation
 Bless our school family
 In the name of the Father, Son and Holy Spirit.
 Amen

Spiritual, moral, social and cultural development

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Appendix D

Spirituality

Spirituality lies at the centre of the Christian expression of faith, with an awareness that there is more to life than material possessions and worldly success. Jesus said: 'Is not life more than food and the body more than clothing?' (Matthew 6:25). When Jesus is asked which is the greatest commandment, interestingly he doesn't pick one from the list of the 10 Commandments. Rather, he expresses something more fundamental, and more spiritual. He gives two commandments which are drawn from the Jewish scriptures: to love God, and love your neighbour as yourself (Matthew 22:37-39).

To express Christian spirituality is to live in a state of loving awareness of God, the world around you and (crucially) with yourself.

Rebecca Nye defines children's spirituality as 'relational consciousness' or relational awareness: an expression of their 'emerging awareness of themselves in relation to others, the world and God'.

This concept of relational awareness is embodied through our school message of 'All you can' and through our values of being respectful, courageous and safe. Through understanding and living out John Wesley's message and adhering to our values, we are developing our children's spirituality.

Developing children's spirituality is central to our curriculum as identified through our curriculum intent:

Our Curriculum

At Totley All Saints, the curriculum supports and develops the pupils' ambitions AND aspirations and their understanding of the community and the wider world in which they live. The curriculum is underpinned by enquiry based practice and is research led. Through our curriculum we aim to provide opportunities for children to develop as independent, confident, successful and life-long learners, with high aspirations and the learning agility to make a positive contribution to their community and the wider society now and in the future. Academic performance and the development of self (*Spirituality, social, moral, physical and cultural development and mental wellbeing*) are given equal importance. Our curriculum is designed with the key aim of developing the 'whole child' and thus supporting all children to reach their potential.