

# Emmanuel Junior Academy

## Collective Worship Policy 2025 - 2026



Last reviewed on: September 2025

Next review due by: September 2026

***'Be Respectful, Be Courageous, Be Safe'***



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DIOCESE OF  
SHEFFIELD  
ACADEMIES  
TRUST

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## 1 Introduction

*'Do all the good you can  
By all the means you can  
In all the ways you can  
In all the places you can  
At all the times you can  
To all the people you can  
As long as ever you can.'*  
John Wesley

### VISION

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

*'Start children off on the way they should go, and even when they are old they will not turn from it.'*  
(Proverbs 22:6)

### OUR VALUES

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

*'Encourage one another and build one another up, just as you are doing.'* (Thessalonians 5:11 ESV)

*"Be Respectful, Be Courageous, Be Safe."*

Emmanuel Junior Anglican/Methodist Academy in Sheffield, caters for pupils aged from 7 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. 168 are on roll and pupils are 83.8% White British.

Our Academy is an Anglican/Methodist primary academy and we share a site with Emmanuel Waterthorpe Church. We have strong links with 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 Religious Education 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 school 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 Legal Requirements

Legislation requires schools to conduct a daily act of Collective Worship.

*"... Worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'. (DfE Circular 1/94 para 57)*

Collective Worship recognises that every participant is part of the collective, but there is no assumption that all have the same beliefs and values. Collective Worship should be:

*"Appropriate to the family backgrounds of the pupils and their ages and aptitudes." (DfE Circular 1/94 p.22)*

Therefore, Collective Worship in Church of England schools must be inclusive and invitational of all participants.

The main legal requirements for Collective Worship are:

- *Collective Worship in a church school should be carried out in accordance with the school's founding trust deed, and in accordance with the school's Ethos Statement, which is to be found in the statutory Instrument of Government*
  - *the school must provide an act of Collective Worship for all pupils every day*
  - *this act of worship can take place at any time of the school day and in any regular school grouping e.g., whole school, key stage or class unit.*
  - *a statement must be included in the school prospectus that makes it clear parents may withdraw their children from Collective Worship on religious grounds. A similar statement should appear in the Collective Worship policy document. The 'religious grounds' do not have to be justified and explained by the parents.*

*Should children be withdrawn, the school must provide adequate supervision to ensure their safety. Children should **not** be withdrawn from Collective Worship for other purposes, e.g., reading, music lessons, to do so is to break the law.*

## 4 Collective Worship

Children play an active role in collective worship at Emmanuel Junior Academy. They help make decisions about the focus for collective worship. Pupil Leaders are encouraged and supported to develop courageous advocacy and often plan Collective Worship themselves. Collective Worship is a very important aspect of our daily lives and our work as a school. It helps us to develop a shared understanding of the school's vision and our core values of being respectful, safe and courageous.

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. It is also an important time when we come together to sing as a community.

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

Our Spirit Council take a leading role in our class collective worship; they are responsible for starting the worship with our John Wesley quote and closing with our prayer. Members of our Spirit Council are also actively involved with our clergy led worship.

## 5 Aims of Collective Worship

Our collective worship strengthens the community ethos of our school. It is carefully planned to ensure all pupils, regardless of religion or belief, can participate in an appropriate and meaningful way.

The aim of our collective worship is to:

- ❖ *Make our vision and values explicit, enabling pupils to explore their own beliefs, identity and aspirations*
- ❖ *Promote respect for different beliefs, practices and values, and enable pupils to reflect on and evaluate their own views in relation to others*
- ❖ *Foster spiritual growth through opportunities for reflection, stillness and engagement with questions of meaning and purpose*
- ❖ *Develop a strong sense of community, belonging and citizenship, helping pupils understand their place within the school and wider world*
- ❖ *Encourage hope, aspiration, awe and wonder, and develop qualities such as empathy, compassion, wisdom and self-understanding*
- ❖ *Mark and celebrate key events, and provide comfort and support in times of joy and difficulty*
- ❖ *Provide opportunities to encounter Jesus Christ and engage with Christian faith and worship in meaningful ways*
- ❖ *Develop understanding of Christian beliefs, including the Trinity, and explore the teachings, traditions and practices of Christianity*
- ❖ *Enable pupils and adults to experience a variety of ways Christians worship, including prayer, silence, music, story and Anglican liturgical traditions*
- ❖ *Deepen understanding of the school's Christian vision.*
- ❖ *Strengthen partnerships between school, church and home, supporting opportunities for shared spiritual development*
- ❖ *Ensure collective worship is inclusive, invitational and inspiring, in line with Church of England guidance:*  
<https://www.churchofengland.org/sites/default/files/2021-05/collective-worship-guidance-18052021.pdf>

All present (pupils, staff and visitors) should feel valued whatever their faith or beliefs with no assumption of a shared religious commitment. Collective worship will acknowledge and respect the responses of individual pupils and provide opportunities for them to express their feelings, delight at life, wonder and joy.

## **Inclusive, Invitational and Inspiring**

- **Inclusive** – Our acts of worship recognise that pupils and staff come from homes of different faith backgrounds as well as no faith backgrounds, so it will be inclusive of, and fully accessible to all. Care will be taken to ensure that language used by those facilitating worship avoids assuming faith of those participating, listening or watching. For example, “Christians believe...” rather than “we believe”.
- **Invitational** – Our acts of worship will be consistently invitational. There is no compulsion. Rather, worship will provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with and treat others with integrity. Pupils and adults will only be invited to pray if they wish to do so and should be invited to pray in their own way. Prayer should always be accompanied by the option to reflect.
- **Inspiring** – Acts of Worship will be formational and transformational. By asking and discussing big questions about who we are and what we do in worship we hope to motivate pupils and adults into action or to think differently. There will be opportunities to think, reflect and ponder on their and the wider community’s behaviour and actions. Collective worship will inspire pupils to act and become courageous advocates of causes.

## **6 Organisation & Implementation**

Collective worship at Emmanuel Junior Academy is planned by a variety of stakeholders including staff, pupils, the incumbent of our local church and external visitors in consultation with the collective worship leader. This act of worship takes place at school, in church and in these groupings: whole school or class.

Our school plans systematically and cohesively using [Root and Fruits](#) which is adapted and changed to meet the needs of our school community. This ensures that there is a shared understanding of the long- and short-term planning of worship and this enables continuity.

Collective Worship and assembly are both key aspects of school life but serve distinct purposes.

- **Collective Worship** is a legally required activity in UK schools, intended to provide pupils with an opportunity for spiritual reflection, with a broadly Christian character. It should be inclusive, allowing all to engage in a way that is meaningful to them, regardless of faith background.
- **Assembly** is a gathering for school-wide communication, celebration, or educational purposes. It may include messages about school values, achievements, or social themes but does not necessarily have a religious or spiritual focus.

While collective worship can take place within an assembly, the two are not synonymous, as assemblies may also cover secular topics without any worship element.

We foster links with Emmanuel Church, involving the incumbent in leading collective worship and providing coherence between worship in church and school and visit at least 3 times per year as part of the Christian calendar.

We are mindful of the variation in personal spiritual styles and provide a range of creative opportunities to enable all to engage in the acts of worship. These include: music, silence, story, prayer, symbolism, drama and the use of IT.

### **Anglican Faith and Practice**

In addition to the above, we seek to provide acts of Collective Worship that reflect the faith and practice of the Church of England, therefore:

- we use the Bible as a sourcebook for inspiration and learning and make pupils familiar with the Lord’s Prayer, psalms and other verses of scripture. We also introduce them to a variety of well-known prayers, many of which express the central beliefs of Christians throughout the ages.

- we use aspects of Anglican liturgy to create a framework for worship. We use Christian symbols as a focus for reflection and provide opportunities to discover the value of meditation and silence. We observe the cycle of the Anglican year including celebrations of the major Christian festivals. This clear framework also helps demarcate worship from assembly.
- we aim to provide a Collective Worship space which is attractive and well prepared with appropriate thought having been given to colour, space, seating, ambience and music.
- we foster links with our local church, involving parish clergy in leading collective worship and providing coherence between worship in church and visit for services as part of the Christian calendar.
- Recognising the Anglican Communion is part of a global church, we promote links with other local churches and Christian organisations
- we ensure that collective worship reflects the richness and diversity of Anglican and wider Christian traditions, enabling pupils to understand that Christians worship in different ways across cultures and communities.

### Timetable for 2025-2026

	What?	When?	Where?
<b>Monday</b>	School led Collective Worship with HT/DHT or Clergy	9.00	School hall
<b>Tuesday</b>	School led Collective Worship with HT/DHT or Clergy	9.00	School hall
<b>Wednesday</b>	Singing Assemblies	9.00	School hall
<b>Thursday</b>	Class based collective worship	9.00	Classroom
<b>Friday</b>	Gold award	09.00	School hall

We gather daily at a point during the morning and worship lasts for approximately 15 minutes.

For class based Collective Worship, the worship will build further upon the message and values from the whole school worships earlier in the week. Each class has a reflection area/display which provide a focal point in each classroom during this time. All staff attend whole school collective worship with their class and take part in a proactive way. A candle is lit during this time.

## 7 Content

The content of collective worship is planned around a Christian value to enhance the spiritual, moral, social and cultural development of pupils. 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 will feel different to RE lessons. They should provide an opportunity to revisit the theme covered in whole school collective worship. Limited resources should be used and a simple model to introduce the focus, use of a hook to support reflection- a stimulus item, short film clip, song or story- and a time to reflect and prayer. They should be approximately 15 minutes long. Use of silence is important.

Each classroom has a space dedicated for reflection and these spaces will provide further opportunities to think about the key issues explored through whole school and class based collective worship.

We recognise that progression in SMSC is fostered across the curriculum. However, Collective Worship provides a significant moment in the school day to deepen pupils' Moral, Social and Cultural knowledge and their Spirituality. For example, children will be encouraged to reflect on and celebrate the deeper meanings of life, consider their own behaviour and recognise the need for forgiveness, appreciate the contributions of others and respond to their needs, value their own culture and the cultures of others.

## 8 Monitoring and Evaluation

The school values the impact of collective worship on the wellbeing of all members of the school community.

Our school regularly evaluates acts of collective worship and the impact they have on the school and our wider community. This involves monitoring activities by school leaders, staff, pupils and Local School Board members to further grow and develop collective worship. Regular attendance of collective worship gives opportunity to evaluate the content, the style of delivery and provision. A whole school view is then considered by use of staff feedback and pupil voice questionnaires. We also welcome the contributions of parents and pupils, which are reviewed and considered on a regular basis. These are shared during Local School Board meetings and play an integral part in developing the spiritual growth of the school.

The impact of collective worship is then independently inspected by law under Section 48 of the Education Act 2005 (SIAMS) Inspections conducted by the Church of England. Further details can be found [here](#).

Evaluation includes consideration of how effectively collective worship enables pupils and adults to engage with the school's Christian vision and supports their spiritual development.

## 9 Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical or sensory disability. We therefore aim to make Collective Worship accessible to all and accommodate ourselves to individual needs when appropriate.

Collective worship provides a welcoming space where all can engage with questions of meaning, purpose and faith, and where individuals are free to respond in their own way.

## 10 Resources

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

## 11 Rights and Responsibilities

As established by the 1944 Act and reinforced through this policy, parents/carers have the right to withdraw their children from Collective Worship. However, having chosen to send their children to Emmanuel Anglican/Methodist Junior Academy, it is hoped that no one will exercise this right. Should such a situation arise, appropriate arrangements would be made in keeping with the requirements of the Act.

Collective Worship is inclusive and as such is open to those of all faiths and none to be present with integrity. Parents/carers who wish to withdraw their child/children should make an appointment to meet with the Headteacher. Following these discussions, any desire to formally withdraw children from worship must be done via a letter to the Headteacher.

The school respects the legal right of parents to withdraw their child 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 Academies values and school rule for the week.
- The focus for the session will then be linked to a bible quote/bible story which is identified in the theological rationale
- The collective worship session will end with and chance to reflect on the messages shared through the reading of a prayer.
- We celebrate through singing in each Collective Worship

#### Reflection spaces

- All classrooms have a dedicated reflection space
- Each space will have the bible quote and the main theme which has been shared during whole class collective worship
- Each space will have a bible showing the bible quote which is the focus for the week
- Each reflection space will have a reflection box. Following whole school collective worship, children will record any reflections they have focussing on the main theme of the collective worship session.
- Class members of the spirit council will take a lead in updating the reflection space

#### Class collective worship

- Each class collective worship will revisit the main theme shared in the whole school collective worship carried out on Monday and Tuesday
- Class collective worship will last for 10 minutes approximately
- Class collective worship will be introduced by the class members of the Spirit Council who will lead in chorally reading the 'All you can' quote by John Wesley which embodies the academy's vision
- The teacher will introduce the focus for the assembly and establish a link to the whole school collective worship
- The teacher will share some of the reflections on the theme provided by the children prior to the class collective worship
- 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 Spirit Council members reading a prayer (see appendix B). This will be introduced by asking the children to reflect on the main theme of this weeks' collective worship.
- A candle is lit during the session and music used to support reflection and spirituality

## Appendix B

### Prayer

Let's think about being \_\_\_\_\_

I wonder what you think and feel about being \_\_\_\_\_

Let's think those thoughts as our prayer to God

God is with us

Let us pray for being \_\_\_\_\_

And if you want to join me to say 'Amen' we say together 'Amen'

## Appendix C

### **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 Emmanuel Junior Academy, 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.