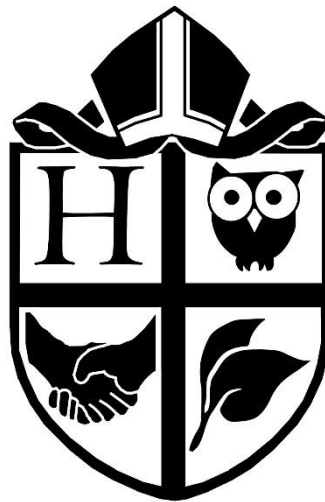




# Collective Worship Policy

## Hayward's Primary School



**Written by:**

School Policy Produced by Miss Down  
(RE Lead)

**Signed:**

**Approved by Governors:**

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# PRIMARY Collective Worship Policy

## HAYWARD'S PRIMARY SCHOOL

### Introduction

At Hayward's we believe that Collective Worship plays a significant role in the spiritual, moral, social and cultural (SMSC) development of our pupils.

*'At Hayward's we see Children's social, moral, spiritual and cultural development (SMSC) as integral to everything we do. We believe in providing an education which benefits the 'whole child' – recognising that SMSC development and academic success are inseparable and that high-quality, early experiences, in these areas, lay the foundation for a truly happy and fulfilled life. Prioritising these skills enhances children's ability to make positive life choices. As a school, we aspire to nurture the children in our care to grow up as citizens who actively, and positively, contribute to their local, national and world-wide community as well as providing them with the resilience to meet, and the strength to overcome, the challenges of modern life.'*

Hayward's Primary School SMSC Statement of Intent

Collective Worship is an opportunity to celebrate all aspects of school life, to support our curriculum and to provide an opportunity for stillness and reflection in what is a very busy, active day for our children. We also recognise and promote the links between the values identified in Collective Worship, British Values and our own 'Hayward's Heroes Values'.

The central aims of Collective Worship at Hayward's are to:

- Provide our children with regular opportunities for stillness and reflection
- Help children reflect on their own worldview.
- Enhance children's spiritual, moral, social and cultural development
- Celebrate the worth of school, local, national and global community.
- Celebrate the unique contribution, talents and gifts of each and every child.
- Help children develop and understanding both of the nature and language of worship
- Help children develop mutual respect and tolerance towards the beliefs and values of others and the skills to disagree respectfully.
- Provide time for children to reflect upon, and evaluate, the meaning of their own existence and relationships.

### The Legal Position

The 1988 Education Reform Act states that collective worship “**must be wholly or mainly of a broadly Christian character, i.e. reflect the broad traditions of Christian belief.**” At Hayward's we have developed a range of overarching themes and topics through which collective worship takes place. Our times of Collective Worship are Christian in nature but are universal in their application. They are designed to include children of all worldviews. Rather than daily sessions, each class will set aside a longer weekly slot.

We recognise that in our school we have children from a variety of religious and non religious worldviews.

Great care is taken in our collective worship to ensure that **all children** feel valued and special and that their integrity as human beings is consistently upheld.

Collective Worship at Hayward's is an **inclusive** activity which focuses on values rather than religious traditions.

Parents have, of course, the right of withdrawal from Collective Worship. Parents who have any concerns about the provision and practice of our Collective Worship are strongly encouraged to review the RE section on our school website or contact the Headteacher.

### **Context of Collective worship**

In order to promote children's learning, our acts of worship vary in size & style.

**Assemblies** – Some of our assemblies in school fulfil Collective Worship objectives. Sometimes these are led by members of school staff, but often these are led by members of faith communities such as 'Bible Storytellers' or local religious leaders.

**Class-based Sessions (known as 'Connect & Reflect')**– These sessions are led by the class teacher (or other appropriate member of staff) and focus on core values such as bravery, love, hope, selflessness and wonder through key themes as follows:

EYFS	y1	y2	y3	y4	y5	y6
Big Days	Wildly Wonderful World	Movers, shakers, builders & breakers!	Fruits of the Spirit	Be Bold! Be Strong!	Are You My Neighbour?	Growing

In these sessions, children are given the opportunity to talk about, reflect on and develop their understanding of a range of ideas through inclusive activities such as: discussion, art, drama, watching/listening to media and times of stillness. Children are encouraged to form their own response based on their own worldviews.

Children may be offered the opportunity to take part in acts of collective prayer but it is always made clear that this is optional and the choice to participate, individual.

Visitors play an important part in the life of our school and regularly contribute to acts of worship. All visitors to school are asked to read our Visitor's Code of Conduct (Appendix 1) to ensure they understand the purpose and vision for Collective Worship at Hayward's and are fully aware of their partnership with the school in ensuring children are safeguarded from harm, of any kind, at all times.

## APPENDIX 1

### Code of Conduct for Faith Representatives, Visits & Visitors

Representatives of a range of religious and non-religious worldviews can make a vital contribution to learning when visiting our school or acting as guides in their place of worship.

At Hayward's we believe that spiritual and moral development is significantly enhanced through encounters between children of all ages and people of faith as well as visits to places of worship in the community.

When working with children from Hayward's Primary School, we ask that representatives of religious communities be aware that:

- Schools are plural communities: they usually include staff and pupils from different faith groups (and within those groups, different denominations) and those of no faith or who are part of secular families. **We ask that visitors show sensitivity to this plurality. Each child's beliefs and experiences must be respected.**
- At Hayward's we do not tolerate disrespectful or extreme attitudes towards any religious or ethnic groups. **We actively teach the core British Values<sup>1</sup> of 'tolerance of all' and 'mutual respect for all'.**
- At Hayward's we are fully committed to the Government's 'Prevent Strategy'<sup>2</sup> and actively seek to safeguard children against extreme views or the risk of radicalisation. It is important for all people working with children to understand that extremism can take many forms including: promoting Jihad, anti-Semitism, anti-Islamic teaching as well as wide-ranging far-right ideologies.
- At Hayward's, we follow the Devon SACRE (Standing Advisory Council on RE agreed syllabus for Religious Education<sup>3</sup> teaching which is available online by visiting the Babcock LDP RE pages. The SACRE in Devon is made of representatives from The Church of England, other Christian denominations, a range of faith groups, teachers and the Local Authority.
- At Hayward's we acknowledge that religious belief is deeply personal and, in common with other community schools, **believe it would be wrong to (a) teach a belief as if it were fact (b) urge a particular religious belief or religion on pupils.** This applies to all adults working with children in school – **not just teachers.**

Therefore we ask visitors/visit leaders to –

- Comply with our Safeguarding policies and procedures. This includes **signing in** to school and **handing in personal mobile phones while on school property.**
- Make clear to pupils who they are, what they represent and to share their beliefs as their own **e.g. 'As a \_\_\_\_\_ I believe...'**

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<sup>1</sup> 'Promoting Fundamental British Values as part of SMSC in Schools' DFE 2015

<sup>2</sup> 'Prevent Duty Guidance' Home Office 2016

<sup>3</sup> Devon & Torbay Agreed Syllabus for RE' Devon SACRE 2024

- Communicate openly with pupils, avoiding any hidden agenda to convert them to any particular worldview.
- Accept the beliefs, experiences or insights of others and not impose their own views upon pupils in any way.
- Plan carefully and selectively and in an age-appropriate way.
- **Let us know in advance of any specific requirements in relation to appropriate dress or behaviour (when visiting a place of worship).**

As a school we will –

- Provide a clear insight as to your role in the children's wider education.
- Prepare the children for your visit and follow-up afterwards.
- Provide resources or equipment you may need.
- Ensure that you are fully supported by staff members.
- Provide you with feedback if requested.
- Keep to agreed time schedules.
- Make you welcome and be grateful for your generosity in sharing your time.

**At all times we ask visitors/visit leaders to consider the question:  
*If a member of another worldview visited my child's school and contributed in the same way I have done, would I, as a parent, be happy with the education given?***