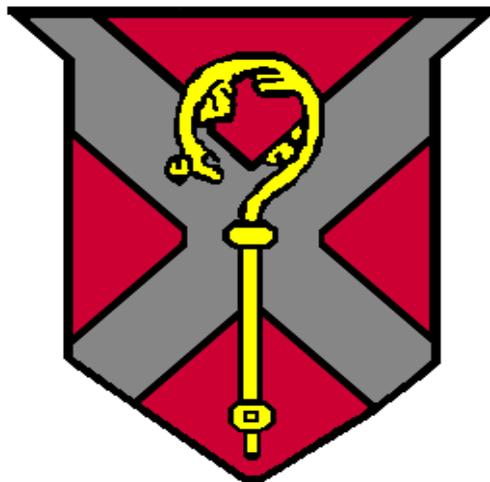




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& NOTTINGHAM  
MULTI ACADEMY TRUST

# Workshop Priory C of E Primary Academy



## Religious Education and Collective Worship Policy

Date of revision	Summary of changes
September 2025	<ul style="list-style-type: none"> <li>• Policy Reviewed</li> <li>• Updated collective vision and associated liturgy</li> </ul>

## Religious Education Policy

*'I have come in order that you might have life – life in all its fullness' John 10:10*

### Vision

Our vision is to ensure that all of our pupils are well prepared for the next stage of their lives, spiritually, academically and as fine citizens. We have high expectations for the children, their families and our staff. Learners will flourish in a school family that is underpinned by Christian values, enabling them to build confidence, resilience and a sense of belonging. Our vision is underpinned by a strong desire to help children know more, remember more and do more, exploring themselves and others in a way that inspires scholarship, faith, curiosity and citizenship so that they can live life in all its fullness.

***'I have come in order that you might have life – life in all its fullness' John 10:10***

Our Christian values are how we live in school, in our community and in the wider world: Love, Respect, Trust, Hope, Truth and Joy.

The school community will live our school motto: Dream, Build, Grow.

**Dream** - *Aspiring to learn with courage and faith, so we can live life in all its fullness*

**Build** - *Inviting the Holy Spirit to guide us on our journey through life*

**Grow** - *Sharing the power of our deepening faith through discipleship and service in our school, the community and the wider world*

### The Aims of R.E. at Worksop Priory Primary Academy

- To acquire and develop knowledge and understanding of Christianity and other principle religions. represented in the United Kingdom
- To develop a strong understanding of the 8 'key concepts' of the Bible through the study of Understanding Christianity
- To stimulate curiosity, interest and enjoyment in Religious Education
- To develop an understanding of the beliefs, values and traditions of individuals, communities, societies and cultures

- To enable pupils to think about and develop for themselves, beliefs and values by which they can live
- To equip our children to live in a society of diverse religions and to develop positive attitudes of respect towards other people who hold views and beliefs different from their own
- To enhance every child's spiritual, moral, social and cultural development by:
  - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
  - Responding to such questions with reference to the teachings and practices of religions
  - Encouraging them to relate religious teachings to their own actions, understanding and experiences
  - Reflecting on their own beliefs, values and experiences in the light of their work
- To affirm each child in their own faith tradition

### Introduction

Workshop Priory Primary Academy is distinctive in its teaching of Christian values and in allowing for the spiritual development of its pupils. At Priory we belong to a community and academy family which actively celebrates the Christian Faith. The context of R.E at Priory is that of an Aided Church Primary Academy. Christian values are at the core of this academy's mission and ministry, rooted in love, respect and acceptance of others.

### **Planning**

The academy uses a framework formulated around the Nottinghamshire Agreed Syllabus for R.E., including the Understanding Christianity scheme of work, and the additional materials which allows for progression and continuity of knowledge, skills and attitudes.

As with other curriculum areas in the academy, regular scrutiny of planning files, enrichment days and pupil folders allow the staff team to share ideas, discuss refinements needed to the framework and outline further resources needed to teach R.E. effectively.

There is also an opportunity for the SLT and curriculum manager to monitor and evaluate planning and celebrate the work of the teaching team in academy.

### Curriculum Delivery

In our Foundation Stage unit, in accordance with the EYFS guidance and in line with the agreed Syllabus for Nottinghamshire, the awareness of world religions other than Christianity (and their associated cultures) is made implicit within our topics of work. This enables us to present a realistic and balanced knowledge and understanding of the world the children live in. This includes opportunities for children to share experiences of religious and cultural aspects of the world that may be unfamiliar to them (eg Chinese New Year, Hannukah, Diwali)

In the rest of the academy, our time allocation for R.E., in accordance with the guidance, is 36 hours per year for children in K.S.1 and 45 hours for K.S.2 children. R.E. is taught both in blocked units, as weekly lessons, and also as 'Enrichment Days.' R.E. is closely linked to P.S.H.E.

Curriculum Enrichment is an important aspect of life at Worksop Priory Primary Academy and as a staff team we endeavour to do this in lots of different and exciting ways. A variety of teaching and learning methods are used to deliver the R.E. curriculum in order to cater for the different learning styles amongst our children – visual, auditory and kinaesthetic. This involves: role play and drama techniques; art; religious artefacts; visits and visitors; enrichment days; discussion and investigative stories.

Each half-term, we celebrate the Eucharist together involving clergy from Priory Church. We actively strive to work alongside other churches, (The Crossing, St. Pauls) ministers and laypeople. Wherever possible in the life of our academy, links with the Priory Church are forged. The whole academy visit for special services celebrating the major Christian festivals e.g. Holy Week, Harvest Festival, Ascension Day etc. Each class has daily prayers and has a place for the children to go and be quiet for reflection times/ prayer.

#### [I.C.T. and the teaching of R.E](#)

I.C.T. plays an integral part in the teaching and learning of R.E at Priory. It is a powerful tool which enables children to research information and record their findings in a multitude of ways, including recorded videos which can be shared with others. The internet provides a wealth of opportunities to expand our horizons and the staff seek to use it regularly. Lessons are delivered using links to websites on the interactive whiteboards, laptops and with a wide variety of software.

#### [Resources](#)

The academy has invested much in recent years in the purchasing of quality, age appropriate resources to further enhance the delivery of the R.E curriculum at Worksop Priory. This includes artefacts, big books, posters and DVDs. Teaching staff are encouraged to bring their children to browse or take away any resources related to their topics.

# Collective Worship Policy

## **Introduction**

When we gather together as an academy for any common purpose, this is an assembly. It becomes an act of worship when it includes an element which “gives worth to” or celebrates the “worthiness” of someone or something. In a Christian context that object of worship is God.

Every child is legally entitled to a daily act of collective worship (DfES circular 1/94). Worship is described as collective when it is experienced in a group. This is often achieved together as a whole academy in our hall, but may also take place in classrooms as classes or ‘Houses’. We also worship together in church several times a year. Family members are invited to attend acts of collective worship in Church and governors are also always welcome to attend.

As a Church Aided Academy, Worksop Priory Primary Academy’s collective worship accords with the Academy’s Trust Deed. It is predominantly and identifiably Christian and a crucial part of our daily academy life. It is also an expression of the Living Worship strand in the Southwell and Nottingham Diocesan vision ‘Joining together in the Transforming Mission of God’.

Parents have the right to withdraw their child from an act of collective worship on religious grounds.

This policy has been formally adopted by the governing body in consultation with the head teacher, staff, children and parents.

## **Our aims within Collective Worship**

- ✓ To affirm the Christian faith by enabling children to explore and to be actively involved in a variety of forms of worship
- ✓ To understand and celebrate that which has meaning, value and purpose for the pupils as individuals, for the Academy as a whole and for the wider community
- ✓ To promote knowledge of the Bible and Christian teaching through the 8 ‘concepts’ of Understanding Christianity
- ✓ To provide an opportunity for awe and wonder, reflection and mystery
- ✓ To develop a sense of community, family and togetherness within the Academy
- ✓ To celebrate achievements and special occasions for individuals, the Academy, the Church and the community
- ✓ To celebrate differences and diversity
- ✓ To develop awareness and sensitivity
- ✓ To enable pupils to appreciate the use of symbolism and religious language, particularly those which are a distinctive part of the Anglican tradition and liturgical calendar

## **Responsibilities**

Governors fulfil their statutory duty by ensuring that regular acts of worship take place. The Pupil and Curriculum Committee of the governing body has responsibility for monitoring the quality of collective worship and ensuring it is consistent with the trust deed, which it does on a termly basis. The Head teacher and Collective Worship co-ordinator have delegated responsibility for day-to-day acts of Collective Worship.

Leaders of acts of worship, including staff members, clergy from the Priory Church, and other invited speakers, have responsibility for planning and delivering acts of worship.

## **Organisation**

Collective Worship usually take place at 9:05am Monday to Thursday, in order to begin each day with Christian worship. On Friday, collective worship is focused on Good News and celebration at 2:50pm, to celebrate the achievements of the completed week.

The planning and delivery of collective worship is collaborative. At the beginning of each term the staff agree as a team an overall theme for the term's assemblies, which is further broken down into weekly themes. Once themes are established, children are encouraged to shape worship through their contributions as groups and individuals. This might include Negotiators, Breathing Ambassadors and School Captains. Children are often directly involved in leading singing, reading, praying or serving.

Our usual collective worship timetable is as follows;

Monday	Introduction to the theme of the week
Tuesday	Worship through song
Wednesday	Class collective worship further exploring the theme of the week
Thursday	Vicar led worship (using the theme of the week)
Friday	Good News and celebration worship

## **Entering and leaving the hall**

Children are fully involved in all our acts of worship and each class is focussed into preparing for worship in a quiet and respectful manner. On entering and leaving the hall, the children are encouraged to move quietly and listen to the music which is playing, ideally a musical track linked to the theme to help us prepare for worship.

The children sit with a "buddy" from another year group. They are encouraged to greet the collective worship leader by saying and signing, 'Good morning friends'. They are sometimes invited to turn to the people on their immediate left and right and offer the sign of the peace.

On leaving the assembly, children are expected to be calm and quiet, allowing them to concentrate on the theme/message from the assembly and consider how it is going to affect them.

## **Involvement**

We use a wide variety of resources to enhance the delivery of collective worship at Worksop Priory Primary Academy – eg ICT, artefacts from our multi-faith resource boxes, big books and visitors.

In consultation, children prefer opportunities to be directly involved in worship, through acting our parts of a story, reading/having a story read from their bibles, and having the opportunity to 'be excited' about the way assemblies are presented to maintain interest.

Children are acutely aware of when collective worships are well planned and meaningful. Their level of participation and interest is usually a sign of this. They expect collective worship leaders to have resources prepared, be on time, to have planned to include children in the act of worship and to know where the collective worship sits in the context of the weekly and termly themes.

Children find it easier to answer questions with the following approaches:

- ✓ They have chance to share their thoughts with their partners
- ✓ Closed questions are often best directed to the younger children (nearer the front) and open questions are best directed to the older children (nearer the back)
- ✓ They have time to think about their answers
- ✓ Questions are rephrased if necessary or younger children get their older buddy to help them to answer

## **Candle**

Once all the children are gathered in the worship space, a candle is lit by the adult leading the worship. The following words may be used, *'The light of Christ (leader) Thanks be to God (all)*

## **Prayer**

Children are invited to 'prepare themselves for prayer'. They are encouraged to do this in whatever way they feel comfortable. There are no standard expectations of putting hands together, closing eyes etc. However, prayer leaders may remind children of some of the ways they might sit, use their hands etc. Invitations to prayer and worship are prefaced with inclusive language, such as 'you could say Amen if you want to make this prayer your own.' Children are encouraged to engage with prayer and worship in their own way, rather than using prescriptive instructions such as 'hands together, eyes closed everybody.'

## **Song**

Each collective worship offers an opportunity to sing. The chosen songs relate, where possible, to the theme and are rehearsed a week in advance of their use in Collective Worship. Where applicable, actions/signing are encouraged.

## **Role of co-ordinator**

- ✓ Communication between RE and collective worship co-ordinators
- ✓ Identifying and recording themes and resources
- ✓ Support for colleagues on delivery of collective worship
- ✓ Identify training needs
- ✓ Monitoring acts of worship and evaluating impact
- ✓ Ensuring all staff recognise the need to develop themes and content beyond collective worship

### **Equal Opportunities**

In accordance with our Equality and Inclusion policy, collective worship should be made accessible to all staff, children and governors, and to other visitors when appropriate. The nature of collective worship should allow children of all faiths (or no faith) to feel comfortable and relate to their own beliefs.

All staff attend daily collective worship

### **Role of Incumbent**

The incumbent takes an active role in leading worship each Thursday, celebrating a half-termly mass in the academy, and hosting academy services in church twice a term. These tasks may be delegated to the assistant curate. The incumbent also liaises with other staff members, and has an ad hoc pastoral role among staff and pupils.

He provides a link between academy and representatives of other denominations in the local community.

### **Conclusion**

Collective Worship is at the heart of our academy and shapes our values and ethos. Through shared daily worship involving bible stories and gospel values, the distinctive Christian nature of the academy is maintained and promoted, permeating each aspect of academy life.