



# **Linton CE Infant School**

**Policy for:**

**Collective Worship**

**Agreed by: Full Governing Body**

**Date: October 2025**

**Review Date: October 2028**

# Linton CE Infant School. Let your light shine.

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## Linton CE Infant School: where happiness and achievement go hand in hand

The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents, St Mary's Church and our community to fully equip children for their future.

### Introduction

At Linton Church of England Infant School, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of love, patience, generosity joy, peace, self-control, gentleness, kindness and faithfulness, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

At Linton Church of England Infant School, we "let our light shine" within our collective worship time. In order to do this, we have a policy on collective worship to ensure our opportunities to let our lights shine are inclusive, invitational and inspirational. In our Collective Worship policy, we will live out our vision by creating a space in the day when we shine a light on each other and nurture the light we all have within us.

### Aims

In 2021, The Church of England Education published "A Guidance Document for Collective Worship in Church of England Schools – Inclusive Invitational Inspiring". It states the following:

*"...in Church of England schools, collective worship is seen as more than a daily "awe and wonder" moment. It is the unique heartbeat of the school and is offered as part of the wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individual and together. ...*

*This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, where they may be on their journey of faith and belief."*

The Church of England's Statement of Entitlement also says the following:

*"Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.*

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."*

We want our collective worship to be "Inclusive, Invitational and Inspiring". Collective Worship gives pupils, staff and the school community the opportunity to flourish, experience and be a present part of the following:

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- Celebrate our schools' vision to "Let your light shine" (Matthew 5:16).
- Explore our schools' values to develop character, identity and contribute to academic progress and emotional wellbeing.
- Help pupils and adults to appreciate the relevance of faith by encountering the teachings of Jesus and the Bible.
- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experience of prayer, stillness worship and reflection.
- Enhance pupils' spiritual, moral, social and cultural development.
- Help pupils appreciate that we are 'stewards' of God's world.
- Celebrate individual and collective achievements.
- Develop a sense of community within the school and engage in an act of community togetherness.
- Express praise and thanksgiving to God (Christian or otherwise).
- Be still and reflect.
- Inspire children to think, question and reflect on their faith.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Experience awe and wonder moments for the children.
- To instil Jesus' teaching of love (including kindness and compassion), respect for others and a curiosity to learn more about ourselves and others, courage to stand up for what we believe in and to aspire to be the best person we can be.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar (and other faiths)

### Implementation

Collective worship is planned and led by a variety of stakeholders – including staff, children, clergy and external visitors – in consultation with the collective worship leader. 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). Our school plans systematically and cohesively using appropriate resources and approaches in line with the schools' vision and values. This ensures that there is a shared understanding of the long- and short-term planning of worship and this enables continuity.

We are mindful of the variation in personal spiritual styles and provide a range of creative worship, including playing games, singing, prayer, storytelling, reflection, symbolism, demonstrations, drama and art.

Our worship consists of four elements:

- **Gather**
  - o We welcome the community to this act of worship.
  - o This may involve music and the lighting of a candle.
- **Engage**
  - o We engage with the big things and the little things in life
  - o We encounter Jesus and the stories of the Bible and listen to God's message and consider how it might apply to our lives.
  - o We may enjoy an activity to engage pupils with the Christian message.
- **Respond**
  - o We respond to what we have heard and seen through prayer, silence, stillness and reflection.

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o We will discuss, share, reflect, pray or sing and use the spiritual language of 'inwards, outwards and upwards' in our reflections.

- **Send**

o We share, for example, the message of the worship again and ask pupils to think about how they will affect their day, learning and/or behaviour.

o We close with liturgy, a final prayer, music and the blowing out of our special candle.

## **Impact of worship on our children**

Daily acts of collective worship, in whatever form they take, have a positive impact on us as a community. Some of these benefits are as follows:

- Children will make better life choices.
- Pupils develop their own faith, spirituality or sense of self.
- Children are mindful of themselves and others.
- Pupils show respect and tolerance for all faiths and beliefs, including those with no faith.
- Confidence to ask and challenge ideas.
- Being grateful and enjoying life in all its fullness.

## **Reviewing worship, including self-evaluation**

The governing body will keep up to date with the latest guidance from the Church of England and continually work with school staff, governors, clergy and the Diocese of Ely to ensure the highest quality worship is offered to children in the school. This may include attending Diocesan training, visiting the school to monitor/evaluate the effectiveness of worship and engaging with the school community.

Our school regularly evaluates our acts of collective worship and the impact it has on the school and its wider community against our school vision and values.

## **Parental withdrawal**

Worship is regarded as special time. It is an inclusive opportunity for those of all faiths and none. We respect the right of parents to withdraw their child/children from acts of collective worship. However, as collective worship is central to our ethos, we would appreciate the opportunity to discuss this decision with parents, and parents are invited to contact the school office to arrange a meeting.