



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2026-2027

Collective Worship Policy

September 2026

Document to be read in conjunction with ***other key school policies (listed within document)***

Wren's Nest Primary School

Collective Worship Policy 2026–2027

1. Purpose and ethos

At Wren's Nest Primary School, collective worship provides a regular opportunity for children and adults to pause, reflect and consider values, beliefs and experiences that help us to Achieve, Thrive and Belong. It contributes to child's spiritual, moral, social and cultural development and strengthens our inclusive school community.

Collective worship is planned with sensitivity to the ages, aptitudes, family backgrounds, faiths, beliefs and needs of child. It is inclusive and invitational: children are encouraged to engage and respond in ways that are meaningful to them, but no child is required to pray or affirm a belief that they do not hold.

2. Aims

Through collective worship, we aim to provide opportunities for child to:

- encounter and reflect on the broad traditions of Christian belief, alongside other religious and non-religious worldviews represented within the school and wider community;
- develop a sense of awe, wonder, gratitude and hope;
- consider spiritual, moral and ethical questions and reflect on their own beliefs and values;
- develop community spirit, a common ethos and shared values;
- understand and respect difference, dignity and the protected characteristics;
- reflect on democracy, the rule of law, individual liberty, mutual respect and tolerance, and prepare positively for life in modern Britain;
- celebrate achievement, service, courage, kindness and contribution; and
- respond through reflection, thought, prayer where appropriate, words, music, silence or action.

3. Statutory requirements

Wren's Nest Primary School is a maintained community school without a designated religious character. Under section 70 and Schedule 20 of the School Standards and Framework Act 1998, each registered child is provided with an opportunity to take part in an act of collective worship on every school day, unless withdrawn by a parent.

Collective worship is normally held on the school premises and may take place as a whole school, phase, key stage, class or other appropriate grouping. It does not have to take place at the start of the day or with the whole school together.

Over each school term, the majority of acts of collective worship will be wholly or mainly of a broadly Christian character. They will reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Other acts may draw on religions, non-religious worldviews, festivals, events and values relevant to our diverse school and local community.

The Headteacher is responsible for arranging daily collective worship in consultation with the Governing Body. The Governing Body provides oversight and assures itself that statutory requirements are met.

4. Collective worship and assembly

An assembly and an act of collective worship are not automatically the same. An assembly may include notices, teaching, celebration or discussion. Where collective worship takes place within an assembly, the worship element will be clearly identifiable and will provide a meaningful opportunity for reflection and response.

Birthday, merit, behaviour and celebration assemblies will only count as collective worship where a planned worship element is included. If this is not included, a separate act of collective worship will be provided that day.

5. Organisation and delivery

Collective worship may be led by:

- the Headteacher, senior leaders, teachers or other members of staff;
- children, classes, child groups or the Pupil Parliament;
- visitors from local faith, charitable or community organisations, where appropriately briefed and supervised; or
- carefully selected recorded or online resources when these are appropriate and accessible.

A typical act of collective worship will include four connected elements:

Gather	Engage	Respond	Send
Create a calm, welcoming and purposeful atmosphere.	Use a story, reading, image, music, question, object or experience.	Provide stillness, reflection, discussion, prayer where appropriate, or another response.	Connect the learning to children's choices, relationships and actions.

Collective worship will:

- be age-appropriate, purposeful and relevant;
- be accessible to children with SEND, including through adapted language, visuals, signing, sensory support or an alternative space where needed;

- include a balance of staff-led and child-led opportunities;
- use silence and reflection thoughtfully;
- avoid assumptions about the beliefs or home lives of children and families;
- promote equality, respectful dialogue and freedom of belief;
- remain politically impartial and present contested issues in a balanced and age-appropriate way; and
- be delivered in line with safeguarding procedures, including appropriate checks and briefing for visitors.

6. Planning

The Headteacher oversees a termly collective worship plan. The plan identifies the theme, leader, child grouping, broadly Christian or other foundation, intended reflection and opportunity for response. It takes account of the Christian calendar, festivals and beliefs represented in the community, national and international events, school priorities and child voice.

Staff may respond sensitively to significant events or emerging community needs. Any change will continue to meet the principles in this policy. Online or recorded delivery may be used when necessary, but it must allow children an appropriate opportunity to engage and respond.

7. Inclusion, equality and accessibility

Collective worship reflects our commitment that every child can succeed and every child belongs. Materials, language and participation will be chosen so that children of different faiths, beliefs, cultures and needs can be present with dignity. Participation will be invitational rather than coercive.

Reasonable adjustments will be made where required. Staff will consider sensory needs, communication needs, physical access, emotional regulation and the use of alternative spaces or smaller groups, while preserving each child's opportunity to take part.

8. Parental right of withdrawal

Parents have the legal right to withdraw their child from all or part of collective worship. A request should be made to the Headteacher, preferably in writing so that the extent of the request is clear. The Headteacher will offer to discuss the nature and arrangements of collective worship, but parents are not required to explain or justify their decision and the school will comply with the request.

Withdrawal from collective worship does not necessarily require withdrawal from the remainder of an assembly. The school will agree practical arrangements with the parent, ensure appropriate supervision and provide a purposeful, respectful alternative activity where appropriate. No child will be disadvantaged, singled out or stigmatised because of withdrawal. The arrangements will be reviewed if the parent's wishes or the school's provision changes.

9. Roles and responsibilities

Role	Key responsibilities
Governing Body	Oversee statutory compliance; approve and review the policy; consider monitoring information and appropriate next steps.
Headteacher	Arrange daily collective worship; oversee planning, quality, inclusion, visitors, staff guidance and withdrawal arrangements.
Collective worship leaders	Plan and deliver purposeful, inclusive and age-appropriate worship; provide reflection and response; adapt provision where needed.
All staff	Support a calm and respectful atmosphere; model participation appropriately; uphold children's freedom of belief and agreed withdrawal arrangements.
Children	Contribute ideas and leadership where appropriate; listen respectfully; reflect and respond in a way consistent with their own beliefs.

10. Monitoring and evaluation

The Headteacher or delegated leader will monitor collective worship through:

- scrutiny of termly and weekly plans;
- periodic observation of collective worship;
- child, staff and parent voice where appropriate;
- review of participation, accessibility and the impact on children's reflection and sense of belonging;
- checking that each child is provided with daily collective worship and that the majority of acts each term are broadly Christian in character;
- review of withdrawal arrangements and any reasonable adjustments; and
- an annual report or update to the Curriculum and Standards Committee.

Monitoring will focus on quality and impact rather than requiring children to disclose personal beliefs. The policy will be reviewed annually, or earlier if legislation, guidance or school circumstances change.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Curriculum and Standards Committee of the Governors will review the policy annually.

Date: September 2026

Review date: September 2027

11. Related policies and guidance

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Special Educational Needs and Disabilities (SEND) Policy
- PSHE and Relationships Education Policy
- Behaviour Policy and Written Statement of Behaviour Principles
- Equality Policy and Equality Objectives
- Anti-Bullying Policy
- Online Safety Policy
- Visitor procedures

Availability: This policy is published on the school website and is available in an accessible format from the school office on request: <https://www.wrens-nest.dudley.sch.uk/>

Appendix 1: Weekly collective worship framework

The precise programme may change to reflect the school calendar and emerging needs. Each day must include a clearly planned opportunity for reflection and response.

Day	EYFS and KS1	KS2	Collective worship assurance
Monday	Big Talk / whole-school theme	Big Talk / whole-school theme	Theme, reflection and response identified in the plan.
Tuesday	Thought for the Day	Thought for the Day	Age-appropriate stimulus, stillness and response.
Wednesday	Birthday or phase assembly	Merit or phase assembly	A separate or embedded worship element is clearly identified.
Thursday	Merit / Well Done assembly	Thought for the Day	A separate or embedded worship element is clearly identified.
Friday	Follow-up, celebration, community feature or class-led assembly	Follow-up, celebration, community feature or class-led assembly	Reflection links the week's learning, values and action. If absent, separate worship is provided.

Appendix 2: Planning and monitoring record

The detailed termly planner is maintained separately as a working document. Each planned act of collective worship should record the following:

WREN'S NEST PRIMARY SCHOOL | COLLECTIVE WORSHIP

Autumn Term 2026

Collective Worship Planning and Monitoring Record

Policy expectation	Every child is provided with collective worship on each school day when in attendance.	Record completion	Leaders complete or confirm the planning fields before delivery and add brief impact/follow-up afterwards.
Assembly distinction	Celebration or information assemblies count only where reflection and response are clearly planned.	Daily assurance	In class

Date	Theme and purpose	Leader	Foundation	Stimulus	Reflection and response	Inclusion and accessibility	Impact / follow-up
Friday 4 September	Welcome Back!	SP	Broadly Christian / welcome and belonging	Welcome image, music or short story	Pause to consider hopes for the year; shared commitment	Visuals; adapted language; sensory support; invitational response	
Monday 7 September	Pupil Parliament 'Re-Shuffle'	MW	Shared civic and ethical values	Pupil voice, democracy and role examples	Reflect on representation, responsibility and service	Explain roles visually; accessible voting/participation	
Friday 11 September	Celebration Assembly	GD	Broadly Christian / shared values	Pupil achievements and school values	Gratitude and reflection on effort, kindness and contribution	Celebrate varied strengths; avoid comparison; invitational response	
Monday 14 September	Money Monday Launch	Curriculum Team	Shared ethical values / stewardship	Money scenario, question or story	Reflect on choices, needs, wants, fairness and responsibility	Concrete examples; visuals; vocabulary support	
Friday 18 September	Foodbank Friday Assembly	HS	Broadly Christian / service and generosity	Local foodbank information, story or item	Reflect on compassion, dignity and practical action	Sensitive to family circumstances; no assumptions or stigma	
Monday 21 September	Autumn and Harvest	SP	Broadly Christian	Harvest story, natural objects, image or music	Gratitude for food and creation; consider sharing	Sensory choice; visuals; respect different beliefs	
Friday 25 September	Celebration Assembly; Foodbank follow-up; launch of Black History Month; Hello Yellow mental-health awareness	SB	Broadly Christian and shared ethical values	Pupil achievements, foodbank outcome, inclusive biography/image	Gratitude, dignity, equality, belonging and caring for wellbeing	Sensitive language; diverse representation; opt-in sharing	
Monday 28 September	Art Week Launch – History of Art	SA	Shared cultural and ethical values	Inclusive selection of artworks and artists	Notice beauty, creativity, identity and different perspectives	Visual description; accessible images; diverse artists	
Friday 2 October	Celebration Assembly	HE	Broadly Christian / shared values	Pupil achievements and school values	Gratitude and reflection on effort, kindness and contribution	Celebrate varied strengths; avoid comparison	
Monday 5 October	Black History Month	DC	Shared ethical values / equality and dignity	Age-appropriate story, biography, image or pupil voice	Reflect on justice, contribution, respect and belonging	Accurate representation; avoid stereotypes; accessible vocabulary	
Friday 9 October	Life Lessons	Curriculum Team	Shared ethical values	Real-life scenario, story or question	Consider choices, consequences, resilience and relationships	Concrete examples; safe participation; no personal disclosure required	

WREN'S NEST PRIMARY SCHOOL | COLLECTIVE WORSHIP

Date	Theme and purpose	Leader	Foundation	Stimulus	Reflection and response	Inclusion and accessibility	Impact / follow-up
Monday 12 October	Black History Month follow-up – including Suleve	EV	Shared ethical values / equality and dignity	Extract or images from Suleve; guided questions	Reflect on identity, colourism, self-worth and belonging	Sensitive facilitation; inclusive images; no pupil singled out	
Friday 16 October	Celebration Assembly – including the importance of good attendance	HS	Shared values / responsibility and belonging	Pupil achievements and attendance messages	Reflect on belonging and making the most of learning	Use inclusive attendance language; recognise barriers; avoid shame	
Monday 19 October	Bonfire Night and Firework Safety	SP	Shared ethical values / safety and responsibility	Safety images, scenario or short video	Reflect on responsible choices and caring for others	Visual safety cues; sensory sensitivity; clear language	
Friday 23 October	Celebration Assembly	SB	Broadly Christian / shared values	Pupil achievements and school values	Gratitude and reflection on the half term	Celebrate varied strengths; calm, accessible participation	
Monday 2 November	Poppy Day and Remembrance	SP	Christian and shared traditions of remembrance	Poppy, story, music, poem or historical image	Silence and reflection on service, peace and hope	Prepare pupils for silence; alternative sensory support	
Friday 6 November	Celebration Assembly – Poppy Day book	To confirm	Christian and shared traditions of remembrance	Pupil work or selected remembrance text	Reflect on peace, gratitude and learning from history	Age-appropriate content; sensory and emotional support	
Monday 9 November	Behaviour Awards and Anti-Bullying Week	HS	Shared ethical values / dignity and respect	Behaviour examples, pupil voice or scenario	Reflect on kindness, courage, repair and speaking up	Avoid public comparison; safe routes for disclosure; clear visuals	
Friday 13 November	Celebration Assembly – including Children in Need and Anti-Bullying Week	SB	Shared ethical values / compassion and respect	Pupil achievements, charity information and anti-bullying message	Reflect on compassion, dignity, belonging and safe action	Sensitive to poverty; no pressure to donate; safeguarding reminders	
Monday 16 November	Influential People in STEM	MW	Shared cultural and ethical values	Diverse biographies, objects, images or inventions	Reflect on curiosity, perseverance and contribution	Diverse representation; vocabulary and visual support	
Friday 20 November	Celebration Assembly	EV	Broadly Christian / shared values	Pupil achievements and school values	Gratitude and reflection on effort, kindness and contribution	Celebrate varied strengths; avoid comparison	
Monday 23 November	INSET Day – no pupils in school	—	Not applicable	Not applicable	No statutory act required because pupils are not in attendance	Not applicable	
Friday 27 November	Advent Celebration Assembly – including seasonal launch	SB	Broadly Christian	Advent story, symbols, music or image	Reflect on hope, waiting, generosity and preparation	Explain Christian meaning; respect different beliefs; sensory choice	
Monday 30 November	INSET Day – no pupils in school	—	Not applicable	Not applicable	No statutory act required because pupils are not in attendance	Not applicable	
Friday 4 December	Celebration Assembly	GD	Broadly Christian / shared values	Pupil achievements and school values	Gratitude and reflection on effort, kindness and contribution	Celebrate varied strengths; avoid comparison	
Monday 7 December	The meaning of Christmas – the Nativity story	SP	Broadly Christian	Nativity story, artwork, music or objects	Reflect on hope, peace, love, welcome and generosity	Accessible retelling; respect different beliefs; invitational response	

Date	Theme and purpose	Leader	Foundation	Stimulus	Reflection and response	Inclusion and accessibility	Impact / follow-up
Friday 11 December	No assembly – Christmas Market; class collective worship required	Class teachers	Broadly Christian / shared values	Short class-based Christmas or gratitude stimulus	Class reflection and response must be clearly identified	Adapted within class; sensory needs; invitational response	
Monday 14 December	Attendance Assemblies	HS	Shared values / responsibility and belonging	Inclusive attendance message, progress and support routes	Reflect on belonging, learning and asking for help	Recognise barriers; avoid blame, shame or public comparison	

Termly monitoring summary

Complete this section at the end of the term, drawing on the record above, observations and child's voice.

Monitoring question	Evidence, evaluation and next step
Was each pupil provided with collective worship on every school day when in attendance?	
Did the majority of acts across the term remain wholly or mainly broadly Christian in character?	
Were reflection and an appropriate response clearly identifiable?	
How did pupils contribute, engage and describe the impact?	
How effectively were SEND, sensory, communication and emotional needs supported?	

Monitoring question	Evidence, evaluation and next step
Were different faiths, beliefs and non-religious worldviews treated respectfully and inclusively?	
Were visitors and resources appropriately checked, briefed and supervised?	
Were any parental withdrawal arrangements implemented respectfully and without disadvantage?	
Strengths to retain next term:	
Priorities and actions for next term:	
Reviewed by	Date
Reported to	Meeting date

