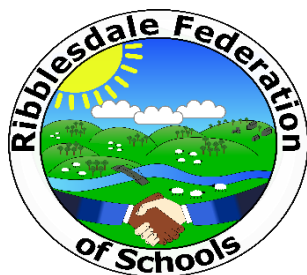


# The Ribblesdale Federation of Schools



## Giggleswick and Hellifield Collective Worship Policy

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
February 2026	No Policy in place	16 <sup>th</sup> March 2026	3 Year Review Spring Cycle B 28/29
Signed and dated: 16 <sup>th</sup> March 2026			
Executive Headteacher	<i>C. Maddock</i>	Chair of Governors	<i>Andrew Beatty</i>

## **Collective Worship Policy for Giggleswick and Hellifield**

### **Rationale**

The Collective Worship Policy of the Ribblesdale Federation of Schools reflects and supports our federation's distinctiveness and vision. Rooted in our vision, '**Do everything in love**' (1 Corinthians 16:14), our worship celebrates the central role every child plays in their community, fostering a sense of belonging and spiritual growth. Within our communities, we understand that each child travels through our schools only once yet always remains a part of our federation family. Their journey is rooted in love, kindness, friendship, and respect.

Our worship reflects the traditions of the Church of England and follows the Christian liturgical year as well as other opportunities to enhance personal development. It contributes significantly to the spiritual, moral, social, and cultural development of all members of our school communities while offering opportunities for pupils and adults to encounter faith through engaging with God as individuals and together.

### **Definition of Collective Worship**

Collective worship within the Ribblesdale Federation is defined as an inclusive, invitational, and inspirational opportunity for reflection and reverence. It is accessible to individuals of all religious and non-religious backgrounds. It allows all members of the school community to:

- Encounter broadly Christian teachings and practices
- Marking the celebration of a broad range of religious and cultural festivals that reflect the diversity of faith
- Stories supporting themes from a range of sources and cultures
- Reflect on moral and spiritual values such as compassion, forgiveness, and gratitude.
- Engage in experiences of prayer, stillness, music, and storytelling.
- Input from visitors

### **Aims and Objectives**

The collective worship within the Ribblesdale Federation aims to:

1. Strengthen the school's vision and values by providing opportunities to reflect on and develop our values of love, kindness, friendship, and respect
2. Offer pupils and adults the opportunity to grow spiritually through experiences of prayer, stillness, and worship.
3. Inspire understanding of Anglican traditions and other Christian practices both in the UK and globally.
4. Create a space for all individuals to explore faith and celebrate diversity in a safe, inclusive environment.
5. Encourage pupils to participate in the planning, delivery, and evaluation of worship, fostering leadership and creativity.
6. Help children develop respect and compassion for themselves, others, and the wider world they live in, celebrating the joy and resilience friendship brings.
7. Encourage intellectual curiosity rooted in kindness and established through critical thinking, reflection, and sharing of knowledge.

## Legal Requirements

The Ribblesdale Federation meets the statutory requirement to provide a daily act of collective worship for all pupils, as outlined in the Education Act 1944 and subsequent legislation. Worship reflects the foundation of our schools and is consistent with our trust deeds. Parents have the legal right to withdraw their children from collective worship. Parents wishing to do so should contact the Headteacher to discuss alternative arrangements.

## Planning, Delivery, and Rhythm of Worship

Collective worship is carefully planned to ensure inclusivity and engagement for all. Each act of worship follows a four-stage rhythm:

<b>Gathering</b>	<p>We aim to ensure children 'cross a threshold' into worship. We gather in worship to the sound of music. The music plays before the children arrive as a 'call' to worship. All children to come into Worship respectfully and reverently.</p> <p>In whole school worship, an image is to be display as a focal point for that days Worship. This will be a discussion point.</p> <p>Whoever leads worship begins with the greeting: '<b>Good morning everyone</b>' signing in Makaton and then '<b>Welcome to our worship</b>'</p>
<b>Engaging</b>	<p>We aim to stimulate the interest of children through a range of storytelling, drama, activities, poetry, videos, slides etc around a single simple focus.</p>
<b>Actively responding</b>	<p>In every worship session, children and adults will have an opportunity to respond to the focus of the worship. This may simply be through prayer and reflection but we try to provide for the range of pupils we have. In class worship time we encourage children to respond to the theme personally and deeply. In most Worships a song/hymn will be sung.</p>
<b>Sending</b>	<p>Link the key message of the Worship to the ending phase: "<b>As we leave Worship today remember to ...</b>" (State the main theme from the Worship)</p> <p>Music is played and children leave respectfully and reverently.</p>

## Weekly Rhythm of Worship at Giggleswick:

- **Monday:** Whole school worship led by a member of the teaching staff on a given theme.
- **Tuesday:** Whole school worship led by a member of the teaching staff based on that half term's value.
- **Wednesday:** Class-based worship led by teachers, encouraging pupil participation
- **Thursday:** Musical worship focusing on songs of praise.
- **Friday:** Celebration assembly, offering thanks and recognising achievements.

## **Weekly Rhythm of Worship at Hellifield:**

- **Monday:** Whole school worship led by a member of the teaching staff .
- **Tuesday:** Whole school worship led by a member of the teaching staff based on that half term's value.
- **Wednesday:** Class-based worship led by teachers, encouraging pupil participation
- **Thursday:** Musical worship focusing on songs of praise or
- **Friday:** Celebration assembly, offering thanks and recognising achievements. Worship led by a visitor, often local clergy or members of the community.

Acts of worship align with the Christian calendar and the school's vision and values.

## **Roles and Responsibilities**

- **Headteacher:** Overall responsibility for the implementation and evaluation of collective worship.
- **Collective Worship Leader:** Coordinates the worship programme, supports staff, and liaises with visitors.
- **Staff:** Participate in planning and delivering acts of worship, ensuring relevance and inclusivity.
- **Governors:** Monitor and evaluate worship as part of their oversight responsibilities.
- **Pupils:** Involved in planning, leading, and evaluating worship through a dedicated worship group.

## **Inclusion and Equal Opportunities**

The Ribblesdale Federation's collective worship is inclusive and respects the diverse backgrounds of pupils and staff. Worship is planned to be accessible to all, taking into account developmental ages, cultural contexts, and individual needs. The policy aligns with the federation's inclusion and equal opportunities policy.

## **Monitoring and Evaluation**

The effectiveness and impact of collective worship are monitored termly by the Headteacher, the Collective Worship Leader, and governors. Feedback is gathered from pupils, staff, and parents through:

- Pupil conferences and questionnaires.
- Observations and evaluations by staff and governors.
- Suggestions submitted via opportunities for feedback. findings are shared with the governing body and inform the development of future worship activities.

## **Visitors and Community Involvement**

Visitors are welcomed and valued contributors to collective worship. All visitors are briefed on the aims and guidelines of worship to ensure alignment with the school's ethos. Proselytising is not permitted, and all contributions are reviewed by the Headteacher.

## **Right of Withdrawal**

Parents retain the right to withdraw their children from collective worship. Alternative provision will be arranged in consultation with the parents to ensure the child's wellbeing during this time.

## **Policy Review**

This policy will be reviewed in line with the policy review schedule approved by the governing board to ensure its effectiveness and relevance.

Appendix 1

Rhythm for in class Worship

<b>Gathering</b>	<p>Create a calm, reflective atmosphere.</p> <p>Play calming or reflective music and create a moment of stillness for the children. Have the children sit comfortably either on the carpet or at their desks. Ensure the picture news image is visible on the IWB.</p> <p>Class teacher or chosen member of the class begins with the greeting: <b>'Good morning everyone'</b> signing in Makaton and then <b>'Welcome to our worship'</b></p>
<b>Engaging</b>	<p>Present the picture news story and go through the slides that are relevant to the class.</p> <p>Ask open ended questions:</p> <p>“ What do you notice?”</p> <p>“How does it make you feel?”</p> <p>“What do you think is happening here?”</p> <p>Allow children to reflect and share their responses</p>
<b>Actively responding</b>	<p>Identify the key value or lesson in the image or news story. For example, if the image shows an act of kindness, the theme could be “Kindness and Caring for Others”.</p> <p>Discuss the broader context of the theme. You might include:</p> <p>“How can we show kindness in our everyday lives?”</p> <p>“What would the world look like if everyone practiced this value?”</p> <p>Ask children to make links to the British Values. Discuss how and why this news story link to the particular British value.</p> <p>Encourage students to reflect on how the theme connects to their own lives, helping them make personal connections.</p> <p>Reflection</p> <p>Ask students to spend a moment reflecting quietly on the theme or story.</p> <p>Provide a few reflective prompts:</p> <ul style="list-style-type: none"> <li>• “What’s one way you could live out this value today?”</li> <li>• “Can you think of a time when you have been kind/helpful?”</li> </ul> <p>You could provide a moment of silence to allow students to think.</p>
<b>Sending</b>	<p>Link the key message of the Worship to the ending phase: <b>“As we finish Worship today remember to ...”</b> (State the main theme from the Worship)</p>