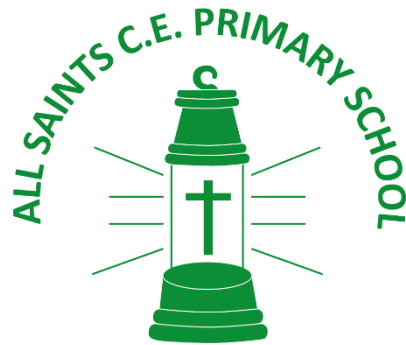




Religious Education and Collective Worship Policy

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1. Purpose and scope

This policy sets out the school's approach to Religious Education (RE) and Collective Worship. Although both are central to the distinctive Christian character of All Saints Church of England Primary School, they are different in purpose: RE is an academic, curriculum subject and is non-confessional; Collective Worship is an act of Christian worship that is inclusive, invitational and inspiring.

The policy applies to all pupils and staff and should be read alongside the school's Statement of Vision, Values and Ethos, curriculum documentation, equality and inclusion policies, safeguarding procedures and arrangements for spiritual development.

2. Our Christian vision and theological foundation

Our school vision is: "Let your light shine throughout your Journeys of Discovery." It is rooted in Jesus' words in Matthew 5:15-16 and expresses our commitment to recognise, nurture and celebrate the unique gifts of every child.

We seek to create a thriving learning community that is safe, happy, respectful and aspirational. Rooted in Christian values, we serve our community and welcome those of all faiths and none. Our six values are Kindness, Generosity, Self-Control, Forgiveness, Courage and Wisdom. Together they shape how we learn, worship, build relationships and contribute to the wider world.

Our vision is also informed by the Church of England's commitment to "life in all its fullness" (John 10:10). We therefore understand education holistically: intellectual and physical development are joined with spiritual, moral, social and cultural growth so that children can flourish, care for the world and consider how they can make it better.

3. Religious Education

3.1 The place of RE at All Saints

RE is a high-profile academic subject and an essential part of the curriculum at All Saints. It enables pupils to develop a rich and well-informed understanding of Christianity and to engage meaningfully with a range of religious and non-religious worldviews. It is taught objectively, critically and pluralistically, while reflecting the Anglican foundation and Christian vision of the school. RE takes place across school on a Thursday afternoon, which enable effective monitoring, shared lessons where needed and a shared sense of purpose. The day ends with a bible story in every classroom.

The school follows the statutory arrangements applicable to its designation and the current Leicestershire Agreed Syllabus, adapted to the Church school context and the Church of England Religious Education Statement of Entitlement (January 2026). The school will review curriculum documentation when local or national requirements change. We are currently delivering the agreed syllabus and are aware of the updated content for this year. We are working in partnership with the Diocese to ensure our lead has training around the new syllabus.

3.2 Aims of RE

Through RE, pupils will be enabled to:

- engage meaningfully and critically with the multi-religious and multi-secular world in which they live;
- know about and understand Christianity as a diverse, global and living faith, including engagement with biblical texts and other sources of authority;
- gain knowledge and understanding of a range of religious and non-religious worldviews, including diversity within and between traditions;
- explore questions of meaning, purpose, identity, belonging, morality, truth and human experience;
- develop religious literacy and disciplinary knowledge through theology, philosophy and the human and social sciences;
- explore and articulate their own developing personal worldview while listening respectfully to the views of others;
- develop skills of enquiry, interpretation, analysis, evaluation, dialogue and reflection; and
- understand the influence of religion and worldviews on individuals, communities, culture and society, locally and globally.

3.3 Curriculum entitlement, content and time

All pupils from Reception to Year 6 receive a clearly identifiable and well-sequenced programme of RE. Christianity is the principal religious worldview studied and accounts for at least 50% of RE curriculum time. Pupils also study a range of religious and non-religious worldviews appropriate to the locally agreed syllabus, the school community and wider society.

Dedicated curriculum time is protected for RE. In line with the 2026 Statement of Entitlement, the school aims for provision close to 10% of curriculum time and ensures that it is no less than 5% in Key Stages 1 and 2. Collective Worship does not count as RE curriculum time.

The curriculum is designed to build knowledge progressively. High-quality resources and encounters with lived religion are used so that pupils understand both shared traditions and diversity within worldviews. Visits to places of worship, visitors from faith and belief communities, artefacts, sacred texts and practical experiences enrich classroom learning where appropriate. Each year the Yr 5 children will be going to the Open Centre in Derby for a faith trail to five places of worship. This replaces an RE Roadshow which they have done in previous years.

3.4 Teaching and learning

Teaching in RE will be accurate, ambitious, inclusive and age appropriate. Pupils will encounter a range of sources, including biblical and other sacred or significant texts, and will learn to consider questions through different disciplinary lenses. Teachers will explicitly teach vocabulary and challenge stereotypes, over-generalisations and misconceptions.

RE contributes to the school's Head, Hand and Heart approach. Pupils develop secure knowledge (Head), the skills to enquire, discuss, interpret, analyse and communicate (Hand), and opportunities to consider values, beliefs and how people live (Heart). RE does not seek to make pupils religious or to promote one pupil worldview over another.

3.5 Spiritual development and respectful dialogue

RE provides a safe and supportive space in which pupils can encounter big questions, explore spirituality and reflect on their own ways of living, believing, thinking and belonging. Pupils are taught to disagree respectfully, to recognise diversity within religions and worldviews, and to engage with people whose beliefs differ from their own.

3.6 Inclusion and SEND

All pupils are entitled to achieve highly in RE irrespective of educational need, disability or disadvantage. Teachers adapt teaching, resources, vocabulary, recording methods and opportunities for participation so that pupils with additional needs can access the same ambitious curriculum and demonstrate what they know and understand in appropriate ways.

3.7 Assessment, reporting and monitoring

Assessment in RE is based on the knowledge and disciplinary understanding pupils are expected to learn. Teachers use ongoing and summative assessment to identify what pupils know, understand and can do, address misconceptions and inform future teaching. Achievement and progress in RE are reported to parents as part of the school's reporting arrangements.

The RE subject leader monitors curriculum coverage, pupils' work, assessment, pupil voice and teaching. Findings inform subject development, staff training and resourcing. Governors receive sufficient information to evaluate the quality, status and impact of RE, including how the school meets the Church of England Statement of Entitlement.

3.8 Staff development and leadership

A named RE leader provides subject leadership and works with senior leaders, governors, the Diocese of Leicester and relevant professional networks. Staff are supported through appropriate professional development so that they have secure subject knowledge, confidence in handling sensitive questions and the disciplinary understanding required to teach RE well.

3.9 Right of withdrawal from RE

Parents and carers have a legal right to withdraw their child from all or part of RE, subject to the statutory arrangements that apply to the school. The school encourages any parent considering withdrawal to meet with the Headteacher or RE leader so that the nature and purpose of the curriculum can be explained and any concerns discussed. A request for withdrawal should be made in writing. The school will make appropriate arrangements for a withdrawn pupil but is not required to provide alternative RE.

4. Collective Worship

4.1 Vision and purpose

Collective Worship is central to daily life at All Saints and provides a springboard for “letting your light shine”. As a Church of England school, worship is distinctively Christian and reflects Anglican tradition while being welcoming to pupils and adults of all faiths and none. It is planned to be inclusive, invitational and inspiring: no pupil or adult is compelled to pray, sing or make a statement of faith.

Collective Worship provides opportunities to encounter Christian faith, explore the person and teachings of Jesus, engage with the Bible, pray and reflect, develop spirituality, consider the school's Christian vision and values, respond to local and global issues, and be challenged to translate reflection into compassionate action.

4.2 Daily pattern of worship

The school provides daily opportunities for worship and reflection. The current pattern includes the Morning School Prayer, a lunchtime prayer and a whole-school act of Collective Worship. Pupils are also encouraged to use the playground reflection area for independent reflection and prayer.

Whole-school Collective Worship normally takes place each school day from 1.05pm to 1.25pm. Leadership is shared appropriately between school leaders, teachers, pupils and visitors, including members of local Christian churches. The weekly pattern currently includes:

- Monday - Values Worship: school Christian values, British values and significant current or historical stories; the final Monday of a half term may include the “Heart that Shines” awards, celebrating pupils who have lived out the school values.
- Tuesday - Spirituality: “Big Questions”, pupil and staff responses, wonder, reflection and connection with the world around us.
- Wednesday - Share a Story: age-appropriate stories in Key Stages 1 and 2 that illuminate the school's Christian values.
- Thursday - Christian Value Worship: biblical teaching, Christian values and contributions from visitors, including Open the Book, Youth for Christ and the local church community.
- Friday - Shining Light Collective Worship: celebration of the ways pupils' lights have shone through learning, character, achievement and contribution.

The pattern may be adapted across the year to reflect the Church calendar, school priorities, significant events and the needs of the community, while retaining daily entitlement and a coherent pattern of Christian worship.

4.3 Structure and character of worship

Worship has a recognisable and thoughtful structure which supports gathering, engagement, reflection and sending. The school uses a collective welcome - "May your light shine and peace be with you" - with an invitational response, and concludes with a sending that encourages pupils to live out the school vision. The worship table, candles and other symbols are used purposefully; candles may be used to support reflection and understanding of the Trinity.

Prayer is offered in ways that respect individual conscience. Pupils and adults are invited to join the school prayer, the Lord's Prayer and other prayers, but participation is a choice. Opportunities for silence, personal reflection and thanksgiving are also provided.

4.4 Pupil voice and leadership

Pupils are active participants in shaping worship. The Shine Squad/Collective Worship Team helps to prepare the worship space, lead prayers, contribute ideas, gather feedback and support evaluation. Pupil leadership is developed progressively so that children understand not only how worship is organised but why particular Christian symbols, words, stories and practices are used.

4.5 Partnership with Christ Church and the wider community

All Saints values its close relationship with Christ Church, Coalville. Clergy and members of the church community contribute to Collective Worship and enrich the school's Christian character and RE provision. The partnership supports pupils' encounters with the wider Christian community and includes opportunities linked to key Christian festivals and events such as Harvest, Advent, Christmas, Easter and Pentecost. The school may also welcome appropriate contributions from other Christian churches and faith or belief communities, in accordance with safeguarding and visitor procedures.

4.6 Monitoring and evaluation of Collective Worship

Collective Worship is monitored and evaluated by school leaders, the worship leader, pupils and governors. Evaluation considers whether worship is theologically rooted, inclusive, invitational and inspiring; whether it enables meaningful spiritual reflection; how well pupils understand the school vision and Christian values; the quality of pupil participation and leadership; and how worship contributes to flourishing and action. Feedback is used to improve future provision.

4.7 Right of withdrawal from Collective Worship

Parents and carers have the legal right to withdraw their child from Collective Worship. Any parent considering withdrawal is encouraged to discuss this with the Headteacher so that the school's approach can be explained and concerns explored. Requests should be made in writing. Pupils who are withdrawn will be supervised appropriately and treated with respect; the school is not required to provide alternative worship.

5. Roles and responsibilities

- The Governing Body ensures that the school fulfils its statutory and Church school responsibilities for RE and Collective Worship and monitors their quality and impact.
- The Headteacher ensures that RE and Collective Worship have appropriate status, time, staffing, resourcing and leadership and that this policy is implemented.
- The RE leader leads curriculum development, monitoring, assessment and staff development in RE.
- The Collective Worship leader coordinates a coherent programme of worship, supports pupil and adult leaders and oversees evaluation.
- Teachers and other worship leaders deliver RE and worship in accordance with this policy, modelling respectful dialogue and safeguarding the dignity and freedom of belief of every pupil.
- Pupils are encouraged to contribute ideas, questions, reflection, leadership and feedback appropriate to their age and confidence.



6. Equality, safeguarding and visitors

RE and Collective Worship reflect the school's commitment to equality, dignity and inclusion. Content and language should avoid stereotyping and should represent diversity within Christianity and other religious and non-religious worldviews. Sensitive issues are handled in an age-appropriate manner and in line with safeguarding requirements. Visitors are briefed about the school's Christian vision, curriculum or worship purpose, safeguarding expectations and the need for respectful, non-coercive engagement.

Appendix A - Church of England Religious Education Statement of Entitlement (January 2026)

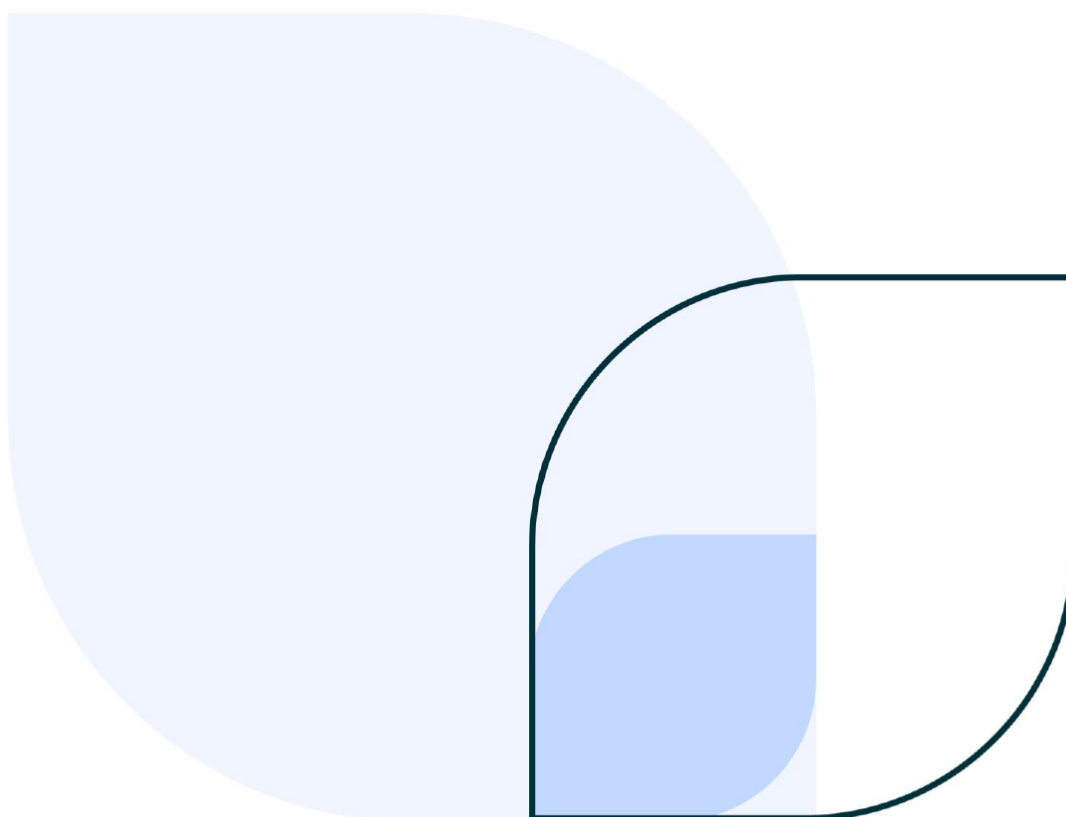
Religious Education

Statement of Entitlement

for Church of England Schools

January 2026

(for implementation by September 2026)





Religious Education: enabling every child to flourish

1. Our vision for education

The essential place of religious education (RE) in a Church school flows from our deep commitment to the flourishing of every child articulated in our *Vision for Education*.¹ This document sets out the aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual.

2. Status of this document

This *Church of England Statement of Entitlement for Religious Education* sets out the minimum expectations that pupils in a Church school should expect to receive in their RE learning. It is intended as a foundation on which to build secure RE practice.

The *Church of England Statement of Entitlement for Religious Education* is a key document for all Church schools. Accountability is ensured through the SIAMS inspection process, which takes this document as its point of reference for expectations in RE (IQ6 and IQ7).²

3. Aims and objectives of RE in Church Schools

In a Church school, RE should enable pupils to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

¹ [Deeply Christian, Serving the Common Good \(2016\) | The Church of England](#)

² <https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections>



4. The National and Local Context for RE in a Church School

4.1 Curriculum approach

Across the country, different curriculum models and locally agreed syllabuses take varied approaches to RE. Depending on a school's designation, this will influence to a greater or lesser extent the curriculum freedoms a Church school may experience. This statement of entitlement recognises the mixed ecology within which Church schools operate. It also acknowledges the ongoing review of the place of RE within the school curriculum, in light of recommendations of the government's Curriculum and Assessment Review (2025).³ The National Society for Education (NSE) recognises and welcomes innovative approaches to RE teaching which secure excellent outcomes for pupils. It also acknowledges the variety in resourcing available to Church schools due to their geography.

All Church schools should ensure that curriculum resources are carefully adapted to their local context in a way that ensures this statement of entitlement is fully met. This includes both voluntary aided (or formerly voluntary aided) schools and voluntary controlled (or formerly voluntary controlled) schools. Those responsible for RE in every Church school will need to check adherence to the statutory expectations for RE and seek out support as needed.

4.2 The National Content Standard

The NSE has endorsed the non-statutory National Content Standard for RE (NCS).⁴ Church school, trust and diocesan leaders should be aware of the NCS and ensure that they strive to achieve the standard for breadth, depth and ambition of RE curriculum content in their schools. This is particularly important when new curriculum models and content are being developed.

This statement of entitlement intentionally aligns with the NCS so that in adhering to this document, Church schools can be confident they are meeting the minimum expectations of the NCS. Should the NCS be reviewed, this statement of entitlement will be similarly reviewed to reflect any relevant changes (but no earlier than July 2028, see section 5 below).

5. Accountability and inspection

The effectiveness of the RE curriculum in all Church schools is evaluated during the SIAMS inspection process (IQ6).⁵ Ofsted may also inspect the RE curriculum in Church schools, however they are not permitted to inspect the teaching and learning of RE in voluntary aided (or formerly voluntary aided) schools. This is specific to SIAMS under IQ7.

Church schools will be inspected by SIAMS with reference to this statement of entitlement from September 2026.

These expectations will remain in place until at least July 2028; the NSE will review the statement of entitlement and make updates after that date if required by any changes to the status of RE implemented by government.

³ [Curriculum and Assessment Review Final Report - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91231/curriculum-and-assessment-review-final-report.pdf)

⁴ [National Content Standard for RE in England – 1st Edition – 2023 – REC](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91231/national-content-standard-for-re-in-england-1st-edition-2023-REC.pdf)

⁵ <https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections>



6. Expectations for Church school stakeholders

We have framed this statement of entitlement as a set of broad expectations, organised by stakeholder group. While there are naturally areas of overlap in what different stakeholders can expect, these expectations are not intended as a checklist, but as a framework through which stakeholders can understand both their responsibilities for, and what they can expect from, RE in Church schools. Each section should be read with the understanding that the responsibilities and aspirations it outlines may also be relevant to other stakeholder groups.

6.1 All pupils can expect

- RE to be a high-profile subject and a priority for those who lead their school.
- To be enabled to achieve highly in RE, irrespective of educational need or disadvantage.
- A sequenced curriculum where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.
- A balanced curriculum, using high-quality resources, where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.
- Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.
- RE to be delivered in an objective, critical and pluralistic manner.
- RE classrooms which are safe, supportive spaces where pupils can openly explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking, and belonging.
- To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue with others.
- RE teaching which promotes religious and cultural understanding within communities and society.

6.2 Parents can expect

- RE to be an expression of the school's theologically rooted Christian vision and a priority for those who lead their child's school.
- RE to be a high-profile academic subject, distinct from collective worship and non-confessional in nature.
- RE provision to reflect the Anglican foundation on which the school is established (i.e. according to its trust deed or academy funding agreement).
- Christianity to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time.
- A range of religious and non-religious worldviews to be studied.
- An RE curriculum to be offered for all pupils in all statutory year groups (Reception to Year 13).

6.3 Teachers of RE can expect

Positive support in providing effective RE from:

- A named, trained member of staff who leads RE knowledgeably
- The school's senior leadership team
- Those responsible for governance
- Their multi-academy trust (where applicable)
- Their diocesan board of education and its officers
- The NSE
- Their local community, including church communities
- To receive training, ongoing feedback and upskilling in delivering RE.
- To be encouraged and enabled to belong to educational communities and networks which provide continuous professional development.



6.3.1 As a result, teaching and learning will

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
- Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
- Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of religious and non-religious worldviews. Pupils should explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
- Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
- Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
- Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
- Be based upon accurate and inclusive assessment of the different forms of knowledge, which enables pupils to make progress in their learning.

6.4 Senior leaders in schools and leaders of RE will ensure that

- RE's high priority within the curriculum and status as an academic subject are clearly articulated.
- The RE entitlement is entirely separate from collective worship.
- RE provision reflects the school's trust deed or academy funding agreement.
- The RE curriculum is well-balanced, well-sequenced and reflects the school's specific context.
- Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4.
- All teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school.
- An effective system is in place for those responsible for governance to monitor and evaluate standards in RE.
- Priority is given to building up staff expertise through professional development and resourcing, particularly where teachers with specialisms in other areas are delivering RE.
- They engage with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context.
- All pupils follow a course which leads to a recognised and appropriate qualification in RE or Religious Studies at KS4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.
- Every opportunity is given for students to exceed exam board requirements, recognising that an exam board specification is not a curriculum.
- Students who achieve suitable grades at GCSE RS have the option to follow appropriate A-level courses.
- A high-quality and clearly identifiable curriculum for RE is in place for all students at KS5 in addition to A-level provision. This should continue to develop students' understanding of Christianity and other religious and non-religious worldviews.

6.5 Multi academy trusts with Church schools will ensure that

- RE has a high priority as an academic subject.
- Appropriate systems are in place to monitor and evaluate standards in RE effectively in all Church schools within their trust.
- Senior leaders in Church schools are supported and enabled to prioritise RE in accordance with this statement of entitlement.



- The RE curriculum in place meets the expectations set out in the school's funding agreement.⁶
- Subject knowledge and subject leadership are developed, to enable high-quality teaching and learning in RE.
- They look towards the expertise provided by their diocese for support and guidance with RE.

6.6 Diocesan boards of education and their officers will

- Assist in the promotion of RE in Church schools of all designations in the diocese.
- Enable different designations of school to understand their responsibilities for RE and develop a curriculum appropriate to the type of school and context.
- Secure and/or signpost high-quality training for schools throughout the diocese.
- Provide support to multi-academy trusts and school senior leadership teams in curriculum development.
- Support the adaptation of resources to meet the statutory expectations of locally agreed syllabuses (where applicable) in a Church school context.
- Monitor and evaluate the quality of RE in Church schools including through taking note of SIAMS inspection reports, the annual report of the Director of SIAMS and Ofsted reports.
- Support schools to understand how the expectations of the SIAMS framework can drive continuous improvement in RE.

6.7 The National Society for Education will

- Promote and advocate for the place of RE as an academic subject in all schools.
- Celebrate the prominence of RE in Church schools and the benefit this brings to school communities.
- Respond to the needs of the dioceses in supporting and resourcing RE, especially in areas of national and international significance.
- Nurture broader partnerships and relationships that support the development of RE.
- Support, highlight and share innovation within RE in partnership with the dioceses.
- Listen to and engage with the voices of stakeholders to ensure RE remains responsive, relevant, and valued.

Appendix 1: Definitions

Denominational RE This is the Religious Education taught in voluntary aided (and former voluntary aided) schools where the governing body has the legal authority to determine the content of the curriculum. Parents of pupils in voluntary controlled (and former voluntary controlled) schools have the legal right to request denominational RE and these schools must ensure they have identified reserved teachers to fulfil this request if it is granted.

Locally Agreed Syllabus For voluntary controlled schools, there is currently a statutory requirement to follow the RE syllabus adopted by the locally agreed syllabus conference of the LA, led by the LA's Standing Advisory Committee for RE (SACRE). Academies which were formerly voluntary controlled are required to provide an RE curriculum that is in accordance with their academy funding agreement, which will usually stipulate that provision for RE must be in accordance with the requirements for agreed syllabuses in section 375(3) of the Education Act 1996.

⁶ See Department for Education [Mainstream academy and free school: supplemental funding agreement \(2020\)](#), page 16-17 'Provision must be made for religious education to be given to all pupils at the Academy in accordance with the requirements for agreed syllabuses in section 375(3) of the Education Act 1996.'

Appendix B - All Saints current pattern of Collective Worship

Day	Main focus	Examples / features
Monday	Values Worship	Christian and British values; current/historical stories; Heart that Shines awards at the end of a half term.
Tuesday	Spirituality	Big Questions; wonder; pupil/staff reflection; connection with the wider world.
Wednesday	Share a Story	KS1/KS2 stories linked to Christian values.
Thursday	Christian Value Worship	Biblical teaching; Christian values; local church and other appropriate visitors.
Friday	Shining Light Worship	Celebration of learning, character, achievement and ways pupils have let their light shine.

Appendix C – School Prayers



Our School Prayers



The Lord's Prayer

Our Father in heaven, hallowed be your name, your kingdom come,
your will be done, on earth as it is in heaven.
Give us today our daily bread.
Forgive us our sins as we forgive those who sin against us.
Lead us not into temptation but deliver us from evil.
For the kingdom, the power, and the glory are yours now and for ever.
Amen.

Our School Prayer

Thank you for filling our hearts with love.
Please bless all those in our All Saints' family.
We pray for everyone to show kindness to others.
Help us to have the wisdom and generosity to support and love those around us.
Give us the strength to have self-control and to forgive others.
Please help us to have the courage to let our light and the light of others' shine bright.

Notre Prière Scolaire

Our Merci de remplir nos cœurs d'amour.
Veuillez bénir tous les membres de notre famille de All Saints.
Nous prions pour que chacun fasse preuve de **gentillesse** envers les autres.
Aidez-nous à avoir la **sagesse** et la **générosité** de soutenir et d'aimer ceux qui nous entourent.
Donnez-nous la force d'avoir la **maîtrise de soi** et de **pardonner** les autres.



Our Lunchtime Prayers



Lunchtime Prayer EYFS and KS1

Thank you for the world so sweet hum, hum.
Thank you for the food we eat yum, yum.
Thank you for the birds that sing-a-ling-a-ling.
Thank you, God, for everything.
Amen.

Lunchtime Prayer Year 3 and 4

Bless the food that will come before us,
The All Saints family we have beside us
And the [half-term value] we share between us.
Amen

Lunchtime Prayer Year 5 and 6

Thank you for the water and food you provide for us.
Bless those who do not have the same privileges as us.
Thank you for the friendships and families we have.
Thank you for everything that you have made for us.
Amen.