

Collective Worship Policy

This policy should be taken and used as part of Batheaston Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England school.

School Vision Statement

At Batheaston we believe that collective worship and sharing time together is a crucial part of our broader school life. Every day, every class will be involved in some form of collective worship. These acts of collective worship, based on Christian themes, will reflect the vision and values of our school, as well as the traditions and culture of our country. They will almost always include time for reflection which will support the children to understand their own values, their own thoughts and their own behaviours.

The School's Approach to Collective Worship

This policy has been formally adopted by the governing body, in consultation with the Headteacher and is consistent with the Christian Foundation of the school as expressed in the Trust Deed. It is fully compliant with the legislation related to Collective Worship (see DfES Circular 1/94)

It is consistent with the mission statement and overall aims of the school as expressed on the website (see Appendix One).

It has been written to take account of worship guidelines found in 'Church School Leadership' (a handbook for headteachers of Church of England Schools) and the framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

The difference between assemblies and collective worship

At Batheaston CEVC Primary, we agree with the following statement, taken from the Diocese of Ely website:

It is still customary in the majority of schools for teachers and pupils alike to use the term "assembly" when they are referring to the "act of collective worship". This accepted shorthand should not be allowed to blind us to the differences between the two activities. Schools frequently **assemble** for a common purpose. There may be a visiting theatre company in school, or the need to give out important notices or deal with matters of common concern; not every assembly is an act of collective worship.

In essence the purpose of most school assemblies is to gather the school for collective worship followed by the sharing of notices. In this scenario, pupils withdrawn from collective worship should rejoin the rest of the school for the assembly notices.

There are many elements which worship and assembly have in common, such as helping children to develop common standards and values, or to develop an awareness of, and a concern for, the needs of others. However, the presence of these common elements alone does not turn an assembly into an act of collective worship. It is a mistake to assume that, for example, inviting a charity worker to address the school during the "collective worship slot" is collective worship. In each and every act of collective worship some of the elements of worship (ie of "giving worth to God") must be present.

An Assembly may include Collective Worship. Not every Assembly is Collective Worship.

In this document, if the word 'assembly' is used, it can be taken as a reference to an act of collective worship.

Aims and Objectives

In line with our Church of England Foundation, collective worship at Batheaston will be of a religious, and largely Christian, nature. It will include, for example, age-appropriate presentation of Biblical material, hymns and prayer. There will be elements of traditional Anglican worship ingrained in this, particularly when worship is led by members of the clergy or the local parish, such as liturgical greetings and response.

Collective worship will make a significant contribution to the spiritual, moral, social and cultural development of all pupils – giving time for children to focus on values and 'life lessons' in a quiet, still way which aims to be transformative. Beyond this, it will support the spiritual well-being of all members of the school community by providing space and time to pull back to the central values of our school and our society. Collective worship will embody our school ethos; positive relationships, positive behavior management and high expectation will be central.

The educational value of each worship session will be appropriate to the age, ability and background of the children who attend. Themes will be based on the Christian values within the Values 4 Life resource (see later sections for details of this).

Responsibilities

- Governors will monitor and evaluate R.E. via a link governor who will most likely be one of the Foundation Governors.
- This governor will support the Subject Leader with the development and reporting of the annual subject evaluation and action plan. The most important areas for development are likely to feature in the School Development Plan (SDP).
- The link governor may, from time to time, visit the school to observe collective worship.
- Every five years, as a minimum, the wider governing board will evaluate the school's provision for collective worship as part of the preparation for the SIAMS inspection.
- The role of the Collective Worship co-ordinator is further explained in a subsequent section.

Organisation

Planning:

- Collective worship is based around the 18 Christian values identified in the Values 4 Life resource. We will focus on one theme each term on a three year rolling programme, as stated in Appendix Two.
- Each theme will be developed across the term and will run as a central strand through almost all collective worship opportunities.
- Each term will also include a 'focus festival' based largely on the key markers of the Church year. A related service in St John's Church will be the highlight of this focus, but some in-school assemblies will also follow the festival theme.

FOCUS FESTIVAL ORGANISATION:

Term 1: Harvest

Term 2: Advent

Term 3: Epiphany

Term 4: Holy Week (Palm Sunday or Easter, depending on term dates)

Term 5: Pentecost

Term 6: Leavers' Service

- In addition to this, there will be a minimum of one Key Stage collective worship in the church each term. These are likely to include the following themes (though not exclusively)

Term 1: Colours of the church year (KS1 and EYFS)

Term 2: Remembrance or All Saints (KS2)

Term 3: Shrove Tuesday/Lent (KS2)

Term 4: Mothering Sunday (KS1 and EYFS)

Term 5: Trinity Sunday (KS2)

Term 6: Nativity of St John the Baptist (local link) (KS1 and EYFS)

- Collective worship taking place in the church will be open to parents, who will be encouraged to attend.

- Generally, the weekly organisation of collective worship is as follows:

- MONDAY:** Whole school assembly, led by Head/Deputy, with PSHE focus (often using SEAL materials). Linked to termly value. Includes reflection and/or prayer.
- TUESDAY:** Key Stage assembly, led by teaching staff on a rota basis. Using 'Values 4 Life' or 'Out of the Box' resources. Includes presentation of Bible, cross and tri-wick candle to signify the Trinity and prayer.
- WEDNESDAY:** Story-telling assembly. Year 6 and EYFS will be paired for this, as a Special Friends assembly, which the Year 6 children will take responsibility for preparing and presenting. Year 1 and 2 will be together and every other of these assemblies will be an Open The Book assembly, led by the Vicar and members of the St John's parish (others led by school staff). Years 3,4 and 5 will be together and teachers of these classes will lead the assembly on a rota basis. Stories will be varied to include stories from the Bible, stories from other religions and stories from children's literature. All will be based on the termly value. Includes reflection and/or prayer.
- THURSDAY:** Singing assembly. Songs, including traditional hymns as well as secular songs, will be chosen which relate to the termly value or the focus festival. Fortnightly, two classes will take part in this assembly at St John's Church with music tuition from the Director of Music at St John's and St Catherine's churches. Classes will be rotated for this throughout the year. Worship leaders will explore the meanings of the words of these songs to further develop the theme.
- FRIDAY:** Sharing assembly, led by Deputy Head. The whole school will gather and sing a song or hymn related to the theme or focus festival. Teachers will share the Teacher Award winners and other whole-school awards presented, e.g. Lunchtime Award, Tidiest Class Cup, winning Housepoint team. Assembly will close with a reflection and/or prayer based on the Teacher Award or any local/national news or event if relevant.

- Long and medium term planning for collective worship, as well as daily organization, is the responsibility of the Collective Worship co-ordinator.
- The impact of collective worship will be monitored by teachers using informal evaluations completed at least weekly. Children will be encouraged to evaluate assemblies via pupil voice groups such as the School Council, and will share their memories and learning from assemblies via the Values Display. Observations of worship will take place 2/3 times per year.
- Resources are available in school to support worship, including Values 4 Life, Out of the Box worship, SEAL materials, Come and Praise.

- Members of staff may also choose to use online resources including:
www.assemblybox.co.uk
www.worshipworkshop.org.uk
<http://www.assemblies.org.uk/>
<http://www.bbc.co.uk/learning/schoolradio/subjects/collectiveworship>

Role of the Collective Worship Co-ordinator

- This will include long term and medium term planning for collective worship.
- Daily organisation, including the rota of staff to lead worship.
- Researching and recommending resources, including organising for further resources to be borrowed from the Diocese where necessary.
- Liaison with external visitors leading worship, including the Vicar.
- Communicating with parents about assemblies taking part in church, as well as the termly value to be shared via topic webs.
- Training and professional development for all staff, via staff meetings and INSET, particularly new staff.
- Co-ordinating the monitoring and evaluation of collective worship, including pupil voice, teacher evaluations and observations of worship.

Equal Opportunities

All collective worship will be planned and led with reference to the School's Equal Opportunities policy.

If a parent asks that a pupil should be wholly or partly excused from attending any religious worship at the school, then the school will comply and no reason need be given. We will continue to be responsible for the supervision of any child withdrawn by its parent from collective worship. We will work closely with any parents in this circumstance, to decide, for example, whether the child will be physically removed from the act of worship, or whether they attend but simply do not take part, and to plan for appropriate alternative provision during these times.

Teachers also have the right to withdraw from leading and taking part in worship.

Visitors

Where visitors are involved in leading worship, they will be supported by the school to plan and resource it accordingly. There will be training offered if possible and/or the opportunity to observe a member of school staff leading worship.

Conclusion

The time set aside for Collective Worship gives us the opportunity, as a school, to draw attention to shared values as well as allowing us to explore some spiritual, moral and aesthetic areas of experience. It is distinctively Christian and is a centrally important feature of school life because it contributes to the life and well-being of our school and all of its members.

Associated Policies:

RE
PSHE
SMSC
Behaviour
Child Protection
SEN/Inclusion
Equal Opportunities and Racial Equality

Review Date: September 2016

APPENDIX ONE: School mission statement, values and aims

Our mission statement:

Together, we work to provide children with teaching and learning which is exciting, challenging, nurturing and memorable. Batheaston is a place where children learn to love learning.

Our values and aims:

- Encourage excellence - We enjoy the uniqueness of every child and endeavour to demonstrate to each of them our high expectations. We provide learning opportunities with good levels of challenge and support, informed by a highly professional understanding of children's initial attainment and background factors. Whilst taking into account their individual needs and strengths, we promote the best possible progress of all our pupils.
- Include everyone – We promote an ethos in which every child matters and where relationships are based on respect, honesty and trust. Every strength is recognised and celebrated. Difficulties are shared and discussed, never hidden. At play and in their work, children learn to include and value everyone.
- Live our ethos - We endeavour to create a friendly and democratic atmosphere, where all children are given responsibility for each other's care and happiness, and are encouraged to participate in the running and development of the school.
- Engage in a creative curriculum - To ensure the highest levels of achievement by our children, we provide high quality teaching, via a broad, balanced and meaningful curriculum, which encourages and challenges them to be active, creative, independent and self-critical learners, unafraid of making mistakes. We want our children to be constantly engaged and stimulated by the richest learning opportunities available.
- Communicate effectively - We create a real partnership with parents and carers. Their contribution to the learning process, to the happy learning atmosphere, and to the development of the school, is a very real commitment made by all members of our staff. We aim to keep our whole school community informed of school developments, consulted in changes and involved in our evaluation.
- Build community - We encourage respect for religious and moral values and tolerance of other cultures, religions and way of life. In our work with St John's Church and by providing experiences of wonder, awe and mystery we actively provide spiritual and moral development in line with our Church School foundation. We are committed to listening to the children's voices and promote British Values*, as reflected in our School Charter. Children, staff, parents and governors work together to actively promote and develop our shared vision. In many different ways, we create links with our local, national and global community.
- Protect the future – Children are given every opportunity to understand more about the world they live in. We teach them about the interdependence of individuals, groups and nations and place real importance on the need to value and care for the environment. We prepare children for the next stage of their learning and aim for them to leave Batheaston as happy, fulfilled individuals keen to make a positive contribution to society.

* 'British Values' as defined by the DfE: "*democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*". In our school, these are expressed through Pupil Voice, our School Charter, and our commitment to Inclusion.

Appendix Two: Long Term Planning of Values Themes for Collective Worship

	Year A 2015-2016	Year B 2016-2017	Year C 2017-2018
Term 1	Friendship	Courage	Thankfulness
Term 2	Generosity	Peace	Forgiveness
Term 3	Creativity	Compassion	Respect & Reverence
Term 4	Justice	Truthfulness	Trust
Term 5	Perseverance	Humility	Service
Term 6	Hope	Wisdom	Responsibility