



## **High Bickington C of E Primary Academy**

# **Collective Worship and Spiritual Development Policy**

## Collective Worship

### Let your Light Shine: Life, love and learning to the Full



At High Bickington Primary Academy, we aim to build the foundations of “life in all its fullness”, underpinned by our Christian values where we understand what it means to be loved and to love others within our school and our local, national and global community.

Our collective worship provides opportunities for children to explore life in all its fullness as part of an inclusive community that celebrates and explores spirituality in accordance with its Christian foundation.

#### What is Worship?

“It is the essence of worship that is about giving attention to the divine” (SACRE 1989)

Church of England schools are required to hold a daily act of collective worship which is consistent with the faith and practice of the Church of England.

All acts of collective worship (e.g. prayer) are invitational and inclusive for all children regardless of faith or non-faith and will be introduced as such by the adult leading collective worship.

#### The right of withdrawal

All parents have a legal right to withdraw their child from acts of worship. If there are any children whose parents exercise their right to withdraw them from worship, alternative activities will be provided in consultation with the children’s parents. This does not mean in any way children will be exempt from the Christian ethos of the school which underpins the whole of school life. Parents are made fully aware of this when they enrol their children.

#### Aims and Objectives

- Enable all children and staff to explore and celebrate the differences and diversity found in the variety of forms of worship in the Anglican Christian tradition, in the UK and beyond.
- Lead the school community to the ‘threshold of worship’ in order for them to make an informed choice about their own involvement and to consider their own personal relationship with God.
- Seek to deepen and widen the experience of those of faith.
- Use celebration, silence, reflection, prayer, song, symbols and imagery as vehicles for worship and spiritual growth.
- Encourage all present to explore their own personal beliefs.
- Raise awareness through reflection of the ultimate questions of life.
- Reaffirm, strengthen and practise school values.
- Celebrate each individual member of the school community.
- Develop a sense of community within the school, the locality (e.g. the local church) and foster the sense of being part of the wider community.
- Foster a concern for the needs of others.

- Consider how we can be courageous advocates in a hurting world.

**We aim to provide opportunities for children and adults to:**

- Worship God (should they wish to)
- Celebrate all that is good and beautiful and express thankfulness for the joy of being alive.
- Have experiences which are relevant to the age, aptitude and family background of the children.
- Have time for silent reflection and exploration of inner peace.
- Experience a range of worship, including singing, music reflection
- Experience collective worship that takes place in an environment that is conducive to worship.

**Worship is invitational and inclusive. We acknowledge that children and adults will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.**

**Values**

Each half term, collective worship will be centred on one of our school values or our school vision. Our school values were chosen by children, governors, staff and parents in collaboration.

To help children understand appreciate what this means, we have six values that we explore throughout the year in collective worship:

- *Love*
- *Respect*
- *Perseverance*
- *Truthfulness*
- *Forgiveness*
- *Friendship*

We look at the work and message of Jesus Christ throughout the year and we also regularly refer to our vision statement of ‘Let your light shine’ to help us reflect on how we can make a difference to the world around us.

**Organisation**

Collective worship is an important part of school life and it is expected that all children will normally attend. We currently use the Imaginor ‘Roots and Fruits’ resource to help ensure that our worship times are creative, thought-provoking and centred around the values modelled by Jesus through his life and teaching.

Monday: Led by Head teacher

Tuesday: Led by clergy

Wednesday: Led by teacher

Thursday: Class reflection/singing

Friday: Celebration assembly

- Where appropriate, collective worship will include the open and close, a time for reflection and prayer.
- It will include use of the Lord’s Prayer at least once a week
- Children from each year group take an active part in collective worship
- Half termly collective worship timetable with themes and resources to be given to all teaching staff as well as clergy.
- An ‘Open the Book’ team comprised of volunteers from the local church come into school fortnightly to bring stories to the Bible to life through drama and costume.
- EYFS (Class 1) also have a daily act of Collective Worship, which can include visitors from the church. On Fridays, they join with the whole school in the church for our weekly celebration assembly.

### **Monitoring, Evaluation and Review**

Monitoring of collective worship will be carried out by Head of School, Chair of Governors and Collective Worship Lead.

Feedback will be given to staff and ethos committee.

### **Inclusion and equal opportunities**

A daily act of worship is held for all children regardless of their background or religion. Every effort is made by the school to involve all children unless withdrawn by their parents. All acts of collective worship are introduced as invitational by all adults leading collective worship.

# SPIRITUAL DEVELOPMENT ACROSS THE CURRICULUM

## I can talk about myself, others, the world and beyond.

Diocese of Norwich document on SMSC: A Christian perspective, states:

Pupils' spiritual development is shown by their:

- Ability to be reflective about their own belief, religious or otherwise, that inform their perspectives on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Rebecca Nye's work on spirituality with primary aged children recommends providing opportunities for children to experience **space, process, imagination, relationship, intimacy and trust**. These can be found within collective worship as well as throughout the curriculum and in being a member of a community that loves to the full.

There are so many ways that the curriculum promotes spiritual development. Some examples (though not exhaustive) include:

Subject	Contributes to spiritual development by...	Specific examples
<b>PE</b>	<ul style="list-style-type: none"> <li>• Delighting in spontaneity, allowing children to express themselves creatively (eg through dance)</li> <li>• Allowing a sense of connection with one's own body</li> <li>• Promoting awareness of reliance on each other and sense of belonging to a community (team)</li> <li>• Developing self-awareness about strengths and limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Created our own Bangra and Street dances</li> <li>• Developing, refining and performing gymnastics routines</li> <li>• Pupils describing how physical activity makes them feel both physically and emotionally</li> <li>• Pupils cheering on <u>all</u> competitors in a cross-country event and really wanting everyone to do well</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Developing sense of ideas</li> <li>• Use of internet to explore big questions and research opportunities for courageous advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• For each project, pupils have opportunities to research independently, answering their own big questions and being able to Speak Like an Expert as a result</li> <li>• Use of computing to open access to the wider (more distant) world supporting or prompting work with Nepal, India etc</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Allows for self-expression and insight, chance to understand ourselves and others better</li> </ul>	<ul style="list-style-type: none"> <li>• Regular opportunities to engage with drama in RE, Collective Worship, PSHE and literacy allowing children to engage with the experience of others and develop their empathy skills</li> <li>• A retelling of the parable of the banquet; a role-play about how to give good advice for children facing challenges</li> </ul>
<b>Design and technology</b>	<ul style="list-style-type: none"> <li>• Developing sense of own capability and chance to explore different ideas</li> <li>• Considering the preciousness of a created work and linking it to better understanding of stewardship</li> <li>• Exploring and celebrating personal creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Creating things, for example their own mountains, completely led by children – sense of pride over work</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Opportunities to express pleasure and joy, and to feel inside" the music</li> <li>• Growing understanding of how music can affect mood, allow for reflection or express a variety of emotions</li> <li>• Opportunities for self-expression and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Composing modules throughout the year gives children opportunities to create their own music</li> <li>• Children also have the music creating software licences so they can access the programme at home, so can create in their own personal spaces too</li> </ul>

		<ul style="list-style-type: none"> <li>• Children have exposure to a variety of different styles of music which they can express their own opinions whilst analysing, no view point is wrong when expressing how they feel whilst listening to the music</li> <li>• Learning musical instruments gives them the opportunity to express themselves when they can compose their own pieces</li> <li>• EYFS children listening to 'The Carnival of the Animals' to make the connection between how different uses of instruments/pitch/speed can remind us of different living creatures</li> <li>• Music in CW, Easter, Harvest services allows children the chance to experience music and singing together as a larger group</li> </ul>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Children can explore natural phenomena and spirituality through arts</li> <li>• Exploring meaning and inspiration behind works of art</li> <li>• Considering how colour can express or provoke a feeling or mood</li> <li>• Giving an opportunity to express big ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Day artwork allowed classes to connect Jesus' command to 'let your light shine' with how we can do this within our school, community and wider world</li> <li>• Working with professional artists</li> <li>• Art in RE – sketching items from the natural world to celebrate creation; depictions of heaven through art; artwork representing the Trinity</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Experiencing awe and wonder through learning about and from stories, celebrations, rituals and different expression of religion and worldview</li> <li>• Gaining a sense of shared humanity through contact with people from different backgrounds</li> <li>• Asking and responding to questions of meaning and purpose</li> <li>• Considering questions about God and evaluating truth claims</li> <li>• By exploring spiritual practices such as worship and prayer and considering the impact of these on believers as well as the relevance to their own life</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of creation is explored in each class, with opportunities to respond through artwork and poetry</li> <li>• Video link contact with partner school in India to create a sense of connection with another culture</li> <li>• Considering big questions and thinking deeply: Is there life after death? Why is there suffering in the world? What is gratitude and how can it help us?</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• By developing awareness of and responding to others' needs and want</li> <li>• By exploring meaning and purpose for individuals and society</li> <li>• By developing resilience and inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on roles within teams and how we can help others to learn within our school environment</li> <li>• Celebrating differences between members of our class as well as our families</li> </ul>
<b>Geography/ global links</b>	<ul style="list-style-type: none"> <li>• By appreciating the beauty of Earth and gaining and understanding of our place in it.</li> <li>• By considering one's own impact on the world.</li> <li>• By comparing own lives to those of children around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Topics like Flow and Blue Abyss inspired the children to make a difference for our environment.</li> <li>• One pupil wrote to David Attenborough and had a hand written response from him.</li> <li>• Regular litter picks by different classes to show care for our local area and on beaches further away</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• By appreciating sacrifices made by people in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Children have learnt about 'great lives' and 'big events' (eg. Industrial Revolution,</li> </ul>

	<ul style="list-style-type: none"> <li>• By thinking about how history has been made by large events but also by ordinary people and how their own choices contribute to the future</li> </ul>	abolition of the Slave Trade – Mary Anning. John Wesley)
<b>Outdoor learning</b>	<ul style="list-style-type: none"> <li>• Gaining a sense of awe and wonder at the natural environment</li> <li>• Growing awareness of fragility of life and our responsibilities towards it</li> <li>• Understanding of how we are connected to our natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Litter picks for Surfers Against Sewage</li> <li>• Regular woodland visits help the children notice the changes in seasons and appreciate the freedom and enjoyment of being in nature</li> <li>• Making bird feeders to care for wildlife during winter</li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>• By exploring the beauty of languages from around the world, how they are constructed, how they sound</li> <li>• How one’s language is fundamental to one’s identity</li> <li>• Developing an appreciation of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• The joy of learning about other people's languages</li> <li>• The ability to be able to communicate with someone from a different country</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Opportunities to express oneself creatively through language</li> <li>• identifying with others through reading, using inferences to understanding motivation and emotion</li> <li>• Develop imagination through story</li> </ul>	<ul style="list-style-type: none"> <li>• Friday Writes give children the chance to be creative independently</li> <li>• Beaford Arts has let them re- tell and make up their own stories through spoken words/action</li> <li>• Poetry about nature (eg. The Lost Words) has allowed children to explore the connection between language and living things</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Demonstrating openness to the fact that some questions cannot be answered by Science</li> <li>• Opportunities for pupils to ask questions about how living things rely on and contribute to their environment</li> <li>• Experiencing awe and wonder at the order of physical processes such as forces, light or electricity</li> <li>• Becoming aware of our place in the universe and how our lives fit in to the aeons described during studies on fossils or when studying space</li> </ul>	<ul style="list-style-type: none"> <li>• Children posing their own questions about the world around them</li> <li>• Looking at wildlife across the seasons in the nature area of the churchyard</li> <li>• Considering the enormity and beauty of the universe – pondering the complexity of it and how it was created</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• By making connections between numeracy skills and real life</li> <li>• Considering infinity</li> <li>• By considering pattern, order, symmetry and scale both man made and in the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Finding patterns in number</li> <li>• Enjoying the beauty and simplicity of a mathematical formula</li> <li>• Recognising the magnitude of 1 million!</li> </ul>