

Springbank Primary School



Our whole school vision is:

Springbank Primary is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring - Happy - Healthy - Sporty - Scientific

School Values

Sportsmanship - Tolerance - Appreciation - Respect - Friendship - Integrity - Sensitivity - Helpfulness

Collective Worship Policy

June 2020



Policy Lead: Marie Shaw



Link Governor: Claire Carroll

Strategic Committee

Springbank Primary School is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.

Springbank Primary School Collective Worship Policy

'Go where your best prayers take you.'

Frederick Buechner

Introduction

At Springbank Primary School we embrace collective worship with enthusiasm and enjoyment. We believe it gives pupils and staff an opportunity to reflect and celebrate the ethos of the school. Collective Worship at our school complies with legal requirements as set out in the 1988 Education Reform Act. The law states that there must be a daily act of Collective worship. This must be mainly of a broadly Christian character, which means that it reflects the broad traditions of Christian belief, although it need not contain purely Christian material. It is a key time to celebrate the worth and value of every single person in the school community.

Aims

The aim of Collective Worship at Springbank Primary is:

- To build our inclusive ethos by promoting and developing the school values which underpin the life of the school. (British Values, STARFISH)
- To contribute to opportunities which the school provides for the spiritual, moral, social, and cultural development of pupils and reinforce positive attitudes.
- To provide opportunities for pupils and staff to share, celebrate, and express their beliefs, and to reflect together.
- To be mindful of the varied faith backgrounds of our schools community and draw on literature, music, art, drama and other sources of inspiration to ensure collective worship is inclusive not exclusive.
- To explore what it means to be human - exploring a range of beliefs, behaviour and ideas to give an example of the best a human can become.
- To contribute to the way people live and work together as communities.

In the light of these aims, Collective Worship should:

- Be pupil centred - related to their own experiences and encourage what is important in life.
- Acknowledge diversity and affirm those present, whatever their faith or non-faith background - it should respect the integrity of pupils and teachers.
- Involve those present as active participants.
- Foster a sense of community - a sense of shared values, identity, outlook, ethos and purpose. Give ideas of right and wrong to apply in daily life.
- Provide a breathing space in the busy whirl of school activity, a time to gather, be still and reflect, a time to refresh the spirit, explore own beliefs and participate and respond.
- Provide opportunities for pupils to consider questions about God and responses to belief in God.
- Provide opportunities for pupils to experience awe and wonder.

- Provide an atmosphere conducive to allow worship to take place - music, a visual focus, an appropriate setting all helping to create this special atmosphere, a sense of occasion.
- Provide pupils with opportunities for reflection on the significance of the spiritual dimension of their own and other people's lives - through, for example, listening to music, hearing from others, listening to words from the sacred writings of different traditions, prayer and meditation.
- Be open enough for pupils to respond to the spiritual dimension, while accepting that some pupils will make no personal response.
- Recognise key dates in the Christian and multi-faith calendar.

What do we believe is best practice?

At Springbank Primary we believe the very best collective worship will offer opportunities for the whole school community to:

- celebrate together and share common values (STARFISH and British Values)
- develop a reflective approach to living and thinking deeply
- foster a corporate identity and build community
- affirm the individual and the community
- deepen every individual's capacity for emotional responses
- awaken empathetic responses
- look beyond the material and the physical
- share experiences and possibilities of the transcendent
- challenge and question their own thinking and the views of others

Collective worship currently includes:

- pupil's contributions
- sacred and secular stories/readings
- drama
- prayer/reflection/songs/hymns/music
- visual aids/focal points
- film/video
- dialogue
- visitors
- dance
- artefacts and natural materials
- meditation/creative silence
- focal points

Prayer at Springbank Primary

Where prayer is used in our collective worship we ensure that:

- there should be no expectation that children will pray
- words introducing any prayer-like activity are given as an invitation rather than an instruction

- any invitation to pray is made for the benefit of those pupils for whom it is appropriate
- the use of silence gives space for prayer or reflection or both
- the words need to be owned by the speaker and/or grounded in a religious tradition
- everyone can be included in a personal reflection on the theme or story or words of a prayer
- there is an expectation that everyone will be still and listen to the words of a prayer, without expectation of participation

Organisation

We encourage:

- a commitment from senior leaders to the value of collective worship
- an allocation of an appropriate budget for resources and training
- planning to meet the needs of our school, its learners and community
- educational use of religious and other material, ensuring variety in its form and presentation
- an open approach that gives pupils opportunities to respond without compromising them in any way
- every opportunity to interest and inspire pupils
- all members of the school community to share in the planning and leading of collective worship
- an appropriate structure to indicate the beginning and end of collective worship

Resources

- Timetable displayed on staff display board in the front foyer including, focus for Collective Worship.
- A wide range of books offering stories and themes in the staff library.
- Artefact boxes covering major world faiths in the resource study area
- Selection of prayer books, including prayers from other faith communities, in the staff library.
- Music CDs in the hall.

Equal Opportunities and Special Educational Needs

Collective Worship will be all-inclusive, accessible to all children regardless of gender or educational needs.

Withdrawal

The main aim of Collective Worship is for it to be meaningful for all pupils, whether from a faith background or not. It is therefore hoped that parents will not feel the need to withdraw their children. However, we fully understand that withdrawal from Collective Worship is their right and alternative provision will be provided if this is the case. The RE leader will meet with parents or carers who wish to act on their right for withdrawal and organise supervision for the children. We also recognise that teachers have the right to withdraw from collective acts of worship too.

Our understanding of Assembly and Worship

At Springbank Primary we understand collective worship is not the same as an assembly. Our school holds two assemblies a week and on that day the daily act of collective worship is undertaken in class for a shorter period of time.

Many thanks to everyone who contributed to this policy:

Frederick Buechner

1988 Education Reform Act

DFE 1994 ('Collective Worship in Schools')

AHRC Network Report 2015 ('Collective Worship and Religious Observance in Schools: An Evaluation of Law and Policy in the UK')

Outstanding Primary Schools

St Peter's Church of England Primary School, 'The impact of collective worship on the school community is outstanding. Prayerful and meaningful worship is clearly at the heart of this school, permeating all school life and practice. The attitude of pupils to collective worship is excellent because the quality of worship offered to them contributes greatly to their spiritual development. It is well planned and led, fully inclusive of all. Key festivals in the church year take place in St Peter's Church where worship for pupils feels different as 'you feel God's definitely with you, as it's his house, even though he is with you all the time'. Pupils reflect deeply in collective worship, through music, drama, dance and meditation. An excellent example is when pupils worked together to show how, in living and growing together, love can build a bridge. Pupil thoughts on collective worship already form part of an important annual survey. Pupils welcome the opportunity for all governors to read their reflections. Pupils already have the opportunity to plan and lead worship throughout the school on a regular basis. They say The Lord's Prayer regularly, acknowledging that forgiveness for them means 'when friends fall out, you say sorry to the one you upset and make them really happy again'. In all these ways, worship is continually improving in quality and integrity.'