

Bosvigo Collective Worship Policy

Collective worship provides a unique opportunity for Bosvigo School to meet together to make a shared, reflective response to god, an ideal or value. It is distinctive from assemblies and lessons, and offers an important contribution to the spiritual, moral, social and cultural life of the school community.

The legal position

Collective worship is provided for all children at Bosvigo School. Current legislation governing collective worship (School Standards and Framework Act 1998) requires every pupil at a community school to take part in a daily act of collective worship, and states that collective worship shall be wholly or mainly of a broadly Christian character.

The Human Rights Act 1998 and Article 2 of the First Protocol ensure that European citizens have “freedom of thought, conscience and religion”. Where parents object in conscience to attendance at collective worship provided by the school, children may be withdrawn on giving notice to the governing body. Members of staff also have the right to withdraw from collective worship.

Roles and Responsibilities

Legal responsibility for collective worship lies with the Headteacher and Governors. The RE Subject Leader shares responsibility for collective worship with them. Together, the Headteacher and RE Subject Leader look for opportunities for CPD, ensure that resources are appropriate and relevant, liaise with visiting speakers, organise visits to places of worship for services, plan and record the weekly programme, collect evidence of the impact on children’s SMS&C development, and review and update the collective worship policy and calendar of festivals.

Aims

- To establish and celebrate shared values and attitudes
- To develop the sense of community, promoting a common ethos
- To consider spiritual and moral issues and to explore different beliefs
- To provide opportunities to worship God
- To promote the spiritual, moral, social and cultural development of children

Collective worship for our whole school community

At Bosvigo, collective worship is broadly Christian, but reflects the variety of Christian faith groups and the different religious traditions followed both in Cornwall and throughout the world. It is inclusive, spiritual and educational – a special time when children can feel able to explore feelings of what it means to be a community.

Collective worship takes the form of whole school gatherings, class groups and Key Stage groups. Each week has a planned “Value” (e.g. equality, freedom, fairness), “Virtue” (e.g. kindness, courage, loyalty) or “Attitude” (e.g. respect, tolerance, openness) which is introduced through a religious or cultural context at the beginning of the week, and revisited at the end.

We also follow our own calendar of festivals which reflects the range of religious, cultural and social events which are taking place within and outside our school community.

During the year we invite visiting speakers to contribute to our collective worship. We have close links with neighbouring church leaders who regularly provide worship along Christian themes. At key times in the Christian calendar, we hold collective worship in these churches.

At Bosvigo, we use questioning to encourage active listening, and challenge children to reflect on, interpret and evaluate issues of belief and behaviour. They share responses through a variety of activities, e.g. singing, sound and music, drama, role-play, film, the visual arts, ICT, silent reflection, prayer and discussion.

Assemblies

Assemblies offer a distinctive contribution to the spiritual, moral, social and cultural life of the school community, and a time to celebrate achievement through awarding house points and star certificates, and presentations by groups of children (School Council, Sports Clubs, etc).

Inclusion

All children have equal access to collective worship in line with the school's Equal Opportunities policy, Special Needs policy and Racial Equality policy. We ensure that all children have opportunities to participate in collective worship whatever their learning, religious and cultural needs.

If necessary, the Individual Needs Coordinator advises on matters relevant to pupils with special educational needs, and the Gifted and Talented Coordinator advises on provision for the more able.

Monitoring children's spiritual, moral, social and cultural (SMSC) development

Monitoring the impact of collective worship and assemblies on children's SMSC is carried out by the Headteacher through observation, and talking to children about their experiences and perceptions.

Success Criteria for collective worship

- takes place in designated space, may be simply a change of direction
- is undisturbed by noise or interruption
- involves ritual
- involves music at beginning and end
- provides a focal point (e.g. ICT art image, artefact)
- uses stories from the Bible and other sources
- is multi-sensory
- provides time for reflection and prayer
- tackles BIG questions
- incorporates religious language
- links to the Christian year

Evaluating children's spiritual, moral, social and cultural (SMSC) development

(OFSTED 2013: Subsidiary guidance: supporting the inspection of maintained schools and academies)

"When considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for them to develop their self-esteem and confidence."

Defining spiritual, moral, social and cultural development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about moral and ethical issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Health and Safety

Issues relating to RE are subject to a risk assessment. General and legal requirements for Health and Safety are covered in the Health and Safety policy.

Resources

There is a range of artefacts stored by religion in the humanities resource area. The school library and websites provide a comprehensive source of information and stories from the Bible and other religions. These are reviewed and updated annually.

Review

The policy will next be reviewed by the subject leader, staff and governors in 2016

A Shaw, February 2013

Development plan for collective worship, 2013-2014

CW: Introduce weekly themes based on the variety of special days/events reflecting the wider world in Bosvigo's Calendar of Festivals.

CW: Record all acts of worship, noting date, leader, and theme.

CW: Monitor to assess the impact of Collective Worship/Assemblies on children's SMSC.

CW: Consider naming "spiritual" places in the school grounds to reflect their peaceful, reflective potential

CW: Allow more time to discuss different viewpoints, e.g. in class assemblies.

AS: Compile a calendar of festivals

AS: Include children's own prayers and the Lord's Prayer into part one RE Christian unit in every year group's annual curriculum.

AS: Encourage groups of children to share their learning in RE lessons with the whole school in Collective Worship/Assembly, e.g. Saint Piran's parade, what a Hindu believes.

AS: Broaden the range of church visitors and churches visited beyond Protestant Christian.