



## **Broadbottom Church of England (VC) Primary School**

### **Mission Statement**

At Broadbottom CE (VC) Primary, we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills, and is underpinned by Christian and British Values.

#### **We offer all pupils the opportunity to:**

- ✓ Love God and to follow His teachings
- ✓ Flourish and thrive and follow individual interests
- ✓ Be creative in thinking, outlook and approach
- ✓ Learn how to be forgiving in the eyes of God
- ✓ Develop well-being and healthy minds
- ✓ Become a beacon of light, sharing God's given talents
- ✓ Believe in themselves and nurture a love of learning
- ✓ Develop their spirituality and to find inner calm

#### **Our mission is to:**

- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe, challenging opportunities to learn, blossom and grow.
- ✓ Surround pupils with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.

## **School Vision**

Broadbottom CE Primary School promises to provide a happy, safe, Christian learning environment for all pupils to flourish and thrive, developing talents, interests, excellent learning attitudes and behaviours.

Our Christian vision is rooted in the teachings of Jesus Christ, promoting love, compassion, forgiveness, and justice. We offer an environment that reflects these values, fostering an atmosphere of kindness, empathy, and understanding.

We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils. As a church school, pupils are taught to have a good moral compass with many models of exceptional behaviour which point to God and exemplify beacons of light.

**"Let your light shine," Matthew 5:16**

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil's lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will be brave enough to challenge and becomes agents for change
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

## **Intent**

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

Our Religious Education intent is our overarching intent for all aspects of our school community and curriculum.

Our curriculum, as well as our collective worship, have been carefully designed so that everything that we teach, and all that the children learn, will enable our pupils to make sense of themselves and the world in which they live. From the moment they enter our school every learning opportunity has been carefully planned so that it builds knowledge, wisdom, and skills; hope and aspiration; dignity and respect and promotes living well together.

At Broadbottom Church of England (Voluntary Controlled) Primary School, we embrace Collective Worship with enthusiasm and enjoyment. We believe it gives pupils and staff an opportunity to reflect and celebrate the Christian 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 wholly or 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 value of every single person in the school community.

## **Aims**

Our central aims of collective worship are to:

- Enable children and staff to explore and celebrate the differences and diversity found in the variety of forms of worship in the Anglican Christian tradition.
- Lead the school community to the ‘threshold of worship’ for them to make an informed choice about their own involvement and to consider their own personal relationship with Jesus Christ.
- Seek to deepen and widen the experience of those of ‘faith’ and encourage those of ‘no faith’ so that they begin to feel for themselves something of what it means to worship.
- Use celebration, silence, stilling, reflection, contemplation, meditation, prayer, song, symbols, and imagery as vehicles for worship and spiritual growth.
- Provide opportunities for the whole school community to address God directly through Jesus in the power of the Holy Spirit through acknowledging his presence, reflecting upon his character, and giving Him praise and honour.
- Use a vocabulary of worship that encourages the whole school community to attend, participate and lead worship.
- Encourage all present to explore their own beliefs and understanding of God within a Christian framework by learning more about the Christian faith and by encountering Christ through worship.
- Raise awareness through reflection of the ultimate questions of life relating to matters of faith.
- Reaffirm, strengthen, and practise key Christian values. (E.g., love, peace, compassion, forgiveness, self-giving) and celebrate each unique individual member of the school community as made in the image of God.
- Nurture and encourage respect and care for God's created world by promoting a positive attitude to environmental issues locally, nationally, and globally.
- Seek to provide opportunities for spiritual, social, and moral development that is characterised by feelings such as awe, wonder, being uplifted, elation, appreciation, gratitude, respect, and reverence.
- Develop a sense of community within the school, the locality, (e.g., local church) and foster the sense of being part of a wider community through the celebration of achievements, festivals, and special occasions.
- Foster a concern for the needs of others.

## **Implementation**

In the light of these aims, Collective Worship should:

- Be pupil centred - related to their own experiences, age, and family background.
- Always invite, never coerce, remembering that children will be at different stages of spiritual development and that they should feel able to respond and participate at their own level.
- Acknowledge diversity and affirm those present, whatever their faith or non-faith background – it should respect the dignity and integrity of pupils and teachers.
- Involve those present as active participants and provide a rich variety of expression e.g., music, drama, story.
- Foster a sense of community – a sense of shared values, identity, outlook, ethos and purpose.
- 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.
- Provide opportunities for pupils to consider questions about God and responses to belief in God.
- Provide opportunities for pupils to experience the awe and wonder of God.
- 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.
- Provide opportunities for children to share what is meaningful and significant to them, and to celebrate all that is good and beautiful and express thankfulness for the joy of being alive.
- Recognise key dates in the Christian calendar.

Pupils are encouraged to lead collective worship and class assemblies and the Ethos teamwork alongside the vicar and staff to lead and support themes across the year. They attend the Ethos conference to gain a rich experience of leading worship within diverse school community settings. Classes lead family celebrations linked to Growth Mindset and our school Christian values. The school community come together for the important events within the Church calendar, such as Christmas and Easter, whilst taking an active part in national events such as Remembrance Day and Downs Syndrome Day.

## **Planning**

Collective Worship is a learning experience of real quality, properly planned, prepared, executed, and recorded.

Planning for Collective worship needs to:

Offer a variety of experiences.

Celebrate the successes and share the disappointments of the school community.

Be open – broadening and deepening knowledge and understanding of the issues being focused upon.

Planning for collective worship is the responsibility of the Collective Worship lead person and Link Governor. Themes for collective worship are linked to the whole school learning theme and the discrete themes taught in RE / PSHE sessions. Plans will be evaluated and adapted by the Collective Worship lead person. Collective worship is properly resourced in terms of time, visitors, books, and music.

## **Organisation**

Collective Worship is conducted using Roots and Fruits. There is a schedule for each half term based on a Christian value or theme. Whole school worship takes place 3 times each week, with a further 2 class worship sessions. The themes are planned for and each class delivers worship, in conjunction with this theme and activities to support this. All classrooms host a display of work pupils have completed in accordance with the suggested activities to embed the theme in Roots and Fruits. The Headteacher, incumbent, pupils and specific visitors lead Collective Worship. In addition a variety of visitors from the local community and beyond are also involved in assembly that support the worship themes.

Our worship consists of 4 stages:

- Gather – we welcome the community, for example, (with music, liturgy).
- Engage – we share, for example, (a Bible reading, followed by an activity to engage pupils with the Christian message)
- Respond – pupils, for example, (discuss, share, reflect, pray, or sing).
- Send – we share, for example, (the message of the worship again and ask pupils to think about how they will affect their day / learning/ behaviour.)

### **We meet:**

Day	Time	Type of worship	Venue	Worship leaders Staff
Monday	9:10 - 9:20am	Roots and Fruits	School hall	HT/DHT/Senior
Tuesday	9:10 - 9:20am	Roots and Fruits or Rev Cait	School hall	DHT/Senior
Wednesday	9:10 - 9:20am	Class Worship	Classrooms	Teachers/Children
Thursday	9:10 - 9:20am	Class Worship	Classrooms	Senior Staff
Friday	9:10 - 9:30am	Family celebration	School hall	HT/AHT/ Senior Staff

### **Prayer and Reflection**

Collective worship is conducted at Broadbottom using Roots and Fruits, which is based on Christian values and themes.

This includes a time for prayer and reflection, with further opportunities throughout the school day available, using the reflection areas in classrooms and around school, including the outdoor art gallery and reflection area... A variety of prayers are used; these include the Lord's Prayer, blessings, the school prayer, as well as prayers written by the children and adults.

In classrooms, we pray each lunchtime and at the end of the school day.

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

Monitoring and evaluation are part of a whole school cycle of self-review and this will be achieved over time by asking all stakeholders to reflect on school worship.

### **Monitoring**

Monitoring of collective worship will be carried out jointly by the headteacher a(s the worship co-ordinator). and assistant headteacher This policy will be reviewed by the headteacher, staff and governors every three years. Useful strategies for collecting the evidence will include:

Written observations: checking that practice matches planning.

Observing children's attentiveness and level of interest.

Conducting occasional formal observations of collective worship and providing feedback.

Seeking feedback from children, staff, parents, governors, incumbent and visitors.

Observing the extent of the collective worship's influence on children's attitudes and behaviour throughout the school.

Holding regular discussions with colleagues.

Gathering written comments from colleagues on the worship planning sheet.

Feedback will be brought to SLT and staff meetings, regularly, which will review collective worship as part of the annual evaluation process.

### **Evaluation**

The information gathered via one or more of the strategies listed above will be analysed carefully in order, to evaluate the quality and effectiveness of the collective worship. The worship lead, the headteacher and foundation governor(s), including the incumbent, will be the main evaluators. Formal evaluation of collective worship will take place at least annually as detailed in the school improvement plan and collective worship action plan.

### **Review**

The headteacher, governors and staff will review this policy every three years. A worship planning and record sheet is kept ensuring that acts of worship meet the requirements of the policy and to inform our learning and planning for future development. These will regularly include any formal and informal evaluations of acts of collective worship which will assist monitoring, future planning, and delivery. Visitors outside the school community who are regularly involved in acts of worship are provided with a copy of the collective worship policy.

### **Inclusion and Equal Opportunities**

A daily act of collective worship is held for all children regardless of their background, culture, religion or non-religion, disability or special educational needs. Every effort is made by the school to involve all children unless withdrawn by their parents in accordance with the law. The following extracts from our school 'Equality Scheme' are relevant to collective worship:

'To create a happy and secure atmosphere in the school, based on our Christian Foundation, whilst encouraging respect and understanding of other religions and ways of life.

To foster attitudes that will promote self-awareness and self-respect.

To develop an awareness of the needs and feelings of others and to encourage the child to value and contribute to the community.'

### **Responsibilities**

It is the ultimate responsibility of the head and governing body of a school to ensure a daily act of collective worship takes place. At Broadbottom Primary School the responsibility to co-ordinate the acts of worship are delegated to the collective worship lead. She plans themes, invites, and liaises with visiting speakers and keeps a record of the content of each act of collective worship. Monitoring and evaluation is the responsibility of headteacher.

### **Self-assessment and Inspection**

Our school regularly evaluates our acts of collective worship and the impact it has on the school and its wider community. This involves monitoring by school leaders, staff, pupils, and governors in order to grow and develop. We also welcome the contributions of parents and pupils through our parent surveys, which are reviewed and considered on a regular basis. These are shared during full governing body meetings and play an integral part in developing the spiritual growth of the school. Worship is independently inspected by law under Section 48 of the Education Act 2005 in consultation with the Diocese of Chester (SIAMS).

The legal requirements of collective worship in Voluntary Aided and Voluntary Controlled schools.

Be conducted in accordance with the provision of the Trust Deeds of the school and Instrument of Government and should be consistent with the beliefs and practices of the Church of England.

The Governing Body should ensure that all pupils each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church.

Arrangements for collective worship, in foundation schools of a religious character, are the responsibility of the Governing Body, after consulting with the Headteacher (DfE Circular 1/94 para 52 & 53).

All acts of worship in Church schools must be Christian in character (based on Biblical teachings).

All registered pupils (apart from those whose parents exercise the right to withdraw) must on 'each school day take part in an act of collective worship.'

## **Conclusion**

At Broadbottom Church of England Voluntary Controlled Primary School, collective worship is highly valued, and every effort is made to ensure that all children and staff take an active part in a high quality daily act of collective worship. Worship may contain many elements, but we seek to specifically ensure that the act of collective worship is a learning experience as well as a spiritual encounter.

## **Resources**

Resources are stored in the R.E. and collective worship boxes in the storeroom. These include:

- Display table, focus for Collective Worship.
- A wide range of books offering stories and themes.
- Poster packs covering major world faiths.
- Artefact boxes covering major world faiths.
- Selection of prayer books, including prayers from other faith communities.
- A variety of music.
- Quiet reflection area for school community to contribute their thoughts and reflections.
- Thoughts and Reflections book for school community contributions.

## **The right of 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, as is their right, from Collective Worship. This right is clearly outlined in the school prospectus and on the school web site, where it states: 'Parents are allowed, if they wish, to withdraw their children from Religious Education and assemblies. However, we hope that everyone will be able to celebrate and worship together. In the unlikely event of any parent wishing their child not to participate in an act of worship or RE lesson, he/she may be accommodated and supervised by a non-teaching member of staff for the duration of the act of collective worship or RE lesson.'

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 that the children will be in any way 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.

## **Impact**

At Broadbottom C of E Primary School, collective worship is highly valued, and every effort is made to ensure that all children and staff take an active part in a high quality daily act of collective worship. Worship may contain many elements, but we seek to specifically ensure that the act of collective worship is a rich learning experience as well as a spiritual encounter. Through collective acts of worship that are invitational, reflective, and engaging, all pupils can benefit without compromising their beliefs. Pupils will be enabled to develop their understanding of wisdom, hope, community, and dignity. They will be enabled to flourish because of our diversity and relationships; for themselves, within the school community and in the wider community.

Christian leaders aim to encourage generous acts of kindness, inspiring children to respect and serve others first. By educating the whole person, pupils' physical, intellectual development is united with their spiritual, moral, social, and cultural development. With God at the centre of our school community, both staff and pupils will experience the teachings and sayings of Jesus with regards to the importance of relationships in love, compassion, generosity, truth-telling, forgiveness, so all may be well prepared and flourish as they move onto the next part of their learning journey.

### **Further information**

DfE link for collective worship in schools (1994):

<https://www.gov.uk/government/publications/collective-worship-in-schools>

Applying for collective worship reproduction license link:

<https://www.gov.uk/collective-worship-music-reproduction-licence>

Chester Diocese Education website link on collective worship:

<https://www.chester.anglican.org/schools/school-support/collective-worship-4385.php>

Church of England leadership training link:

Called, Connected, Committed - 24 Leadership Practices for Educational Leaders (2020)

<https://www.churchofengland.org/more/education-and-schools/education-publications>

Chester Diocese Training including Christian leadership, collective worship leadership, middles leaders, NQT training for church schools, subject leadership for church schools. Link:

<https://www.chester.anglican.org/schools/dbecourses/>

Worship Workshop website link:

<https://www.worshipworkshop.org.uk/>

Details of Church of England calendar for collective worship link:

<https://www.chester.anglican.org/schools/school-support/the-christian-year.php>

Evaluation of collective worship links:

<https://www.chester.anglican.org/schools/school-support/statutory-inspection-of-anglican-and-methodist-schools.php>

SIAMS Handbook September 2019

SIAMS framework link:

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

Spiritual Development Interpretations of spiritual development in the classroom

Church of England Education Office October 2019

[www.churchofengland.org/education](http://www.churchofengland.org/education)

### **Resources**

Church of England Vision for Education: Deeply Christian, Serving the Common Good (2016)

Valuing All God's Children (2017) Church of England publication

Season to Season – Chester Diocese Family of Schools Churches Year book

Picture News – online resource year 6 to sahe with whole school via JLT (Junior leadership Team)

Open the Book – Holy Trinity Church resource

Appendix 1 Collective worship Assessment sheet (page 11).



**Appendix 1 – Collective Worship Assessment Sheet**

Collective Worship Assessment Sheet	
Date:	Leader's Name:
<b>Content</b>	
Was the Aim and Theme made clear?	
Was there a focus to look at? Was it used?	
Was the content appropriate for the age range?	
Did the content contribute to the spiritual development of the children?	
Were the needs of all the children addressed?	
Was there an opportunity for the children to participate?	
Was there an opportunity for children to reflect on what is being talked about?	
Was it worship with opportunity to worship God?	
Was it distinctively Christian? Was it right for a Church School?	
<b>Delivery</b>	
Did the leader hold the children's attention? Did the leader make appropriate use of his/ her voice?	
Did the leader check the children's understanding or explain things well for them?	
Did the leader make appropriate use of the hall and its facilities?	
Did the leader create a sense of "worship"?	