



**Bainbridge C of E Primary & Nursery School, Askrigg VC Primary School
 and West Burton C of E Primary School
 Collective Worship Policy**

Distinctive Christian Visions:

Bainbridge: *Learning and Growing, Loving and Caring with Jesus*
West Burton: *Guiding us to a Brighter Future*

Mission Statement

A visioning session of the governors of all three schools in our collaboration, under the guidance of our local authority and the diocese, shaped the following mission statement:

'Mid-Dale Excellence in Education'

Working together we will provide a broad and rich education of the highest standard through which our children will be prepared for the future, confident and motivated to develop and learn.

Rationale

At Bainbridge and West Burton Schools we seek to reflect the Anglican foundation of our trust deeds. At Askrigg Primary School we seek to value and respect this foundation within the shared mission statement of our collaboration.

We recognise and show empathic understanding and respect for those of other faiths or those with none at all.

Across the school communities great value is placed on collective worship and its place in school life. Its impact on individuals and their wider lives is readily and clearly articulated.

Aims and Objectives

Collective worship unites all members of the school and contributes significantly to our sense of community. It is key in the promotion of the spiritual, moral, social and cultural development of every child.

- Collective worship takes place daily in each of our schools.
- We encourage 'real life' spirituality and we look to use the life and teaching of Jesus as a guiding and uplifting experience.
- Children and adults have the opportunity to address painful or sad things in their lives, and issues which face individuals in the school community are brought to God in prayer and reflection.
- Daily worship draws the children and staff together each day and allows for a time of reflection on the school values and Bible teaching.
- Collective worship is an opportunity to reflect and make links between staff and children's own beliefs and the Christian faith.
- There is no compulsion for children to participate in prayer or hymns which they cannot or do not subscribe to. This is particularly relevant when children with no faith, and those who have registered at a non-church school attend collective worship at another of our collaboration schools.
- All children are required to attend a daily act of collective worship, according to the law, unless their parents expressly request that they are withdrawn.



Our Practice

At the BAWB collaboration Collective Worship is varied, challenging, interesting and, relevant to the needs and the experiences of pupils. We have a clear and detailed long-term worship plan with input from a range of adults, including clergy, Foundation Governors and all teaching staff. It takes place on a daily basis and all members of staff participate on a regular basis.

Worship is centred around the exploration of fifteen distinctly Christian Values:

1. Trust
2. Peace
3. Creation
4. Endurance
5. Thankfulness
6. Reverence
7. Hope
8. Forgiveness
9. Wisdom
10. Friendship
11. Koinonia (fellowship and community)
12. Humility
13. Compassion
14. Service
15. Justice

This exploration involves an evaluation of how the stories Jesus tells us, and those which we read in the Bible, have a direct impact / influence on our lives in school and of our lives outside school.

Planning for Collective Worship:

- Collective worship sessions are planned so that key events in the life of the church may also be explored.
- Children are encouraged to evaluate collective worship, impacting on the development of its effectiveness over time.
- Church School Champions plan, deliver, and evaluate their own collective worship (once per value as a minimum) at Bainbridge and West Burton. They also contribute to collective worship led by others by offering prayers.
- The children experience a range of Anglican and local traditions including regular services in St. Oswald's and St. Andrew's.

The key elements of an act of worship include:

- The lighting of a candle to signify the start of Collective Worship
- Reference to our Christian value(s)
- Biblical story or scripture
- Time for reflection
- Prayer (contributed regularly by the children) – regularly 'The Lord's Prayer'
 - The centrality of prayer can be seen in every act of collective worship and also throughout the school day: before lunch, and before the end of the school day.
- A hymn / song, linked to the theme where possible
- Evaluation based on the impact of the collective worship, especially in relation to our distinctiveness.

Collective worship at Askrigg Primary School will not always include all of these aspects but Christian values will be explored as per the fifteen listed above.



The leadership and management of worship is such that a strong focus has been placed on the key elements of worship and it is systematically planned and evaluated. It is expected that collective worship is carried out in a number of different ways:

- Class collective worship
- Whole-school collective worship
- Child-led collective worship
- Headteacher and other teachers all contributing to collective worship
- Services in local places of worship

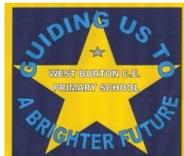
Celebration Assembly:

We hold a special 'Celebration Assembly' each Friday where academic, community and personal achievements are celebrated with parents and friends of the school. The 'RESPECT' code and our values are central to this and the language we use in celebration draws from them.

Outcomes

We use the SIAMS evaluation schedule to evaluate the effectiveness of our collective worship at Bainbridge and West Burton Schools, ensuring that the impact of our collective worship on our Christian Distinctiveness is good or outstanding:

Outstanding	Good
Across the school community great value is placed on collective worship; its place in school life and its impact on individuals is readily and clearly articulated what it means to them personally.	Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.
Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position He occupies in the Christian faith.	Collective worship often includes teaching about the person of Jesus Christ and learners have an understanding of his important place in worship.
Collective worship has a strong focus on God as Father, Son and Holy Spirit. Learners recognize this and talk about it with an impressive degree of understanding.	Learners are aware of God as Father, Son and Holy Spirit in worship and they are able to talk about this with some measure of understanding.
Collective worship regularly includes Biblical material and learners are able to relate this to the school's core values and their own lives.	Collective worship often includes Biblical material and learners are able to make some links between this and their own lives and to the school's core values.
Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican/Methodist practice, the seasons of the Church's year and Christian festivals..	Learners have an understanding of different Christian traditions in worship, particularly local Anglican/Methodist practice, the seasons of the Church's year and Christian festivals though cannot always articulate these fully.
Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all parts of the school community's life.	Learners recognise the value of worship, respond positively and participate willingly. There is evidence of the impact of collective worship on all aspects of school life including attitudes, behaviour and relationships.
Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.	Themes are relevant and pay close attention to learners' spiritual and moral development. In response, learners take some action in the service of others.
Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.	Learners enjoy contributing within collective worship and are increasingly taking responsibility for particular aspects.



Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.	Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.
A range of leaders, including staff, clergy and representatives from different Christian traditions, together with a variety of settings for acts of worship offer learners a rich experience of worship.	Staff and clergy are regularly involved in planning the collective worship programme and leading worship in a range of settings, with some involvement of other Christian traditions.
Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.	Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship.

Right of Withdrawal

Parents have the right to remove their child from some or all acts of Collective Worship. It is expected that parents would talk to the Headteacher before taking this step. The Headteacher is not responsible for providing alternative worship but would ensure that these children have adequate supervision. Teachers also have the right to withdraw from Collective Worship on the grounds of religious belief or practice.