



BENGWORTH CE ACADEMY

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# WORSHIP AND SPIRITUALTY POLICY 2024 - 2025

September 2024



**Bengeworth**  
Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*



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# STATEMENT OF INTENT

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

## Subject Intent

All pupils will attend a daily form of collective worship that will be consistent with the faith and practice of the Church of England and as far as practicable, in accordance with the provisions of the school Trust Deed.

As required by law in a voluntary school, the arrangements for collective worship will be made by the Governing Body after consultation with the Headteacher.

The act of worship is central to the life of the school and presents an opportunity to pursue the search for the meaning and purpose of life, while respecting the integrity and beliefs of every individual. It will not be used as an occasion for evangelism.

The Governors recognise the right of parents to withdraw a child from collective worship, in which case the school will ensure that the child is supervised and encouraged to undertake an independent learning/study activity.

Teachers in voluntary controlled schools also have the right to withdraw from collective worship. However, the Governors hope that few will wish to exercise these rights as acts of collective worship will be inclusive and designed to foster the development of a whole school ethos.

- To allow all pupils to experience worship, by providing the opportunity for participation in, reflection on, and celebration of, aspects of human experience within the community in a Christian context.
- To foster awareness of basic Church of England beliefs.
- To provide a time for reflection on the mystery and wonder of the world in which we live and to recognise the Creator of that world, who is both in and beyond us all and whom we call God.
- To affirm the values and ethos of the School; caring, sharing, striving to do one's best and having respect for other people and the world in which we live.
- To provide an occasion to reflect on God's great love for his Creation and for every individual in it as revealed in the person of Jesus and to experience God's Holy Spirit at work in us and in the world.
- To engender a sense of a community based on shared values.

- To develop understanding, respect and tolerance for different beliefs and ways of life.
- To celebrate the achievements of individuals and groups within the School and community so that, by recognising different abilities, pupils may develop their own talents.
- To explore the emotions which enrich human nature.
- To foster respect for people and property and to develop understanding of the difference between right and wrong.
- To celebrate moments of personal significance and the rites of passage as pupils progress through school life.
- To engage pupils in open ended reflective experience.

## Principles of Worship

These principles are followed in arranging acts of collective worship:

- Acts of collective worship should be at a distinctive time of the day set aside for a unique occasion,
- The act of worship should aim for personal positive response from pupils, which should be individual and voluntary,
- School collective worship should acknowledge and value the response of each pupil,
- Acts of worship should not assume a shared religious commitment,
- Acts of worship should provide opportunities for pupils to express feelings of delight in life, wonder, joy, rejoicing in the good, sorrow, anger etc.,
- Acts of collective worship should reflect the broad traditions of Christian belief. They should therefore concentrate largely on those inclusive beliefs, traditions and values which exemplify the ethos and community of the school. They should also reflect the multi-cultural pluralist nature of Christianity.
- Acts of worship should encourage pupils to have confidence in their own traditions and to value the traditions of others,
- Above all, collective worship should be designed to enhance the spiritual and moral development of pupils by encouraging reflection,

Acts of collective worship should encourage pupils:

- To celebrate 'the good';
- To praise achievements;
- To consider their place in the community;
- To recognise their own worth and potential, and;
- To have the opportunity to be grateful.

## Principles of Spirituality

Children at Bengeworth CE Academy become increasingly aware of the concept of self - the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have with their sense of being a unique person.

- The children become increasingly aware of the concept of others – a growing empathy, concern & compassion of how to treat others. The children reflect on how their values & principles affect their relationships with others.
- The children become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.
- The children explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

- The children become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.
- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others.
- The children develop an understanding of the ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- The children develop the ability to question.
- The children develop their ability to express their thoughts, ideas, feelings and their beliefs.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

The Statutory Inspection of Anglican and Methodist Schools (SIAMS) is the Church of England and Methodist Church's outworking of the requirements of section 48 of the Education Act 2005. It is a key element of the life of all Church of England and Methodist schools in England.

## Linked Policies

- Religious Education Policy
- Music Policy

# IMPLEMENTATION

## Whole School Implementation – Worship and Spirituality

- An act of Collective Worship will take place daily for all pupils in Whole School, Key Stage, Year or Class groupings.
- The children will be encouraged to take an active part in worship at all levels. Whenever appropriate, this will also include small groups of children leading acts of worship.
- The act of worship shall reflect the traditions of Christian belief, being consistent with the faith and practice of the Church of England.
- The pattern of worship will take as its framework the cycle of the Anglican year: Advent, Christmas, Lent, Easter and Pentecost.
- Acts of worship will be educational in approach, taking into account the age, development, aptitude and background of the pupils, and will include curriculum links to complement classroom activity when appropriate.
- The content and conduct of worship will reflect the ethos of the School.
- Acts of collective worship will make use of Bible Stories, children's responses, prayers and hymns that express Christian belief through the ages as well as providing the opportunity for children to write their own prayers and experience the value of meditation as silence within the context of Christian worship.

- Recognising the Anglican commitment to Ecumenism, members of other Churches may be invited to attend, participate in or lead worship.
- The School Budget will make provision for resources necessary for collective worship.

When planning for Collective Worship or Spiritual Reflection, we focus on three areas:

WINDOWS: Encounter - The Learning about life.

We give children the opportunities to become aware of the world in new ways, to wonder about life's 'Wows' and separate thoughts and feelings.

WOWS (things that are amazing) and 'OWS' (things that bring us up short).

MIRRORS: Reflection - The learning from life.

We provide children time for REFLECTION. We give children opportunities to reflect on their experiences, to look inward & consider the big questions of life. In this they are learning from life by exploring their own insights and perspectives and those of others. Give emotional, physical and auditory space.

DOORS: Transformation - The learning to live by putting into action what they believe.

We give children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value. To move beyond the feeling to the action as this is where we see growth.

## **KS2 specific**

A small group of children from Years 4 and 5, collectively known as the Worship Team, will run collective worship throughout the year. The Worship team will lead a whole school celebration service at the local service once a half term – Values Champion Service.

# ROLES AND RESPONSIBILITIES

## **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and SIAMS and diocese and advising teachers on their implementation.
- Monitoring the learning and teaching of Worship and Spirituality providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.

- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data through pupil voice and setting new priorities for the development of Worship and Spirituality in subsequent years.

### **The classroom teacher(s) is/are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' spirituality development, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

### **The Inclusion Lead is responsible for:**

- Liaising with the subject leader in order to implement and develop specialist Worship and Spirituality based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Worship and Spirituality objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

## **IMPACT**

### **Equal Opportunities**

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the Worship and Spirituality curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of Worship and Spirituality as one of many resources to enable all pupils to achieve their full potential.

### **Teaching and Learning**

The school uses a variety of teaching and learning styles in Worship and Spirituality opportunities and activities . The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

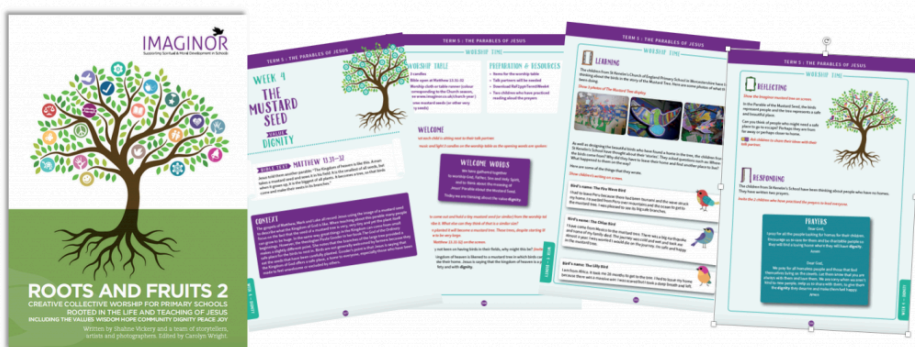
The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding
- Deeper level Thinking and Learning Skills
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital
- Recognition that personal development is essential to wellbeing and success

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising the five spirituality capacities to ensure that pupils are effectively supported.

Roots and Fruits 'Window, Mirror, Door'



## Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

## Assessment and reporting

Assessment will be undertaken in various forms, including the following:

- Pupil Voice - Talking to pupils and asking questions
- Discussing pupils' work and opportunities with them
- Spiritual Development Evidence - 5 Spiritual capacities
- Pupils' self-evaluation and reflections
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- The progress of pupils with SEND will be monitored by the Inclusion Lead and Class Teacher.

## Resources and equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.
- At the **start of every school year**, the **subject leader** will conduct an audit of the school's Collective Worship and Spiritual Reflection resources to ensure there is sufficient equipment for pupils. This will be shared with the Headteacher and funds will be allocated where necessary.

Candles to welcome God The Father, God The Son and God The Holy Spirit (The Holy Trinity)

Bank of themed assembly ideas to ensure continuity and progression.

Bank of suitable prayers written by the children for regular use.

Bank of hymns/songs e.g. Popuk.org

Books: Bibles, Assembly books e.g. Roots and Fruits, etc.

Computer

Worship Team Roles and Responsibility handbook

## Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the delivery and teaching of Collective Worship and Spiritual Development are required to familiarise themselves with this policy.
- Fortnightly meetings with the Worship team.

The scheduled review date for this policy is **September 2025**.

# APPENDICES TO SUPPORT SUBJECT AREA INCLUDING RESOURCES

*Collective Worship CPD 2022 - Duncan Hutchison*

<https://docs.google.com/presentation/d/1h2wRdJYabbWitOh9L8a6FS95cNg1Q-o1/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true>

*Collective Worship Structure*

[https://docs.google.com/presentation/d/1QrCDx0CgFoh7HQP\\_xhduYrxNG76MGOPO/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true](https://docs.google.com/presentation/d/1QrCDx0CgFoh7HQP_xhduYrxNG76MGOPO/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true)

*Class Promise*

<https://docs.google.com/document/d/1mqZGMmF5vPC42etpeAFnM6Zv2gNAi5k1/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true>

*Inspirational Person*

[https://drive.google.com/file/d/1CqTNIkRFwnJf\\_j7VMzt341LYJe5i7HGV/view?usp=sharing](https://drive.google.com/file/d/1CqTNIkRFwnJf_j7VMzt341LYJe5i7HGV/view?usp=sharing)

*Values' Pledge*

<https://docs.google.com/document/d/1330c8WgCEeIT8MIg6Vo8IWmHoUI7nBEa/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true>

*Golden Assembly Certificate*

<https://docs.google.com/document/d/1Vhp-K0jmQ20mqw2evWwxDM1LSYjSBj6j/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true>

*Little Stars Certificate*

<https://docs.google.com/document/d/14WCGUuA3SCr-Mt0-nO2tSUDZd48LLZOU/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true>

*Worship Team - Roles and Responsibilities*

<https://docs.google.com/document/d/1loLj0v1kNoGaZ0Ho2NSi3efjGc3IM4UX/edit?usp=sharing&oid=113978563361085298934&rtpof=true&sd=true>

Values Champion script and PowerPoints

[https://drive.google.com/drive/folders/16eguUoF1aOE6lJjK35RwbzdEqMbGY6QN?usp=drive\\_link](https://drive.google.com/drive/folders/16eguUoF1aOE6lJjK35RwbzdEqMbGY6QN?usp=drive_link)

# Bengeworth

## Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

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