

Emmanuel Junior Academy

Collective Worship Policy 2022-2023



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‘Be Respectful, Be Courageous, Be Safe’



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1 Introduction

***'Do all the good you can
By all the means you can
In all the ways you can
In all the places you can
At all the times you can
To all the people you can
As long as ever you can.'***
John Wesley

VISION

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.'
(Proverbs 22:6)

OUR VALUES

We strive to be respectful, courageous and safe at all times, understanding that God is with us.

'Encourage one another and build one another up, just as you are doing.' (Thessalonians 5:11 ESV)

"Be Respectful, Be Courageous, Be Safe."

Emmanuel Junior Academy in Sheffield, caters for pupils aged from 7 to 11. This collective worship policy has been designed with our school population in mind and is written in accordance with guidance from Sheffield's SACRE. Our Collective Worship policy and practice supports us in fulfilling our vision, our curriculum intent and our theological rationale.

The school has consulted with staff, pupils and parents.

2 Our Context

The school serves a community where the vast majority of pupils are White British. 171 pupils are White British. 7 children are White Eastern European. 3 children are Caribbean and 2 children are Indian. 5 children are from other ethnic backgrounds. The school is a proud member of the Diocese of Sheffield Academies Trust.

Our Academy is an Anglican/Methodist primary academy and we share a site with Emmanuel Church. We have strong links with the church and these links add to the ethos and values of the school. Representatives of the church support in the delivery of our collective worship, support in the delivery of RE lessons, support in the development of a pupil lead spirit council and take an active role in providing pastoral support across the academy. In addition to this, pupils in the Academy visit the church to develop their knowledge and understanding of the Christian faith and enhance their understanding of spirituality.

The children are proud to attend a church school and are committed to uphold the school's Christian Values. Our context is seen as providing us with many opportunities to enhance the children's social, moral, cultural and spiritual understanding and is a vital aspect in developing a sense of belonging within the church/school family.

3 Collective Worship

Children play an active role in leading collective worship at Emmanuel Junior Academy. They make decisions about the focus for collective worship and introduce the sessions to the whole school. Collective Worship is a very important aspect of our daily lives and our work as a school. It helps us to develop a shared understanding of the school's vision and our core values of being respectful, safe and courageous.

Collective Worship is viewed by all as a special time and there is a high level of respect shown by children before, during and when leaving Collective Worship.

The core messages shared through our collective worship are revisited throughout the week through class based collective worship and reflection spaces created in classrooms (see appendix A).

Our Spirit Council take a leading role in our class collective worship; they are responsible for starting the worship with our John Wesley quote and closing with our prayer (Appendix B). Members of our Spirit Council are also actively involved with our Clergy led worship.

4 Aims of Collective Worship

Our collective worship strengthens the community ethos of our school. It is planned to enable all pupils of any religion or none to take part as appropriate. The aim of our collective worship is to:

- ❖ *make our values explicit and develop pupils' thinking so they are able to explore their own beliefs and motivations*
- ❖ *promote respect for the beliefs, practices & values of others within the school & the community & an opportunity for pupils to explore & evaluate their own beliefs, whether religious or not, in relation to those of others.*
- ❖ *help pupils develop their own spirituality and foster sensitivity to the beliefs, practices and values of others (see appendix D for our shared definition of spirituality)*
- ❖ *build a sense of community so pupils consider their place in the community and what it means to be a citizen*
- ❖ *develop a sense of belonging within every child, so all understand their place in our school.*
- ❖ *help pupils know and celebrate who they are and who they might become*
- ❖ *mark occasions of celebration and commemoration*
- ❖ *provide quiet time for reflection upon the fundamental questions of existence*
- ❖ *encourage hope, aspiration, awe, wonder & develop self-understanding, empathy, compassion and wisdom*

All present (pupils, staff and visitors) should feel valued whatever their faith or beliefs with no assumption of a shared religious commitment. Collective worship will acknowledge and respect the responses of individual pupils and provide opportunities for them to express their feelings, delight at life, wonder, and joy.

5 Organisation

Time table for 2021-23

	What?	When	Where?
Monday	School led Collective Worship	10:35	School hall
Tuesday	School or Clergy led Collective Worship	10:35	School hall
Wednesday	Singing Assemblies	10:35	School hall
Thursday	Class based collective worship	10:35	Classroom
Friday	Gold award	10:35	School hall

Usually we gather at a point during the morning and worship lasts for approximately 15 minutes.

For Class based Collective Worship each class either has a focus area/display or a Collective Worship box in the classroom. The area or box has objects which provide a focal point in each classroom during this time. Staff attend whole school collective worship with their class and take part in a proactive way. A candle is lit during this time.

6 Content

The content of collective worship is planned around a theme to enhance the spiritual, moral, social and cultural development of pupils (see appendix C). The content provides opportunities for reflection and for celebration and recognition of each pupil's potential. The theme is often strongly linked to the school values which lead our work.

The acts of worship will:

- Be inclusive - an experience to which all can contribute and from which all can gain.
- Be Spiritual and encourage reflection.
- Have a sense of occasion and offer something class lessons don't.
- Meet the needs of our school community.

Class based collective worship will feel different to RE lessons. They should provide an opportunity to revisit the theme covered in whole school collective worship. Limited resources should be used and a simple model to introduce the focus, use of a hook to support reflection- a stimulus item, short film clip, song or story- and a time to reflect and prayer. They should be approximately 10 minutes long. Use of silence is important.

Each classroom has a space dedicated for reflection and these spaces will provide further opportunities to think about the key issues explored through whole school and class based collective worship.

7 Evaluation

The school values the impact of collective worship on the wellbeing of all members of the school community and ensures that collective worship is regularly monitored and evaluated by senior leadership, governors, parents and pupils through our spirit council..

8 Resources

The school budget includes sufficient funding per annum for resourcing collective worship. Visual aids (artefacts, posters and books) are purchased as required. Staff CPD is provided to help with delivering quality collective worship.

9 Withdrawal

Parents may withdraw their children from collective worship but we believe our collective worship is inclusive and beneficial for all pupils so it is hoped that no one will be withdrawn.

Appendix A

Procedures for collective worship and use of reflection spaces

Whole school collective worship

- Spirit Council members will introduce Collective worship, who will lead in chorally reading the 'All you can' quote by John Wesley which embodies the academy's vision
- The focus for the session will be shared and linked to the Academies values
- The focus for the session will then be linked to a bible quote which is identified in the theological rationale
- The collective worship session will end with and chance to reflect on the messages shared through the reading of a prayer (see appendix B)

Reflection spaces

- All classrooms have a dedicated reflection space
- Each space will have the bible quote and the main theme which has been shared during whole class collective worship
- Each space will have a bible showing the bible quote which is the focus for the week
- Each reflection space will have a reflection box. Following whole school collective worship, children will record any reflections they have focussing on the main theme of the collective worship session.
- Class members of the spirit council will take a lead in updating the reflection space

Class collective worship

- Each class collective worship will revisit the main theme shared in the whole school collective worship carried out on Monday and Tuesday
- Class collective worship will last for 10 minutes approximately
- Class collective worship will be introduced by the class members of the Spirit Council who will lead in chorally reading the 'All you can' quote by John Wesley which embodies the academy's vision
- The teacher will introduce the focus for the assembly and establish a link to the whole school collective worship
- The teacher will share some of the reflections on the theme provided by the children prior to the class collective worship
- Each class has a reflection box to enable the children to share their reflections (with the option of being anonymous) during the week.
- The session will be concluded with the class Spirit Council members reading a prayer (see appendix B). This will be introduced by asking the children to reflect on the main theme of this weeks' collective worship.
- A candle is lit during the session and music used to support reflection and spirituality

Appendix B

Prayer

Let's think about being _____

I wonder what you think and feel about being _____

Let's think those thoughts as our prayer to God

God is with us

Let us pray for being _____

And if you want to join me to say 'Amen' we say together 'Amen'

Spiritual, moral, social and cultural development

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Appendix D

Spirituality

Spirituality lies at the centre of the Christian expression of faith, with an awareness that there is more to life than material possessions and worldly success. Jesus said: 'Is not life more than food and the body more than clothing?' (Matthew 6:25). When Jesus is asked which is the greatest commandment, interestingly he doesn't pick one from the list of the 10 Commandments. Rather, he expresses something more fundamental, and more spiritual. He gives two commandments which are drawn from the Jewish scriptures: to love God, and love your neighbour as yourself (Matthew 22:37-39).

To express Christian spirituality is to live in a state of loving awareness of God, the world around you and (crucially) with yourself.

Rebecca Nye defines children's spirituality as 'relational consciousness' or relational awareness: an expression of their 'emerging awareness of themselves in relation to others, the world and God'.

This concept of relational awareness is embodied through our school message of 'All you can' and through our values of being respectful, courageous and safe. Through understanding and living out John Wesley's message and adhering to our values, we are developing our children's spirituality.

Developing children's spirituality is central to our curriculum as identified through our curriculum intent:

Our Curriculum

At Emmanuel Junior Academy, the curriculum supports and develops the pupils' ambitions AND aspirations and their understanding of the community and the wider world in which they live. The curriculum is underpinned by enquiry based practice and is research led. Through our curriculum we aim to provide opportunities for children to develop as independent, confident, successful and life-long learners, with high aspirations and the learning agility to make a positive contribution to their community and the wider society now and in the future. Academic performance and the development of self (*Spirituality, social, moral, physical and cultural development and mental wellbeing*) are given equal importance. Our curriculum is designed with the key aim of developing the 'whole child' and thus supporting all children to reach their potential.