



# Witchampton Church of England First School

## Collective Worship and Spiritual Development Policy

Vision: **Live a life of love**

Values: **Love, courage and Inspiration**

Biblical underpinning:

***‘Live a life of love, just as Jesus loved us’ (Ephesians 5:2)***

### 1. Introduction & Biblical Vision

At Pamphill First School, we are proud to be a caring and nurturing community at the heart of our local area, where everyone is supported to grow with confidence and develop the skills and knowledge needed for the next steps in their journey. Our daily act of collective worship and our approach to spiritual development are integral and important parts of school life.

Our shared theological foundation and vision are rooted in Philippians 2:15:

***‘Live a life of love, just as Jesus loved us’ (Ephesians 5:2)***

Guided by our core Christian values of **Love, Courage, and Inspiration**, alongside our learning values of **Respect, Engagement, and Readiness**, we aim to foster an environment where all members of our community flourish academically, socially, and spiritually. Every person is recognized as being made in the image of God, possessing infinite worth.

### 2. Definition & Theological Foundation of Spirituality

At Pamphill, we describe spirituality as:

*"A growing awareness of God, ourselves, others, and the world around us expressed through curiosity, wonder, reflection, and a search for meaning and purpose."*

Spiritual development encompasses the whole child—body, mind, and spirit. We blend Christian teaching and Values Education to create opportunities for children to develop physically, emotionally, personally, socially, mentally, and intellectually. This builds self-esteem, well-being, and emotional intelligence, leading to a mature understanding of their rights and responsibilities as young citizens.



### The Four Aspects of Spirituality

We focus on nurturing four core dimensions of spiritual learning:

| Aspect        | Focus                                             | Spiritual Learning Intent                                                                          |
|---------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Self</b>   | Awareness of the inner self and personal identity | Reflecting on who I am, my beliefs, values, and purpose as a child of God.                         |
| <b>Others</b> | Relationships and community                       | Understanding empathy, compassion, and respect in how I relate to others.                          |
| <b>World</b>  | Appreciation of creation and creativity           | Experiencing awe and wonder, recognising God's presence in the natural world and human creativity. |
| <b>Beyond</b> | The transcendent and the divine                   | Exploring questions of meaning, purpose, and faith; developing a sense of connection with God.     |

### 3. Aims and Objectives

Through collective worship and daily school life, we aim to:

- **Be Inspirational & Inclusive:** Engage all learners so they can appreciate the relevance of faith in today's world through the teachings of Jesus and the Bible.
- **Explore Beliefs:** Allow reflection and response to fundamental questions of life, fostering curiosity, imagination, and a search for meaning.
- **Encourage Community & Service:** Develop a sense of community spirit, promote a common ethos, and encourage active advocacy for justice, peace, care of creation, and concern for the poor.
- **Support Mental Health & Wellbeing:** Build resilience, gratitude, and strategies for good mental health by providing spirituality as a source of comfort, reflection, and connection.

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- **Value Diversity:** Value difference and diversity within God's creation, showing respect, tolerance, and understanding for the beliefs and faiths of others.
- **Guide**
- **Relationships:** Provide foundations for making wise, morally informed choices in life and conduct.

#### 4. Legal Requirements

We acknowledge the legal requirement stated in the 1988 Education Reform Act 6 (1) and 9 (3), which mandates a daily act of worship for each child, either as a whole school, class, or group.

- **Rights of Withdrawal:** Parents have the legal right to withdraw their children from the act of worship, either partially or wholly. Parents wishing to do so should contact the Headteacher. Teachers also hold the legal right to withdraw from leading or taking part in worship.

#### 5. Organisation and Weekly Schedule

Collective worship sessions are approximately 20 minutes in length and provide a variety of worship experiences:

- **Monday:** British Values worship with a news-related link (*Picture News*).
- **Tuesday:** Whole-school worship led by the Headteacher with a Bible focus.
- **Wednesday:** Led by local clergy or the 'Open the Book' group (twice a month); alternative weeks are held in-class with a specific focus on spirituality.
- **Thursday:** Whole-school hymn and singing practice, including prayer and reflection time, led by Miss Cook.
- **Friday:** Celebration worship led by the Headteacher, recognising unique individual achievements.

#### 6. Practice, Content, and Reflection

The themes for collective worship reflect our biblical focus for the half-term, the Church calendar, the school ethos, and current world events.

##### Liturgy and Ritual

Worship begins with the children entering the hall with the image of a candle on the board. We establish a sacred space by lighting a candle and exchanging the opening response:

- **Leader:** *Jesus is the light of the world.*
- **Children:** *Let his light shine on me.*



### **Prayer and Reflection**

Sessions regularly include songs and always close with a time of prayer and/or reflection introduced by a short period of quiet stillness. A range of prayers are used, including the Lord's Prayer and prayers written by the children.

### **Student Participation**

To ensure children are actively involved, two pupils are chosen during most sessions to complete the '**Worship Book**'. This provides a child-led record of the prayers and themes that resonated with them during the experience.

## **7. Implementation Across Teaching and Learning**

Spiritual development is not confined to collective worship; it is intentionally embedded across the wider curriculum:

- **Religious Education (RE):** RE provides an understanding of Christianity and other world faiths, exploring diverse beliefs and perspectives while portraying multiple cultures as required by the curriculum.
- **Creative and Outdoor Learning:** The creative arts, storytelling, and the natural environment are utilized to cultivate imagination, empathy, environmental stewardship, and awe in creation.
- **Reflective Spaces:** Safe and inclusive spaces for stillness, prayer, and silence are provided both indoors and outdoors.
- **Staff Approach:** Staff actively validate spontaneous spiritual moments, encouraging children to explore feelings, connect biblical teaching to lived experiences, and find opportunities for spiritual growth in moments of resilience or loss.

## **8. Inclusion, Equal Opportunities, and Visitors**

- **Equal Opportunities:** All pupils, regardless of academic ability, age, gender, or ethnic origin, have full access to activities supporting spiritual and religious understanding. Teachers draw from other religions to acknowledge and celebrate the diverse backgrounds of our pupils.
- **Visits and Visitors:** Appropriate visits are organized to give children first-hand experience of various places of worship. St. Stephen's Church in Pamphill is our most frequently used resource for annual Harvest, Christmas, Easter, and Leavers' Services. Visits to Wimborne Minster (e.g., 'Experience Easter') are also integral. Guest speakers are welcomed to share their knowledge to educate, not to evangelise.

## **9. Monitoring, Evaluation, and Review**



While spiritual growth cannot be measured quantitatively, the effectiveness of our Collective Worship and Spiritual Development provisions is monitored through:

- Direct observations of teaching, learning, and worship sessions.
- Reviewing pupil discussions, reflections, RE work, and entries in the student-led Worship Book.
- Feedback from pupils, staff, parents, and governors.
- Alignment with the school's SEF and Statutory Inspection of Anglican and Methodist Schools (SIAMS) self-evaluation frameworks.
- Ongoing staff training (CPD) and sharing best practices across the Learning Trust / Academy Trust and the Diocese.

**Policy Details:**

- **Reviewed:** September 2025
- **Next Review Date:** October 2026