



## COLLECTIVE WORSHIP POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

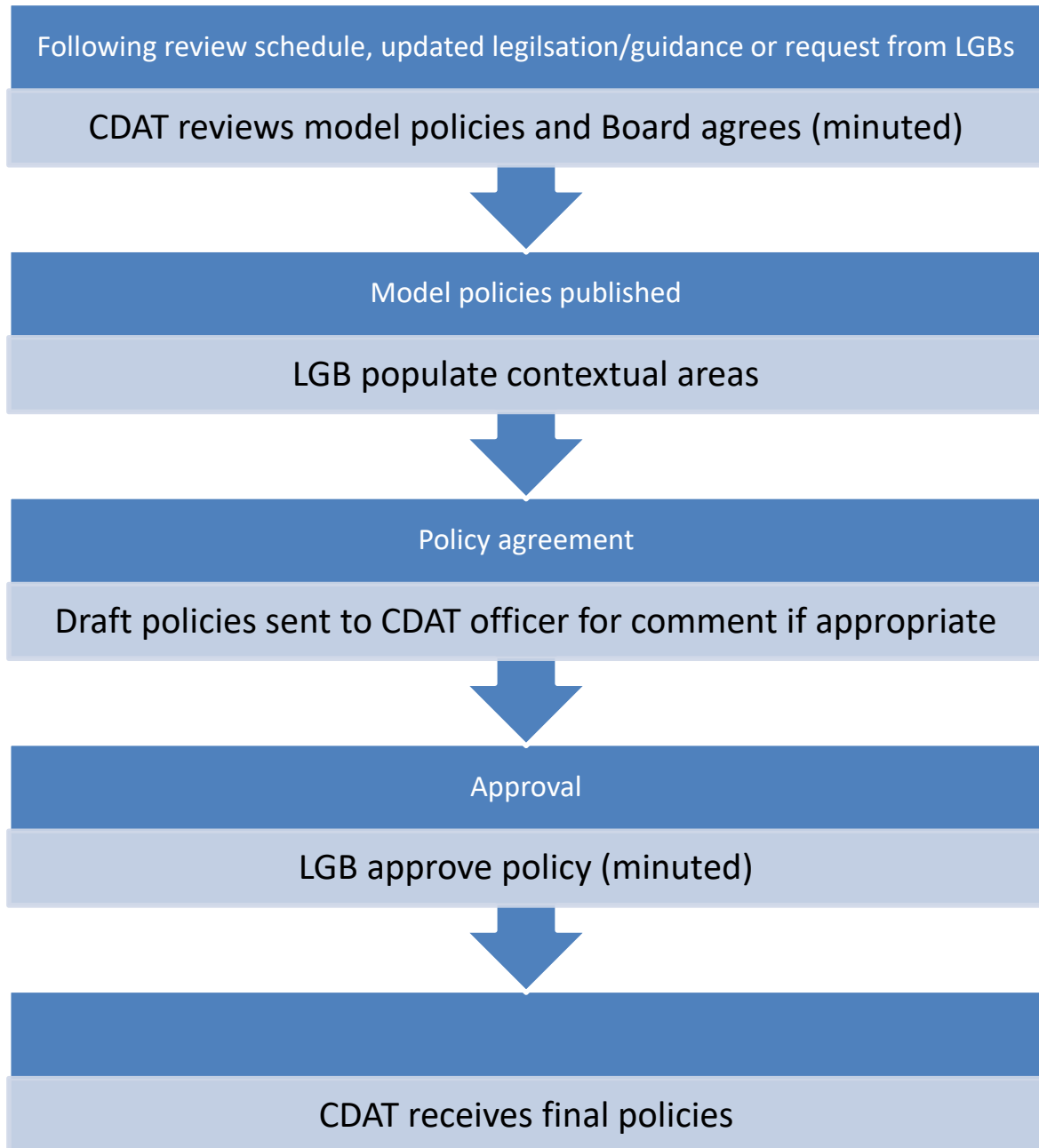
'Blessed are those who act justly, who always do what is right'

*Psalm 106:3*

**School/Academy Name:**

Date agreed by LGB	Review Date	Signed Chair of LGB
Feb 2018	Feb 2020	F Coates

## Policy Process



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## 1. Legal requirements

The Funding Agreement requires CDAT to make provision for daily acts of collective worship in each academy and that this worship shall be in accordance with the tenets and practices of the Church of England. The quality of this collective worship must be inspected by an inspector chosen by CDAT.

## 2. Guiding principles

CDAT academies are inclusive, creative communities that build understanding, respect and empathy in young people. Pupils, staff and parents of all faiths (or none) are welcome. Our academies are communities that celebrate religious, cultural and ethnic diversity and encourage dialogue and understanding. We believe that we can all learn from each other and that collective worship is an educational entitlement for all. In worship we create the opportunity to explore the place of faith in each of our lives, and in the communities in which we live. This worship can occur at various times of day and with a mixture of grouping of pupils. In regular acts of formal worship the academy community has the opportunity of offering thanksgiving and praise to God through a range of liturgical patterns.

## 3. Aims and Objectives

Collective worship will always seek to reflect the Christian foundation of the academy and its care for all who work there. Young people should be helped to understand the meaning of Christian worship and we hope that believers will be able to share in it and that others of no faith will reach the 'threshold of worship'. Collective worship will be inclusive and educational.

The central aims 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' in order 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 appropriate Biblical content and 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.

In summary within daily act of worship, we aim to provide opportunities for young people to:

- worship God;
- celebrate all that is good and beautiful and express thankfulness for the joy of being alive;
- share what is meaningful and significant to them, including the darker side of life;
- ensure that the experiences provided are relevant to the age, aptitude and family background of the pupils;
- have time for silent reflection and exploration of inner space.

The worship will:

- illustrate forms that others have found helpful in their spiritual development, e.g. silent contemplation, dance, singing;
- provide a rich variety of forms of expression, e.g. art, drama, music, story and give young people the opportunity to experience these at their own level rather than teachers imposing their own interpretations;
- take place in an environment that is conducive to worship, which is professionally coordinated and properly resourced;
- 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.

#### 4. Planning and Record Keeping

A system of long term, medium term and short term planning and recording documents should be kept in school and shared with appropriate staff. Plans should be kept over time to avoid repetition of stories and other elements of worship, whilst ensuring a breadth of approach is used.

#### 5. Monitoring and Evaluation

Monitoring and evaluation will be part of the whole academy cycle of self-review.

##### Monitoring

Useful strategies for monitoring collective worship will include:

- written observations;
- checking that practice matches planning;
- observing pupils' attentiveness and level of interest;
- conducting occasional formal observations of collective worship and providing feedback,;
- seeking feedback from pupils, staff, parents, governors, incumbent and visitor;
- observing the extent of the collective worship's influence on pupils' attitudes and behaviour throughout the school;
- holding regular discussions with colleagues;
- gathering written comments from colleagues on a worship planning sheet.

##### Evaluation

The information gathered will be analysed carefully in order to evaluate the quality and effectiveness of the collective worship. Formal evaluation of collective worship will take place at least annually.

#### 6. Visitors leading collective worship

Each visitor should be personally communicated with and briefed on school policy and the aims for collective worship. Themes should be discussed and suggestions made as to the content of each act of worship.

#### 7. Matters delegated to individual academies

- Personnel responsible for worship;
- Personnel involved in leading worship, including learners;
- Timetabling of acts of worship, including use of local church and groupings of pupils;
- Planning of worship, including its relationship to any core values;
- Monitoring and evaluation procedures;
- Taking account of SIAMS requirements as applicable to the specific situation;
- Opportunities for worship/prayer throughout the day.

This list is not exhaustive and other aspects may be included at local level.

#### 8. Right of withdrawal

Parents have a right to withdraw their children from collective worship. Parents are asked to discuss the matter with the Principal in the first instance.

If a parent asks for their child to be wholly or partly excused from attending collective worship then the Academy must comply unless the request is withdrawn. **The Academy remains responsible for the supervision of any young person withdrawn from collective worship, unless s/he is lawfully taking part in collective worship elsewhere.**

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