

Date of last review	November 2023	Review period	3 years
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## *Collective Worship Policy*

*Enabling a world of freedom, opportunity and fulfilment*

## History of Policy Changes

Date	Page	Change	Origin of Change

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## Policy Statement

At Sarum Academy Collective Worship within the Christian Anglican tradition plays a significant part in the spiritual\*, moral, social and cultural education of students, which in turn impacts on their readiness to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures.

*\* Definition of spirituality: Spirituality is our relationship with God as opposed to material or physical things. Spiritual development is about deepening that relationship.*

Collective Worship at Sarum Academy is defined as a time when the whole school, or groups within the school, meet together in order to worship and consider and reflect on common concerns, issues and interests. It offers all students an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for students’ spiritual, moral, social and cultural development.

Collective Worship contributes significantly to the ethos of Sarum Academy and it is our aim to ensure it is a time when the school community can:

- Share common aims and values
- Celebrate achievement and special times
- Explore together the world in which we live
- Develop a community spirit
- Worship God

We also intend that Collective Worship contributes to the development of the student as a ‘whole’ person by providing opportunities to:

- Worship that which is considered meaningful
- Consider spiritual and moral issues
- Explore their own beliefs
- Develop their own spirituality
- Reinforce positive attitudes
- Participate and respond
- Reflect on what it means to be human

Sarum Academy recognises and celebrates diversity, welcoming students of all faiths and none and shares with them in their celebrations and expressions of faith .

## Roles & Responsibilities

The Academy Governance Committee (AGC) and the Academy Leader will be guardians of the Christian ethos of the Academy and will ensure this is reflected in Collective Worship.

The Academy Leader is responsible (under the School Standards and Framework Act 1998) for arranging the daily act of Collective Worship.

The Academy Leader working with the Subject Leader for Religious Studies (RS), students and other stakeholders, is responsible for planning the Calendar for Collective Worship.

All Form Tutors must follow the Collective Worship programme in tutor time.

All teaching staff and classroom based staff are required to attend assemblies.

Parents of a student have a right to withdraw their children from Collective Worship. If a parent asks for their child to be wholly or partly excused from attending Collective Worship at the school, the school must comply unless the request is withdrawn. Any parent who wishes to exercise this right should consult the Academy Leader.

The Education and Inspection Act 2006 makes provision for students in post-16 education to exercise the right to withdraw themselves from the daily act of Collective Worship, but not from assembly.

The community will be represented in the Collective Worship of the Academy by regular invitations to clergy, and other ministers of the Christian faith to lead Collective Worship as well as lay persons who may have ministry in this area.

## Procedures

In bringing the vision for Collective Worship alive - **Collective Worship will:**

- contain elements which relate specifically to the traditions of Christian belief;
- engage all students and help them to understand Anglican and other Christian traditions from the UK and worldwide;
- bring alive the school values, based on Christian teaching, of RESPECT, ASPIRATION, EXCELLENCE, SERVICE, TENACITY and PARTNERSHIP;
- encourage all to put others first;
- celebrate the adoption of Proverbs 13:4 “*...those who work hard will prosper*” and “*Let your light shine before others, so that they might see your good works and give glory to your Father in heaven*”

Matthew 6:15 as touchstones for the school’s distinctive Christian character and mission for students and staff alike;

- explore and respond to a variety of forms of worship, thus enabling those students with a religious commitment to deepen their experience of worship, and to allow those without a religious commitment to begin to appreciate what worship means for others;
- encourage students to approach with the seriousness it deserves, and encourage them to live by the <sup>1</sup>tenets of GOODNESS, COMPASSION and MERCY.
- consider spiritual and moral issues and the many questions which relate to students’ everyday life and development;
- acknowledge the things which have meaning, value and purpose for the students as individuals, as well as for the school and the wider community;
- be an opportunity to celebrate and give thanks for achievements within the school, local and international community and occasions of significance including festivals;
- acknowledge and respect difference and diversity, ensuring that it does not offend the integrity of the non-religious or those of different faith;
- involve students in the planning and delivery of Collective Worship.

## The Practice of Collective Worship at Sarum Academy

### Student Leadership

Students will be invited and encouraged to participate in the planning and presentation of Collective Worship. In addition to this the Academy has an ‘Ethos Group’ which is led by the Academy Chaplain and focuses on the Academy values and how the school community live out the values.

Collective Worship is practiced in several forms at Sarum Academy:

<b>Whole School Assembly</b>	The Academy provides a weekly act of Collective Worship in the form of a whole school assembly involving all students including Sixth Form students. There is a fortnightly programme of visiting speakers from local churches and church groups who lead Collective Worship. Their involvement is encouraged so that students may experience a variety of worship styles and be mindful of the Academy’s strong links to the church.
<b>Year Assembly - Briefings</b>	The Academy provides a gathering of students by Year groups to explore issues that affect their lives directly. There must always be a balance between notices and pause for thought.
<b>House Assembly</b>	The Academy provides ad hoc gatherings in Houses to celebrate a sense of togetherness and recognise the efforts of individuals working towards the good of a community i.e. the House.
<b>Monday Reflection</b>	The Academy provides a weekly opportunity for Collective Worship in the form of Reflection. This takes place in Tutor time on a Monday. Students are given the opportunity to reflect with their tutor booklet.
<b>Theme for week Word of the week</b>	A published ‘Theme for the week’ underpins the assemblies and provides a focus for tutor work. Themes reflect social, moral, spiritual and cultural matters and British Values. This is designed to encourage contemplative thought. All

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<sup>1</sup> Doctrines

	stakeholders are invited to contribute to the Theme for the week programme. Tutors lead this aspect of reflection during morning registration.
<b>Current affairs</b>	Wednesday is a chance for students to reflect on the news of the week and explore the world they live in. Students discuss a topical issue and then have opportunity to vote via the 'Votes for Schools' The results of these are shared via Head of Year briefings.
<b>Friday Prayer</b>	A pause for reflection in tutor time at the end of a busy week.
<b>The Chapel</b>	The Chapel provides a weekly opportunity for students to come together to discuss faith and religion with our Bridge Chaplain.
<b>In the service of others</b>	Charitable projects, Acts of Kindness, courtesy are all examples of work undertaken in the service of others as SERVICE is one of our values.
<b>Christmas and Easter Festivals</b>	The Christian festivals of Christmas and Easter will be marked by whole Academy gatherings.
<b>Christmas Carol Service</b>	An opportunity to celebrate Christian festival of Christmas. This is held at St Michael's church in the heart of our community.
<b>Salisbury Cathedral Visit</b>	An opportunity for students to visit Salisbury Cathedral. This is part of our extended learning day programme
<b>St. Michael's Church Visit</b>	An opportunity for all Year 7 students to visit their local Church.
<b>Annual Prize Giving</b>	An opportunity to celebrate with stakeholders the achievements of students. Achievements that reflect the core values of the Academy.

Sixth Form students are not required to participate in Collective Worship on a daily basis but they attend separate Sixth Form Assemblies.

'Prayer Pattern': How Collective Worship will be conducted – Guidance for staff, visiting speakers and students leading whole school assemblies.

<b>FRAMEWORK</b>	<b>EXAMPLES</b>
<p><b>Gathering</b> – does it have a feel of gathering and coming together? Signalling clearly that an act of Collective Worship is beginning and creating the right atmosphere. This means space is ready to receive students, staff welcome and supervise students entering. Have you created a feel of Silence, Calm, Excitement, Intrigue?</p>	<p>Creating a focal point:</p> <ul style="list-style-type: none"> <li>• Live music performance</li> <li>• Recorded music playing</li> <li>• A video playing for students to watch as they arrive.</li> <li>• Lighting a candle</li> <li>• A song or song words on screen with a song playing over images</li> <li>• A themed image with a question to consider</li> <li>• A spotlight shone on an object, a piece of scenery or a group of students 'frozen' in place for a later drama.</li> </ul>
<p><b>Engaging</b> – does it contain something to engage the students? Will they be able to relate it to their own lives and experience? Is there an opportunity for a sense of awe to be created?</p>	<ul style="list-style-type: none"> <li>• A story</li> <li>• A moral dilemma</li> <li>• A topical issue</li> <li>• A historical figure or event</li> <li>• A celebration</li> </ul>

	<ul style="list-style-type: none"> <li>• A visitor</li> <li>• A song</li> <li>• Q/A</li> <li>• A video/clip</li> </ul>
<p><b>Responding</b> - does it have space for students to respond?</p> <p>This can be affectively achieved through posing a question or questions related to the engagement part of Collective Worship. Allow students moments of silence between the questions to think and reflect before an act of prayer.</p>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Praying</li> <li>• Discussion</li> <li>• Action</li> </ul>
<p><b>Sending</b> – does it end with a sense of ‘sending’?</p> <p>It is important to signal a clear ending to the act of Collective Worship with final thoughts, message related to the theme of the week, a blessing, blowing out a candle, music playing as students exit.</p>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Challenge e.g. challenge yourself to....</li> <li>• Resolve e.g. to become.... to be....</li> <li>• Blessing</li> </ul>

## Monitoring and Evaluation

We take our responsibility seriously to ensure that our Collective Worship is appropriate and relevant to young people. Individuals and organisations from outside the school are chosen carefully to ensure that the message given fits the Christian ethos of the school.

Monitoring and evaluation occurs through:

- Stakeholder consultation coordinated by the Subject Leader for RS. See Appendix 1.0.
- Senior team peer observations of each other to quality assure.
- Senior team observations of Pastoral Leaders and outside agency assemblies.
- Pastoral Leader ‘drop in’ records of tutor time.
- The Academy Leader reporting regularly to the AGC.
- Senior team discussions at Pastoral Leadership level and through line management of Pastoral Leaders to maintain consistency of quality and message.
- Governor visits and participation in Collective Worship and tutor time.

## Appendix 1.0 – Feedback on Collective Worship

### To ask Students

1. What is special about worship time?
2. What do you like most about worship?
3. Is there anything you don't like about worship time?
4. Does worship time make you feel special?
5. Tell us what happens in assemblies.
6. Why do we have worship?
7. Do you think worship is important in your school?
8. What is your favourite type of worship *e.g. whole school; Monday refecton; students taking part in worship; a vicar leading worship; visiting speakers?*
9. What do you like about it / them?
10. If you think about all times you have had in your school Collective Worship what have you enjoyed most and why? Can you describe one act of Collective Worship that really sticks in your mind? Are there any other times that you remember when you have taken part in and contributed to Collective Worship in school?
11. Can you describe how worship helps you in everyday life?
12. Is there anything you would like to change about Collective Worship in our school?

### To ask a student(s) after an act of Collective Worship has taken place

1. What parts of the act of Collective Worship did you enjoy today and why?
2. What kind of things went through your mind as you spent time in the act of Collective Worship?
3. Can you describe how you felt about today's theme and what you heard the person say?

### To ask Teachers

1. Can you describe how you plan for Collective Worship as a Tutor?
2. Are there any aspects of worship that you find it easy or difficult to plan for e.g. particular themes?
3. Can you explain how you include all students in acts of worship?
4. How do you manage to cater for students from different faith backgrounds and ensure that worship is inclusive?
5. How does the school show that Collective Worship is important?
6. Does the Collective Worship reflect the school's Christian foundation?
7. What do you gain from Collective Worship?
8. Do you value the worship? Why or why not?
9. What do you see as the overall value of Collective Worship for the school community e.g. towards social, moral, spiritual and cultural aspects of education?

## **To ask Parents**

### **Community and church/worship**

1. Do you feel welcome at school assemblies and school services in church?
2. Are you content that the school has sufficient links with the local church(es)?
3. Do you feel that the school makes links with the wider community?
4. Does the local community support the school?
5. Does the school support the local community?
6. Are you happy that the school offers good opportunities for Collective Worship?
7. Do you think Collective Worship has the right amount of Christian content? Why (not)?
8. Does your child enjoy Collective Worship?

## **To ask Governors**

1. What responsibility do you consider the AGC has to school worship?
2. How important is school worship?
3. Does the worship reflect the school's Christian foundation?
4. What do you think the core elements of worship to be?
5. How do you know what happens in school worship?
6. Do you take part in school worship?
7. How do governors support Collective Worship?
8. Do you find it to be inspiring and spiritually uplifting?



**Appendix 2.0 – Collective Worship Student Evaluation Form**

Your name:..... Year group:.....

What was the theme of today’s Collective Worship?
What parts of the act of Collective Worship did you enjoy today and why?
What kind of things went through your mind as you spent time in the act of Collective Worship?
Can you describe how you felt about today’s theme and what you heard the person say?

Any other comment:

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