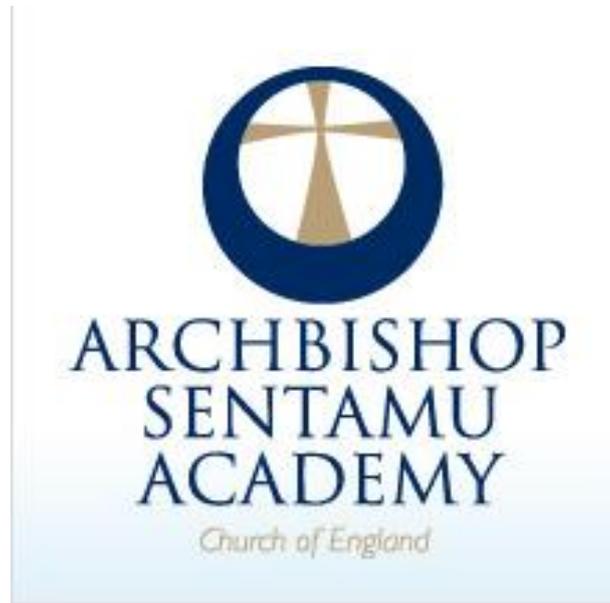


# Collective Worship Policy

September 2016



Approved by Archbishop Sentamu Academy, Local Governing Committee on 19 September 2016

# Archbishop Sentamu Academy

## Christian Aims and Values

### Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

### Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

# Archbishop Sentamu Academy

## Collective Worship

### 1. Statement of Policy

The Academy understands Collective Worship to refer to a gathering together of our Academy community for worship. It does not in any way suggest an act of worship which involves a group meeting to subscribe to any particular faith or denomination; however it does have a distinctively Christian ethos and uses prayer as a point of reflection. As a Church of England Academy students will encounter the traditions and tenets of the Anglican Church. The Academy's periods of Collective Worship do not pre-suppose shared beliefs, and do not seek uniform responses from students. We believe that Collective Worship caters for a diversity of beliefs and points of view, allowing individuals to respond as individuals

### 2. Statement of Policy Review

The Board of Trustees has agreed that this policy will be reviewed on a two yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2017**

### 3. Collective Worship in the church Academy context

The distinctive context of Archbishop Sentamu Academy requires for collective acts of worship, offering students a quality learning experience which reflects the Christian foundation of the Academy. Acts of Collective Worship in our Academy is inclusive, meeting the needs of all members of the Academy community. The Trustees through the Principal ensure that all students each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church.

### 4. Rights and responsibilities

#### 4.1 Parental Rights

The right of parents to withdraw their children from Collective Worship established in the 1944 Act remains unchanged. As a Church of England Academy we will comply with the Act, however we will require in writing the reasons stated for withdrawal. Parents may also be invited into The Academy to discuss arrangements to be put in place.

When parents request alternative worship in accordance with a particular faith or denomination for a child who has been withdrawn; this may be arranged in partnership with the parent.

It is expected that following a request to withdraw:

- alternative provision would be consistent with the overall purpose of the Academy curriculum;
- such arrangements can be made at no additional cost to the Academy.

However, it is important to note that does not guarantee exclusion from the religious character of the Academy parents will understand that in choosing a Church Academy they are thereby committing themselves to their child's participation in the overall religious life of the Academy.

#### 4.2 Rights of Teachers

As with the rights of parents, the rights of teachers and the Principal to withdraw from Collective Worship as described in the 1944 Act remain unchanged. However, within the Academy all staff are expected to attend Collective Worship in accordance with their response to questioning at the interview stage. Where staff have a particular issue with attending Collective worship, they must write in confidence to the Principal in order to discuss possible solutions.

## 5. The Commitment to Worship

The Academy has a Mission Statement that informs and inspires all that the Academy does. Collective Worship is part of the whole Academy curriculum. As such it will be implemented in ways which are consistent with whole Academy values, aims and purposes. The legal requirement for Church Academy's to hold daily acts of worship which reflect the Academy's denominational character provides us with particular opportunities to consider the Christian beliefs which underpin the Academy's ethos and how these beliefs can be expressed in Collective Worship.

### 1. Five principles for good worship:

- i. We aim to be **inclusive**: *good worship engages everyone present in his/her own way*
- ii. We aim to be **curricular**: *good worship shows appropriate links with the curriculum, RE policy and class work*
- iii. We aim to be **educational**: *good worship develops children's ideas about God*
- iv. We aim to be **stimulating and reflective**: *good worship increases children's awareness of God through varied experiences*
- v. It is **central to Academy life**: *good worship gathers together and offers to God the ethos, life and work of the Academy*

### We believe that Collective Worship will:

- *Nourish those of the Christian faith*
- *Encourage those of other faiths*
- *Challenge those who have no faith*

## 7. Collective Worship and Christian beliefs

### 7.1 God as Creator

Collective Worship will encourage a sense of awe and wonder and foster a respect for the environment, the world and its peoples.

### 7.2 Jesus

Our approach to Collective Worship will incorporate the major Christian festivals which focus on Jesus' life, especially his birth, death and resurrection. The cycle of the Christian year provides opportunities for reflecting on the life of Jesus and the life of the Christian Church and stories from the gospels provide insight into Jesus' teaching.

### 7.3 The Holy Spirit

Collective Worship will include stories about individuals and organisations who have acknowledged the power of the Holy Spirit in their lives. The Church's commitment to supporting the poor and oppressed in the world also provides opportunities for the Academy to reflect on the activity of the Holy Spirit in the world today (e.g. Christian Aid Week, One World Week).

### 7.4 The Trinity

Opportunities to hear Trinitarian prayers can help students develop an understanding of the importance of this belief for Christians. In the same way that the three members of the Trinity relate together the nature of the Trinity can also be experienced in the Academy itself as a community based on relationships. In reflecting this central Christian belief, acts of Collective Worship need to be particularly sensitive to the needs of Muslim and Jewish students for whom this doctrine is problematic.

### 7.5 The Bible

Acts of Collective Worship will incorporate stories from the Bible as an aid to reflection and deeper understanding of human experience. Most parishes follow a liturgical calendar which specifies biblical passages for particular times of the year and The Academy may wish to incorporate these readings into their own acts of worship as and when appropriate. The Academy needs to consider the following questions:

- Who decides which Bible passages to use?
- What balance is there between the Old and the New Testaments?
- Which version of the Bible will be used?

- Is the length of reading and language level appropriate for those present?

## 8. Collective Worship and the Anglican tradition

In seeking to provide acts of Collective Worship which are both distinctive and inclusive, The Academy will consider strategies for exploring the following:

- Observing the major Christian Festivals and the cycles of the Anglican year - Advent, Christmas, Epiphany, Lent, Holy Week, Easter, Ascension, Pentecost and Harvest, and acknowledging major Saints' Days.
- Using the Bible as a source book for inspiration and learning.
- Reflecting upon Christian symbols and their use in worship.
- Identifying a collection of prayers which express the essential beliefs of Christians throughout the ages.
- Drawing on the riches of Anglican liturgy in the *Book of Common Prayer*, *Common Worship* and other seasonal material.
- Participating in aspects of the regularity and set order of Anglican worship. This recognises the central significance of the Eucharist while acknowledging the variety of other forms of worship, which may be decided locally in order to match, as far as possible, the student's experience in The Academy and church. There could be special services from time to time e.g. welcoming new students to The Academy; Academy leavers' service in the Summer Term.
- Learning traditional responses and prayers, hymns, and psalms which might create a framework for worship within the Academy.
- Providing opportunities to discover the value of meditation and silence within the context of Christian worship.
- Recognising that the Anglican Church has a strong commitment to ecumenism which may be expressed when members of other Churches are invited to lead worship.
- Experiencing the bond of community which encompasses gender, age, race and religious opinion. This could be expressed through the range of visitors who are invited to lead or attend Academy worship.
- Sharing in a commitment to dialogue with other faiths, shown in the welcome offered to all students and the celebration of shared values and beliefs.

## 9. Recognising diversity and being inclusive

Students come from a variety of backgrounds reflecting the plural and secular nature of society. The Academy community may include those who have, or who come from:

- families with a commitment to the Christian faith
- families with a commitment to a faith other than Christianity
- families with no particular commitment to any religion

The governors and head teacher in a voluntary Academy need to give careful consideration to ways in which acts of Collective Worship can be provided which reflect the Anglican foundation of the Academy but which do not impinge upon the integrity of staff and students or the faith communities from which they come.

Acts of Collective Worship will take account of the family backgrounds of all students as part of the Academy's commitment to diversity and inclusion. Diversity will be seen as enriching the life of a Academy community. Particular care will be taken to ensure that in acts of Collective Worship diversity is embraced in positive and sensitive ways through:

- building up positive relationships with families and local faith communities
- encouraging students to be present at acts of Collective Worship but ensuring that students from other faiths and their parents are aware that they will not be required to say Christian prayers
- ensuring that when some leaders use Christian prayers in the time set aside for prayer, students will be encouraged to use their own private devotions by thinking of prayers they have learned in their own faith tradition
- providing opportunities for silent reflection to enable all students to make a personal response
- developing a sense of shared values and achievements which cross cultural and religious boundaries
- respecting the integrity of different faiths and life stances

## 10. Inclusive language

Students from different religions or of no religion may be offended if words are used in ways which suggest affirmation or agreement. Care will be taken to avoid using language in ways that suggest that all those present at the act of Collective Worship share in a particular belief.

**Above all, the Academy's approach to Collective Worship will be sensitive to the needs and backgrounds of the communities it serves.**

## 11. Diversity and special educational needs

If Collective Worship is to be fully inclusive it must take account of those with Special Educational Needs. Planning ensures that all students benefit from the experiences offered; for example, an over reliance on oral linguistic presentation may be a barrier to those with learning or hearing difficulties. Planning will also ensure that acts of Collective Worship are sufficiently engaging for high achieving students.

For many students with Special Educational Needs strategies that enable students to respond will be used. Such strategies might include the use of:

- singing and instrumental music
- visual stimuli such as artefacts, pictures or special objects
- stories, particularly those which enable students to come to terms with personal experiences through their capacity to promote self-reflection and understanding of the thoughts and feelings of others
- drama, mime or dramatic reading

## 12. Links with the curriculum

### 12.1 Personal, Social and Health Education

The framework for PSHE enables The Academy to implement an approach to Collective Worship which offers students opportunities to reflect on the importance of leading healthy, confident and responsible lives as individuals and members of society. Acts of Collective Worship will incorporate opportunities for students to consider:

- their own experiences and the spiritual, moral, social and cultural issues they face as they grow and mature
- respect for the diversity of, and differences between, people
- the importance of playing a helpful part in the life of The Academy, neighbourhoods, communities and the wider world
- creating a society where people matter more than things
- their response to local, national and international events

### 12.2 Collective Worship and Religious Education

Religious Education is a core subject in the curriculum. The act of Collective Worship will be distinctive and identifiable. **The curriculum leader for RE will not automatically also be the coordinator for Academy Collective Worship.** However they will play a key role in the development and delivery of it. A separation of these two areas of responsibility will assist The Academy in their efforts to ensure the distinctive nature of Collective Worship.

### 12.3 Assembly

From a practical perspective it is usually the case that acts of Collective Worship take place in the context of Academy assembly. However, The Academy will make a distinction between the act of Collective Worship and the assembly. The assembly is often used for administrative purposes, such as giving out notices or sharing information. The Academy endeavours not to combine the two in the same arena and will consider ways in which they can separate these administrative tasks from the act of Collective Worship. Students need to be clear about when the act of Collective Worship begins and ends. Some strategies used to do this include:

- use of a symbol to introduce and conclude the act of Collective Worship, e.g. candle, special object, table, etc.

- a period of silence prior to and/or following the act of Collective Worship
- a short piece of music to separate the act of Collective Worship from other Academy business

### 13. Prayer

All acts of Collective Worship in The Academy will include an opportunity for prayer and quiet reflection. Through prayer we expect our students to have the opportunity to develop a sense of trust and recognition that Christians put their lives, and those for whom they intercede, in the hands of God.

Teaching about prayer will include:

- knowing that prayer can take the form of worship, repentance, petition, intercession and thanksgiving
- understanding that prayer can take place anywhere and at any time, including grace before lunch and a special prayer at the end of the Academy day
- being aware that different people pray in different ways
- the learning of prayers in the Anglican tradition
- opportunities for children to write their own prayers
- opportunities for extemporaneous prayer by children and staff
- the use of a focal point, such as the lighting of a candle, to enhance opportunities for prayer, silence and listening

### 14. Spiritual Development

Opportunities for spiritual development will be fostered across the whole curriculum. However, acts of Collective Worship provide particular opportunities for promoting the spiritual development of students. Spirituality is at the heart of the entire world's major religions and in approaching Collective Worship, The Academy will take an educational approach to spiritual development that will include:

- the recognition that there is something more to life than the ordinary
- acknowledging the capacity of students to reach beyond the everyday experiences of life
- the development of the inner life of each student
- a search for meaning
- a sense of values
- a sense of the transcendent
- searching for answers to some of life's ultimate questions

Taking account of the age, aptitude and family background of the students, Collective Worship can contribute to spiritual development by:

- giving time for stillness and reflection, and the exploration of inner thoughts and feelings
- providing opportunities for students to share what is important to them
- celebrating what is worthwhile in students' own lives and in the context of the Academy and the wider community
- creating an atmosphere conducive to a sense of peace and tranquillity
- providing opportunities for students to use all their senses
- fostering an atmosphere of mutual respect
- being student centred and beginning from students' experiences
- providing opportunities to develop the imagination
- using a range of activities such as singing, dancing, drama, prayer
- providing a special time separate from ordinary Academy activities

Good planning will underpin Academy worship in exactly the same way as it underpins all learning in The Academy. Sometimes it will be necessary to respond to particular events at short notice.

## 15. Responsibilities

### 15.1 Personnel

The SIAMS SLT Lead will have oversight of Collective Worship, working closely with the Academy Chaplain to ensure planning, leading, evaluating and involving others in leadership and development takes place to the highest standard possible. They will meet termly with the link Governor for SIAMS to ensure the governing body are fully undertaking their responsibilities in ensuring the provision of distinctively Anglican Collective Worship.

The Academy Chaplain will act as the Worship Co-ordinator ensuring that planning, leadership and evaluation takes place in accordance with the outline below.

### 15.2 Long term plans

Planning for Academy worship will usually be undertaken by a small group led by the worship co-ordinator.

This group will consider:

- the programme of worship themes which ensures a balanced and informed approach
- the special occasions or services the Academy wishes to mark
- the use of the Church Calendar
- the composition of the group for worship - whole Academy, House or class
- who will lead worship
- the venues and booking arrangements for special services
- links with the worship pattern in the parish(es)

### Medium term plans

These plans will include:

- weekly themes and associated Christian concepts
- resources which might be used
- opportunities for reflection
- possible hymns and songs and other specific music ideas
- visitors to be invited to take part in Academy worship
- the involvement of children in the various acts of worship
- a focus for evaluation (e.g. content, atmosphere, music, student response)

### Short term plans

These plans will be developed by the individuals responsible for the acts of worship and will be included in the planning file for reference and inspection purposes. If several worship leaders are covering a single theme it is important to ensure continuity and lack of repetition for the students. It is advisable to keep a simple, brief record of acts of Collective Worship. These records will assist with the review of the Academy's provision and thus inform future planning.

### Worship themes

The themes used in Academy worship will act as imaginative triggers to a range of ideas and approaches that can enhance children's spiritual development and enable them to come to a deeper understanding of the Christian way of life.

When selecting a theme the following qualities will be considered:

- ***It invites reflection*** - it opens up opportunities for prayer, and for children to develop Christian values and to think of matters of worth.
- ***It has multi-dimensional possibilities*** - it has possibilities for a range of deliveries and styles and the Biblical content can be easily understood.
- ***It is relevant*** - it connects with the church, Academy, local or national calendars and events, and will provide a focus for good planning.

- *It is appropriate* - it can be understood by the students and excites their interest, and enhances the Academy's philosophy and ethos.

## 16. Links with the parish

The Academy expects that there will be close links with the local Anglican churches and clergy. This is a two-way process - Academy worship can influence parish worship for example in the songs used. Forms of worship, hymns and music and themes will be chosen in consultation, providing continuity for students in The Academy and in church. If it is possible to invite members of the congregation to services held in the church this will help to inform and involve local residents in the life of The Academy.

Ideally clergy and leaders of other denominations within the community will be invited to contribute to Academy worship in recognition of the Anglican Church's commitment to ecumenism. Representatives of other groups in the community such as charity fund-raisers may also be included in the planning and leading of worship.

## 17. Visitors at Academy worship

The Academy will:

- be as sure of the credentials of visitors to worship, as of any visitor
- try to know what talents and assets the visitor has
- be clear what benefits are wanted
- make sure that the visitor is briefed on the way their contribution fits into the life of the Academy encouraging him/her to talk from their faith perspective, rather than on behalf of their religious community
- show/tell the visitor what happens, where, when and why, preferably in writing, - so they know what to expect
- ask if there is anything the visitor needs
- ensure that someone welcomes and also thanks the visitor and says farewell at the appropriate moment
- NEVER leave the visitor alone with the students but ensure that a qualified teacher remains in overall control
- be prepared to give some feedback, pointing out the good things and helpfully pointing towards ways in which the contribution could have been of greater value

The visitor will:

- be on time and be well prepared
- make sure someone appropriate knows you have arrived
- refrain from altering arrangements at the last minute
- make sure you know who is in the audience that day
- pitch it at their level and be prepared to receive questions
- try to be relevant to the day if possible
- keep to the time agreed
- remember that this may also be the only chance some adults have to worship
- make your farewells and leave when you have finished
- be aware of the need for feedback, perhaps at a later time not immediately afterwards
- leave the Academy to advertise or publicise your events/organisation - only if they wish
- visit before your first occasion so you know what happens and so that you can avoid making last minute extra work for staff

## 18. Monitoring and evaluation of collective worship

The monitoring of the planning and provision of worship will be done on a regular basis by the Worship Co-ordinator and those who have responsibility for Collective Worship. In line with the new model of Ofsted inspection, The Academy will self-evaluate to determine strengths and areas for development.

The following four sub-areas will be explored:

- How important is worship in the life of the Academy community and how is this demonstrated?
- How positive are the attitudes to collective worship?

- To what extent do learners and staff of all faiths derive inspiration, spiritual growth and affirmation from worship?
- How well does collective worship develop learners' understanding of Anglican faith and practice?

Areas to be evaluated will include the following:

- The centrality of worship in the life of the Academy
- The quality of planning for collective worship
- The quality of resources used
- Participation in worship by adults and children and their perceptions of worship
- Opportunities for prayer and quiet reflection
- The extent to which students develop an understanding of the Anglican tradition
- The involvement of visitors and the local community

The Worship Co-ordinator will be responsible for the regular evaluation of worship, keeping brief records and involving other staff and students. Evaluation will be manageable and carried out as regularly as possible without becoming burdensome.

In conducting the self-evaluation, the following evidence might usefully be included:

- documentation e.g. policy, planning records and evaluations
- observations of acts of Collective Worship as part of routine monitoring activity
- discussions with foundation governors, collective worship co-ordinator, staff, students and, if appropriate, parents
- discussions with representatives of the parish community and where relevant diocesan representatives
- evaluation of worship arising from discussions with students in RE, circle time or PSHE
- involvement of the Academy Student Council in planning and evaluating worship
- evaluation of worship as an item on the agenda of staff meetings once or twice a year

## 19. Classroom Worship

Carefully planned class or tutor-group acts of worship offer a chance to explore a theme in depth or to respond to individual questions.

The following suggestions will be considered when planning classroom worship:

- Include time for thinking, time for sharing, time for listening and time for stillness and silence.
- Use a focus which students will learn to recognise and respect - the lighting of a candle, flowers, a cross, or a natural object.
- Teach the students to use silence, through stilling exercises and guided meditation.
- Keep the act of worship simple and short - use a short passage of scripture, a story or a 'Thought for the Day' to convey a simple and straightforward message.
- Invite students to reflect on the content of worship either individually or in small groups, allowing two or three minutes for discussion and reflection.

## 20. Our inclusive approach to worship in The Academy

Our Academy will express its commitment to diversity in the following ways:

- Although all students are expected to be present at acts of worship, those who come from non-Christian homes will be made aware that they are not required to say Christian prayers but can show respect for those who do wish to pray by maintaining silence.
- Students of other faiths and members of their communities will occasionally be invited to share their own religious experience with the group.
- Students can be taught that times of silence and reflection invite spiritual growth and response from all present - this is common to all faiths.
- Staff leading worship will make it open and inclusive, ensuring that language is appropriate for all and does not make any students feel uncomfortable.

- Christian love, humility, trust and reconciliation are of prime importance when meeting with people of other faiths and those of no faith.