



# Hollinsclough CE Academy

## Collective Worship Policy: 2021

### Mission Statement

*To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.*

### *Developing potential and Christian Values in a nurturing school*

#### **Preamble**

As a Church of England Academy worship is central;

Worship is...

*Giving honour and reverence to a supreme being.  
Christian worship is concerned with bringing praise, prayer,  
Thanksgiving and adoration to God.*

*It is an act of response: in words, actions and thoughts.*



Collective worship plays a central part in the life of Hollinsclough CE Academy. As an expression of our Christian ethos and spiritual life of our school, it offers the whole school community opportunities to experience/participate in/take responsibility for the living expression of Christian worship, valued and honoured through the school's Anglican Foundation. This is set within the context of the corporate community of our school and its historic partnership with St. Bartholomew's Church, Longnor and, locally, Hollinsclough Methodist Church.

We affirm every individual's unique contribution, regardless of age, gender, ability, background, or religion.

#### **Legal requirements**

##### **Trust Deed**

Our daily act of collective worship is in accordance with the Trust Deed of the school. This requires worship to be consistent with the faith, principles and practices of the Church of England.

##### **DfE guidance**

We also take into account DfE legislation. The following link will take you to the current legislation.

<https://www.gov.uk/government/publications/collective-worship-in-schools>

##### **1988 Education Act**

We also take into account the 1988 Education that states,

*'.....all pupils in attendance at a maintained school **shall on each school day** take part in an act of collective worship',*

And, that this should be,

*'.....mainly of a broadly Christian character'*

#### **Section 48 Statutory Inspection of Anglican & Methodist Schools (SIAMS)**

All church schools, whether they are Voluntary Aided (VA) or Voluntary Controlled (VC), will be inspected on collective worship and the impact this has on the whole school community.

Here at Hollinsclough CE Academy, this inspection will evaluate the school's collective worship on the following:

- the extent to which learners and adults engage in collective worship, its relevance and the way it makes a difference to the lives of members of the whole school community
- the extent to which collective worship is distinctively Christian, setting out the values of the school in their Christian context
- how well collective worship develops personal spirituality within the school community through a range of experiences, including a focus on prayer
- how well collective worship enables participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit
- how effectively the school community is involved in the planning, leadership and evaluation of collective worship



## The right of withdrawal – see Appendix 2

We recognise the right of withdrawal from worship for pupils at the request of parents and for staff but encourage discussion with the relevant individuals to ensure that there is understanding of the aims and objectives of worship and strategies for minimising the disruption caused by any withdrawals

### Aims of worship

The gathering of pupils each day incorporates collective worship. Worship will be:

- Appropriate to the age, aptitude and family background of pupils.
- Provided in a variety of settings, groupings and timings, with a variety of leaders

Day	Worship Leader	Type of Worship	Description of Content
Monday	Teacher	Christian Worship	Following the Church Year Worship Table, with candle and other artefacts Christian Greeting, Hymn. Bible story, or similar. Prayers. Lord's Prayer, The Grace
Tuesday	Teacher	SMSC (Spiritual, Moral, Social, Cultural) Reflection	Spiritual, Moral, Social or Cultural tory/discussion Half-termly House Meetings/Reflecting on School Ethos. Quiet reflection (leading 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/their own personal values and belief)
Wednesday	Pupils & Principal	Christian Worship	Planned by pupils Worship Table, with candle and other artefacts Christian Greeting, Hymn. Bible story, or pupil choice reading. Prayers. Lord's Prayer, The Grace
Thursday	Teacher & Principal	Achievement & Reflection	Recognition of Individual, house and School Achievements Reflecting on School Ethos Quiet reflection (leading 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/their own personal values and belief)
Friday	Vicar Or Teacher	Mindfulness	Providing opportunity for silence, stilling, reflection, contemplation, meditation, prayer, symbols and imagery as vehicles for spiritual growth

## Worship provides opportunities to:

- enhance the spiritual development and response of pupils
- foster reflection, meditation, prayer and silence
- create an atmosphere in which God is both normal and natural
- foster a reverential attitude to God
- foster empathy and imagination, enabling pupils to participate in a variety of ways
- actively involve pupils in the delivery of worship in creative and imaginative ways (reading, poetry, drama, dance, quiet/silent reflection, prayer, singing)
- explore and enjoy praise, prayer and the rituals of Christianity (the Anglican & Methodist tradition in particular)
- affirm the Christian faith and the central Christian status of Jesus as the Son of God
- affirm the Christian belief in the Trinity and explore the meaning of each person of the Trinity
- explore Eucharistic worship within the Anglican tradition, which is taught through RE and with all children offered the opportunity to receive a blessing and also opportunity to take part in a Eucharist at least once during their school life
- enable pupils to reflect on the experiences of Christian adherents
- foster and value a search for a faith to live by
- explore the school's Christian values to deepen pupils understanding of them and how they relate to the school, local community and the wider world
- learn about and reflect upon Christian teaching, Biblical material and Christian festivals, in a way that relates to the pupils' experience and to living together in community
- worship together rather than apart
- provide an evocative setting for worship that fosters spiritual growth and reflection
- experience a broad spectrum of Christian tradition (various expressions of worship)
- inspire pupils to explore further their own faith and tradition
- encourage pupils and staff to plan, participate and lead in worship
- develop a sense of community and shared values
- consider the needs of others and to foster charitable works
- celebrate the highest achievements of the human spirit
- celebrate achievements of members of the school in every aspect of school life
- foster a thought-provoking atmosphere allowing for spiritual reflection and response
- make regular use of local church buildings for worship



## Other opportunities that worship can offer are:

- celebrate the beliefs and cultures of others particularly those represented in our school
- celebrate achievements of members of the school community
- reinforce school expectations, good behaviour and school routines
- share local school and community information

## Management of worship

Ultimately the responsibility for collective worship lies with the Principal and the Chair of Governors. In addition, all teachers are 'spiritual leaders' and have a responsibility to help pupils develop spiritual awareness.

## Resources

Resources for worship are always changing to ensure interest, but there is always a candle, a cross and other reflection artefacts. Worship is regarded as an important part of school life. Pupils are encouraged and provided opportunities to plan acts of whole school worship so that they have ownership of it. Each term pupils form a worship committee and meet to decide on the following week's worship, including the hymn, and present their ideas to the principal.

## Monitoring, evaluating & action planning worship

Worship is monitored and evaluated frequently in order to ensure that it meets the needs of all who take part. All stakeholders' opinions are sought which includes pupils, teachers, governors & parents. A yearly action plan which feeds into the school development plan is written and revised to ensure that worship remains relevant and up to date.

## Worship themes and current practice

The worship themes for each week are based on a number of resources: The Church Year and festivals, as well as important National and International events.

A variety of commercial resources and internet resources are used to support worship.

## Dyslexia Friendly

This subject where applicable adheres to our Dyslexia Friendly Policy

As part of the Dyslexia Friendly Schools Initiative here at Hollinsclough CE Academy, we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan.

All staff have been involved in awareness raising and training sessions in order to recognise compounding factors that may coexist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We feel that early identification of dyslexia is crucial as it enables early intervention. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

## Equality Duty

As with all teaching, the arts are taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## British Values

Children who attend our Academy experience an enabling environment in which they will develop self-knowledge, self-esteem and self-confidence. Coupled with this they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment, your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Whilst with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with a respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our Academy it is unacceptable on the part of any stakeholder to promote discrimination against people or groups on the basis of their belief, opinion or background.

## Implementation of this policy

Our academy will manage the implementation of this policy with the support and guidance of the appropriate body/bodies as defined at the time of writing.

## General

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

## Approved and signed off by

Principal.....*Janette Mountford-Lees*.....

On behalf of Governors - *Fr Tommy Merry*.....

Date ...27/05/2021.....



## **Appendix 1**

See RE and Worship Development Plan

## **Appendix 2**

### **Guidance for schools and academies on the right to withdrawal from Religious Education and Collective Worship March 2017**

#### **Collective Worship**

The **1944 Education Act** gave the right to withdraw from RE or collective worship to parents who wished their children to receive a different form of RE or worship. This right is also confirmed in section 71 of the **School Standards and Framework Act 1998**. In the case of collective worship, the government guidance document is **Circular 1/94: Religious Education and Collective Worship**.

Collective worship in all Church of England schools and academies should honour the school's trust deed and Christian foundations. Worship is central to school life, offering an opportunity for the whole school community to explore the distinctive beliefs and narrative that underpins the school's Anglican foundations and distinctive Christian character. Worship is the responsibility of the governing body in conjunction with the headteacher, working in partnership with the staff and the local parish church.

Our Church of England schools should strive to ensure they are consistently excellent, distinctive, and inclusive, and that the whole curriculum is underpinned by Christian values. Religious Education is an important part of the curriculum in all Church of England schools and academies. Its nature, objectives, and content should be shared with parents each term to ensure that parents are able to recognise that RE is of educational value to all pupils, whatever their belief background. In the same way, collective worship should lie at the heart of school life, proclaiming its distinctive character and faith in a way that is relevant, inclusive and that leads each pupil a little further in their spiritual journey. In this way, the likelihood for parental requests for withdrawal should be reduced. However, when they are made they must be handled accordingly to the legal guidance, while there is scope for a little realism and adaptability in order to ensure the best for every pupil.

In many schools within the Diocese of Lichfield, there is a large percentage of children whose families are members of another faith. It is the purpose and duty of every church school to be distinctive as a Church of England school. In each school, it is part of the mission of the church to welcome those of other faiths and no faith. In most cases, parents will have chosen the school for their child, making a specific choice of the school because of the ethos and education it offers. In a small number of cases, parents of other faiths will have been offered a place at a church school because no other school has a place for their child within a reasonable catchment area.

The right to withdraw from collective worship should be at the instigation of the parents or pupils above the age of 16.

***The right of withdrawal from collective worship would normally be exercised through the physical withdrawal of the pupil from the place where the act of worship is taking place. Indeed the school could insist that this is the way the right is to be implemented. If, however, both the parent and the school agree that the pupil should be allowed to remain physically present during the collective worship but not take part in it, nothing in the law prevents this.***

***Experience suggests that to avoid misunderstanding, a Headteacher will find it helpful to establish with any parent wanting to exercise the right to withdrawal:***

- ***the elements of worship in which the parent would object to the child taking part;***
- ***the practical implications of withdrawal; and***
- ***whether the parent will require any advanced notice of such worship, and, if so, how much.***

***Where parents have withdrawn their children from collective worship and request religious worship according to a particular faith or denomination, the governors and Headteacher will seek to respond positively to such requests providing:***

- ***such arrangements can be made at no additional cost to the school; and***
- ***that the alternative provision would be consistent with the overall purposes of the school curriculum as set out in Section 1 of the 1988 Education Act. (Circular 1/94)***