

Collective Worship Policy

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This is a Trust wide policy

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Bright Futures Educational Trust's (the Trust) Strategy underpins all aspects of this policy and the way in which it will be applied. These elements are:

- Our vision: the best *for* everyone and the best *from* everyone;
- One of our values, **Community**: We work together for a common purpose acknowledging our diversity as strength;
- Three of our commitments: **Collaboration and strong relationships, Professional learning and equality, diversity and inclusion.**

What is this policy for?

The aim of this policy is to outline what collective worship means for academies within Bright Futures Educational Trust and how it is delivered.

The Collective Worship Policy pays due regard to statutory requirements, and has taken account of the guidance offered. Whilst there are no legal requirements for schools to hold 'assemblies' the Education Act 1996 states that all pupils are required to participate in a daily act of worship and as a multi-academy trust this is mirrored in our funding agreement.

Collective worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. It is not to be equated with corporate worship where participants share the same faith.

Who is this policy for?

All staff, local governors and parents and carers.

Policy Standards

Collective worship contributes significantly to the ethos of each academy and it is the Trust's aim that 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;
- Teach tolerance and acceptance of every person in the school and wider community;
- Encourage pupils to consider spiritual and moral issues and explore their own beliefs.

1. For the pupils:

The Trust also intends that collective worship contributes to the personal development of pupils by providing opportunities to:

- 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.

2. The contribution of collective worship to aspects of the curriculum

- 2.1. Collective worship time is distinct from curriculum time and will form a part of assembly time (whole school, year and form/house assemblies). However, there will be times when collective worship will enrich classwork through its consideration of subject matter from different perspectives.
- 2.2. To ensure collective worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

3. Organisation of collective worship

- 3.1 Assemblies may be led by the Principal/Head of School, members of the leadership team, other members of staff, students or guest speakers.

4. Planning acts of collective worship

- 4.1 The content of all acts of collective worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.
- 4.2 Assemblies may link to festivals, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. This ensures that there is continuity and progression. Themes which will be revisited include:
 - Care and co-operation
 - Courage
 - Diversity and inclusion

- Empathy
- Forgiveness
- Friendship
- Honesty and integrity
- Respect
- Rights and responsibilities
- Wellbeing.

4.3 Assemblies and times of collective worship will also be used to highlight, promote and link to whole school initiatives e.g. citizenship and personal, social and health education (PHSE) programmes. They may also be used to incorporate groups involved in the wider school community, e.g. local police groups, Connexions etc.

4.4 Visitors will be welcome to lead collective worship from time to time. Leaders from different faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths. See the visiting speakers policy for more detail.

4.5 Flexibility is essential to preserve the very personal element for the worship leader(s) and to allow for response to school, local or national events. A record is kept of assemblies taken in order to ensure that a broadly Christian emphasis is maintained.

5. The act of collective worship

5.1 A variety of teaching and learning styles and active and interactive methods are appropriate in acts of collective worship. Any and all of the methods employed in the classroom can be used effectively in acts of collective worship. Leaders will choose the style/method and resources that are appropriate to the content, the age, aptitude and the background of the pupils.

5.2 The content and process must be sufficiently stimulating in order to evoke a response in the individual.

6. Withdrawal

6.1 Any parent/carer who objects to their child attending an act or acts of collective worship may request that their child is withdrawn in discussion with the Principal/Head of School.