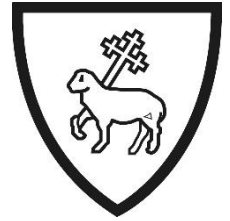


Date of review	December 2020
Next review	December 2023
Approval by	Full Governing Board
Review frequency	Three yearly



Brockington College

Collective Worship / Spiritual Reflection Policy

1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

2. Ethos and aims

- 2.1 Brockington College is an 11-16 Church of England Academy, which is part of Embrace Multi-Academy Trust, a church-majority trust. Collective worship and spiritual reflection are, therefore, important parts of each school day as they give us the opportunity to create an oasis where children meet together with members of staff in a calm and peaceful atmosphere, and where all present are given an opportunity to reflect and participate. It is regarded as 'quality' time and represents something special and distinctive. It gives students the opportunity to experience traditions and practices at the heart of Christianity and act as a basis for later understanding.
- 2.2 At Brockington College, we see collective worship and spiritual reflection as intrinsically linked. Collective worship gives opportunities to come together as a community in collective acts of worship including key events in the Christian calendar; spiritual reflection gives the opportunity for daily acts of worship or reflection for members of the school community regardless of their faith.
- 2.3 Well-planned spiritual reflection provides a unique curriculum for the spiritual, moral, social and cultural (SMSC) development of students at Brockington College, and is regarded as a valid and progressive educational experience.
- 2.4 The school's vision statement, motto, values and aims reflect the distinctively Christian ethos of the school as a whole. In particular, it envelops the following aims:
- to nurture those of the Christian faith, to support those of other faiths and to enable those of no faith to explore their spirituality
 - to create an atmosphere in which all members of the school community, students and adults, can flourish
 - to promote respect and sensitivity for the lifestyles and beliefs of all
 - to develop positive, responsible attitudes towards family life, the college, the community and society based in Christian values
 - to encourage cooperation and appreciation of others
 - to promote British values.
- 2.5 We recognise that spiritual reflection is an important opportunity for our students' SMSC development.
- 2.6 Any visitors in school are very welcome to join us.

3. Legal status of collective worship¹

- 3.1 The Education Reform Act 1998 states that responsibility for acts of collective worship rests with 'the governing board after consultation with the Head Teacher' (s6:3b). At Brockington College, therefore, arrangements for collective worship are made after consultation with the local governing body and the principal.
- 3.2 It also states that collective worship should be a part of a broad and balanced curriculum, which promotes the spiritual, moral, cultural and physical development of students and society.
- 3.3 There are three basic requirements for collective worship:
- all students should take part
 - it should take place each school day
 - there should be an act of collective worship each day.
- Thus, structures are in place to enable every student to attend a daily act of collective worship.
- 3.4 Collective worship at Brockington College is in accordance with:
- the trust deed of the school
 - the legal framework for collective worship and subsequent advice documents
 - the legal requirement in Anglican schools for worship to be consistent with the principles and practices of the Church of England and will, therefore, be wholly Christian in character. In addition to daily school worship, special celebrations take part in the church.
- 3.4 Advice from the Department for Education (DfE) (DfE 1/94) has been read and discussed, its advice forming the basis of policy.
- 3.5 Advice for Spiritual and Moral Development (School Curriculum and Assessment Authority (SCAA) 1995) has been read and discussed, its advice forming the basis for policy.
- 3.6 Advice from the Leicestershire Diocesan Board of Education has been read and discussed, its advice forming the basis for policy.

4. General aims of collective worship and spiritual reflection

- 4.1 At Brockington College, we aim to hold acts of collective worship/spiritual reflection which:
- fulfil the legal requirements as set out above (eg Christian in character)
 - support the school aims and values as appropriate
 - contribute to the students' SMSC development (in adherence to the school's SMSC policy)
 - support 'every child matters' (ECM) and equal opportunities aims by allowing every child to take part in collective worship/spiritual reflection and to benefit from the experience
 - provide an enjoyable, engaging, valuable, relevant and worthwhile learning experience
 - give the opportunity for students to reflect on their own experiences, explore profound questions and enable them to respond in an appropriate manner as individuals
 - are flexible enough to relate to the needs of all students and staff.

¹ The legal framework for collective worship can be found in the Education Act 1996 Part V, Chapter III, Sections 385-388. The legal reference as regards to school worship in Voluntary schools is found in the School Standards and Framework Act 1998 Part II, Chapter VI, Section 70 and Schedule 20 of the same act. Where a Voluntary school has religious character, as defined by the Designation of Schools having a Religious Character (England) Order 1999, then the programme of worship in that school must reflect the school's religious character. For Anglican schools, therefore, it should reflect the Anglican tradition of school worship.

5. Guiding principles

- 5.1 Collective worship and spiritual reflection should be inclusive,
- student centred, related to students' experience and be relevant to areas of student concern
 - acknowledging the diversity of each student's lifestyle and beliefs, whether they are religious or not; all students should feel that their personal faith or belief is respected
 - involving students as active participants
 - shaped to the needs of Brockington College as an individual school
 - fostering a sense of community, or shared value, identity, perception, outlook and purpose in a safe and secure environment. On occasions where worship takes place in the local church, a risk assessment is always carried out. Special arrangements are in place to facilitate transport of students unable to make the journey on foot.
- 5.2 Collective worship and spiritual reflection should be educational,
- providing a learning experience, both for those participating in it and those watching it. This experience should be one of quality and related to the students' own experience
 - linking in to all other curriculum areas, especially complementing the work done in religious studies (RS), providing insight into the nature and practice of worship
 - providing opportunities to reflect on the educational purpose of the school and to celebrate success in a wide range of achievements
 - taking care never to be manipulative, coercive or discourage questioning.
- 5.3 Spiritual reflection time should be focused,
- producing a clear, easily understood and positive spiritual message, which may be moral or social
 - related to a theme, which has sufficient depth to be developed throughout the week
 - encouraging active involvement, not passive inaction
 - creating an atmosphere which lends itself to reflecting on key values and beliefs.
- 5.4 Spiritual reflection should be flexible and should offer opportunities to:
- celebrate together times of success or happiness and empathise in times of sadness
 - meditate together, encourage reflection or experience being silent and still
 - help to build a community and foster corporate identity, whilst affirming the individual
 - enhance spiritual growth, explore Christian beliefs and experiences and consider the realm of the transcendent
 - share common values
 - contribute to personal development
 - consider that while we wish to create a better future, we are rooted in the past.

6. General pattern for daily acts of collective worship

- 6.1 Daily acts of collective worship/spiritual reflection take place in the main hall, or in individual tutor rooms, from 8.45am to 9.05am and are led by members of the school community and members of the wider Christian community.
- 6.2 Daily acts of collective worship/spiritual reflection centre on key themes of the week shaped from the schools distinctively Christian vision and the eight supporting values of the college.
- 6.3 The school worships in church at Harvest Festival (Key Stage 3), Christmas (years 7-11) and Easter (years 7-10).

7. Persons designated to lead collective worship / spiritual reflection

- 7.1 Twice weekly assemblies:
Senior leadership team, visiting clergy, lay preachers, Reality youth leaders.

Through daily time in form groups:
Heads of year, SLT, head of house, staff, form groups or other suitable visitors.

8. Visitors

- 8.1 An external coordinator, who is a member of the college local governing board and also a member of our local church family, compiles a rota of regular visiting speakers, some are ministers and others are lay preachers. These include representatives from our local churches with whom we work closely and are from the Anglican Church and other Protestant denominations. We aim to have a good cross-section of younger and older visitors, male and female, and a wide variety of approaches.
- 8.2 Regular meetings are held to discuss the format and delivery of collective worship and spiritual reflection.
- 8.3 Other visitors include representatives from charities and fund raising organisations.
- 8.4 Any visitor taking an act of spiritual reflection is given a set of guidelines.

9. Support for acts of spiritual reflection

- 9.1 The collective worship / spiritual reflection coordinator chooses themes, a word and value for each week (based on staff, governor, clergy and student suggestions), which provide coherence to the programme of worship. These are circulated to all staff and regular visitors who lead or support worship.
- 9.2 Themes, word and value of the week are provided for all form tutors to facilitate tutor group worship.
- 9.3 Written guidelines are given to all staff concerning tutor-led spiritual reflection and there is training annually.
- 9.4 Materials and resources are available for ideas for content of any acts of collective worship/spiritual reflection.
- 9.5 Written guidelines are given to visiting speakers prior to their first visit.
- 9.6 Student activities and additional resources are available for tutors on the college system, to use in form time, to aid delivery.
- 9.7 Spiritual reflection booklets are provided annually to all students which includes literacy activities linked to the theme and word of the week.

10. Attendance at spiritual reflection

- 10.1 At Brockington College, we seek to be an inclusive community. However, we respect the rights of parents to withdraw their children from collective worship/spiritual reflection. Therefore, all students attend the act of collective worship/spiritual reflection except those whose parents have used their right to seek withdrawal for their child.
- 10.2 The college expects that withdrawal will only be made following parental discussion with the principal, followed by written confirmation of withdrawal.
- 10.3 All staff are welcomed at collective worship/spiritual reflection.
- 10.4 All tutors are expected to be present at collective worship/spiritual reflection with their tutor groups.

11. Creation of a suitable atmosphere

- 11.1 When collective worship/spiritual reflection takes the form of an assembly in the hall, students are encouraged to enter the main hall in a quiet, respectful manner, conducive to creating an atmosphere of worship and reflection.
- 11.2 Where staff are unable to attend collective worship/spiritual reflection in the hall, they should accompany their tutor group down into the hall to ensure that their students enter in an appropriate manner and should be mentoring a member of their tutor group.
- 11.3 Disciplinary action or reading of notices should be done outside collective worship/spiritual reflection and should not interfere with the spiritual atmosphere engendered. Notices should be given out prior to the start of worship, and not after, to allow the students to leave the hall contemplating the message from the act of worship.

12. Themes for spiritual reflection

- 12.1 Within spiritual reflection there are five key themes that are explored throughout the year.
- 12.2 Within each of the five themes, there is a clearly defined focus, word and value for each week, which everyone is encouraged to use as a basis for developing the theme, word and value as they see it, according to policy guidelines within the Christian tradition of the school. We have had phrases, sayings, etc rather than single words for the themes since 1991, and we still firmly believe that this is a very successful way of ensuring continuity, whilst offering freedom of diversification. It results in an excellent variety of spiritual reflection within the week, as students have the opportunity to reflect on the theme from a variety of viewpoints. It is also flexible enough to allow worship leaders to respond to national or local events as appropriate.
- 12.3 Some weekly focus areas are chosen with reference to the calendar and/or bible and some are appropriate to lend themselves to spiritual reflection centred on equal opportunities of race and gender, racial issues, environmental issues, festivals and celebrations, so that the rich culture of our multi-cultural society is incorporated.
- 12.4 The themes for each term are displayed on the PowerPoint in tutor rooms, and through other linked resources
- 12.5 Copies of the themes for the term are sent to visiting clergy. They are encouraged to lead their acts of worship based on the theme, word and value of the week.
- 12.6 All themes are such that they can easily lead to an act of worship, which is wholly Christian.
- 12.7 Form tutors are offered suggested materials for their tutor-led spiritual reflection, related to the week's theme, word and value.
- 12.8 The person appointed by the governors and principal as collective worship coordinator has responsibility for the development of themes, word and value and acts of worship within the school.
- 12.9 Students have ownership of the themes, as opportunities are available for them to contribute their suggestions and/or relevant artwork.

13. Monitoring and evaluation

- 13.1 Monitoring and evaluation is ongoing throughout the year.
 - A record is kept of spiritual reflection, which is reviewed regularly. This includes copies of visitor, leadership and form time spiritual reflection (eg PowerPoints, scripts, etc).

- Clergy and lay persons taking spiritual reflection as an assembly, observe each other annually with students and staff, as part of the process of quality assurance and as a means of supporting each other.
- Individual spiritual reflection within tutor groups is observed at least once a year by the head of year or collective worship coordinator.
- Staff questionnaires and student surveys take place each term.
- Informal meetings/ discussions with interested parties are ongoing on a weekly basis.
- All findings contribute towards future planning, development and School Improvement Plan (SIP).

13.2 Monitoring and evaluation is done by the collective worship coordinator, as well as the principal and other concerned parties (line manager, foundation governors, etc). This includes ascertaining the views of students, staff and parents, both formally and informally. The link governor for religious studies is also linked to spiritual reflection and reports back to governors when relevant.

Signature: Date:

Printed name: Position: