



COLLECTIVE WORSHIP PROCEDURES

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COLLECTIVE WORSHIP AND SPIRITUAL AND MORAL EDUCATION

Collective Worship

Introduction

In the course of each week, all students attend a weekly main act of collective worship within their house groupings. This is led by a member of the leadership team or the Directors of Learning. This enables all students to have a sense of identity and belonging within their house and whole school community.

During tutor time and assemblies, students can give consideration to the Me, You and Us strategy where students consider the consequences of their actions on others. The Thought of the Week is available for tutors to use and is published in the school bulletin and facebook each week. The thoughts are selected on the basis that they give a focus for reflection on different aspects of spiritual and ethical development.

Within the school, we have students and staff from a wide variety of faith traditions, including Christians, Muslims, Sikhs and Hindus as well as many not committed to any particular faith. It is recognised that because of the different backgrounds within the school our worship must be open ended and safeguard the integrity of the participants. Students feel free to explore their own beliefs and enjoy learning about and experiencing the beliefs of others.

It is recognised that for some the school environment can be a students' main source of security and thus collective worship provides the potential for exploring what it means to belong to a community with shared values and beliefs.

The Aims

- To provide an opportunity for students to worship and reflect.
- To celebrate and value the achievements of students.
- To communicate the values and ethos of the school.
- To consider moral and ethical issues.
- To explore questions of meaning and identity.
- To develop a feeling of identity and belonging to the school and house communities.

The Nature of Collective Worship

The emphasis in the course of the year will be on Christian beliefs and values although there will also be opportunities to explore and give value to the contribution and ethos of other religious and secular groups.

Students are involved in the collective worship and actively participate by performing in musical items, dramas and reports. Students are given the chance to reflect on their own beliefs and lives and to respond to the examples of others.

The Nature of Collective Worship (continued)

Collective Worship is a time when the houses in 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.

Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to reflect on issues and concepts greater than ourselves. An example of this is the interaction with the house charities where students are given the opportunity to reflect on the lives of others, often in very different situations to their own lives and to participate in giving to the lives of others in practical ways.

Some examples are the relationship Cavalier house has with the Brains Trust and Resolute has with McMillan cancer support. There are many events throughout the year where students can actively participate in helping the work of these charities. For example, each year students have a 'wear grey for a day' event which gives students the chance to support and increase knowledge about the work of the Brains Trust charity. The school also gets involved with the regular Comic relief and Children in Need days.

It is the legal right of any parent/guardian to ask for their child to be withdrawn from collective worship. Should a parent wish to withdraw their child, initial application should be made to the Headteacher. Where this is deemed appropriate, students will be expected to provide their own study at the back of the Hall in the canteen area so that they can come in to hear important announcements and the recognition of student success.

The Delivery

Management of collective worship is the responsibility of the Co-ordinator of Spiritual, Moral and Religious Education within the school. Collective worship is usually delivered by a member of the Leadership team or a Director of Learning, and at times there are guest speakers. A rota of deliverers of collective worship and the thought of the week is given to the leadership team and participating members of staff.

Quality in Collective Worship

It is accepted that collective worship should be like any other part of the curriculum when it comes to matters of planning, delivery, resourcing and evaluation. This being so, a variety of styles are employed. 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. ICT is regularly used in the delivery and music is also used either to set a mood or to enable student participation, or both. Drama and visual aids are also used to make concepts more accessible for students.

Quotes

In addition to thought of the week tutors also bring in relevant events and talking points in the news to relate issues to the world around us. Around the school building there are thoughts from different world religions and influential people, painted strategically on walls.

Spiritual and Moral Education

Opportunities for Spiritual and Moral Education are provided to students throughout the curriculum, in all subjects. The most obvious opportunities for development in these areas are in Religious Education, Citizenship and Personal and Social Education. Religious Education is taught to all students in Key Stage 3 and is taught in Key Stage 4 as Citizenship & Beliefs where students study the AQA Religious Studies GCSE in Christianity and Judaism; this can lead to a full GCSE at the end of year 10.

In addition to the different subjects' contribution to spiritual and moral education the whole ethos of the school and specifically its House system with vertical tutor groups is a main contributor in this area. The House system engenders a spirit of community and interdependence where everyone works for the common success of the House. The Houses create an understanding of responsibility for actions as points can be won and lost depending on the actions of students.

The Houses each have a house charity and this helps students see practical ways in which they can help others and creates a spirit of compassion within students. The vertical tutor groupings within the Houses also create a smaller community unit where students from different age groups can help and mentor each other. Spiritual, moral and emotional issues can be discussed within these vertical tutor groups and older students can give guidance to younger students on issues they have already had to meet. Tutors also have mentoring sessions with students where issues can be discussed and options given.

Different areas of spiritual and moral education have been identified and are taught through the curriculum in different subject areas. For example, the development of beliefs and values is developed in Business Studies when during BTEC unit 4 students investigate the beliefs and values of different companies and look at how the views of shareholders have an impact on the management of people. A sense of awe and wonder is engendered in Geography when students study the power and effects of volcanoes. A sense of transcendence is created in Art where students look at the place of art in the world and are encouraged to look at the world in new and different ways. Meaning and purpose is explored in Physical Education when students are encouraged to understand the meanings behind rules and how they help structure our physical activity. Relationships are explored in Dance where students have to develop an understanding of empathy to develop dances with other students. Creativity is taught and encouraged for example in English where students produce a piece of creative writing in response to a prose text. Ideas of truth are looked at in History, looking at the reliability of sources by exploring their provenance, looking at who created it and why. Ideas of justice and fairness are examined for example when looking at ideas in Rap and Blues in Music. Working cooperatively is reinforced in Drama where students work together to create successful school productions as well as in class work. Interdependence is explored in Science when students look at ecology and the interdependence of living things with their environment. Students have opportunities to develop reflection in Design and Technology when evaluating their projects. These are just some examples of ways in which the whole curriculum at Thomas Aveling develops the spiritual and moral education of students.

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