

Tring School

Collective Worship Policy

Policy Date: January 2014

Issue No: 3

Approved by: The Full Governing Body (*Students, Learning & Community Committee*)

Date: January 2017

Review due: January 2020

Collective Worship Policy

1 Tring School

This policy has been written taking into account that Tring School is an Academy with a Religious Character (Church of England) and is the only secondary school in the area providing education for the majority of 11-18 year olds in Tring and the surrounding villages many of whom do not come from a worshipping background.

Tring School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students whilst remaining sensitive to the views of other faiths.

2 Aim

The aim of Collective Worship at Tring School is to introduce students to worship in a manner appropriate to their age, aptitude and family background and drawing upon the riches of the Anglican and other Christian traditions. In brief, Collective Worship is the term for what might be called the 'religious aspect' of assembly.

It is not the purpose of Collective Worship in church schools actively to evangelise. There is, inevitably, an aspect of any act of worship that encourages those participating to feel part of the Christian faith community. This is done, however, by including those present - not by using Collective Worship to campaign for some kind of "commitment" which is inappropriate in a school setting. Collective Worship is collective not corporate. In other words it is something we do together but embracing a great variety of faith commitment.

By worship we mean those things that focus on celebration, repentance, identity (both corporate and individual), reflection, relationships and a sense of the other (ie God).

The school's distinctive Christian ethos is further carried into the life of the school by the display of the School Prayer around the school and Christian artefacts in reception.

3 Aims of Tring School

True to our motto, 'Learn to live, live to learn', Tring School aims to create:

- a tolerant community in which all feel
 - safe
 - supported
 - accepted and valued

- an active community which provides equal opportunity for all

- o to be involved
- o to grow
- o to develop their ability to the full
- a vibrant community which stimulates and encourages
 - o a love of learning
 - o self-discipline and mutual respect
 - o pride in achievement
- a developing community which recognises that
 - o learning is lifelong
 - o we are part of a wider community
 - o each individual has a role to play

4 Values at Tring School

Our school development plan begins with the vision that we want to enable each student to be a successful learner, a confident individual and a responsible citizen. This vision is underpinned by our Christian values of wisdom, hope and community. We seek to develop these through our worshipping life. A table of these values and their relationship to our worshipping life may be found at appendix 1.

5. Statutory Requirements and Inspection

As an Academy with a Religious Character (Church of England) there will be a regular Section 48 (SIAMS) inspection which will have a focus on the collective worship.

When judging collective worship, inspectors must evaluate:

- the extent to which learners and adults engage with 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

Inspectors may take account of:

- a. the impact of collective worship and the extent to which it:
 - i. is engaging, inspiring and transformational
 - ii. informs behaviour, attitudes, relationships and school life
 - iii. includes a range of creative opportunities, e.g. music, silence, symbols, drama
- b. the central attributes of collective worship and the extent to which they:

- i. develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and cultural development of participants
- ii. provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching
- iii. provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate
- c. the centrality of prayer and reflection and the extent to which:
 - i. learners understand the nature and purpose of prayer and reflection
 - ii. learners understand the part this may play within an individual's life and in the life of the worshipping community
 - iii. prayer contributes to the spiritual development of the whole school community
 - iv. appropriate opportunities are provided for prayer and other worship activities, such as Christian reflection, outside collective worship
- d. the theological basis of collective worship and the extent to which it:
 - i. contributes to learners' understanding of Christian theological concepts and beliefs at an appropriate level
 - ii. reflects the Trinitarian nature of Christianity
 - iii. gives the Bible a significant place in worship
- e. the leadership and management of collective worship and the extent to which:
 - i. learners regularly encounter a range of worship leaders, including learners themselves, who ensure that worship is creative, alive, inclusive and accessible
 - ii. worship is planned systematically so that there is continuity, cohesion, variety and a clear focus on Christian beliefs and festivals
 - iii. planning, monitoring and evaluation involve the whole school community and result in improvement

(SIAMS Evaluation Schedule September 2013)

The school recognises that the legal requirement for Collective Worship is that each student should experience an act of worship every day. Whilst it is not practical to strictly comply with this element we shall make every effort to ensure that at least part of the school is engaged in such activity daily.

Legislation allows parents to withdraw their children from Collective Worship (and Religious Education). At Tring School this needs to be done in writing to the Headteacher. Members of staff have the same right. (The Education Reform Act 1996)

6. The content of Assembly/Collective Worship at Tring School:

- a. Assembly/Collective Worship will be Christian. Diversity is valued and other religions will be treated with respect but will not provide the basis of worship.

- b. Assembly/Collective Worship will take place each day, although the actual time may vary as circumstances require.
- c. Assembly/Collective Worship can involve either House groups, or individual tutor groups can hold their own acts of worship. Students will not be passive but encouraged to be active by participating in appropriate ways. In particular each tutor group will be encouraged to lead an act of worship once a year.
- d. The daily PowerPoint will be used to introduce religious themes to tutor time.
- e. Themes for assembly will be chosen reflecting a wide variety of approaches. They may be seasonal or follow themes related to a continuing story or the exploration of particular religious practices. The school chaplain will advise on appropriate themes.
- f. When appropriate, Assembly/Collective Worship will engage with any event, local, national or international, of which the students may be aware, and offer appropriate worship in response. There is room for spontaneity.
- g. Whilst most acts of Assembly/Collective Worship will be held in the school an Act of Worship will be held at Christmas at St Peter & St Paul in Tring.
- h. The school chaplain or a minister from Tring Team Parish will lead Assembly/Collective Worship weekly.
- i. Ministers from other Christian denominations will be encouraged to lead Assembly/Collective Worship. From time to time it may be appropriate for visitors representing charities, organisations or projects to lead, or contribute to Assembly/Collective Worship. Any visitor leading collective worship should be given a copy of the Diocese of St Albans Faith Visitors' policy appendix 2.
- j. Assembly/Collective Worship takes place in non-curriculum time and although it should connect with, and reinforce the curriculum, it should not be constrained by it.

6 The style of Assembly/Collective Worship at Tring School:

- a. The Monday assembly will be an explicit Act of Worship led by a Christian minister, normally the school chaplain. The assemblies during the remainder of the week will concentrate on appropriate themes that help develop the aims and values of Tring School.
- b. Collective Worship should
 - (i) provide an opportunity for students to explore the spiritual dimension of their world.
 - (ii) Provide the opportunity for students to be actively involved in the preparation and presentation of Collective Worship as part of the assembly programme.
- c. Collective Worship may include stillness as well as words, stories, pictures and symbols, prayers and hymns, songs and music. The playing of music into and out of the assembly can set the right tone.
- d. There may be room for questions and answers - and sometimes the admission that there are no answers.
- e. There may be expressions of thankfulness, praise and joy. Feelings of sadness and loss will be included when appropriate.
- f. Assembly/Collective Worship should allow ethical and moral questions to be explored but never be a time simply for corporate discipline!

- g. Assembly/Collective Worship should allow opportunities for corporate information sharing. Care will, however, be taken to differentiate between worship and notices.
- h. Every act of Assembly/Collective Worship should have a clear beginning, shape and ending and always include a prayer from the Anglican tradition or the School Prayer.
- i. Those leading Acts of Worship should be encouraged to use modern technology to present Christian images and music from the religious traditions.

7 Monitoring and Evaluation

A record of assemblies will be kept and a member of the Leadership Team will review Assembly/Collective Worship once a term. The Students, Learning & Community Committee of the Governing Body will receive a report once a year and will be responsible for reviewing the Collective Worship policy every three years.

Tring School Governing Body
January 2017

Worship	Christian Value	SDP Aim	Cross Reference with Tring Team Parish Mission Action Plan
GOD THE FATHER <i>(the source of our life and being)</i>	WISDOM Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values.	Successful Learners Academically successful with external outcomes, know their learning styles, understand our language for learning.	“Everyone that lives and works in our Parish can access the churches because of our open approach to God.”
GOD THE SON <i>(the resurrected Christ who is the source of all our hope)</i>	HOPE Christian hope means trusting in the loving purposes of God: trusting that the foundations of the world are good because they spring from God. It means believing that, ultimately, we are destined to share in that goodness because of what Jesus has done.	Confident Individual Lifelong learning skills through enhancement days, develop interpersonal skills, happy child who enjoys school and resilient with what life throws at you.	“... help all people in our community realise that they are known and loved by God”
GOD THE HOLY SPIRIT <i>(the presence of God with us who draws us into a new community)</i>	KOINONIA <i>Koinonia</i> means ‘that which is in common’ and is often translated as ‘fellowship’ or ‘community’. A central element of being a family is interdependence: all are needed and valued and each person is important to the whole. The same message is found in Paul’s image of the Christian community as the body of Christ. Each member of the body shares the joys and sufferings of the others and each depends upon everyone else.	Responsible Citizens Able to function effectively in society, develop solid moral framework, take responsibility for themselves and others. Caring, thoughtful and considerate students.	“We are famous for our work in transforming communities; reaching out to those in need across the world as well as at home.”

Appendix 1 Christian Values at Tring School

Live to learn, learn to live



APPENDIX 2

Diocese of St Albans BOARD OF EDUCATION

Policy for Faith Speakers in Church Schools

- 1 The school welcomes visitors who contribute to RE and Collective Worship as we welcome other visitors to school in other curriculum areas. We are grateful for positive contributions to the Christian ethos. We value educational contributions to the life of the school, rather than evangelistic mission.
- 2 The school is a Church of England School/Academy. Visitors are asked to respect the Anglican Foundation of the school. Visitors are invited on the basis of mutual respect between their own tradition and the Anglican Foundation of the school.
- 3 The school does, however, welcome inputs from different traditions within the Christian faith and beyond. For instance, a Baptist visitor would be welcome to explain the different approaches to Baptism and the strengths of their approach. A Muslim would be welcome to explain both the similarities and the differences between Christian and Islamic beliefs.
- 4 The Anglican tradition is broad with a range of views which represent a breadth of theological inspiration and approach to moral issues.
- 5 All speakers are encouraged to say how their faith and practices assist them in daily life and at times of deep need.
- 6 It is inappropriate in an educational setting to make derogatory remarks about other faiths or other approaches to Christian belief.
- 7 It is inappropriate in an educational setting to express judgmental views about lifestyles or belief systems, for example telling pupils that they or their families will go to Hell if they do not follow a particular pattern of behaviour or subscribe to a particular set of beliefs.
- 8 With secondary-age pupils, visitors need to accept that complex moral issues, such as abortion, human sexuality, the penal system, etc, will not be merely an abstract problem but a live reality. It is likely that more than one person in each class will have direct first-hand experience of such issues.
- 9 Visitors are encouraged to answer pupils' questions, and to listen to them, as well as to talk to them.

- 10 Visitors are encouraged to communicate with the liaising member of staff before their visit to establish the level of understanding of the pupils and the context of the school, including any particular live issues.

Jon Reynolds
Diocesan Director of Education
July 2012