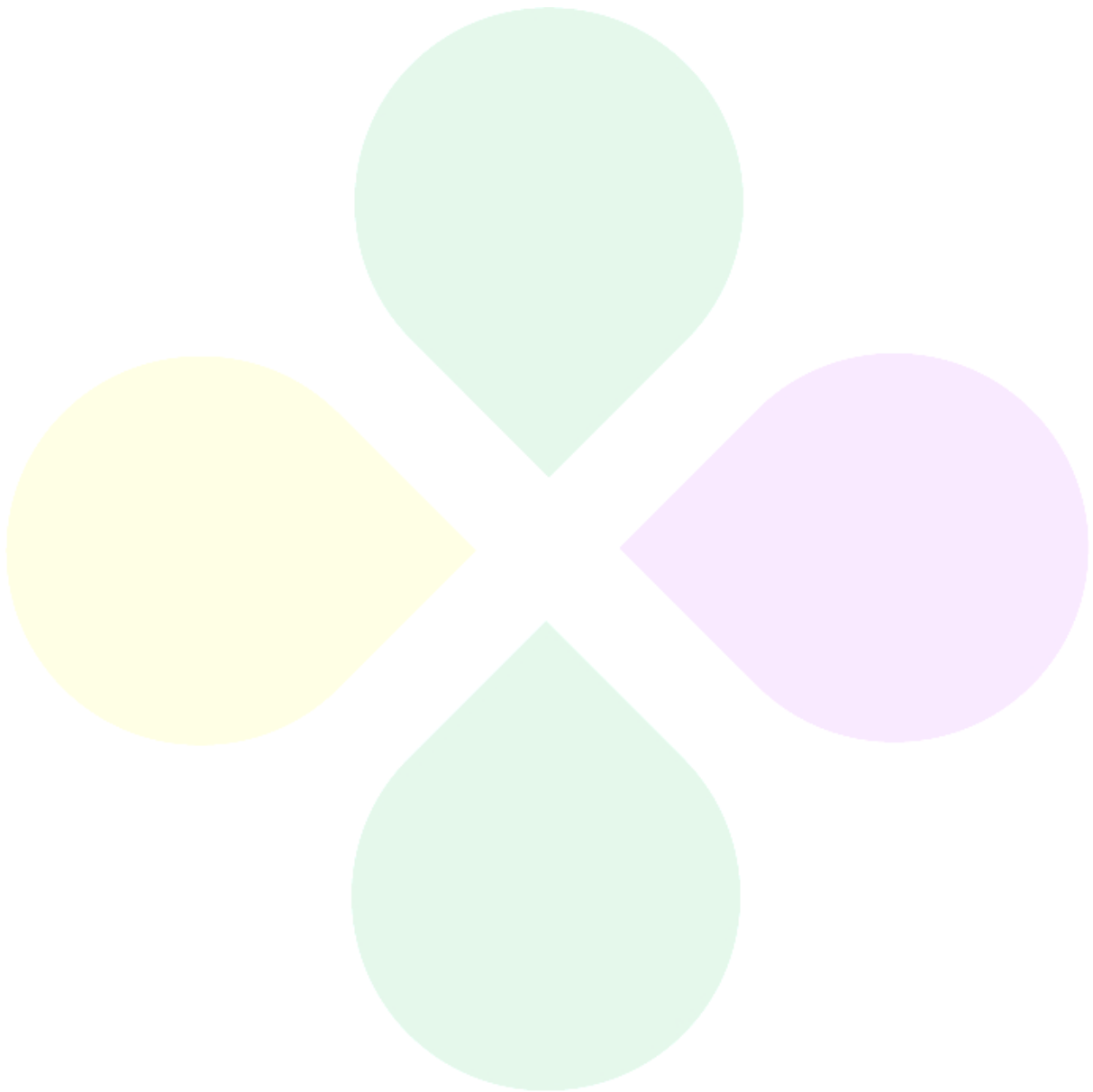


# Tudor Grange Academy Redditch

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## Collective Worship Policy

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The Governing Body of Tudor Grange Academy Redditch adopted this policy on \_\_\_\_\_

## 1. Principles and Values

We believe at this school that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives our students to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

## 2. Aims

The aim of the collective worship policy is to provide the opportunity for students to:

- ✓ Reflect on our school values that are: Tolerance, Understanding, Democracy, Opportunity and Respect
- ✓ Become increasingly aware of themselves as individuals and groups within the school and wider community
- ✓ Develop a common ethos and shared values
- ✓ Consider spiritual and moral issues
- ✓ Grow in understanding of the feelings of other people in everyday situations and beliefs
- ✓ Deepen their sense of wonder about the world around them
- ✓ Grow in confidence when making a presentation to the group or whole school
- ✓ Acknowledge diversity and affirm each person's life stance, whether it be religious or not

## 2. What Is Collective Worship?

Worship from within a faith tradition has a very specific definition. A school community is not a worshipping community and the law recognises this by requiring "collective" not "corporate" worship. Broadly, worship in school is more appropriately referred to as worth-ship. This might encompass what is offered in a spirit of admiration, celebration and respect to God and/or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worthy of celebration as examples of the highest achievements of the human spirit.

Worship defined in this way draws on literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. In this way collective worship is inclusive not exclusive.

### **3. Organsiation and content**

All students at TGAR are part of the college system and therefore have a weekly act of collective worship in the form of an assembly. These gatherings are student led and take the termly theme as there basis.

Autumn Term 1	Tolerance
Autumn Term 2	Understanding
Spring Term 1	Democracy
Spring Term 2	Opportunity
Summer Term 1	Respect
Summer Term 2	Contingency time

The PSHE lead teacher is responsible for the topic within each theme. Tutors are notified in advance of the topic and then plan collaboratively with their students. Assemblies take place in tutor time 14.55-15.20. In addition to this College Leaders also use collective worship as an opportunity to celebrate success. At the end of each term there is a 'celebration assembly' where all students in school the school come together to share in the success of that term. Whilst we do not feel it appropriate to ask students to pray in collective worship there is a moment of reflection in each assembly.

### **4. Inclusion**

We believe every student has the right to take part in collective worship and all themes and topics have been carefully planned to be both appealing and relevant to all students. All assemblies are sensitive to sexuality, special educational need and ethnicity.

### **5. Right of withdrawal**

If a parent wishes to withdraw their child from collective worship they will need to meet with the PSHE lead teacher to discuss their concerns and then confirm their decision in writing.

### **6. Monitoring and Evaluation of Collective Worship**

The PSHE lead teacher will monitor the implementation of this policy as part of the regular monitoring cycle. Tutor time will be visited to ensure that the themes and thoughts are being used and that students are engaging in meaningful activities that enhance spiritual

and moral development. The PSHE lead teacher will assess its implementation and effectiveness annually and report to Governors.

## **7. Responsibilities**

The PSHE lead teacher is responsible for drawing up the assembly rota and the Themes of the Week. The college leaders support the delivery of this. Resources to support the Themes of the Week are provided by the PSHE lead teacher.

Senior Staff are responsible for ensuring that assemblies follow the published themes and are conducted in a way which promotes moral and spiritual development. All tutors are responsible for using tutor time to develop the theme for the week within their tutorial schedule.

## **9. Further Reading**

1. Governmental guidance for school on collective worship- <https://www.gov.uk/government/publications/collective-worship-in-schools>
2. Department SMSC and British Values Statements- <http://www.redditch.tgacademy.org.uk/subjects/>
3. SRE Policy- <http://www.redditch.tgacademy.org.uk/pshe/>
4. Assembly and tutor time rota- <http://www.redditch.tgacademy.org.uk/pshe/>