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Spirituality and Worship



**Bishop
Perowne**
Church of England College
Endeavour Forever

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This document is a controlled document authorised for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

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1 OVERVIEW

1.1 Purpose

Refer to Section 3 Policies and Procedures

1.2 Scope

Refer to Section 3 Policies and Procedures

1.3 Related documents

- Promoting British Values

1.4 Reviews

Refer to Section 3 Policies and Procedures

1.5 Equality Impact Assessment

Under the Equality Act 2010 the College is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Governing Board believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student or any other connected party and it helps to promote equality at the College.

2 RESPONSIBILITY FOR THE POLICY AND PROCEDURE

2.1 Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Head teacher to ensure all college personnel and visitors to the college are aware of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the college regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

2.2 Role of the head teacher

The Head teacher will:

- ensure all College personnel, students and parents are aware of this policy;
- work closely with the link governor and coordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

3 POLICY AND PROCEDURES

3.1 The Statutory Framework

The key requirements and exceptions of the Education Reform Act (ERA) 1988 and previous legislation upon which it is built are set out below.

- Schools must promote the spiritual, moral, social and cultural (SMSC) development of students, enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Schools should prepare students for the opportunities, responsibilities and experiences of adult life, encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Schools must provide an act of collective worship every day (ERA 6.1) for all students; this may take place in a whole school group or in any other existing grouping in the school; it can take place at any time and should be on the school premises.
- The responsibility for collective worship rests with the governing body in consultation with the headteacher. (School Standards and Framework Act 1998)
- The 1981 education regulations require the school policy and arrangements for collective worship to be documented and available.
- Collective worship must be wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief without being distinctive of any Christian denomination.
- If it is inappropriate for some or all students to participate in Christian collective worship, the headteacher may apply to SACRE to have the requirement that collective worship be wholly or mainly of a Christian character lifted.
- The right to withdraw from school worship is available to students by request from their parents/carers and to teachers. The legal position is set out in section 30 of the 1944 education act (see also circular 1/94 para 142 and section 8 1988 Act).
- Obligations under section 1(2) of the Education Reform Act include provision for a broad and balanced curriculum and also that schools should promote respect and understanding for those who adhere to different faiths.

3.2 Definitions

In this policy, areas of human experience are dealt with which give rise to very diverse interpretation and expectations. A key principle set out below is that the School is inclusive and therefore this policy adopts broad definitions of key terms.

“Worship” describes a broad range of activities both by individuals and groups which celebrate and explore aspects of religion, spirituality, morality and social cohesion. It is an acknowledgement and celebration of the huge diversity of creation.

“Collective worship” is when a section of, or the whole, school community come together to reflect on the aims and values of those that make up that community and society. The DFE circular 1/94 sought to clarify the situation. It gave six clear areas where schools should provide opportunities for students to:

- worship God
- consider spiritual and moral issues
- explore their own beliefs
- encourage participation and response
- develop community spirit, promote a common ethos and shared values
- reinforce positive attitudes.

“Spirituality” is the hardest term to define. The definition adopted by Bishop Perowne College is: “Spirituality is what gives life meaning”. This definition has been kept deliberately simple in order to make it accessible to students of all abilities. It is important to note that spirituality is therefore distinct from religion.

3.3 Our Vision

Our mission is to be a high performing Academy rooted in the Christian values providing an education which changes lives for the better.

What we do: Endeavour forever

We don't give up. We expect hard work from both the staff and the students. We keep working to deliver exceptional learning experiences for our students. We are inclusive and keep looking for solutions. Every day is a new day. Our students are resilient and keep trying. They learn from their mistakes.

How we do it:

We get better and better at the things that matter (Mastery). We deliver outstanding teaching, rich opportunities for learning and encouragement and support for each student. Our students demonstrate outstanding progress and achievement. We direct our own lives (Autonomy). We provide a joyful and disciplined school culture.

Our students take personal responsibility for their learning and their behaviour. They are self-motivated and resilient. They show strength of character. We connect to a purpose larger than ourselves (Purpose). We model Christian values, especially those of love, compassion, justice and freedom. Our students are caring and thoughtful, they see possibilities for themselves and others.

At Bishop Perowne, we have an unwavering focus on helping our students achieve, on offering them really exciting and engaging learning opportunities, and on providing the very best teaching and support. We expect our students to learn, to behave and to be well mannered. Teachers teach with skill and expect high standards. Teachers and Students enjoy learning together. In our school culture it's cool to be smart and all students work hard to achieve their dreams.

3.4 Key Principles

- The Governors and staff of Bishop Perowne College will seek to ensure that all students, whatever their religious belief or cultural background will feel welcome in the College, feel comfortable in participating in collective worship and experience respect for their own religious beliefs.
- Whilst operating in a Christian context and with a Christian character, our collective worship will not seek to convert students to Christianity or any other religion but will encourage reflection and participation.
- Worship and exploration of spirituality will be meaningful; ie they must be relevant to the young people in our community and presented in a way that is likely to engage students genuinely.
- We regard reviewing our practice as essential; we must build our collective understanding of worship and spirituality, be aware of the changing context in which we operate and build relationships with external organisations especially the Church of England.

3.5 Aims

- To provide acts of collective worship for each year group.
- To provide a whole-College Celebration Worship at the end of each term.
- To provide worship for specific events such as Remembrance Day and the Christmas Carol Service.
- To provide a weekly 'Thought for the day' for all staff.
- To provide occasional opportunities for students and staff to worship on a voluntary basis.
- To provide opportunities for students to be involved in the planning and leading of worship.
- To promote in all staff and students an understanding and appreciation of the concept of spirituality.
- To provide opportunities in all curriculum areas to develop a sense of spirituality.

3.6 Roles and responsibilities

- The Governors will monitor the implementation of this policy and review it regularly.
- The headteacher has overall responsibility for this policy and its procedures and will report to the Governors on its implementation.
- The assistant headteacher with responsibility for worship will plan a full rota of acts of collective worship a term at a time. This will include allocating staff to lead worship, indicating the gospel for that week and setting a suitable theme for worship. They will play a key role in staff CPD to develop spirituality as well as liaising with the chaplaincy team. They will also lead a student Worship Team to promote student involvement in the planning and delivery of worship.
- Members of SLT, year leaders and the chaplaincy team will plan and lead acts of collective worship in accordance with the published rota.
- Tutors will be required to lead follow-up activities with their tutor groups every week, following the delivery of the themed act of collective worship.
- Teachers are expected to identify and take opportunities in lessons to develop spirituality and reinforce the themes of acts of collective worship when relevant.

3.7 Programme of collective worship

- A rota and programme of themes (one for each week of each term) will be developed by the assistant headteacher with responsibility for worship (see example in appendix 1).
- Acts of collective worship will be delivered to each year group once per week, running from Year Eleven on Monday to Year Seven on Friday.
- Weekly acts of collective worship take place in the theatre led by members of SLT, year leaders and the chaplaincy team. All staff and students within the school are invited to attend.
- Each act of worship will be followed up by reflective work.
- On the last day of each term, a whole-College Celebration Worship will take place in the Sports Hall. This will be planned and led by the chaplaincy team in collaboration with the student Worship Team and the assistant headteacher with responsibility for worship.
- One morning per week, all staff will be invited to attend 'Thought for the day' – a time for quiet reflection before the start of the school day. This will be led by members of SLT and the chaplaincy team following a rota planned by the chaplaincy team.
- Additional acts of worship such as the Act of Remembrance and the Christmas Carol Service will be planned and led by the chaplaincy team, the assistant headteacher with responsibility for worship and the student worship team.
- The chaplaincy team will give consideration to occasional acts of collective worship which enable students who wish to take Holy Communion to do so. It will also consider other activities which enable students to explore their own faith.
- Friday prayers are led each week by a Muslim member of staff.

3.8 Conduct and nature of acts of collective worship

It is important that an atmosphere conducive to the theme of the collective worship is established whilst recognising that worship is an important vehicle for students to understand formal occasions and ritual. The following points should apply:

- Acts of collective worship will take place during afternoon registration in the theatre.
- Arrival at the theatre should be prompt; this means that students must return to tutor bases as soon as possible after session five in order to be registered.
- Students must leave coats and bags in their tutor bases before being escorted to the theatre by their tutors.
- Students should enter the theatre in silence and in an orderly fashion; uniform should be checked by tutors before entering the theatre.
- If a student's behaviour requires correction, this should be done in a way that does not damage the atmosphere of reflection and worship.

Acts of collective worship should be centred around a meaningful but accessible message. Whilst this does not have to be overtly Christian, it should certainly convey a sense of spirituality. As such, acts of collective worship must not be used for the giving of notices or general information.

Acts of collective worship should include the following:

- A calm, quiet and ordered entrance to the theatre
- Carefully selected music on entrance and exit
- Use of images / stimuli / video on the screen
- Links to students' own lives and experiences
- At least a sentence from a bible passage (even if this is just projected)
- Time for reflection (possibly with music/images/candle etc)
- A closing prayer
- A linked follow-up activity to be completed in tutor time. This could be in the form of a video link, discussion questions, a passage to read and discuss, images to spark discussion etc.

They could also include:

- Something specific to think about at the start whilst waiting for all students to arrive – a thought-provoking image or a key question
- Humour where appropriate
- Direct questioning of the students (with appropriate thinking time provided)
- Performances or pre-planned contributions from students

Parents have the right to withdraw their child from collective worship (Section 71: sub-section (1) of the 1998 Act clearly states) and must contact the Head teacher directly to express their wishes.

3.9 Development of Spirituality

Occasional staff training will be held to explore how a sense of spirituality can be developed across the curriculum. Departments will be asked to make regular reference to the school values where relevant in lessons and highlight any instance of spirituality in lessons. Some examples are given below.

- When discussing mechanisms in design technology, the teacher may encourage students to observe the ability of the designer to think of the machine in the first place, the complexity of the mechanism and how smoothly it functions, the skill of the people who made it.
- A geography teacher may invite students to wonder at the complexity and beauty of a snowflake.
- In science, molecular structure can provide opportunities to consider the symmetry and complexity of matter.
- A group of students working on a dance can be encouraged to think about the impact they hope to have on the audience, how it makes the dancers themselves feel, what thoughts the music and movement give rise to.
- Maths offers numerous opportunities for experiencing the sense of order that comes from sequential steps leading to a conclusion as well as the more obvious beauty of tessellations and other shapes.
- All teachers and staff working with students can take the opportunities that working with groups of students present for exploring inter-relationships.

3.10 Fundamental British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Students must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Bishop Perowne College will:

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Actively promoting the values means challenging opinions or behaviours in College that are contrary to fundamental British values. Some examples are given below.

- Age appropriate lessons on democracy ,advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Student voice through various channels across the school. Examples may include student leadership team and prefects.
- The use of general or local elections to promote British Values and debate in the classroom, with a mock vote.
- Across all subjects use teaching resources from a wide variety of sources to help students understand a range of faiths.

Full details of how British Values are supported at Bishop Perowne are contained within the Promoting British Values policy.

4 DISSEMINATION

4.1 Promoting Awareness

We will raise awareness of this policy via:

- The College website www.bishopperowne.co.uk
- Meetings with College personnel and volunteers
- Reports such as the annual report to parents and Head teacher reports to the Governing Board

4.2 Training

All school personnel:

- Receive training on induction which specifically covers:
 - All aspects of this policy
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

4.3 Monitoring the Effectiveness of the Policy

This policy will be reviewed annually or when the need arises.

5 GLOSSARY

Glossary of terms used within this policy and procedure document. For the full Glossary of terms used at Bishop Perowne CE College, please refer to the document “REF-02 Glossary of Terms”.

A

ACW Acts of Collective Worship

E

ERA Education Reform Act (ERA) 1988

S

SMSC spiritual, moral, social and cultural

Appendix A: Exemplar ACW rota

WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
A	Monday	05/09/2016	Year 11	MPO	JPR	Assembly	Intro to Y11	N/A
	Tuesday	06/09/2016	Year 10	MPO	JPR		<i>Love</i> Forward planning	Luke 14:25-33 The cost of being a disciple
	Wednesday	07/09/2016	Year 9	MPO	JPR			
	Thursday	08/09/2016	Year 8	MPO	JPR			
	Friday	09/09/2016	Year 7	MPO	JPR			
WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
B	Monday	12/09/2016	Year 11	JMA	SRE		<i>Justice</i> Repenting of sins	Luke 15:1-10 The parable of the lost sheep
	Tuesday	13/09/2016	Year 10	JMA	SRE			
	Wednesday	14/09/2016	Year 9	JMA	SRE			
	Thursday	15/09/2016	Year 8	JMA	SRE			
	Friday	16/09/2016	Year 7	JMA	SRE			
WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
A	Monday	19/09/2016	Year 11	MFO	DKL	Assembly	Maths support	N/A
	Tuesday	20/09/2016	Year 10	JPL	DKL		<i>Compassion</i> The value of money	Luke 16:1-13 The parable of the shrewd manager
	Wednesday	21/09/2016	Year 9	JPL	DKL			
	Thursday	22/09/2016	Year 8	JPL	DKL			
	Friday	23/09/2016	Year 7	JPL	DKL			
WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
B	Monday	26/09/2016	Year 11	Chaplaincy	JMA		<i>Freedom</i> Caring for the less fortunate	Luke 16:19-31 The rich man and Lazarus
	Tuesday	27/09/2016	Year 10	Chaplaincy	JMA			
	Wednesday	28/09/2016	Year 9	Chaplaincy	JMA			
	Thursday	29/09/2016	Year 8	Chaplaincy	JMA			
	Friday	30/09/2016	Year 7	Chaplaincy	JMA			
WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
A	Monday	03/10/2016	Year 11	CAI	JLA	Assembly	Science support	N/A
	Tuesday	04/10/2016	Year 10	NTU	JLA		<i>Love</i> Doing one's duty	Luke 17:5-10 Faith and duty
	Wednesday	05/10/2016	Year 9	NTU	JLA			
	Thursday	06/10/2016	Year 8	NTU	JLA			
	Friday	07/10/2016	Year 7	NTU	JLA			
WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
B	Monday	10/10/2016	Year 11	LST	MPO		<i>Justice</i> Being grateful	Luke 17:11-19 Jesus heals ten men with leprosy
	Tuesday	11/10/2016	Year 10	KBY	MPO			
	Wednesday	12/10/2016	Year 9	PHD	MPO			
	Thursday	13/10/2016	Year 8	LSP	MPO			
	Friday	14/10/2016	Year 7	MWY	MPO			
WK	Day	Date	Group	Led by	SLT support	Notes	Theme	Gospel
A	Monday	17/10/2016	Year 11	JMA	NTU	Assembly	Revision skills	N/A
	Tuesday	18/10/2016	Year 10	DKL	NTU		<i>Compassion</i> Persistence and resilience	Luke 18:1-8 The parable of the persistent widow
	Wednesday	19/10/2016	Year 9	DKL	NTU			
	Thursday	20/10/2016	Year 8	DKL	NTU			
	Friday	21/10/2016	Year 7	DKL	NTU			

Appendix B: ACW 'Formula'

Acts of Collective Worship

The 'formula'



Acts of collective worship should be centred around a meaningful but accessible message. Whilst this does not have to be overtly Christian, it should certainly convey a sense of spirituality. As such, acts of collective worship must not be used for the giving of notices or general information.

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- Direct questioning of the students (with appropriate thinking time provided)
- Performances or pre-planned contributions from students

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