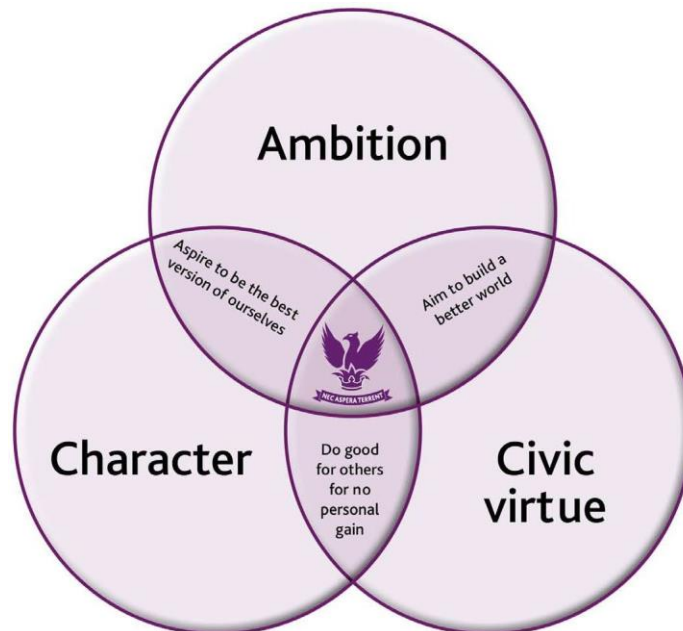


REFLECTION/COLLECTIVE ACT OF WORSHIP POLICY



DRAYTON MANOR HIGH SCHOOL



Reviewed by CSWP on: 23 May 2024

Ratified by the Governing body: 21 July 2024

Date of next review: May 2026

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Legal Requirements

Drayton Manor High School is a thriving school which celebrates the social, ethnic and religious diversity of its students and provides a nurturing environment for effective learning to take place. The school has a positive ethos in which the needs of students are paramount and met by a harmonious team of teachers and governors. The school takes its responsibility to contribute to the Spiritual, Moral, Social and Cultural Development of its students seriously. Reflection/Collective Act of Worship is recognised as being a fundamental aspect of this provision.

This policy replaces a previous policy and, as such, reflects local and national trends where the emphasis is upon *reflection* and inclusivity. It draws upon guidelines issued by the DfE, Ofsted and Ealing SACRE, and is regularly reviewed. It recognises the legal responsibility to provide a daily act of 'collective worship' that is *broadly Christian* for all registered pupils. The school is committed to promoting community cohesion, and by referring to 'reflection' rather than 'worship' it is not our intention to secularise the experience, but rather to make it fully inclusive.

The legal requirement to provide a daily act of Collective Worship/Reflection can be summarised as follows:

The most recent legal statement of the requirements for collective worship (as distinct from assembly) are contained in the School Standards and Framework Act 1998. These build on similar requirements in Section 346 of the Education Act 1996, the Education Reform Act 1988, and Section 25 of the 1944 Education Act, where the law on compulsory collective worship began. Section 70 of the 1998 Act states that, subject to the parental right of excusal or other special arrangements, "*...each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship.*"

The Head is ultimately responsible for collective worship provision, in consultation with the governors. The majority of acts of collective worship in any given school term should still be "*wholly or mainly of a broadly Christian character*". Dfe Circular 1/94 confirmed that a "broadly Christian" act of worship must contain some elements which relate to the traditions of Christian belief and which accord a special status to Jesus Christ. The current Ofsted Inspection Handbook also confirms that "Non-faith academies must provide collective worship that is wholly or mainly of a broadly Christian character."

Defining 'Broadly Christian'

The law requires that Reflection/Collective Worship in schools should reflect the broad traditions of Christian belief. The context of the school is such that some students have no religious belief and many students belong to religious traditions other than Christianity. As a result 'Christian Belief' is taken mainly to mean 'Shared moral beliefs and values, e.g. 'belief in the importance of love, freedom, peace and justice, which are shared by very many religious and non-religious people.' It is also recognised however, that there are occasions when school worship will reflect shared religious beliefs and uniquely Christian religious beliefs.

The school recognises that Collective Worship is not Corporate Worship and that students may respond to this in a variety of ways.

Roles and Responsibilities

- It is the overall responsibility of the Head to ensure acts of collective worship are effective, fit for purpose and conducted according to school policy. A member of the Senior Leadership Team will oversee this area, under the Social Sciences Faculty. The Head of Religious Education and Lead for SMSC will lead on this area.
- It is the responsibility of the person conducting the assembly to ensure acts of collective reflection are carried out and that the presentation is reflective of the assembly theme of the week. However, within the legal framework and theme suggestions, staff conducting collective reflection are free to employ whatever format that is seen as appropriate. The use of music, drama, video, or visual aids may supplement the more traditional elements of talks and readings. Imagination and careful preparation are essential if pupils are to broaden their horizons and be led to reflect on fundamental human issues.
- It is the responsibility of the form tutor, or staff member escorting a form group, to accompany and remain with the tutor group throughout collective reflection to assist with supervision. In the event of collective worship over-running into lesson time, which should not be a frequent occurrence, staff may leave whilst proceedings continue.
- Guest speakers are a frequent and integral part of collective reflection at Drayton Manor High School and, as such, should be treated with respect. It is the responsibility of the pupil to ensure that their behaviour, when in assembly, is respectful and within the values of the school

Organisation and Delivery

Reflection/Collective Worship is held daily. This takes the form of a distinct part of a weekly Year Group assembly, with further *reflection* and development of the weekly theme in morning Tutor Group time.

Assembly and Tutor Time lasts for 15 minutes. To be compliant with the law, Ealing SACRE advises that the act of *Reflection/Collective Worship* should last between three and five minutes. It is recognised good practice for *Reflection/Collective Worship* to take place towards the end of Assembly or Tutor Time, so that students are left with a message to consider or reflect upon as they leave. Where possible, Heads of Year are encouraged to plan a sensitive approach so that notices, as well as the reinforcing of good practice by praise and the award of certificates are linked into the theme. Themes are predominantly linked to seasonal religious festivals within Christianity and other faiths represented in the school and wider community. It may take the form of readings and poems, music, visual images and other textual passages.

Year Assemblies

Each Year Group has one assembly a week in the School Hall according to the following pattern:

(8.55 – 9.10 am)	Mondays	Year 11
	Tuesdays	Year 7
	Wednesdays	Year 8
	Thursdays	Year 9
	Fridays	Year 10
(Period 1)	Thursday	Year 12
(Period 3)	Thursday	Year 13

The Reflection/Collective Worship element of assemblies and tutor time should be distinct from 'routine' administrative activities such as notices – with a clear demarcation line. Guidance on this is outlined in the Staff Handbook. Both students and staff should be involved in the delivery and organisation of worship – with a clear emphasis, where possible on student ownership.

Reflection/Collective Worship within morning Registration/Tutor Time forms part of the Tutor Period Structure as outlined in the Staff Handbook, as with Collective Worship in

assemblies there should be a clear demarcation line between 'routine' administration tasks and the Collective Act of Worship.

The daily act of reflection/collective worship is part of a three-fold approach which consists of:

1. Thought for the Day
2. 'SMSC' Assemblies.
3. The 'SMSC' aspect of the Tutor Programme.

The Thought for the Day

The 'Thought for the Day', is based upon a weekly theme published in the student bulletin and developed throughout the course of the week. The theme is predominantly based on events in the religious calendar or religious themes and will either specifically Christian or broadly Christian. Material is supplied by the Head of RE to the School's Communications Officer who publishes them in the student bulletin – for use in Tutor Time. This is supported by the following:

- Brief, explanatory or factual information relevant to the weekly theme
- a picture or cartoon or illustration relating to the weekly theme.
- additional audio visual material where appropriate e.g. video or music clips
- an 'open question' designed to stimulate thought, reflection and discussion.

An emphasis is again placed on student ownership, with individual students and tutor groups encouraged to make contributions. Contributions from Faculties/Departments and individual staff are also welcome.

SMSC Assemblies

A programme of 'SMSC' themed assemblies is in place, with a minimum of one per half-term. They are delivered by the Head of RE and other members of the Social Sciences faculty and explore and reflect upon a range of themes.

SMSC Tutor Programme

As part of the School's Tutor Programme a range of SMSC themed material is in place to be delivered in tutor time. Themes are based on events in the religious and SMSC calendar and may be explicitly Christian – e.g. a focus on Easter or may have a broader focus.

The format consists of a simple powerpoint, accessible via the intranet, which explains and develops the theme.

Overall Aims of Reflection/Collective Worship

The aims of Collective Worship and Reflection at Drayton Manor tie in closely with the majority of the Whole School Aims, which can also be found in the Staff Handbook, and Prospectus. The school believes that the benefits—to both the whole school community and individual pupils and members of staff—of gathering together in reflection on a daily basis include:

- the fostering in pupils of an awareness of universal moral principles of right and wrong, justice and fairness and a proper concern for the fate of others and the world;
- an affirmation and celebration of the values and ethos of the school;
- the development of an awareness of, and a sense of belonging to, the many different dimensions of the school's community;
- opportunities to experience the sense of gathering for a special purpose;
- shared experiences that promote thought;
- the promotion of pupils' spiritual, moral, social and cultural development, including opportunities to reflect on practical issues raised by becoming an adult citizen of the world;
- allowing students to explore their own beliefs;
- celebrating key events, religious and secular, in the life of the school and the wider community
- opportunities to consider and reflect upon a variety of situations and issues and make a personal response; and
- opportunities to reflect quietly and make an internal response congruent with one's own personal beliefs and background: this may include personal prayers or other forms of meditation.

Planning, Content and Themes

Assemblies and Tutor Time are important parts of the school day. Collective Worship, as a distinct part of this time, encourages reflection as well as celebration and togetherness and assists in encouraging thoughtfulness about the ethos of the school.

Themes for Reflection/Collective Worship are planned in advance and correspond predominantly to key events in the religious calendar. Care is taken to ensure that the chosen theme is sensitive and appropriate to the needs of the students and the school, while meeting statutory requirements.

The Head is formally responsible (under the *School Standards and Framework Act 1998*) for arranging the daily act of reflection after consulting the governing body. In day-to-day practice, this responsibility is devolved in Drayton Manor High School to the Head of Religious Education.

Planning

Collective worship is co-ordinated by the Head of Religious Education who is responsible for producing material for 'Reflection/Collective Worship, planning weekly themes and maintaining records. Materials are published via the school's Newsroom facilities.

Where necessary, the training needs of staff involved in the planning and delivery of Collective Worship is addressed through the school staff Development process.

Additional resources for Collective Worship are stored in the 'Teachers Reference' section of the Learning Resource Centre and electronic versions of the Tutor Programme are available on the Curriculum Network, to be accessed by tutors in their tutor rooms.

Matters relating to the Collective Act of Worship are addressed amongst staff via the School Consultative and students have the opportunity to discuss Collective Worship/Reflection via Year Council and School Council meetings.

Monitoring and evaluation

Monitoring occurs through observation carried out by Senior staff and Heads of Year as part of the school's Pastoral Self-Review process.

Withdrawal

Every parent and guardian is made aware of their right to wholly or partly withdraw their child from the daily act through the school prospectus. However, Drayton Manor High School strives to make acts of reflection and collective worship as inclusive as possible. Parents can exercise their right to withdraw their children from Reflection/Collective Worship by writing to the Head. While parents are not obliged to state their reasons for seeking withdrawal, it is good practice for a dialogue to take place in order to establish: specific aspects of worship that the parents object to their child taking part in, the practical implications and arrangements for withdrawal.

While there is no recent history of this at Drayton Manor, arrangements are in place for this eventuality. During assemblies, any withdrawn students leave the Assembly Hall and can be supervised in the foyer or dining room. During Tutor Time, withdrawn students should either sit quietly and not participate, briefly leave the classroom or report to their Head of Year.

Development

- To consider the use of visiting speakers and representatives from faith communities to support reflection/collective worship – whilst being mindful of safeguarding issues and making use of the Ealing SACRE approved list of visitors.
- To build in acts of worship and reflection into student passports for September 2024
- Further develop the current Shine, RE, and Tutor/Assembly programme and curriculum