

COLLECTIVE WORSHIP

(Non-Statutory)

Ready Respectful Safe

Background and Context

Nunthorpe Academy is incorporated around the principles and values of ready, respectful and safe. We aim to promote Social, Moral, Spiritual and Cultural growth in a wide-ranging and thoughtful way by ensuring that the values of openness, honesty, social responsibility, equality and diversity, safety and caring for others are integral to both the academic and pastoral curriculum delivery across all three key stages at the academy. Our caring ethos and the values we place on the development of the whole child; spiritually, morally, socially, culturally, and intellectually is reflected in our worship. We value this time in the school day for the space it gives to pupils to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

The 2002 Education Act required that every Academy should provide a daily act of collective worship for all students. The majority of which each term should be “wholly or mainly of a broadly Christian character”. Collective worship should “reflect the broad traditions of Christian belief without being distinctive of any particular denomination.”

We have taken both the expectations of the 2002 Education Act and the SACRE Collective Worship Guidance into account in the production of this policy.

Collective worship is **not** the same as corporate worship. Corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. A secular Academy (such as ours) is not a worshipping community as the students who have a faith are diverse in what they believe, in what they believe God is and what they believe worship to that God or Gods should entail.

Our Aims and Rationale for Collective Worship

To be meaningful for our students, collective worship enables them to reflect on:

1. what it means to be a human being;
2. questions of life’s fundamental meaning, purpose and value;
3. the best that human beings can be – inspirational exemplars (people of faith or not) who have demonstrated through their actions, lives and qualities (Examples will come from religious and non-religious sources);
4. personal beliefs and values.

The collective worship that we deliver will recognise and value the cultural, linguistic and religious diversity of our Academy population and will be conducted within our Equality and Diversity policy frameworks.

How Collective Worship will enrich the experiences of our students

Our Collective Worship will:

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1. enable our students to reflect on and question issues such as belonging to the Academy community, the wider community and to humanity as a whole;
2. reinforce a sense of community and cohesion through appreciating those things we have in common;
3. enable our students to develop a reflective approach to life;
4. support our students in the development of spiritual, cultural and moral perspectives;
5. develop in our students a sense of the individual's place in the world beyond the physical, material and the here and now;
6. provide our students with time to consider values and beliefs - both their own and those of others;
7. acknowledge diversity and difference
8. raise our students' awareness of the difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community;
9. deepen our students sense of wonder of the world in which we live provide opportunities to celebrate achievement and to share times of celebration;
10. support students in responding to crisis/es at a personal and collective level and provide them with a vocabulary to explore feelings and responses;
11. support those who have particular needs or who are engaged in times of crisis/es.

Collective Worship will reinforce the sense of the Academy community, by giving students the opportunity to share things of worth with each other, within a reflective space.

Those students who have a faith will be able to use our Daily Silence to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate; whilst those students who don't have a religious belief will have the opportunity to reflect and make a personal internalised response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and nonbelievers to appreciate each other's stances.

The language of invitation to reflect will be open and inclusive, ensuring that no student or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

Content of our Collective Worship

Listed are some examples from the very many areas Nunthorpe draws its Collective Worship foci:

1. marking the celebration of a broad range of religious and cultural festivals that reflect the diversity of faiths contained within our Academy
2. examples of lives of people of faith and other good human beings

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3. stories supporting themes from a range of sources, including sacred texts, faith communities and secular books
4. response to key local, national and international/global events
5. providing an opportunity to think about their own beliefs whether religious or otherwise
6. consideration of questions you wouldn't think about elsewhere & not necessarily with easy / definitive answers
7. putting things into practice - e.g., supporting charities
8. providing a Daily Silence for silent reflection / prayer
9. celebration of successes of members of the Academy community
10. performances or presentations from members of the Academy community
11. input from visiting speakers / experts

The Practicalities of our Collective Worship

1. **Thought for the Week** – Each week, during Monday's tutorial, the thought for the week will be introduced and discussed through Nunthorpe News. Tutors will explore the meaning of the week's thought and how it may impact on students' lives.
2. **A Daily Reflective Question linked to the Thought for the Week** – Tutors will explore aspects of the thought for the week and the implications on the individual, group, academy and wider community.
3. **The Daily Reflective Silence** – At 9.09am a bell will sound indicating the start of the silence. Students will be asked to stand behind their chairs in readiness for this and will be expected to observe the silence together. Students will be encouraged to reflect on what they have discussed about the thought for the week during this period of time. For students of faith, this is also an opportunity for them to pray to their God.
4. **The Weekly Assembly** – Each week students will experience an Assembly delivered in their year group. The assembly will either be based upon global or national events (e.g. Remembrance Week in November) or will have a clear moral/spiritual message. The Thought for the Week will also be observed in all assemblies with students standing for this period of time.
5. **During tutorial sessions**, tutors will lead students in discussions which address year, local, national and global community issues. Students will be encouraged to understand and accept other cultures and every opportunity will be taken to share different cultures and their traditions. As a largely mono-cultural Academy we recognise our responsibility to broaden our students' understanding and acceptance of other cultures and religions.

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6. **The policy is fully reflective of opportunities within the Sixth Form**, through their programme of tutorials and registration activities. Although the Sixth Form does not conduct a daily silence it does hold silences for more formal occasions such as Remembrance Day.
7. There are **prayer room** facilities in one of the student group rooms in the Sixth Form and in the EAL intervention room in the main building.
8. Within the Sixth Form **Extended Project** qualification students take the opportunity to cover many issues related to this area, with students investigating topics such as ‘The Effects of Alzheimer’s’, ‘Worship in the 21st Century’, ‘Impact of the Nuremburg Laws on International Law’, ‘Science v Religion’ which are all part of individualised and reflective study where titles are selected by the students.
9. Sixth Form **Question Time** - Regular termly debating competitions between forms on topical issues.
10. Sixth Form Council works with the 11-16 Council to coordinate charity events– Student led group which coordinates and plans Sixth Form and whole school events in response to national charities, including Children in Need, Help for Heroes, Comic relief, Sports Relief and World Challenge promoting awareness of local, national and international issues.

However, in exceptional circumstances, alternative methods of delivery may be employed. Assemblies may be delivered virtually to pupils in form rooms, or at home, via zoom or google, with links being shared through Class Charts. This ensures students have continuity and the social, moral, spiritual and cultural needs of the child are met in every situation.

Planning and Monitoring of our Collective Worship

1. It is the overall responsibility of the Head Teacher to ensure acts of collective worship are effective, fit for purpose and conducted according to school policy.
2. This policy and its implementation is monitored by the Vice Principal (Curriculum) who in turn reports to the Head of School and the LGB Students Achievement Committee.
3. It is the responsibility of the person conducting the assembly to ensure acts of collective worship and reflection are carried out and that the presentation is reflective of the assembly theme of the week published in the annual pastoral curriculum. However, within the legal framework and theme suggestions, staff conducting collective worship 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, readings, hymns, and prayers. Imagination and careful preparation are essential if pupils are to broaden their horizons and be led to reflect on fundamental human issues.
4. It is the responsibility of the form tutor, or staff member escorting a tutor group, to accompany and remain with the tutor group throughout collective worship 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.
5. It is the responsibility of the form tutor, or staff member supervising the tutor group, to accompany and remain with the tutor group throughout tutor time and to prepare and lead the collective worship section of the tutor time as directed in the pastoral curriculum plan.

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6. Guest speakers are a frequent and integral part of the pastoral curriculum at Nunthorpe Academy and may contribute to collective worship, as such, they should be treated with respect. It is the responsibility of the student to ensure that their behaviour, when in assembly/presentation, is respectful, considerate and beyond reproach.
7. The Senior Leadership Team are required to monitor delivery of assemblies and 'Thought for the Day' Activities on a daily basis as part of their SLT link role and termly Quality Assurance processes.

Right to withdraw

All parents have the right to request that their child is withdrawn from collective worship, section 71 of the Schools Standards and Framework Act (1998). However, at Nunthorpe Academy we have a strong tradition of being fully inclusive, and whilst we respect parental wishes, we encourage discussion of concerns regarding collective worship to avoid pupils feeling excluded from daily tutorial activities with their peers. If you wish to withdraw your child from daily collective worship please email the Head of School with your reasoning to be considered.

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