



Principal
Mr S Brierley

**ST MARGARET'S
CHURCH OF ENGLAND
ACADEMY**

"Achievement by faith and work"



Diocese of Liverpool

St Margaret's Mission Statement
*Inspired by the knowledge and love of God,
we all come together to learn
in a Christian community where we are valued
for who we are and who we could become.*

(School Mission Statement)

POLICY ON E8: COLLECTIVE WORSHIP

Persons responsible for this policy and to whom observations and comments should be made:

Rev. I Greenwood Governor
Mrs A N Penketh Deputy Principal Director of Ethos and SMSC

Copies of this policy are available on request to Governors, Staff and Parents.

This policy was approved at a meeting of the Standing Committee on

This policy is next due to be reviewed in March 2018

Mission and Values

Mission

Our Academy Mission Statement:

**Inspired by the knowledge and love of God,
we all come together to learn
in a Christian community where we are valued
for who we are and who we could become.**

Values

As an Academy we have adopted 8 Christian values which we feel are the basis of our community.

- A Christian community is a community of faith, and at the heart of faith is **TRUST**. Trust is about letting go – putting ourselves in God’s, and in other people’s, hands. Jesus told his followers to “*trust in God; trust also in me*”; so as we work together, we expect members of our community to be trustworthy and reliable, and not to let others down.
- Education is not just about academic learning; it is about personal development too. As we work together, we expect that good working relationships, and **FRIENDSHIPS**, will develop, between students as well as between members of staff. In John 15, Jesus explicitly calls his disciples not servants, but friends. As a community, we celebrate the selflessness of friendship.
- **JUSTICE** is another value that is central to our community. Justice is about appreciating that our well-being is inextricably linked to everyone else’s. It is not just about our response when someone acts inappropriately; it is also about ensuring that everyone is accorded the dignity and the respect and that is rightfully theirs. Isaiah encouraged us to “*seek justice!*” – and we do.
- From time to time, however, we all get things wrong. Jesus commanded us to show **FORGIVENESS** to each other, and as a Christian community we seek to obey Him. Someone in the wrong should show self-discipline and apologise, making reparation where appropriate; someone who is wronged should accept an apology and not seek to humiliate.
- Education is about far more than chemicals, conjunctions and crotchets! As a community, we seek to foster **WISDOM** and true insight into the way life works – an understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. Such wisdom is rooted in a proper reverence for God: as the Psalmist puts it, “*the fear of the LORD is the beginning of wisdom*”.
- St Paul looked back on his life and was able to say that he had “*run the race*” right to the end. All those involved in education need to demonstrate similar levels of **ENDURANCE** – learning is the ultimate life-long task, a marathon not a sprint. By showing patience and resilience we will ensure that no-one is left behind, and that all are able to achieve their God-given potential.
- These values will be all the easier for us if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people’s shoes, understand their point of view, then do something about it – and thus to grow in faith.
- Underpinning all of these, we seek to be a community at **PEACE**. St Paul describes God as the God of peace. We therefore seek to demonstrate harmony, stability and security within our Christian community, downplaying dissent and accentuating the positive.

RATIONALE

We believe that one very effective way of encouraging the development of the spiritual dimension is through our programme of collective worship.

The National Curriculum Council's: 'Spiritual and Moral Development – A Discussion Paper (1993)' takes up this theme when it identifies three areas of school life, '...in which opportunities arise for spiritual and moral development. They are the ethos of the school, all subjects of the curriculum and collective worship'.

We believe that spiritual development can best be encouraged by trying to foster within each child a sense of their own unique value/worth :

a belief in the value of others

an understanding of oneself and one's feelings and emotions

an understanding of the spiritual dimension in human experience

an appreciation of ultimate questions about human life

a sense of vision, challenge and inspiration

a sense of the numinous, and how this may be experienced

a sense of the key values and ideas that underpin our society

There are difficulties in attempting to define spirituality too rigorously, as an illustration used by Rabbi Hugo Gryn indicated:

'Spirituality is like a bird: if you hold it too tightly it chokes, if you hold it too loosely, it flies away'.

Similar problems arise when one attempts to define worship, although the General Synod Board of Education's Memorandum 1/84 suggests that;

'there are a variety of activities involved in worship which may not all happen at once, but each contributes to an awareness and understanding of what worship is. Prayer, praise, silence, a sense of community, common values, the power of the spoken word, ritual, an awareness of the important and many other experiences contribute to worship'.

1988 ACT

THE LEGAL REQUIREMENTS

The 1988 Education Reform Act lays down several requirements for school collective worship. These include:

There must be a **DAILY** act of worship for **ALL** students. This can be at any time of the day and can involve a groups of children – so long as the group does not reflect the beliefs of a particular religious tradition. (It is intended that any group shall comprise the normal mix of students found in the other educational activities of the school).

Most acts of worship are to be, ‘wholly or mainly of a broadly Christian character’. An act of worship is considered to be of a broadly Christian character if it ‘reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination’. (In Church and other voluntary schools, the character of the worship will be in accordance with their original foundation).

All acts of worship must take into account their suitability regarding:

the ages and aptitudes of the children;
their family backgrounds.

The act of worship should normally take place on the school’s premises.

In County schools the responsibility for worship arrangements lies with the Principal after consultation with the Governing Body. In church and other voluntary schools the final responsibility for the arrangements rests with the Governing Body after consultation with the Principal.

If Principals feel that broadly Christian worship is not appropriate for some or all of their students, they can, after consultation with their Governing Body, apply to their local S.A.C.R.E. (Standing Advisory Council on Religious Education) for what is called a ‘determination’. If granted, it would mean that they could arrange other acts of worship for some or all of their students. These may be distinctive of a particular religious faith but not of a particular religious denomination.

Individual parents may withdraw their children from acts of worship and teachers may also opt out of participating in them. (This should be in writing).

Schools must make adequate provision for students who are withdrawn. They should be supervised and have appropriate work to do.

All acts of worship should be supervised with an adequate teacher/pupil ration.

Collective worship is not ‘curriculum time’ and does not constitute religious education, but it ought to reinforce it.

ORGANISATION OF WORSHIP

Collective worship is delivered in a variety of ways through the week, but all students begin each day with an act of worship.

THEMES

A Calendar of Themes is provided for each term.

The Themes incorporate all 15 Christian Values

The students have chosen 8 of the 15 Values to be incorporated into the life of the school.

These are:

Trust

Compassion

Forgiveness

Justice

Peace

Endurance

Friendship

Peace

Wisdom

The Themes provide a focus and inspiration for our Worship. A Worship timetable is provided every half term with Worship times allocated to team members on a rotational basis.

WORSHIP

For the purposes of School Worship, these come in three main forms:

- Form Worship -these are produced weekly according to the theme and are emailed to Form tutors, HoY and a school governor from the Ethos and Pastoral Committee.
- Year Worship -conducted by the Head of Year and are based on a rolling programme. The School Hall and St. Anne's Church are used for this purpose.
- School Worship -taken most regularly by the Worship Team, students and outside speakers. Outside speaker include Anglican Priests and Leaders of local Free Churches.

WEEKLY ACCESS TO WORSHIP (See Worship Rota)

Monday

- Y7, Y10, Y11, Y12 & 13 Registration, form worship and homework/personal planner review.
- Y8 & Y9 Registration, followed by worship in the Drama Hall.

Tuesday

- Whole school form worship.

Wednesday

- Y8 & Y9 Registration, form worship and homework/personal planner review.
- Y10 & Y11 Registration, followed by worship in the Drama Hall.

- Y7 Registration, followed by year worship in the church.
- Y12 & Y13 alternate with the 2 week timetable between year worship in the diner and form worship.

Thursday

- Y7 & Y8 Registration, followed by worship in the Drama Hall.
- Y9, Y10 & Y11 Registration, form worship and homework/personal planner review.
- Y12 & Y13 Registration, followed by worship in the church.

Friday

- Y9 & Y10 Registration, followed by worship in the Drama Hall.
- Y7, Y8, Y12 & Y13 Registration, form worship and homework/personal planner review.
- Y11 Registration, followed by year worship in the church.

Worship	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
Form	3	3	3	3	3	3	3
Year- in church	1	Years 7,8 & 9 participate in 1 year meeting every half term			1	1	1
With another year group	1	2	2	2	1	1	1
Total	5	5	5	5	5	5	5

HOLY COMMUNIONS

These are celebrated by the Rev. Ian Greenwood and invited Anglican Priests in either St. Anne's Church or the School Chapel. As well as the Holy Communion, for the whole School, that mark the beginning and end of each academic term, there are also other occasions on which they are fitting. It is our custom to welcome Year 7 students and their families to School in the context of a Holy Communion Service, similarly the Year 11 and Year 13 students take their leave of school with a Special Leavers' Service in St. Anne's.

The Year 11 Leaver's Service helps us to give thanks for all that the students' have achieved for themselves during their years in school.

All year 7 students are inducted in September so they are aware of the pattern and purpose of Communion worship.

The festival and seasons of the Church Year are marked appropriately with Holy Communion and other forms of corporate worship.

WORSHIP OPPORTUNITIES / GROUP ACTIVITIES

A half termly morning Holy Communion (4th Thursday of each half term) for all, including students, parents, governors and staff is organized.

Junior and Senior CU activities each week these are led by Andrew Farquharson (RS teacher and coordinator of LFL) AND Joshua Keiley (Bethel Church).

Year 7- 10 Retreat Days

Staff Holy Communion at the start of autumn term.

Student/ Staff Holy Communion at:

- The beginning of the autumn term
- Epiphany tide
- Ash Wednesday
- After Easter
- Ascension Day
- End of Summer Term

Remembrance Day is observed – 2 services one in is the school Hall for years 7,8 & 10 and one in St Anne’s Church for 11, 12 & 13.

Students represent the school & former students at the Cenotaph on Remembrance Sunday.

Carol Service takes place at 12.30 on last day of autumn term in the Anglican Cathedral.

Special Services:	Year 7 Welcome Holy Communion	} all in St Anne’s Church
	Year 11 Leaver’s Holy Communion	
	Year 13 Leaver’s Service	

Examples of Worship timetables, student volunteers and the Worship Themes for 2016- 2017 are included at the end of this policy.

TERMS OF REFERENCE

The Committee meets to review patterns of worship and styles of worship. Visiting speakers are organised for special events. Student participation is encouraged through Heads of Year for Form Worship and students are involved in the planning process with a view to encourage their involvement.

CONSIDERATION OF COMPLAINTS RELATING TO THE PROVISION OF RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

CODE OF PRACTICE

INFORMAL STAGE

It is hoped that any concerns expressed by a parent about the school curriculum and related matters will be dealt with in an informal way.

Any concern that a parent has about the provision of Religious Education or Collective Worship and its implementation should, in the first instance, be mentioned to the Head of Year.

Should the parent continue to be dissatisfied with the outcome, he or she should then refer the matter to the Principal. A meeting would then be called involving the parents, the Head of Religious Education, the school Chaplain and the Headmaster.

FORMAL STAGE ONE

If following this meeting the problem remains unresolved, the parent should notify the Headmaster of his or her intention to instigate the next stage of the complaint. The Headmaster will refer the matter to the Clerk of the Governors and the Clerk will inform the parent of the procedures.

(The procedures for this stage will be according to Complaints Procedure (Secular Curriculum)).

FORMAL STAGE TWO

If the parent is not satisfied with the outcome of the formal complaint to the Governing Body, the complaint may be referred to the Diocesan Director of Education who will instigate the procedures established by the Diocesan Board of Education of the Liverpool Diocese to consider such complaints.

The Headmaster will supply the parent with details of the Clerk and with a copy of the procedure for pursuing the formal complaint through the Board of Education. The complaint should be registered with the Clerk within TWO WEEKS of the decision of the Governing Body.

If the parent is still dissatisfied an appeal may be made to the Secretary of State Paragraph 12 (c) of the Complaints Procedure (Secular Curriculum). Note should be taken of the grounds for an appeal.