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| Staffordshire University<br>Academy Trust |                 | St. Edward's Academy Cheddleton<br>Collective Worship Policy |           |                                     |                   |                                     |
| Approved<br>by:                           | SEAC LAC        | Issue Date:  | July 2024 | Review<br>Date:                     | July 2026         |                                     |
| Policy<br>Owner:                          | Mrs S Huckfield |  |           |                                     |                   |                                     |
| Audience:                                 | LAC             | <input checked="" type="checkbox"/>                          | Trustees  | <input type="checkbox"/>            | General<br>Public | <input checked="" type="checkbox"/> |
|   | Staff           | <input checked="" type="checkbox"/>                          | Parents   | <input checked="" type="checkbox"/> | Pupils            | <input checked="" type="checkbox"/> |

### **Mission Statement**

The daily act of collective worship plays a central part in the life of St Edward's CE Academy Cheddleton. Collective worship is a means by which the school's Christian vision and values are expressed. As an expression of the Christian vision, ethos and spiritual life of our academy, it offers the whole school community opportunities to experience, participate in and take responsibility for the living expression of Christian worship, valued and honoured through our Anglican Foundation. This is set within the context of the corporate community of our school and its historic partnership with St Edward's Church Cheddleton. We affirm every individual's unique contribution, regardless of age, gender, sexuality, ability, background or religion.

Our school vision and values permeate throughout all our daily acts of worship.

### **Our School Vision**

We will teach **wisdom**, model and expect **respect** for all. We will nurture **compassion**, **responsibility**, **courage** and **perseverance**, equipping our children for life in all its fullness as **honest** adults in our diverse and ever-changing world. We aspire to work collaboratively with our academy, Multi- Academy Trust, local, national and global communities as by...

### **Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)**

This vision is supported by our commitment to 'Growing faith' whereby we actively seek opportunities to link our school, the church and the community.

Our children visualise the words 'learning' and 'caring' as towers with the 'g' at the bottom representing 'God' as our foundation.

### **Our School Christian Values**

We do not have school 'rules' but teach appropriate and inappropriate behaviour and safety (including anti-bullying and on-line safety) through our curriculum and values. Our values are Wisdom, Respect, Courage, Compassion, Perseverance, Honesty and Responsibility. Each value is assigned to a class with each class being the ambassadors for that value, demonstrating their value in action. Following on from the COVID-19 Pandemic, we chose to add Resilience as an additional value to reflect the resilience shown by our school community during this difficult time.

### **Trust Deed**

Our daily act of collective worship is in accordance with the Trust Deed of our academy which requires worship to be consistent with the faith, principles and practices of the Church of England.

## **1988 Education Act**

We also take into account the 1988 Education Act that states,

*'...all pupils in attendance at a maintained school **shall in each school day** take part in an act of collective worship'*

and that this should be,

*... 'mainly of a broadly Christian character'*

## **Other Faiths**

Although our worship is distinctively Christian and reflective of our Christian beliefs and values, we are committed to respecting each other's faith stance and culture, showing tolerance and understanding regardless of pupils' beliefs.

## **The right of withdrawal**

We recognise the right of withdrawal from worship either partially or wholly. Any parents wishing to do so should contact the Principal. We liaise closely with our families of other faiths so that we may accommodate and be inclusive of the needs of all.

## **Section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS)**

All church schools will be inspected on collective worship and the impact this has on the whole school community (IQ3 of the new SIAMS Framework from Sept 2023). Here at St Edward's CE Academy Cheddleton, this inspection will evaluate our collective worship on the following:

### **IQ3: How is Collective Worship enabling pupils and adults to flourish spiritually?**

- a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c. In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d. In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?
- e. How does the trust contribute to and enhance the school's worship and spiritual life?

## **Our aims of Collective Worship**

We aim for our collective worship to:

- Be a daily expression of our school's Christian vision
- Be inclusive, invitational and inspiring for all pupils, staff and visitors
- Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness and reflection
- Help pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language

## **Our organisation of worship**

We aim to provide a variety of worship experiences for Early Years, Key Stage One and Key Stage Two pupils. Our current organisation of worship is as follows:

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| Monday    | Celebration led by Mrs Machin (Principal). The school gathers to celebrate the children's achievements both in and outside of school. It is regarded as an act of worship as we open with a Welcome, achievements are linked directly to our Christian values and we end with the school creed. |
| Tuesday   | Whole School Worship led by the Worship Lead.   |
| Wednesday | Whole school 'Worship in Song'. This follows the same format as our other acts of collective worship to ensure that it is more than simply a 'hymn practice'.   |
| Thursday  | Visitor led worship   |
| Friday    | Class worship – led by teachers / Teaching Assistants. The theme is determined by the Worship lead.   |

In addition to this, each year group is timetabled to lead worship for our school church services held at St Edward's Church. Wherever possible, these are timetabled into the church calendar to enable our children to lead a Sunday service in addition to a 'rehearsal' within school. Parents, relatives, friends and members of the church community are invited to join us. Our Year 4 spiritual ambassadors are responsible for meeting and greeting the congregation at the church and handing out our orders of service.

Our collective worship themes are firmly rooted in biblical narrative. A bible quote is introduced at the beginning of each half termly worship theme and is displayed and referenced throughout.

Our worship format includes a Trinitarian opening, the lighting of a candle, an Anglican greeting and a sending out. Songs/hymns/reflective music are used, along with the reciting of our school creed and child led prayers.

## **Prayer and Reflection**

Collective worship always includes a time of prayer and/or reflection. A range of prayers are used, including those written and led by the children.

A school prayer which incorporates each of our seven school Christian values is said by each class at the beginning of each school day.

Each classroom has a prayer and reflection area which also serve as working learning walls for the current worship themes and RE units of work. Children add prayers and prayer ideas to the prayer boxes which are shared during worship/reflection time.

Prayer areas can be found inside and outside of our school environment which encourage a time of stillness and reflection.

## **SEAC Chaplaincy**

Our school Chaplain (Mrs P Kinshott), has a central role in supporting the emotional and spiritual wellbeing of children and staff. In particular the role of our chaplain is to,

- Offer opportunities to worship and to explore the Christian faith.
- Find ways to encourage creativity, curiosity and 'poetic imagination' identifying what's meaningful and spiritually rewarding in our lives.
- Support those in established faith journeys to grow and develop their spiritual life.
- Offer prayer and spiritual guidance to groups and individuals.
- Support the school as a place where staff and pupils feel cared for and safe.
- Build a bridge between the school and church, and between the school and the wider community, including other denominations and faith communities.

## Windows, Mirrors and Doors

We adopt the windows, mirrors and doors approach to promote spiritual development which is evidenced within our worship planning. We have a prayer/reflection area in school that directly links to this approach.

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| <b>Windows</b> | Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and the 'ows'; things that are 'awe-full' and make us wonder and be grateful, and things that are 'aweful' and make us wonder and ask questions. Children learn about life in all its fullness. |
| <b>Mirrors</b> | Mirrors are for looking into and reflecting, to see things more clearly, to think about and ask important questions learning from our own and each other's responses.   |
| <b>Doors</b>   | Children have opportunities to respond to their learning about (windows) and learning from (mirrors). Doors open and allow us to move on. How can we take what we have learned out into the world? How can we show our learning and values in action?   |

## Spiritual Pathways

We also incorporate the 'Spiritual Pathways' across the curriculum as another means of promoting spiritual development. These include:

- Loving God outdoors (Naturalists)
- Loving God with the senses (Sensates)
- Loving God through ritual and symbol (Traditionalists)
- Loving God in solitude and simplicity (Ascetics)
- Loving God through confrontation (Activists)
- Loving God by loving others (Caregivers)
- Loving God with mystery and celebration (Enthusiasts)
- Loving God with the mind (Intellectuals)
- Loving God through adoration (Contemplatives)

## Management of worship

Ultimately the responsibility for collective worship lies with the Principal and Chair of Governors (LAC). However, the role of planning, resourcing, managing and evaluating worship has been delegated to the school's Worship Lead who is a practicing Christian with a strong Christian faith. In addition, all teachers in a church school are 'spiritual leaders' and have a responsibility to help pupils develop spiritual awareness.

Our **Christian Council** is also involved in the management of worship. The members of our Christian Council are representatives from different areas of our community (pupils, staff, clergy, LAC members, members of St Edward's Church Cheddleton and the Methodist Circuit). The Christian Council meets on a half termly basis and is responsible for spiritual change within our school and local community.

The aims of the Christian Council are:

To develop our Christian distinctiveness to enable us to flourish as a church school by...

- Ensuring that the school's Christian vision and values are reflected within the life of the school
- Providing opportunities for children, staff, LAC link members and members of the community to have an active role within the council, what decisions are made and the monitoring/planning of class worship/whole school worship
- Creating and developing areas for outdoor worship and reflection in and around school
- SIAMS – keeping updated with the current framework

- Each member being an active leader of change for **Local, National** and **Global work** (planning/organising and leading charity events for the whole school/community)