

The logo for Arthur Terry features the name "Arthur Terry" in a dark grey, sans-serif font. A red line is drawn above the text, starting under the 'A', rising to a peak over the 'T', and then descending under the 'y'.

Arthur Terry

Collective Worship
(Reflection) Policy

Document Control

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Statement of intent

All pupils at The Arthur Terry School are required to take part in collective worship where they are given the opportunity to explore their own beliefs and values as well as consider spiritual and moral issues.

At the Arthur Terry School, the act will be called 'collective reflection' and can take place in a variety of forms. These include daily assemblies and tutor time activities which provide a time for the whole school to reflect on spiritual, moral, social and cultural issues.

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- The School Standards and Framework Act 1998

1.2. This policy also has due regard to guidance, including, but not limited to, the following:

- DfE (1994) 'Religious Education and Collective Worship'

2. Policy aims

2.1. Collective reflection at the Arthur Terry School aims to:

- Enable pupils to consider spiritual and moral issues, as well as explore their own beliefs.
- Encourage participation and response via active involvement or through listening and participating in the reflection offered.
- Provide a peaceful environment to enable stillness, reflection or prayer.
- Help pupils to develop an awareness of their community and the spirit of helping others.
- Develop a spirit of community and an understanding of individuals with other beliefs.
- Acknowledge diversity and affirm each individual's life stance, whether religious or not.
- Promote a common ethos and shared values.
- Reinforce positive attitudes.
- Contribute to the development of a strong SMSC education at Arthur Terry.
- Be educational and open to all members of the school.
- Be appropriate to the ages, aptitude, cultural and family background of the students.
- Provide an opportunity for spiritual awareness and development.
- Develop in students a sense of their own worth and with it the ability to make a positive contribution to the school and the local community.
- Develop a sense of community within the tutor group, school and whole school.
- Recognise achievement both of individuals and groups within the school.
- Comply as far as practically possible with all current legislation relating to collective worship

3. Definition of collective worship

- 3.1. Within the Arthur Terry School collective worship is known as collective reflection.
- 3.2. For the purpose of this policy, “collective reflection” is an act which is additional to, and separate from, ordinary school activities. This is a time when individuals collaborate to discuss and promote the values which are fundamental to the school’s ethos.
- 3.3. To “take part” in reflection implies more than a passive attendance, such that it should have the ability to elicit responses from pupils.

4. Organisation and planning

- 4.1. The headteacher is responsible for overseeing the ethos of the school and the collective reflection activities that students undertake.
- 4.2. The collective reflection will mainly happen in assemblies and tutor time.
- 4.3. The content of all acts of collective reflection will be considered to ensure suitability and relevance to pupils of all ages and backgrounds.

5. Weekly collective reflection programme

- 5.1. The school aims to deliver a varied and meaningful collective reflection programme to all pupils. A rough guide to a typical programme is outlined in the table below:

Aspect of school life	Delivery of programme
Assemblies	Theme will be prearranged and in keeping with the school’s values and ethos. There will be time given to encourage participation in collective reflection.
Tutor time	The session will have a different daily focus from monitoring student praise and sanctions, to wellbeing and careers. There will be time given to reflect on each student’s successes and areas of non-performance in each session.

6. Implementation

- 6.1. The school aims to promote rich and meaningful experiences of collective reflection that are appropriate to pupils’ needs, ages and interests by:

- Encouraging pupils to reflect and contemplate on their thoughts, feelings and beliefs.
- Using artefacts, secular stories, resources, music, art, drama and speakers to engage pupils' interest.
- Assemblies should be characterised by creating the right atmosphere. There should be a definite start and finish and a sense of occasion.
- There should be a focus on an experience or issue and an opportunity for evaluation, reflection or response.
- Reflection might be encouraged by a reading. Issues or experiences can be introduced using a story, poem, newspaper article or a reading.
- Student participation in activities is encouraged. They might take part by reading, producing plays or sketches, performing music etc.

7. Right to withdraw

7.1. Parents/carers have the right to withdraw their child from collective reflection and are not required to provide a reason for doing so.

7.2. Parent/carers will be encouraged to discuss their decision with the headteacher following a request of withdrawal in terms of:

- The elements of reflection in which the parent/carer would object to the pupil taking part.
- The practical implications of withdrawal.
- Whether the parent/carer will require notice in advance of such reflection, and if so, what period of notice is preferred.

7.3. The headteacher will arrange alternative provision for any pupil who is withdrawn from these sessions; this may involve religious worship relevant to their particular faith or denomination provided that:

- The effect of the alternative provision would not replace the denominational collective worship with that of the statutory, non-denominational worship.
- Such arrangements can be made at no additional cost to the school.
- The alternative provision would be consistent with the overall purposes of the school curriculum.

8. Pupils with special educational needs and disabilities

8.1. The school will take into account pupils of different ages and abilities when delivering the collective worship programme.

8.2. The school will arrange for learning mentors to assist pupils with special educational needs and disabilities (SEND) if the need arises.

9. Monitoring and review

9.1. This policy will be reviewed on an annual basis by the headteacher in agreement with the trust board.

9.2. This policy will be evaluated in accordance with feedback from questionnaires and class discussions.

9.3. Any changes made to this policy and the collective worship programme will be communicated to all members of staff.

9.4. The scheduled review date for this policy is May 2025.