



Introduction:

St Julie's Catholic High School is a community that recognizes the need to provide regular opportunities for meaningful prayer and reflection.

It is a legal requirement under the 1988 Education Reform Act that *“all pupils in attendance at a maintained school shall on each school day take part in an act of collective worship”* and that the collective worship required *“shall be wholly or mainly of a broadly Christian character.”*

Collective worship in foundation schools with a religious character, such as St Julie's, should be in accordance with the school's trust deed *i.e. our Notre Dame identity.*

Aims:

The collective prayer life of our school is an essential and integral feature of our daily activities as a Christian community. It is one of the ways in which we:

- contemplate something of the mystery of God
- explore and share beliefs
- consider the importance of meditation and silence,
- think about the needs of others
- develop a sense of school family/community
- recognise and celebrate achievements
- re-affirm and put into practice the mission and values of the school.

Participation:

St. Julie's endorses the belief that Collective Worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the churchgoing Catholic community
- Those for whom school may be their first and only experience of Church
- Those from other Christian traditions
- Those from other, or no, faith backgrounds

To this end, we recognize that:

- All children should be involved in the daily act of worship unless withdrawn by the parent or guardian.
- 6th Form students have the right to withdraw themselves.
- Teachers also have the right of withdrawal from collective worship.

If a parent/carer wishes their daughter to be withdrawn from Collective Worship they should, in the first instance, approach the Headteacher to discuss any concerns or issues.

If a member of staff feels they wish to be withdrawn from delivering Collective Worship they should, in the first instance, discuss their concerns or issues with the Headteacher.

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Content:

Each week, there is a whole-school focus on a different strand of the school Mission Statement. Over the course of a half-term, pupils are regularly challenged to reflect on how they have contributed to the mission of the school. The liturgical seasons of the Church are the focal points of the Collective Worship Calendar which also takes account of other events such as significant anniversaries or national/international focus days.

Our pupils are also invited to lead acts of worship. Pupils are encouraged to be active participants in worship in a variety of ways including asking for their own personal intentions to be remembered (for example, praying for a sick relative, or for success for the whole class as exams approach.) They might be encouraged to research or read a reflection or may bring in a personal item that is important to them as a stimulus for the act of worship.

Delivery:

At 8:55 a.m. a bell sounds to mark the beginning of Sacred Time. This is five minutes set aside to facilitate the daily act of collective worship. At 9:00 a.m. a bell denotes the end of Sacred Time and pupils are dismissed to attend their first formal lesson of the day.

Pupils have the opportunity for Collective Worship in their Form groups four days a week during Sacred Time.

On the fifth day, the act of Collective Worship takes place as part of a weekly assembly for each year group. (Assemblies run from 8:45 a.m. to 9:00 a.m.)

Other considerations:

The QCA document '**RE and Collective Worship – An analysis of 2006 SACRE reports**' made a number of useful observations, some of which are listed below:

- It is the quality of the experience rather than its daily occurrence which is important
- Best practice is characterised by thorough planning, the use of themes, the evaluation of collective worship, and the use of outside speakers who were able to bring insights directly from their own faith and cultural traditions.
- Collective worship often allows for the clearest expression of a school's ethos, affirming the importance of relationships and the sharing of both joy and sadness
- Collective worship is an important vehicle for pupils to explore and share beliefs, consider the importance of prayer, meditation and silence, the relevance of ideas and beliefs to their own lives, think about the needs of others and develop a sense of community.

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Monitoring and Evaluation:

The main points of contact for staff seeking support in leading and facilitating collective worship are:

- The Lay Chaplain
- The Curriculum Leader for Religious Education
- The Assistant Head with responsibility for Spiritual, Moral, Social and Cultural Development

A range of resources are shared as hard copies or electronically via email, the school network and the Chaplaincy website (chaplaincy.stjulies.org.uk). These include a weekly topical prayer video and videos marking and celebrating festivals or other events.

Together, the staff members above aim to provide ongoing support to colleagues, especially those new to teaching; new to the school; or here as ITT students in formal INSET training as well as in day to day conversations. There are also opportunities for staff to attend additional training provided by the Archdiocese of Liverpool.

How do we monitor and evaluate provision for collective worship?

The primary manner in which monitoring and evaluation takes place is by the visit of the Lay Chaplain to staff briefing, Sacred Time and assemblies. Where Sacred Time is to be visited, this is done by prior arrangement with the relevant Form Tutor. The aim is for each Form group to be visited at least once per academic year. A record is kept of each Sacred Time visit and a termly report produced which is circulated to all staff.

Both a pupil and staff survey covering aspects of Collective Worship (including Sacred Time and Assemblies) is completed each year. Any SMSC surveys carried out include reference to Sacred Time and Assemblies and help inform decisions regarding Collective Worship.

Assemblies are monitored weekly by Progress Leaders who keep an Assembly Record Sheet which records: the facilitator, the theme/main activity, whether pupils are involved in the preparation and deliver, whether there were opportunities for prayer/reflection, what the most effective moment was in the assembly – the ‘wow’ moment!

Evaluation Criteria:

Evaluation of collective worship considers whether there is evidence of:

- Staff awareness of the weekly theme
- Effective use by staff of support materials/resources provided
- The accessibility to pupils of support materials/resources provided, allowing them to be active participants in worship rather than just passive recipients
- Staff or pupils using their own resources to lead prayer in relation to the weekly theme
- The response of pupils to collective worship suggesting that it is something which forms part of their normal daily routine in registration

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COLLECTIVE WORSHIP POLICY

All findings are anonymised and the purpose would be to allow the Lay Chaplain, the Curriculum Leader for Religious Education and the Assistant Head with responsibility for Spiritual, Moral, Social and Cultural Development to identify action points which would allow them to better support staff and pupils in getting the most out of their collective worship.

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