

Appendix 1: Collective Worship at Haileybury Turnford

The Collective Worship Policy at Haileybury Turnford pays due regard to statutory requirements and has taken account of the guidance offered by the locally agreed Religious Education (RE) syllabus for Hertfordshire County Council.

The Collective Worship Policy is aligned to the values and vision of the school which can be viewed on the school website.

Definition of Collective Worship

Collective worship is a time when the whole school, or groups within the school come together in order to consider and reflect on common concerns, issues and interests. It offers all students an opportunity to take part in relevant, meaningful reflection and provides opportunities for the students' spiritual, moral, social and cultural development.

Aims of Collective Worship

For the school:

It is our aim that it is a time when the school community can:

- reflect on the importance and relevance of the school's values and vision, to support students to be ambitious, proud and respectful;
- provide an opportunity for collective reflection and contemplation;
- celebrate achievement and special times;
- explore together the world in which we live, and to understand and reflect on importance local, national and global issues;
- make an important contribution to the spiritual, moral, cultural and social aspects of students' development.

For the students:

We also intend that collective worship contributes to the development of the student as a 'whole' person by providing opportunities to:

- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond to historical and contemporary issues
- consider the response of religion to fundamental questions about the purpose of being, morality and ethical standards, and to develop their own response to such matters

The Contribution of Collective Worship to aspects of the Curriculum

Acts of collective worship and reflection are distinct from curriculum time. However, at Haileybury Turnford, collective worship will feature aspects of the curriculum, enhancing the students' experiences by reflecting on work completed in lessons. Collective worship will enrich class work through its consideration of subject matter from different religious, cultural and ethical perspectives.

The provision of opportunities for students' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure collective worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide students with the opportunity to 'respond' on their own level.

The Management of Collective Worship

The Principal and senior leadership team will be responsible for ensuring that planning, monitoring and evaluation of collective worship and opportunities for reflection occur on a regular basis.

The Organisation of Collective Worship

Collective worship is organised to provide a variety of groupings and will take place in the Hall, led by staff or visitors, in tutor groups in form time for example, or through external visits.

Planning Acts of Collective Worship

The content of all acts of collective worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all students.

Annual planning will list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

Visitors from different religious and cultural backgrounds will lead collective worship periodically, and will be given guidance about the context of the school's collective worship programme. Leaders from faiths within the local community will increase the students' awareness, promote respect and raise the self-esteem of the students who belong to the respective faith groups.

Key Stage 3 students have the opportunity to participate in the school's annual Carol Service at Haileybury Chapel, led by Haileybury's Chaplain.

The Act of Collective Worship/ Reflection Period

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of collective worship. Any and all of the methods employed in the classroom can be used effectively in acts of collective worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the students.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through personal reflection or prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made (a change of personnel, music, a moment of silence etc.).

Withdrawal

Any parent who objects to their child attending an act or acts of collective worship may request that their child is withdrawn. This request should be made in writing. To the Principal, Vice Principal or relevant Year Achievement Coordinator. Any student who is withdrawn from an act or acts of collective worship will be supervised during that time by a member of school staff.

Appendix 2: Spiritual, Moral, Social and Cultural Development Policy and Promoting British Values

Spiritual, moral, social and cultural education supports our students' personal development enabling them to develop their own views, principles and be knowledgeable members of modern British society. Through our provision of SMSC we will:

- enable students to develop their self-knowledge, self-esteem and self confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- celebrate and promote equality, diversity and inclusion

All staff are involved in spiritual, moral, social and cultural education. These qualities will be evident in the way that children and adults interact throughout the school.

There is a focus on promoting British values through the curriculum, which follows guidance in the *Promoting fundamental British Values as part of SMSC in schools* (DfE, November 2014).

As a result of promoting fundamental British values, our students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Spiritual Development – Definition

This is the development of the non-material element of a human being – the part that animates and sustains us. Depending on our point of view, it either ends or continues in some form when we physically die. Aspects of this development include a sense of identity, self-worth, self-esteem and a sense of meaning and wider purpose to life.

As a school we will encourage spiritual development through:

- Making explicit the ethos and values that the school identifies with, upheld and fostered through its vision.
- Ensuring all members of staff take seriously their responsibility in this area.
- Ensure that all areas of the school curriculum contribute appropriately.
- Assemblies and other school events, with a spiritual element to them.

Moral Development – Definition

Moral development is the building by students of a framework of moral values which regulates their personal behaviour. It is also the development of students' understanding of society's shared and agreed values. There are moral issues where there is disagreement and moral development involves understanding that society's values change. It is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about these different views.

As a school we will encourage moral development through:

- Addressing moral issues through assemblies and other school and community events
- Ensuring moral issues are explored explicitly in all relevant areas of the school curriculum. These will include, but are not limited to, English, Geography, History, Religious Education, Science, and Personal & Social Development.

- Consistently and persistently managing behaviour and discipline issues in a way that upholds the school's clearly communicated framework of values. This is the responsibility of all staff.
- A clear home-school agreement.
- Promoting a safe learning environment where all students can express their views and opinions.
- Modelling the values we wish students to reflect on and put into practice.
- Encouraging and expecting students to take responsibility for their actions.
- Acknowledging, praising and celebrating good behaviour.

Social Development – Definition

Social development is about the school community working effectively together and participating successfully in the local community as a whole. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It involves the development of the interpersonal skills necessary for successful relationships.

As a school we will encourage social development through:

- Fostering a sense of community with shared, inclusive values.
- Providing students with opportunities to work in a range of groupings, both within their own year and across the school.
- Providing positive whole-school experiences – e.g. school productions, school events, assemblies, residential opportunities and timetable-collapse events and activities.
- Encouraging students to develop high-value personal qualities – thoughtfulness, honesty, kindness, being a good friend, respect.
- Modelling these personal qualities through the behaviour and actions of staff.
- Helping students to resolve tensions and conflicts.
- Encouraging students to support nominated charities through school events.

Cultural Development – Definition

Cultural development is building up students' understanding of their own culture and other cultures in their local community, town, region and country as a whole. This then leads into developing their understanding of cultures around the world so that they feel comfortable in a variety of cultures and can operate in the emerging "world culture" of shared experiences mediated by television, travel and the internet. Students must understand that cultures are always changing and that coping with

this change is an important skill. Promoting students' cultural development is intimately linked with valuing diversity and combating racism.

As a school we will encourage cultural development through:

- Having an Equality Policy that addresses cultural elements and fully celebrates and promotes equality, diversity and inclusion.
- Celebrating the unique qualities of the cultures of all students in the school.
- Raising awareness and the celebration of other cultures through whole-school events and assemblies.
- Raising awareness of the importance of Protected Characteristics under the Equality Act 2010 and the responsibility to legally protect people from discrimination.
- Ensuring that the school curriculum gives opportunities to learn about different cultures and heritages.
- Our curriculum will ensure Black histories are fully incorporated into the students' education, with a particular emphasis on the lives of Black British people and their contributions to society.
- Promoting tolerance and mutual respect, and robustly, reporting and managing racist incidents when they occur.