



## **ST MICHAEL'S CATHOLIC ACADEMY**

### **COLLECTIVE WORSHIP POLICY**

**This policy has been updated and the new version in line with the Prayer & Liturgy Directory is currently before the Governors.**

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## 1. Introduction

*Regular liturgical celebrations and daily prayers in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church, should be at the heart of school life. (A7.7) The celebration of Catholic liturgies and prayers as an integral part of learning and teaching should create time for the school community to become reflective, experience the presence of God and develop a mature spiritual life. (A8.7)*

[From Christ at the Centre: A Summary of Why the Church Provides Catholic Schools, Rev Marcus Stock STL MA, Director of Schools, 2005](#)

The Catholic School is essentially different and distinct from other institutions in both philosophy and practice. Bishop Hogarth Catholic Education Trust recognises the importance of emphasising this distinctiveness in our acts of collective worship. To this end, our acts of worship are designed to:

- Foster and develop a relationship with Jesus Christ
- promote an appreciation of prayer, worship and liturgy
- encourage the participation of pupils so as to reinforce the unique worth of each individual within our community and also;
- in line with the Liturgical Calendar, the directives and the translations of the liturgical books of the Roman Catholic Church.

In accordance with the Scheme of Delegation and the Diocesan Memorandum of Understanding each school in the Trust must provide religious education and collective worship in accordance with the teachings, rites and liturgical norms of the Catholic Church and will be subject to the authority and direction of the Bishop of Hexham and Newcastle. The key areas of the distinctive nature of Catholic education are recorded in 'Principles, Practices and Concerns' as supplemented by 'The Common Good in Education' (Bishops Conference 1996), focusing particularly on the search for excellence as an integral part of the spiritual quest within oneself and within the wider community.

### **The Right to Withdraw**

An Academy's Funding Agreement is drafted to mirror the requirements for Acts of collective worship. Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves.

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

Parents will be encouraged to discuss their decision with the **headteacher** following a request of withdrawal in terms of:

- The elements of worship in which the parent would object to the pupil taking part in.

- The practical implications of their withdrawal.

Alternative provision will be arranged for pupils who are withdrawn from collective worship.

- Alternative provision 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 will be consistent with the overall purposes of the school curriculum.

The Trust's Funding Agreement also states that: 'Where a Mainstream Academy is designated with a religious character in accordance with section 124B of the [School Standards and Framework Act 1998](#) or further to section 6(8) of the [Academies Act 2010](#):

b) subject to clause 28, the Company shall comply with the requirements of section 70(1) of, and Schedule 20 to, the School Standards and Framework Act 1998 as if the Academy were a foundation school with a religious character or a voluntary school, and as if references to 'the required collective worship' were references to collective worshiping accordance with the tenets and practices of the specified religion or religious denomination of the Academy.'

c) the Company shall ensure that all quality of.....the Academy's collective worship...are inspected. Such inspection shall be conducted by a person chosen by the Company and the Academy shall secure that such inspection shall comply with the requirements set out in any statutory provision and regulations as if the Academy were a foundation or voluntary school which has been designated under section 69(3) of the Schools Standards and Framework Act 1998 as having a religious character.

Collective Worship in a Catholic school is, however, more than just a legal requirement. It is central to Catholic education and is an essential part of the Trust's overall provision for prayer and worship. We are proudly Catholic in both senses of the word. Everyone in our community is invited to contribute to it and gain from it, regardless of faith, level of belief and commitment.

The inspection of the Trust's arrangement for the inspection for collective worship and RE shall be through Section 48 Inspections. The report on Religious Education is produced for the Bishop of Hexham & Newcastle, who under Canon Law 804 and 806, as the Diocesan Bishop he has responsibility for the schools in the diocese, and for the Governing Body of the schools concerned. *"The formation and education in the Catholic religion provided in any school is subject to the authority of the Church....the diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory, even those established or directed by members of Religious Institutes"*. ([Canons 804, 806 Code of Canon Law](#)).

The Trust is a Eucharistic Community this means that we are a community rooted in the Catholic tradition, which gathers to celebrate Eucharist on a regular basis. The word "Eucharist" is a translation of the Greek word eucharistia, which means thanksgiving. Through sharing liturgical life and mutual support for one another, the trust is strengthened to live Christ- centred lives dedicated to spiritual growth and social commitment.

The Eucharist is "the source and summit of the Christian life." "The other sacraments, and indeed all ecclesiastical ministries and works of the apostolate, are bound up with the Eucharist and are oriented toward it. For in the blessed Eucharist is contained the whole spiritual good of the Church, namely Christ himself, our Pasch." ([\*Catechism of the Catholic Church 1324\*](#))

In accordance with the [1988 Education Act](#) and the [DfE Circular 1/94](#), collective worship within the Trust provides opportunities for pupils and staff to come together as a community through daily prayer in the classroom, through participation in weekly assemblies and through other liturgical celebrations. Furthermore, through collective worship we are able to encourage pupils and staff to reinforce positive attitudes they may have within their community. We also highlight and try to change negative attitudes within our society to encourage a common ethos and shared values amongst all.

In accordance with the Trust's Scheme of Delegation responsibility for arranging Collective Worship rests with the Local Governing Committee after consultation with the Principal/Headteacher.

## **Aims**

The Trust aims to provide opportunities for pupils and staff to come together in community to worship God and to respond to the invitation from God to be in relationship with Him. Collective Worship reflects the traditions of our Church, taking into account the spiritual and educational needs of all who share in it:

- Those who form part of the worshipping community in church.
- Those for whom school may be their first and only experience of church.
- Those from other Christian traditions, faith communities or none.

## **We endeavour to do this by:**

- Helping to develop the faith of each individual within our community;
- Promoting the belief that our Trust is a caring community;
- Giving pupils an insight into and understanding of Gospel values;
- Developing an understanding of the responsibilities the Gospel values place upon each individual within the community;
- Developing a sense of mission;
- Encourage those who form part of the worshipping community in church;
- Help those for whom school may be their first and only experience of church;

- Include pupils from other Christian traditions, or none or from other faith backgrounds; and
- Provide an educational activity or experience to which all can contribute and from which all can gain.

Therefore, at the start of each day the staff in all of the Trust schools gather as a community and briefing begins with a prayer and a reflection to remind us all of God's presence among us.

## **2. Vision and Values of Bishop Hogarth Catholic Education Trust**

The Trust has adopted the following vision and values to guide us in our mission and to underpin all that we do:

### ***Our Vision:***

Our schools will be places of excellence – providing service and witness to children, their families and the wider Catholic community, adding value as a family of schools and enriching the learning and experience of all our young people so they may achieve their full potential.

### ***Our Values:***

The following values underpin everything the Trust and our Schools will do:

**BEING** Just and Responsible: We seek to act justly, fairly and responsibly in all our relationships to ensure 'The Common Good' is upheld.

**PROMOTING** Spiritual and Human Development: We believe a knowledge of and a personal relationship with Christ gives meaning and purpose to our lives.

**ACHIEVING** Quality in Teaching and Learning: We believe everyone should gain dignity and self-worth through quality teaching and learning which allow all in our school community to excel.

**SHOWING** Respect for Every Person: We believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.

**CREATING** Community: We believe our schools to be faith communities where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for those most in need.

**COMMUNICATING:** We value the views and opinions of the communities whom we serve and will actively engage and respond.

## **3. The Aims of Collective Worship at Bishop Hogarth Catholic Education Trust**

- To reflect upon the mystery that is God;

- To provide opportunities for students and staff to come to know Jesus Christ through prayer and action;
- To heighten pupils' awareness of questions related to the ultimate mysteries of life and to explore the beliefs and commitments made by themselves and others in response to such questions;
- To grow in liturgical understanding and development with specific reference to the Catholic tradition;
- To respond to life's challenges, celebrate life's wonders and comfort and console at times of difficulty;
- To celebrate the richness and diversity of our God given creation and the responsibilities we have for its stewardship;
- To give opportunities for silent contemplation, reflection, personal response and prayer;
- To explore, reflect on, express, affirm, or challenge commonly accepted personal and social values and individually held beliefs;
- To express our faith as a Christian community thus reinforcing the sense of belonging, the development of community spirit, the promotion of a common ethos and the reinforcement of positive attitudes;
- To provide staff and pupils with opportunities to worship God hence enabling individual spiritual moral development; and
- To offer pupils the opportunity to prepare themselves for challenges in their adult life.

**To fulfil these aims we will:**

- Ensure the Act of Worship is seen as part of the total curriculum, an integral part of the life of the school and seen to be important;
- Adopt an approach that is based on educational principles which aid the spiritual development of individuals. Therefore the form, shape and content will be educational;
- Respect the integrity of the individual, to give the opportunity to participate creatively and encourage each to make an individual response to a shared experience;
- Build up accessible resource materials for use in assemblies and the daily act of worship;
- Experiences of prayer and worship will be high quality, reflecting the liturgical seasons and feasts of the Church.
- Endeavour to provide a physical environment that is conducive to the above;
- Involve a wider combination of staff, pupils and relevant members of the community in assemblies; and
- Provide an opportunity to review Collective Worship.

**Role of Trust Head of Catholic Life**

The Trust Head of Catholic Life acts as a resource to support to Lay Chaplains and Chaplaincy Teams. Their role is to provide:

- Training and support
- Point of contact
- Identify and meet the training needs of those involved in chaplaincy in our schools
- Oversee spirituality timetables
- Assistance with sacred spaces
- Opportunities to meet and discuss ideas and problem-solve together
- Assistance with the planning and preparation of key Liturgical celebrations including major feasts and seasons across sectors
- Resources for websites

The Trust Head of Catholic Life will work with school Chaplains and those with responsibility for co-ordinating collective worship to develop ideas to:

- Make prayer engaging and meaningful
- Increase involvement of our young people in the prayer life of their school
- Develop whole Trust MAT spirituality events including retreats and liturgies

### **The Role of the Coordinator for Collective Worship**

The role of the Co-ordinator for Collective Worship is detailed at **Appendix 1**.

*Rebecca Leighton is the Lay Chaplain at St Michael's Catholic Academy. Rebecca leads and oversees Collective Worship within St Michael's.*

### **Organisation of Collective Worship**

The organisation of collective worship is detailed at **Appendix 2**.

### **Policy Monitoring and Review**

This policy is monitored by the Collective Worship Co-ordinator. It is evaluated and reviewed by the Headteacher, members of Senior Leadership Team and the Collective Worship Co-ordinator with the whole school teaching staff and Governors every two years.

## Appendix 1

### The Role of the Coordinator for Collective Worship

- Formulating a written policy for Collective Worship
- Ensuring that there is a development plan for Collective Worship included in the school development plan
- Ensuring that Collective Worship is appropriate to the age, aptitudes and faith backgrounds of pupils
- Ensuring that Collective Worship takes account of the religious and educational needs of all who share in it and is rooted in the principles of the 'Directory for Masses with Children'
- Organising themes for Worship
- Assisting the governors and headteacher to carry out their legal responsibilities with regard to Collective Worship including withdrawal from collective worship
- Developing staff confidence and expertise e.g. through modelling different prayer styles

#### Planning, recording, monitoring and evaluating

- Maintaining and developing effective procedures and documentation
- Observing Acts of Collective Worship and providing feedback
- Informing the headteacher of standards and developments in Collective Worship

#### Communication

- Communicating to members of the school community the significance and content of Collective Worship
- Reporting to and consulting with the governors and headteacher regarding matters of concern and development
- Acting as consultant to colleagues
- Encouraging positive attitudes towards Collective Worship
- Informing newly appointed colleagues of school policy regarding Collective Worship
- Communicating with parents, governors and the parish community
- Liaison with the school chaplain
- Liaison with the Diocesan Department for Education

#### Professional development/Ongoing formation



- Leading and organising inservice training and ongoing formation for Collective Worship
- Attending appropriate in-service courses, reporting back and leading staff training
- Keeping up to date by personal reading

## Resources

- Evaluating existing resources
- Developing the resources available for Collective Worship including visual aids, artefacts, drapes, music, visitors, leaders, new and relevant books, posters etc.
- Budgeting efficiently

*[Consideration should be given to the establishment of a planning group, which might include, the coordinator, the headteacher, deputy, staff, pupils, governors and school chaplain. It would be part of the role of the coordinator to lead this group.]*

**Organisation of Collective Worship****Planning, content and celebration**

Collective Worship is planned following a structure with reference to the Church's seasons, Come and See (primary), feast days, the curriculum and significant dates e.g. CAFOD Family Fast Day, Holocaust Memorial Day, Marian Procession.

Parish and parents are invited to participate in some celebrations.

The weekly timetable of Collective Worship is as below.

| <b>Day</b>       | <b>Event</b>   | <b>Time and Location</b>  |
|------------------|--|---|
| <b>Monday</b>    | Morning Worship  | Form Room/ Assembly   |
| <b>Tuesday</b>   | Quiet Time with the Blessed Sacrament<br>Morning Worship<br>SVP Groups | Before school - Chapel<br>Form Room/ Assembly<br>Lunchtime - Chapel |
| <b>Wednesday</b> | Morning Worship<br>Holy Mass   | Form Room/ Assembly<br>Lunchtime - Chapel                           |
| <b>Thursday</b>  | Morning Worship  | Form Room/ Assembly   |
| <b>Friday</b>    | Staff Morning Prayer<br>Morning Worship                                | Before school - Chapel<br>Form Room/ Assembly                       |

As well as this week by week Spiritual Timetable, St Michael's Catholic Academy has a rich and varied yearly Spiritual Timetable which follows the Liturgical year. There are themes each week related to the Gospel of the week and these form the structure of Collective Worship within school.

All Acts of Collective Worship are planned following a structure with reference to the Church's seasons, significant dates for our school e.g. Patronal Feast Day, and also incorporate the curriculum. Students are encouraged to plan and lead their own Collective Worship under the supervision of their Form Tutor and the Lay Chaplain. Worship is flexible in response to the changing situations both in school and in the wider community.

Worship follows a set structure and students are given the freedom to put their own personal stamp on times of worship by writing prayers and choosing scripture to reflect on. They use a range of styles of worship such as music, silence, poetry, meditation, imaginative contemplation etc. All classes are given resources to help them lead their time of Worship.

The curriculum also enhances the Spiritual life in school. In RE lessons, students will plan and take part in a liturgy relating to the topic they have covered. This time of Worship will take place in the Chapel or other relevant space e.g. memorial garden) at the end of each term and will be organised in partnership with the RE department. See document below.

#### Chaplaincy and RE Reflections

##### Reflections Intent

We will aim to provide reflections and prayer spaces that add value to pupils' emotional wellbeing as well as their character, moral and citizenship education. They will make a relevant and credible contribution to pupils' spiritual development that links to their learning in Religious Education.

We will aim to empower pupils to reflect on their beliefs and values by using everyday objects to create a rich spiritual experience. This will enable students of all faiths and none to explore life's questions, spirituality and faith in a creative and interactive way. Students will be free to explore their beliefs in the divine without being limited to a religious view of spirituality.

Students will be given time for self-reflection and an oasis of calm in the busy-ness of a school day. This will contribute to the pupils' wellbeing and their relationships with others.

The activities may prompt students to put their faith in to actions and respond to events in the world.

Reflections will include times of meditation, prayer activities and faith in action.

##### Reflections Plan

Students in KS3 will spend at least half a lesson per topic (every 7 weeks) in the chapel or with Miss Leighton in another prayer space (e.g. outside in the memorial garden) Reflections will be jointly organised by class teachers and Miss Leighton, following the timetable prepared each half term. The weeks/dates of the reflections will be identified on the termly overview within the RE department and Miss Leighton will be invited to the start of every department meeting so the reflections can be planned together.

##### Year 7

| Topic                 | Aim   | Prayer Activities  | Resources  |
|-----------------------|---|--|--|
| Welcome/New beginning | Students reflect on the new beginning as part of our Catholic community | Students choose readings, prepare bidding prayers, <u>organise</u> readers. Transition flags – one side something they are glad to leave behind, other side – one thing they are looking forward to. | Selection of suitable readings<br>Structure of bidding prayers <u>shared</u><br>Prayer flag paper.<br>Clay |

|                               |  |  |                                     |
|-------------------------------|--|--|-------------------------------------|
|                               |  | Prepare clay figure in class prior to reflection, which will be added to the 'new community' art installation in Chapel. |                                     |
| Trinity - Jesus               | Students meditate on the person of Jesus and His impact on our lives   | Statue of Jesus guided meditation with reflection sheet  | Reflection sheet                    |
| Liturgical Year               | Students reflect on the true meaning of Christmas  | Season reflection<br>Xmas-Christ-mas - CS Lewis story on the true meaning of Christmas                                   | <u>Reflections</u> sheet/clipboards |
| Sacraments                    | Students given opportunities to pray in independent and creative ways linked to the sacraments                                       | Prayer stations linked to sacraments of baptism/eucharist/confirmation/reconciliation                                    |                                     |
| People of God                 | Students reflect on the meaning of being in a relationship with God for them personally  | Covenant relationship reflection<br>Being a person of God today.   |                                     |
| Hinduism – ways of meditating | Students given opportunities learn different ways of connecting spiritually and mindfully through breathing, meditation and mantras. | Breathing exercises<br>Guided meditation<br>Mantra   |                                     |

#### Year 8

| Topic           | Aim   | Prayer Activities                                  | Resources   |
|-----------------|---|--|---|
| Northern Saints | Students given opportunities to pray in independent | 4 Prayer stations: (From prayer spaces in schools) | Tree trunk display in chapel, leaf shapes and pens<br>Sand trays and mp3s/speaker to listen |

|                              |  |  |   |
|------------------------------|--|--|---|
|                              | and creative ways linked to our local area.  | Family tree – link to Christian denomination family tree and talk about Jewish roots etc Who are our roots/support trunk if we are the leaves?<br>Leave an impression - Link to the difference the northern saints made to religion in the UK and the beaches at <u>Lindisfarne</u><br>Our town activity - places we love and how to make our area better –post-it notes<br>Jenga Blocks/Lego - building a community – praying together. | <u>North East</u> map and post-it notes<br>Jenga/Lego bricks and whiteboard pens. |
| Modern Day Disciples         |  | Love your <u>neighbour</u> - whiteboard – loving those we might find <u>difficult</u><br>Lectio Divina   |   |
| Environment                  | Students will take part in active stewardship and live out our beliefs in our school/local community.                        | Climate change windmills from prayer spaces for schools<br>Active stewardship – caring for the memorial garden <u>workshop</u><br>"We're going on a prayer hunt" - finding the prayer stations outdoors  | Paper, straws, split pins   |
| Islam                        | Students given opportunities learn different ways of connecting spiritually and mindfully through movement in prayer.        | Movement in prayer – Liturgical dance?   |   |
| Prejudice and Discrimination | Students given opportunities to pray in independent and creative ways linked to world issues of prejudice and discrimination | Prayer stations from Prayer Spaces –<br>Beatitudes: Justice<br>Refugee Rucksack<br>Pray the <u>news</u><br>Lifeboat – luggage tag prayers  | Scales<br>Rucksack and possessions/photos<br>Newspapers<br>Luggage tags           |

Year 9

| Topic             | Aim   | Prayer Activities   | Resources   |
|-------------------|---|---|---|
| Peace             | Students reflect on the meaning of peace in their lives and in the world today  | Watch reflection based on the story of Sadako <a href="#">Sasami</a> .<br>Students write personal prayer for peace on origami paper.<br>Turn paper in to a peace dove.<br>Prayer doves offered up in final prayer lead by students. | Sadako video<br>Origami Paper   |
| Family – Pro life | Students given opportunities to pray in independent and creative ways linked to world issues of family and pro-life                       | Prayer stations from prayer spaces –<br>Under my umbrella<br>Love heart prayers – 1 Cor 13<br>Little people   | Umbrella<br>Love heart sweets template<br>People punch <a href="#">cutter</a> |
| Abrahamic Faiths  | Students reflect on the meaning of peace in their lives and in the world today, with particular focus on <a href="#">Palestine/Israel</a> | Prayer Wall<br>CAFOD prayer resource on <a href="#">Palestine/Israel</a>  |   |

## Recording

Collective Worship is recorded on Liturgy Planning documents. The Spirituality Planner is made available at the start of each academic year and gives an overview of the opportunities available to all members of the community. Many Acts of Worship are recorded and shared with members of our community via the St Michael's Catholic Academy Chaplaincy Page.

## Monitoring and Evaluation

Collective Worship is monitored using Collective Worship monitoring form.

**Form:**

| Focus  | Comments |
|--|----------|
| <b>Planning</b><br>Are the students used to using the Liturgy resources?<br>• Is the Act of Worship planned around the Liturgical season or feast?<br>• Is the liturgy well planned and structured?  |          |
| <b>Structure of the Liturgy:</b><br>• Can the four parts be identified? (Gather, Word, Response (Prayer), Mission)<br>• How did the students gather?<br>• Was the Word appropriate and treated with reverence?<br>• How did the students respond to the Word?<br>• Was there a clear mission- an evident message at the end of the time of prayer? |          |
| <b>Engagement</b><br>Are students fully engaged and participating enthusiastically?<br>Was it a prayerful experience?  |          |
| <b>Creativity</b><br>• How creative was the Act of worship?<br>• Did it include discussion or pupil involvement and reflection?  |          |
| <b>Prayer Space</b><br>• Is there a crucifix clearly visible in the classroom?<br>• Are the chaplaincy notices shared?<br>• Is it a peaceful experience?   |          |
| <b>Resources</b><br>• What has been used to support and enhance the prayer experience?   |          |

**Date:**

| Collective Worship              | Outstanding (1)   | Good (2)  | Requires Improvement (3)  | Inadequate (4)   |
|---------------------------------|---|---|---|--|
| <b>Pupil engagement</b>         | Act of worship engages all pupils interest and inspires in them deep thought and heartfelt response. There is a palpable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers. | Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.  | Pupils take part in act of worship, although not always readily. They participate in opportunities to sing, to pray quietly and to join in community prayers although not all pupils are engaged.   | The majority of pupils are not engaged by the act of Collective Worship.   |
| <b>Variety</b>                  | Worship demonstrates a variety of approaches to prayer such as prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary.   | Worship demonstrates a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer.  | Worship demonstrates only a basic variety of approaches to prayer and whilst prayer may include scripture, artefacts or music, the selection of these is limited and repetitive.  | Worship does not use of a variety of approaches to prayer. Prayer has become monotonous.   |
| <b>Set-up and atmosphere</b>    | Pupils and/or staff have been able to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence.  | Pupils and/or staff have been able to create an atmosphere conducive to prayer, using silence and visual prompts.   | The ability of pupils and/or staff to create an atmosphere conducive to prayer is limited and whilst attempts are made to use silence and other visual aids to create the right atmosphere, this has mixed success.   | Pupils and/or staff are unable to create the correct atmosphere for prayer; the space for prayer is untidy and/or distracting.   |
| <b>Peer to peer engagement</b>  | The worship opportunity created by pupils is imaginative, varied and inspirational. Most other pupils are visibly uplifted by the worship opportunity created by their peers.   | The worship opportunity created by pupils is varied and well-judged. Other pupils are engaged by the worship opportunity planned by their peers.  | The worship opportunity created by pupils is formulaic, lacking variety or interest both for those who plan it and for those who participate in it.   | If pupils do lead collective worship, they do so with evident reluctance. The worship opportunity is at best merely tolerated by their peers.                            |
| <b>Liturgical understanding</b> | Worship demonstrates that those planning the liturgy have an excellent understanding of the Church's liturgical year, its seasons and feasts. Accordingly they have prepared collective worship which reflects this understanding.  | Worship demonstrates that those planning the liturgy have a good understanding of religious seasons and feasts and the different demands this makes on the planning of appropriate worship opportunities. | Worship demonstrates that those planning the liturgy have a limited understanding of the Church year and have little appreciation of the effect of this on planning appropriate types of worship.   | Worship demonstrates that those planning the liturgy are almost wholly ignorant of the Church year and have no liturgical expertise in planning worship appropriately.   |
| <b>Themes and purpose</b>       | The act of Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.  | The act of Collective Worship is centred on clear themes and messages. Chosen liturgical themes are consistent with the season and the Catholic character of the school.                                  | The act of Collective Worship is themed but the message conveyed is unclear or confused. Whilst key seasons of the Church's Year are recognised and other religious festivals acknowledged, there is a lack of depth and breadth in responding to the liturgical seasons. | The act of Collective Worship is incoherent in the communication of its purpose and message. Themes chosen do not reflect the liturgical season or the Church's mission. |
| <b>Inclusivity</b>              | Themes chosen for worship include the spiritual aspirations of all pupils.  | Themes chosen for worship are responsive to the religious diversity among pupils.   | There is a limited acknowledgement of the diversity of pupil backgrounds in selecting themes for worship.   | The faith backgrounds of pupils are largely ignored in acts of Collective Worship.   |
| <b>Pupil leadership</b>         | Pupils have taken the initiative in leading the community in prayer. They have been creative and resourceful in their planning of the worship opportunity and they want it to be the best it can be.  | Pupils lead worship with confidence, enthusiasm and a degree of independence.   | Pupils' preparation is superficial, has not engaged pupils creatively and is overly reliant on the adults in school.  | Pupils have had no input into the planning and delivery of Collective Worship.   |

Informal monitoring takes place regularly with Senior Leaders visiting form classes each morning. Following monitoring, training needs will be identified and outcomes used to inform SEF 48. Whole staff training is given each year on Worship and Catholic Life.

### **The learning environment**

'Symbols and icons of the Catholic faith when displayed in school and throughout its premises will help the school community and visitors to experience the uniqueness and sacredness of this learning environment' <sup>1</sup>

### **Developing Parish Links**

- *The School works with clergy to ensure that Mass is celebrated weekly, on special occasions and on Holy Days of Obligation.*
- *The Clergy of the Deanery offer the Sacrament of Reconciliation during the Season of Lent in School.*
- *Parishioners of the Deanery are invited to join in the School's prayer life, especially the Christmas Liturgy, Holy Mass and the Annual May Procession.*
- *The School SVP Conference work closely with the Deanery SVP conference.*
- *The College is a signpost for families to join in parish life with the sharing of information about events etc.*

### **Prayer**

A variety of prayer styles will be used appropriate to the age of the children and the occasion.

- The Lay Chaplain leads prayer for the whole community.
- Sacramental Worship is offered weekly

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<sup>1</sup> Christ at the Centre Rev Marcus Stock, 2005

- A range of styles of prayer are included in our schedule drawing on the rich traditions of the Church and modern worship music and styles.

- Provide purposeful, accessible and genuine experiences of prayer, firmly rooted in the Catholic tradition.

- Students lead their peers in prayer, incorporating themes and resources that are important to them.

### **Daily Worship**

As mentioned previously, students worship together each morning in their form room. The students lead this worship following the pattern of the Liturgical Year. Once per week students are involved in worship led by their Head of Year/ Senior Leader/Lay Chaplain as part of their assembly.

### **Retreats / Pilgrimages**

- *Students have the opportunity to take part in an Away Day or retreat. These are generally facilitated by the Youth Ministry Team.*

*The School works with the Diocesan Youth Service to tailor retreats to the maturity and needs of students.*

- *Students in Years 9 and 10 are given the opportunity to participate in the Annual Lourdes Pilgrimage with Middlesbrough Diocese and assist in helping the sick during the Pilgrimage.*

- *The School provide opportunities for students to attend diocesan events e.g Annual Youth Festival.*

- *Certain year groups are invited to participate in a residential two-night retreat at the Emmaus Youth Village.*

### **Feast Days / Holy Days of Obligation**

- *As far as we are able, we offer the Celebration of Holy Mass on Holy Days, in dialogue with the Dean.*

- *The School signpost students and staff to parish celebration of HDO Masses*

- *Major Feasts and Solemnities are marked through the daily worship celebrated in form time, liturgies and devotions.*

- *Our Patronal Feast day of St Michael and Archangels is marked with liturgies for each year group in the morning followed by activities based on our school's core values.*

## **Sacred Spaces (Primary) / Chapel (Secondary)**

Focal points in each classroom and throughout the school will reflect the liturgical season. In this way they will be an outward sign of the school's ethos.

Each classroom and communal area has a crucifix.

The Chapel is made available to all members of the Community and is used daily for Worship and reflection.

The Blessed Sacrament is reserved during the week and all are welcome to pay a visit throughout the day.

## **Charity**

- The Lay Chaplain meets with members of the school community and devises charitable giving throughout the year.
- To support the work of Catholic charities throughout the world.
- CAFOD and Missio are supported bi-annually.
- The School promotes and facilitates involvement in the St Vincent de Paul Society both locally, nationally and internationally.
- Many other charities are supported such as Zoe's Place Baby Hospice.

## **Holy Mass & Celebration of Sacraments**

- The Lay Chaplain ensures that the celebration of Holy Mass is reverent, well prepared and fitting to the community participating within it. Students are carefully prepared to participate within the Mass and the Sacrament of Reconciliation.
- Mass is celebrated each Week in the Chapel with various classes taking the lead in preparing the Liturgy.

## **Sacramental Preparation: Supporting Parishes**

The Lay Chaplain promotes and helps facilitate the sacramental programme for Confirmation in union with the Hilda Partnership. Generally, the Sacrament is offered to Y9/Y10 students.

## **Resources**

- Spirituality resources from BHCET are used and adapted for our own context.

## **The Role of the Lay Chaplain**

- 1. Praying daily for the needs of the School community
- 2. Maintaining a high profile presence around the school and at school events
- 3. Preparation of school liturgies (including school and class liturgies, weekly Mass, Masses for Holy Days of Obligation Marian, Advent and Lenten devotions, Reconciliation Services, preparing readers, servers and others



involved in the liturgy, and liaising with the Music department with regards to fitting musical accompaniment to enhance the celebration of these liturgies.

- 4. To be a presence in all aspects of pastoral care within the School, working closely with the Vice Principal Pastoral, Pastoral Learning Managers and the Good Shepherd SEN department.
- 5. Developing opportunities for prayer and meditation during the School day and beyond.
- 6. Promotion of staff faith development and providing opportunities for Staff to gather together for prayer(including induction of new staff).
- 7. Care of the School Chapel and Sacristy- ensuring that it is well appointed and conducive to prayer and reflection.
- 8. Preparation of materials for Morning Acts of Worship within form time and also to produce and provide guidance to Pastoral Learning Managers about Acts of Worship taking place in Year group assemblies
- 9. Devising and facilitating a retreat programme (working with the Diocesan Youth Service) for students.
- 10. Devising and running the Chaplaincy Timetable (with assistance from other members of the Staff Chaplaincy Team)
- 11. Working with the RE Department to support the RE curriculum, giving guidance on matters of liturgy and spirituality
- 12. Offering support to staff and students facing particular challenges and difficulties, especially in times of personal and family crisis such as bereavement
- 13. Liaising with local parishes and with the Roman Catholic Diocese of Hexham and Newcastle.
- 14. Supporting and monitoring of Spirituality throughout the Bishop Hogarth Catholic Education Trust
- 15. Leading a Youth SVP group within school.
- 16. Co-ordination of charitable giving within the school.
- 17. To work closely with parishes in providing and developing Sacramental Catechesis.
- 18. To be a School link to the Catholic press and the Northern Cross
- 19. Leading the Annual Pilgrimage to Lourdes with Middlesbrough Diocese
- 20. Leading the Staff Chaplaincy Team
- 21. To be a witness to Christian living and a signpost to the wider Church family.