



The Blue Coat
School

WORSHIP POLICY

Approved by	Local Governing Committee
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1. Policy Statement

The Blue Coat School is a Church of England school with a distinctive Christian character and ethos that welcomes young people of all faiths and none.

At the Blue Coat, we put our faith and our hopes into serving our young people so that they become everything they can be and everything they are meant to be – to be able to live life in all its' fullness (John 10:10). This is our vision, our mission, and our purpose and it sits at the heart of every decision we make.

Collective worship and reflection are an important part of the school day. It brings us together as a community giving us an opportunity to reflect on what is important and how we treat one another. Collective Worship is, therefore, a key vehicle for pastoral care, as much as it is for spirituality. We reinforce the messages which are central to young peoples' development as kind and respectful people who can care for themselves and one another, and whose lives are enriched by a spiritual dimension.

Through Faith, Vision, and Nurture we seek to ensure all of our young people feel connected with learning, with school and with their wider community so that they are motivated and inspired to do well and help others. All members of our community are valued and celebrated as individuals and through our relationships, we create a safe place for everyone to speak up so that every member of the school has a voice. We want all of our young people to experience success - whatever that looks like for them. But, more importantly we want them to become happy and healthy young people and adults equipped to navigate life's challenges.

However, their purpose goes beyond themselves. Our intention is to develop our young people holistically. We want them to be good people: good friends, good neighbours, good parents, and the people who will help shape and build the happy, orderly, caring, and respectful communities of the future. We want them to be confident, resilient leaders who are able to recognise and are driven by compassion and empathy.

2. Aims of Collective Worship

- Worship embraces all members of The Blue Coat School.
- Worship provides the opportunity for staff and students to explore what it means to have faith in themselves, the world around them and faith in God.
- Worship explores spiritual, moral, and global issues central to student's lives.
- Worship seeks to develop a sense of community within the school and foster being part of a wider community through the celebration of achievements, festivals, and special occasions.
- Worship aligns with the school's ethos, core, and pastoral curriculum to generate an understanding that there is so much more that unites us than divides us.
- Worship emphasises the importance of practising forgiveness and reconciliation.
- Worship develops knowledge and understanding of the Christian faith, particularly the significance of Jesus and God's revelation through the Bible.
- Worship celebrates other faith traditions and provides an opportunity to celebrate shared values.
- Worship moves the school community to action as they can reflect how they can contribute to change through charity, campaigns, and courageous advocacy.
- Worship engages partnerships with the wider community.

3. Implementation of Collective Worship at KS3 and KS4

- The Trust Chaplain establishes the worship themes and provides the resources to support Form Tutors for the academic year.
- Each week students experience a different theme (such as charity, betrayal, forgiveness).
- All students attend four acts of Collective Worship per week. One is whole school (two-year groups) Collective Worship led by the Chaplain or School Senior Leaders; one is year group Collective Worship led by the Director of Learning. The final two take place during Form Time (Form Reflection/Circle Time).
- Collective Worship and Form Reflection address themes through real-life examples using stories, multimedia, and the Gospels. Each assembly has a period for quiet reflection, which involves listening to a prayer.
- Form reflection follows the same themes as Collective Worship and is supported by materials prepared by the chaplaincy team so that students are all included and involved.
- In addition, students will attend a Christmas and Easter service and other key events, such as Faith Day.
- At key points in the year, supported by the Chaplain, leaders of other faiths are invited to take support Collective Worship, e.g., the Mufti takes Collective Worship for Ramadan to recognise and celebrate what faith means to us as a school community.
- Alongside our weekly acts of Collective Worship and services staff and students observe a number of national days of remembrance such as Remembrance Day and Holocaust Memorial Day.
- The Eucharist is at the heart of Christian Worship and all students takes part in two communions a year.

4. Implementation of Collective Worship in Sixth Form

Collective worship is an important part of Sixth Form life, supporting students' spiritual, moral, social, and cultural development. In Key Stage 5, students attend collective worship three times over a two-week timetable. This includes a weekly year-group worship and a whole-school act of worship every fortnight.

Sixth Form students also play a key role in school services, especially at major points in the Christian calendar such as Christmas and Easter. These are usually held in church, where students may be invited to read or take part in leading the service.

5. Religious Education Entitlement in KS5

All Sixth Form students continue to receive Religious Education through **Weekly Reflection** and **Core Religious Education**.

Weekly Reflection takes place every Monday during afternoon registration (20 minutes), led by form tutors. Each session explores a "Big Question" linked to a central theme. Students are encouraged to reflect and discuss a range of moral, ethical, and philosophical ideas. The diverse Sixth Form community brings a variety of faith and cultural perspectives to these discussions. Resources are provided to support tutors in leading the sessions.

Core Religious Education is separate from A-Level Religious Studies and is part of the school's wider commitment to inclusive religious education. These sessions help students explore Christianity, other world religions, and non-religious worldviews. The programme encourages respectful debate and personal reflection, while reflecting both the school's Christian foundation and its diverse Sixth Form population.

6. Rights of Withdrawal

At The Blue Coat School, we seek to create an environment where worship is invitational and inclusive.

The attendance of students to collective worship and Religious Studies lessons is expected in that parents have applied for their child to attend a Church of England school and in doing so subscribe to the school's ethos, values, and day to day practises.

Should a parent wish to withdraw their child from Collective Worship this must be made in writing and following a parental discussion with the Headteacher.

The school has a system for suitable supervision for students withdrawn from acts of collective worship, however, no additional work is set or followed in this time. The right of withdrawal does not extend to general Collective Worship or form time sessions.

7. Planning, Recording and Evaluation

Collective Worship is treated like any other area of the curriculum when it comes to matters of planning, delivering, resourcing, monitoring and evaluation.

The Chaplain, Senior Leaders, and any staff member responsible for delivering acts of Collective Worship plans high quality materials in line with the schools' principles for teaching and learning. Whilst the themes are set for the academic year, the pattern is flexible to respond appropriately, if needed, to local, national, or global events. Collective Worship is evaluated through quantitative measures on impacts of positive and negative behaviours and also qualitative learning walks, pupil, and staff voice. This data is responded to immediately if appropriate or informs longer term improvement planning.

8. Cross References

- [Curriculum Policy](#)
- [Behaviour Policy](#)