



# TDMS

## COLLECTIVE WORSHIP POLICY

|                                                |                    |
|------------------------------------------------|--------------------|
| DATE POLICY WAS APPROVED                       | 17.02.2026         |
| DATE POLICY WILL BE REVIEWED                   | Spring 2028        |
| MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW | Deputy Headteacher |



## **Key Definitions**

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

**“CEO”** includes the Chief Executive Officer

**“CFOO”** includes the Chief Financial Officer

**“Trust Senior Leadership Team”** includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

**“Headteacher”** includes the appropriate School Headteacher.

**“Trustees or Trust Board”** are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

**“Local Academy Boards (LAB)”** are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

**“Local Governing Bodies (LGB)”** are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

**“Chair”** responsible for leading the board and ensuring its effectiveness

**“Stakeholders”** are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

This Policy for Collective Worship is based upon the Education Reform Act 1988, with guidance taken from DfE circular 1994, which states that all maintained schools must provide daily collective worship for all registered pupils.

Collective worship in schools/academies of no religious designation must be wholly or mainly of a broadly Christian character, though not distinctive of any particular Christian denomination.

### **Aims**

The aim of the collective worship policy is to provide the opportunity for students to:

- Reflect on values that are of a broadly Christian nature and on their own beliefs
- Develop a community spirit
- Develop a common ethos and shared values
- Consider spiritual and moral issues

### **Implementation**

Collective worship, whether in morning meetings, tutor time or within the curriculum will:

- be acceptable to the school community as a whole
- include a variety of elements at different times
- involve all students

### **Morning meetings and Tutor Time**

Students meet daily at the start of their morning meetings where they line up and key messages and themes linked to the school values are shared. Each week there is a theme for morning meetings and tutor time activities linked to the school values. The theme is there to support staff in assuring the quality of this time and to meet the collective act of worship requirement. Each year group have at least one morning meeting at the start of every week where the themes for the week are explained. Morning meetings will take into account the age of the students and be based upon the weekly themes. Where applicable the themes of the week are woven into the other regular tutorial tasks. Materials to provoke quiet reflection or support discussion of the theme are provided. In the absence of a formal assembly, tutor will nevertheless ensure the aims above are met.

### **Curriculum**

Within the core curriculum all students study Personal, Social, Health and Relationships Education via our Ethics curriculum. These lessons further address the students' cultural, spiritual and moral development. Additionally, every other subject area has a responsibility to develop these values and have embedded opportunities for this in their schemes of study.

### **Responsibilities**

The morning meeting plan is designed by the Deputy Headteacher in charge of behaviour and culture. The Heads of Year and the Director of Sixth Form are responsible for supporting the plan with the development of specific resources. A designated co-ordinator for Ethics is responsible for developing the PSHRE curriculum.

The Heads of Year and Director of Sixth Form are responsible for ensuring that morning meetings follow the published themes and are conducted in a way that promotes moral and spiritual development.

### **Monitoring, Evaluation and Review**

The Deputy Headteacher in charge, Heads of Year and Director of Sixth Form will monitor the implementation of this policy as part of their regular monitoring cycle. Tutor time will be visited to ensure that the themes and thoughts are being used and that students are engaging in meaningful activities that enhance spiritual and moral development.