

COLLECTIVE WORSHIP

THE BRIAN CLARKE CHURCH OF ENGLAND ACADEMY



JENNY CAREY
Worship Coordinator

NOVEMBER 2025



THE
BRIAN CLARKE
CHURCH OF ENGLAND
ACADEMY

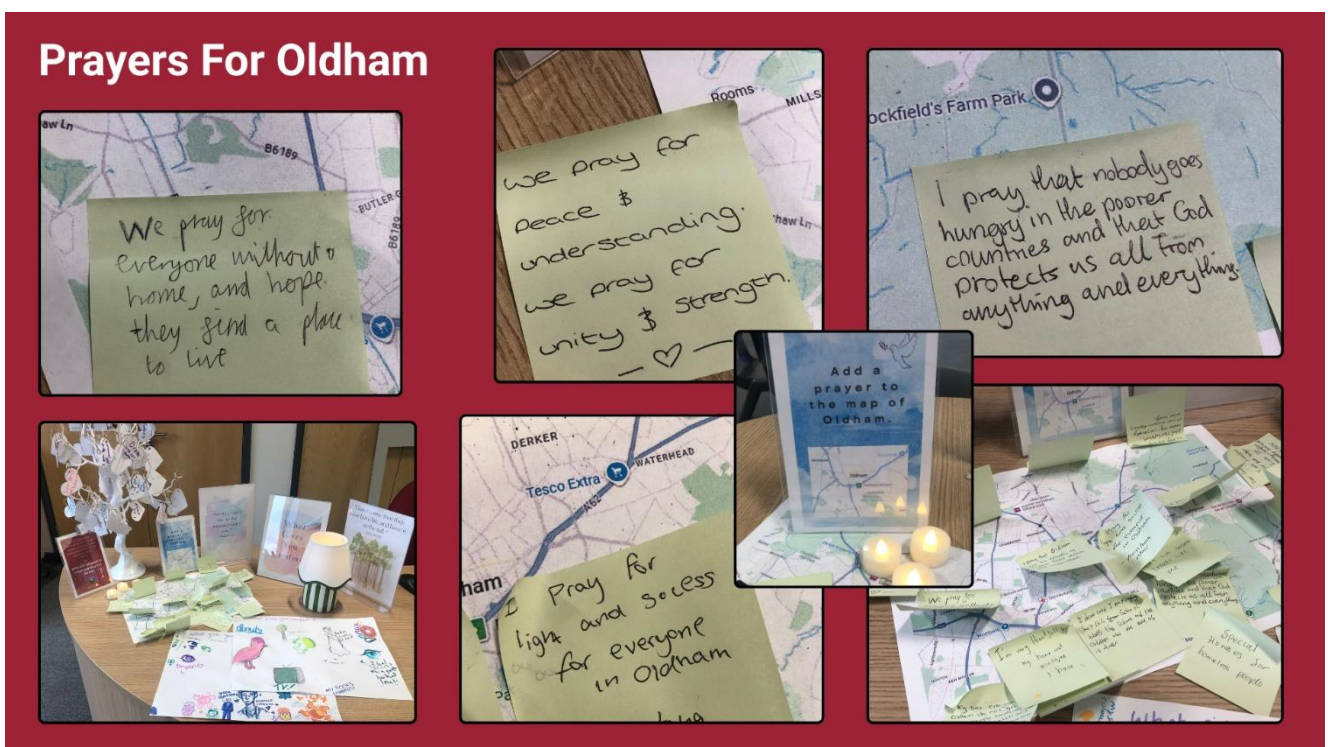
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Introduction

This booklet has been created to provide a clear and comprehensive overview of how Collective Worship is embedded in daily life at our Church of England secondary school. It outlines my role in planning, coordinating, and supporting worship across the school community, ensuring that our Christian ethos is lived out authentically by all staff and students. Through this document, I aim to show how we approach Collective Worship in various contexts – from whole-school gatherings to form reflections – and how we work together to nurture a spiritually enriching environment for everyone.



Role of Worship Coordinator

As Worship Coordinator, I work closely with the Headteacher and senior leadership to support and nurture the Christian ethos at BCA. While I do not personally lead Collective Worship sessions, I am the key figure responsible for planning, coordinating, and supporting all staff and students who do, ensuring that worship is consistent, meaningful, and reflective of our identity as a Church of England school.

I oversee the planning and delivery of Collective Worship across the school, working with our Trust Chaplain to shape the annual themes, rooted in scripture, relevant to our context, and aligned with the wider liturgical calendar. All our worship sessions follow the Gather–Engage–Respond–Send structure and aim to be inclusive, invitational, and inspiring.

On Tuesdays, form teachers lead Form Reflection. I provide planning and resources aligned with the weekly theme to ensure consistency. KS3 students gather in a circle for discussion and reflection, while KS4 have the choice of a circle or rows. Students are encouraged to take leadership roles.

I work closely with the Head of RE to nurture our Ethos Ambassadors, who support and promote our Christian ethos throughout the school. Together, we lead Friday Fellowship, a highlight of the week, where students and staff gather before school to pray.

To involve all staff in fostering our Christian ethos, I share weekly themes and guidance through the school bulletin, so everyone can contribute, even if not directly leading worship. I also value our partnership with the clergy at Oldham Parish Church, the Man Dio Growing Faith Deanery Enabler, Manchester School Chaplaincy Colleagues and Cranmer Trust Chaplains.

It is a privilege to support staff and students in experiencing meaningful worship and to help nurture a living, thriving Christian ethos throughout BCA.



Overview of Collective Worship at The Brian Clarke Church of England Academy

Collective worship at The Brian Clarke Church of England Academy is central to our identity as a Church of England school and an essential expression of our vision, values, and ethos. Worship brings the whole school community together—students and staff of all faiths and none—to reflect, celebrate, and grow. It is rooted in the Christian tradition, but open to the spiritual and moral questions that matter to young people in a diverse, modern world.

Worship is a space to pause, to think, to listen, to hope. A chance to be inspired. It helps us live out our mission and shapes the kind of people and community we are becoming.

Our Mission, Vision and Values in Worship

Ambition - Excellence - Community

Our vision as part of the Cranmer Education Trust is to be ambitious for all our young people, committed to excellence, and dedicated to building community. These values come to life in collective worship.

- **Ambition** in worship calls each person to realise their God-given potential and to live “life in all its fullness” (John 10:10).
- **Excellence** is reflected in how we approach worship—with care, creativity, and integrity, encouraging deep thinking, personal reflection, and shared joy.
- **Community** is strengthened through the act of coming together. In worship, we honour our diversity and unity.

Our Core Values Expressed in Worship

- **Achievement** – Worship celebrates personal and collective success, and reminds us that achievement includes who we become, not just what we do.
- **Industry** – Inspired by our local heritage, worship encourages perseverance, creativity, and the courage to keep going and keep growing.
- **Character** – Through reflection, prayer, story, and example, worship helps to nurture ethical, caring, and courageous people who lead and serve.

“Luceat Lux Vestra” – Let Your Light Shine

Our school motto, taken from Matthew 5:16, reminds us that each person has a unique light within them—a light that is meant to shine in the world:

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Matthew 5:16

Worship is a time to connect with that light. It offers the space for students and staff to recognise their gifts, develop their voice, and understand how they can use their light in the service of others. It affirms our belief that everyone is created with purpose, value, and the potential to make a difference.

The **stained glass window, created by our Patron Sir Brian Clarke**, shines light into our school building and outward into the wider community—a powerful symbol of our commitment to openness, creativity, and learning. Just as stained glass transforms light into something beautiful, worship helps us transform reflection into action.

Aims of Collective Worship

Worship at The Brian Clarke Church of England Academy aims to:

- **Provide a shared spiritual space** for the school community that is accessible and meaningful to all, regardless of faith background or spiritual journey
- **Encourage reflection, questioning, and honest engagement**
- **Invite participation without pressure**, offering the option to pray, or simply reflect—freely and with integrity
- **Communicate a clear Christian message**, rooted in Anglican tradition
- **Inspire spiritual and moral growth**, challenging students to think deeply, ask big questions, and live out their beliefs

- **Foster community, shared values, and belonging**
- **Celebrate tradition, the liturgical year, and diversity of experience**, connecting worship to both the Church year and the local cultural context
- **Promote spiritual, moral, social, and cultural development (SMSC)** through worship that affirms virtues like compassion, justice, resilience, gratitude, humility, and forgiveness

Staff Role in Worship

All staff are expected to support and respect the worship life of the school. While not all staff are required to lead worship, presence and engagement are part of our shared responsibility for the school's ethos.

Legal, Educational and Theological Foundations

As a Church of England Academy, we are committed to providing a daily act of collective worship that is wholly or mainly of a broadly Christian character. Our practice is shaped by:

- The Church of England's Vision for Education
- The statutory guidance on collective worship
- The distinctive ethos of the Cranmer Education Trust

Collective worship is about identity, purpose, and community. It reflects our belief that education is not only about what we know, but about who we are and how we live.

Inclusive and Invitational

Our acts of worship are inclusive (welcoming all), invitational (never coercive), and inspirational (designed to encourage thought, growth and purpose). Everyone is invited to engage in the way that is most authentic to them—whether through prayer, reflection, or quiet listening.

As we gather each day—whether in a hall, a classroom, or in daily line ups—we honour our diverse community, and we let our light shine.

The Church of England Collective Worship in Church of England Schools Inclusive Invitational Inspiring Guidance Document: [collective-worship-guidance-18052021.pdf \(churchofengland.org\)](https://www.churchofengland.org/collective-worship-guidance-18052021.pdf)

**Cranmer Education Trust - Verse of the Year 2025-2026
Art Competition**

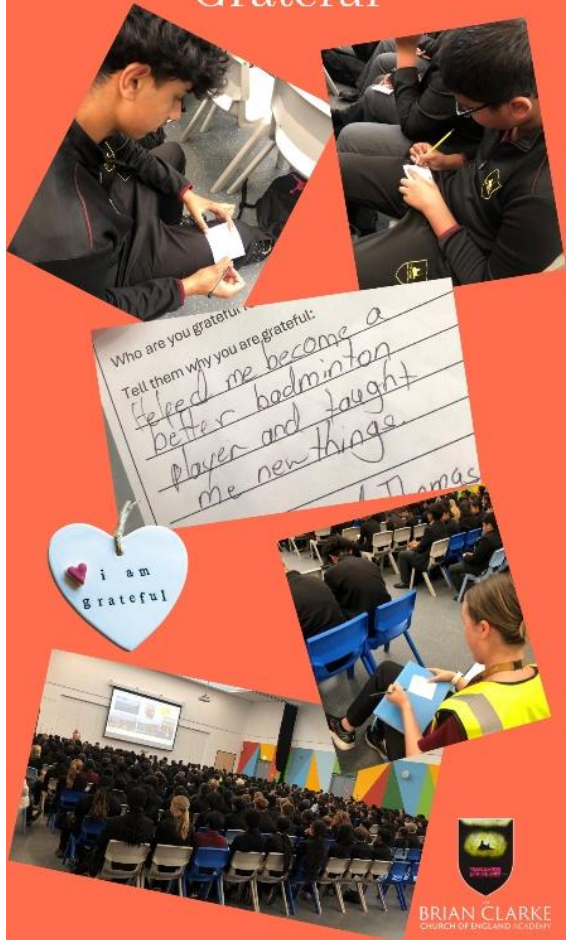


Final poster design featuring art work from Cranmer Trust schools.



**Brian Clarke Winner
Leanne S 8AHA**

Grateful



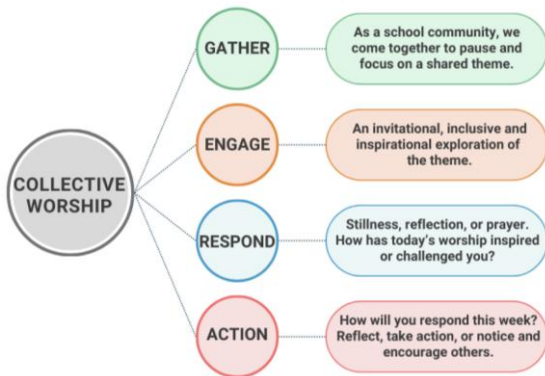
**BRIAN CLARKE
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Monday Whole School Collective Worship

Collective Worship at The Brian Clarke Academy is distinctly Christian in context and provides a meaningful opportunity for the whole school community to gather and grow spiritually.

As a Church school, we come together every Monday morning in the school hall with a real sense of occasion and expectation. This is a sacred time, attended by all students, where we are inspired by a variety of leaders.

Whole School Collective Worship



Members of the Senior Leadership Team (SLT), the Trust Chaplain, and local clergy lead worship on a rota, following our structured liturgy: **Gather – Engage – Respond – Action**. This approach ensures that our collective worship is **consistent, invitational, inclusive, and inspiring**.

GATHER

Preparing the Space

The Worship Coordinator, IT Support Team and Ethos Ambassadors prepare the hall:

- Microphones, clicker, and projector – ensuring all technology is functioning.
- Chairs at the front for Ethos Ambassadors, readers, or leaders.
- Worship table/lectern positioned centrally with a Bible and two candles.
- Ethos Ambassadors turn on the tea-light candles signalling the start of worship.

Entry and Atmosphere

- Students and staff are welcomed into the hall, creating a sense that this is a special, sacred time together.
- Worship instrumental music or a calm piece linked to the theme is played to set a calm, reflective tone.
- Ethos Ambassadors hold the doors open and welcome everyone as they arrive.
- Students and staff enter the hall silently in their form groups and sit together by year group. Form tutors are seated at the ends of the rows and use least invasive strategies throughout to ensure students remain silent, sit upright, and track the front.
- The week's theme, along with an opening question, is displayed on the large digital screen to prompt reflection from the very start. This may encourage participants to revisit last week's theme or begin engaging with a new one.

Role of the 'Introducer'

A member of SLT welcomes the school community, thanks students for their calm entrance, introduces the theme, and invites reflection on the question shown on screen. Once everyone is settled, the introducer hands over to the worship leader.

ENGAGE

Structure and Content

- A shared PowerPoint template is used to ensure consistency:
 - **Slide 1:** Theme and reflective question.
 - **Slide 2:** Our liturgy – inclusive of all, whether of Christian faith, other faiths, or none.
 - **Slide 3:** Our school verse ("Let Your Light Shine"), Trust Verse of the Year, and Verse of the Week.
 - Following slides: Clearly labelled with **Gather, Engage, Respond, Action**.

Ways to Engage and Include

- Quizzes, anecdotes, Bible stories, images, video clips, and current events.
- Techniques like "Turn and Talk" or optional hand-raising for sharing (no cold-calling).
- Students may contribute through storytelling, poetry, Bible readings, or reflections.

Faith-Based Content

- The content is rooted in Christian teaching.
- Bible verses are explained with context and woven into the message.
- Christian perspectives are clearly communicated, e.g., Jesus teaching to love even those who wrong us.
- Content is relatable and inclusive of those from all or no faith backgrounds.
- Encourage interaction, questions, and reflection (e.g., "I wonder..." prompts).
- Keep content focused and reflective, avoiding overload.
- Consider inclusivity: turn on subtitles for videos and display lyrics or texts clearly, repeat verbal contributions so that everyone in the room can hear and feel included throughout.

RESPOND

Response Opportunities

- Through participation in collective worship, those gathering will grow spiritually by having the opportunity to respond personally.
- **Spoken:** Turn & Talk followed by individual volunteers feeding back.
- **Silent:** Individual reflection or listening to music.
- **Active:** Placing or receiving an item, filling in a slip (e.g., gratitude message to give to student/staff).
- A final prayer is spoken and displayed on-screen; students are invited to join or reflect silently.

ACTION

Taking the Message Forward

- End with a practical takeaway linked to the theme (e.g., a challenge or personal goal).
- Encourage ongoing reflection throughout the week:
 - Suggested challenges (e.g., forgive someone, reduce waste).
 - Related reading materials available in the library.
 - Nomination slips in form rooms/library to acknowledge students living out the theme, celebrated in assemblies.

Exit and Dismissal

- We leave the hall in silence. Heads of Year and staff ensure a calm exit to lessons.
- Ethos Ambassadors assist by opening doors and tidying the hall.

Thankfulness + Generosity

Miss Ayub is very kind and always says 'good morning'.

Kacie checks I am okay and offers to help me.

Amelia helps with my home learning whenever I am confused and is a ray of sunshine.

Baran has helped me in sport studies.

Samson helped me when I was going through a difficult time.

Davina offers to hold my bag and help me around school.

Mr Hart gives his time generously and shows respect.

I am thankful for the kindness Lilly shows me.

Eliora listens to my problems and I'm so grateful for her.

Bella was there for me when I needed support.

The students librarians give up their time to help in the library.

Samantha is an amazing friend.

Abbie is an amazing role model for the younger students.

Mr Ahmed is patient with those who have not made the right choices. I am grateful for him.

Manha baked brownies and gave me one to try - it was delicious!

Kieran listens when people talk to him. He was there for me when nobody else was.

Lirona always helps other people and makes time to talk.

Felicity was nice to me when we lost a game of football.

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Planning & Delivery of Whole School CW

Planning

- Initial stages of planning – engage with the theme, verse of the week and how these connect to previous and next CW sessions.
- Theme is the anchor for the whole session – consider what you want students to understand and then to be able to do/think about based upon this theme – starting point is the Christian perspective.
- How does the theme build on last week and prepare for the week to come? Draw links where you can – this could be within the reflection question/prompt displayed on entry.
- Start by identifying the Christian perspective that underpins the theme, then develop ideas and activities from that foundation. How can you exemplify the theme in different ways that students will understand – e.g stories/people from scripture, modern stories/characters or real-life people events/quotations from famous/influential people. Images/videos/audio can form this part of engaging with the theme.
- Keep slides/materials to an appropriate length – less is more. Students need to be able to think about the content – add reflection questions/prompts throughout.
- Collective Worship is really important for our whole school community, not just the students and staff who attend Monday's CW. Consider how we can ensure that ALL our community have the opportunity to grow spiritually if they did not attend the CW on the Monday? How do we communicate the theme of the week and include all staff using our different systems of communications. JCA shares the theme of the week in the bulletin but think about how you can include all staff in your CW.
- Calm entry music and book recommendations always link to the theme covered.

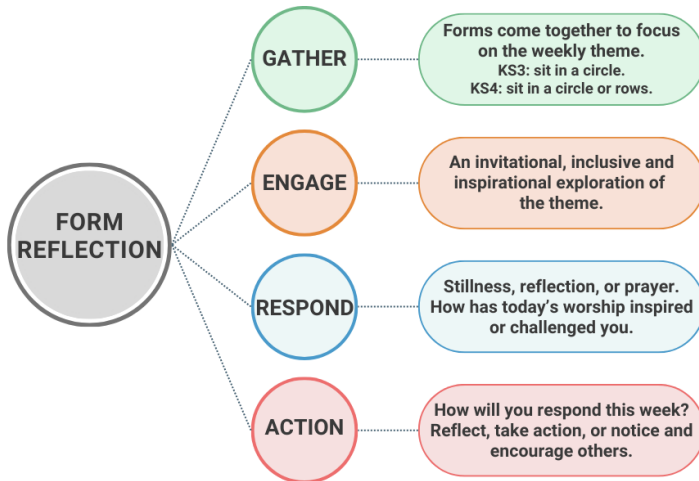
Delivery

- Reduce complexity when delivering – too many words/too much explanation or content can counter the calm and reflective/contemplative atmosphere. Don't speak too fast and ensure relevant pauses and time to reflect.
- Students can reflect individually and they can also share with the people around them – allow time for this. It is important to allow students enough time to consider what their actions/next steps will be following the session.
- The prayer is not to be rushed – spoken at a calm pace – it is important in reinforcing the theme and also students engaging in their individual reflection.
- Entry and exit – minimise instructions/narration – but offer some keep positive encouragement to enter silently and begin reflection straight away. Thank students for this. As students sit and wait to be dismissed, ask them to continue reflecting on the theme and what they plan to do to demonstrate it across the week.

Tuesday Form Reflection

Collective Worship is a central part of life at The Brian Clarke Academy. This follow-up session, held in form groups, builds on Monday's Whole School Worship and allows students and staff to dig deeper into the weekly theme together. It creates space for spiritual growth, reflection, and discussion in a warm and respectful atmosphere.

Form Reflection



These sessions follow our school's worship liturgy: **Gather – Engage – Respond – Action.**

GATHER

Creating a Sacred Space in Form Time

KS3:

- Set the Scene: Arrange chairs in a circle – face to face, as if around a campfire.
- Turn on the tea-light candle
- Warm-Up Game/Icebreaker (3–5 mins) linked to the theme help everyone settle and feel included.

KS4:

- At KS4, forms can choose to either sit in a circle or remain in the usual classroom layout (typically rows). A battery-operated candle is 'lit' ensuring there is a clear and intentional signal marking the beginning of worship.

Reflective Prompt

- The Verse of the Week is displayed on the digital screen.

ENGAGE

Exploring the Theme Together

- Plan provided by Worship Co-ordinator: Follow the week's plan, adapting as needed to suit your group. The session should be 'inclusive, invitational and inspiring'.
- Discussion Strategies:
 - Use Turn and Talk to allow quiet thinking time and small-pair conversations.
 - Then invite volunteers to share aloud (no pressure to speak).
- Content:
 - Rooted in Christian teaching, with inclusion of other faith perspectives.
 - May draw upon a Bible story or verse, a recent or historical news event, or real-life experiences, including the lives of inspiring individuals.
 - All should feel invited and respected, regardless of belief background.

Teacher's Role:

- The adult should take on a facilitative role, ensuring that students are given ample space and opportunity to speak and actively engage in the discussion.

- Guide the discussions gently. Ensure all voices are heard, and silence is respected where needed.

RESPOND

Personal and Spiritual Response

- Response Options:
 - 'Round the Circle' sharing opportunity.
 - Silent Reflection or Music.
 - Short Prayer (spoken or silent).
 - Creative Response: Fill in a nomination slip and place in "Form Worship Box", write a pledge or a gratitude note.

ACTION

Carrying the Theme into the Week

- Encourage one small action linked to the theme.
(E.g., *Speak kindly to someone who's left out, or write a thank-you note.*)
- Close Together:
 - Pack away chairs/tables respectfully.



Daily Acts of Worship

At The Brian Clarke Church of England Academy, our commitment to collective worship is deeply embedded in the daily life of the school. Through our academic and pastoral curriculum, strong relationships, and robust systems of support, we are building a school community where every individual is known, valued, understood, and truly belongs. We believe that collective worship is an integral part of nurturing our school ethos. It supports the spiritual, moral, social and cultural development of all students and contributes to the shared understanding of our values and identity as a Church of England school.

Structure of Daily Worship

Day	Format	Duration	Location	Led by	Focus
Monday	Whole School Collective Worship	30 mins	School Hall	SLT, Trust Chaplain, or local clergy	Introduction of the weekly theme. Time of reflection as a community. Inclusive, Invitational & Inspiring. Gather-Engage-Respond-Send
Tuesday	Form Reflection	30 mins	Form Rooms	Form Tutors and/or Students	Opportunity to dig deeper into the weekly theme. Resources prepared by the Worship Coordinator. Space for discussion, reflection and response.
Wednesday	Form Reflection	3 mins	Form Rooms (start of pm reg)	Form Teacher	Form teachers deliver a short reflection on the weekly theme prior to starting the pm pastoral curriculum. Resources prepared by Literacy Lead.
Thursday	Morning Line-Up	2 mins	In whole year group formations	Heads of Year/SLT	Revisit the week's theme and review the key actions to take. Moment of reflection.
Friday	Friday Fellowship (multi-faith)	15 mins	Informal setting (breakfast gathering)	Students and staff	Fellowship, mutual support, shared prayer, and spiritual reflection. Multi faith.
Daily	Morning Line-Up	2 mins	In whole year group formations	Heads of Year/SLT	Reinforcement of school ethos, values, celebration of achievements, and building community.
Daily opportunity	Nomination Slips	3 mins	Form rooms/library	Students	Individual opportunity to act on the weekly theme.
Celebration Assembly	Celebrating Achievements. Building culture.	30 mins fortnightly	School Hall	Heads of Year	Although this is an assembly rather than collective worship, it still includes elements that support our Christian ethos, such as a Bible story linked to the theme, selected nomination slips read out, and a closing prayer.

The Role of Daily Worship in School Life

- **Culture and Ethos:** Line-ups are a key daily vehicle for building culture that reinforce The Brian Clarke Way, nurture a sense of belonging, and affirm our shared identity.
- **Spiritual Development:** Regular opportunities for prayer, reflection, and worship are provided in varied and age-appropriate formats allowing students to flourish spiritually.
- **Student Leadership:** Ethos Ambassadors and students regularly take an active role in leading aspects of collective worship, fostering ownership and leadership.
- **Inclusive, Invitational & Reflective:** While rooted in Christian values and tradition, worship at BCA is inclusive, invitational and reflective, providing a space for all students to explore life's deeper questions.

Friday Fellowship

Every Friday, students and staff of all faiths and none are invited to gather in the school hall for Friday Fellowship—a weekly time of shared stillness, prayer, and spiritual support. We meet in a circle, symbolising unity and openness, and typically welcome between 30–40 students each week.

Friday Fellowship is dedicated to praying for our school, our community, and the concerns on people’s hearts. The space is gentle, authentic, and student-led. Adults begin the time of prayer, and then anyone who wishes—staff or student—can offer their own prayer aloud. The sincerity and compassion shown during these moments make it one of the most beautiful spiritual practices in our school week.

Prayers often focus on real needs within our community: students coping with grief, staff facing illness, or whole-school events such as Culture Day or Invitational Communion. Many students choose to pray for one another, for upcoming challenges, or for things they feel deeply about.

Friday Fellowship has become a profoundly special part of our worship life. It is a time where students grow spiritually, support each other, and experience a sense of belonging and peace. It is a lived expression of our school’s commitment to nurturing every person’s spiritual journey.

Friday Fellowship

All students and staff welcome.
Every Friday in the hall.
7.55-8.10am.
A time of sharing and prayer.



Prayer Requests

Fill out a slip and place it in the box located in the library.
Ethos Ambassadors and staff will pray for your situation.



Ethos Ambassadors

At the beginning of each academic year, students are invited to apply for the role of Ethos Ambassador, a position that carries significant responsibility within our school community. Successful applicants wear their ambassador badge on their blazer with pride, symbolising their commitment to supporting and embodying the Christian values that lie at the heart of our school’s ethos. Ethos Ambassadors play a central role in our weekly whole-school collective worship. They help prepare the worship space by switching on the battery candles, welcome staff and students by holding the entrance doors in pairs, and sit at the front of the hall where they contribute through

readings, prayers, poems and other reflective elements. At the close of worship, they again take up their post at the doors to lead the community out respectfully and assist staff in resetting the space.

Their involvement continues throughout the year. Ethos Ambassadors support a variety of school events, greet and speak with visitors, help to coordinate Inter-Faith Week activities, organise and maintain the prayer room, and contribute ideas to the planning of ethos-focused events. Central to their role is being positive role models who actively uphold and promote the school's Christian vision and values, demonstrating them through service, leadership, and daily interactions.

Students Leading Worship

**Sharing personal reflections
in Collective Worship.**



'Welcomers'



Leading Friday Prayers.



Easter Invitational Communion



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Spirituality Statement

At The Brian Clarke Academy, spirituality is about **searching for meaning and purpose** so that every student can experience *"life in all its fullness"* (John 10:10).

We explore spirituality through our relationships with:

- **Self** – Understanding who we are and who we are becoming (*life in all its fullness*).
- **Others** – Recognising the value of others and how our words and actions shape our relationships.
- **World** – Paying attention to the wonder of creation and the impact we have on the world.
- **Faith** – Exploring belief in God, meaning, purpose, and a sense of something greater than ourselves.



Our approach is rooted in the Christian vision of *"Let your light shine"* (Matthew 5:16) and welcomes students of all faiths and none. We believe that spiritual growth strengthens belonging, character, wellbeing, and the ability to thrive academically and personally.

We support students in their spiritual development by:

- Providing regular moments for reflection and stillness.
- Providing opportunities for spiritual development in collective worship, RS, and the wider curriculum.
- Noticing opportunities for awe and wonder as they arise.
- Providing a prayer room.
- Offering students opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities.
- Providing opportunities across school life to live out Ambition, Excellence, and Community.
- Celebrating key events in the Church calendar.
- Visible pastoral and spiritual support from the Worship Coordinator and pastoral team.
- Embedding values such as forgiveness, equality, justice and unity throughout school life.
- Maintaining links with Oldham Parish Church.

As a staff team:

- We have a shared understanding of spiritual development.
- We use the 'Ricketts Grids' to support our understanding of progression in spiritual development in four areas: Self, Others, World and Faith (inspired by Andrew Rickett / Rebecca Nye).
- We have a culture that recognises the importance of collective worship.
- We value regular times of fellowship together.
- We have developed a liturgy and models to support our approach to collective worship and spirituality.
- We have guidance to support staff who lead worship.
- We are invited to attend collective worship and Friday Fellowship (prayers before the school day).
- We are given time for reflection in meetings.
- We are supported by the Worship Coordinator.
- We have established and protect a culture of belonging where everyone is valued.
- We are supported by the Diocese of Manchester, Oldham Parish Church, Man Dio Growing Fatih Deanery Enabler, Manchester Chaplaincy Hub, and Cranmer Education Trust Ethos Hub.

Courageous Advocacy

At our school, we understand the importance of courageous advocacy—speaking up for justice, fairness, and the well-being of others—as a key aspect of living out our Christian values. We are intentional about embedding opportunities for pupils to explore social action and moral responsibility across the curriculum and through collective worship.

Examples of Courageous Advocacy in Subjects

Within the **Geography** curriculum, pupils study topics such as climate change, deforestation in the tropical rainforests, and global inequalities in access to natural resources. Through these units, pupils critically examine the impact of human activity on vulnerable communities and the environment, reflect on issues of stewardship and justice, and are encouraged to consider what strategies can be used to improve the quality of life for the people living in impacted areas.

Citizenship at BCA encourages courageous advocacy by teaching pupils about rights, responsibilities, fairness, and justice, which helps them recognise when something is wrong and feel confident to challenge it. Through debates and discussions of real-world issues, students develop critical thinking skills and learn to express their views clearly and respectfully. Citizenship also involves active participation in social action giving students practical experience of making positive change. For example, they will write a letter to petition for a change in government policy and understand what makes a successful campaign. In addition, opportunities like student councils and leadership roles promote pupil voice, allowing them to speak up on issues that matter. By developing empathy, understanding different perspectives, and practising moral decision-making, Citizenship empowers pupils to stand up for others and advocate for change with confidence and courage.

From the conception of our **English** curriculum at BCA we have ensured that intertwined with the robust, challenging academic curriculum, the Christian values of our mission statement reverberate throughout. Opportunities for courageous advocacy are present from the beginning of the Year 7 journey when students encounter the marginalised within society, and how through the study of literature across the ages, the representation of these groups is something we explore with countless opportunity for discussion. From the development of the oral tradition and the importance in sharing stories which helped create civilisation and humanity's sense of morality; to study of Romanticism and the plight of the poor; to challenging the entrenched viewpoints of these different periods, our students thrive when analysing these ideas at every level. Not only can our students contextualise these issues to the time, but they write about how such issues are still relevant today in the form of essays, narratives, poetry, speeches, articles and letters. Our students understand that their voice, their ideas and their beliefs matter and are heard; they are speaking up. We explicitly teach vocabulary such as 'injustice', 'advocate,' 'moral,' 'misanthropy,' 'philanthropy', 'benevolence' to mention but a few. Empowering our young people with a rich understanding of language choice and how to structure their writing to inspire, inform and



debate means they are equipped in ways to champion their causes for campaign, work collaboratively and take action on what matters to them.

Training and Development

How the Collective Worship Coordinator is Developed

The Collective Worship Coordinator is managed directly by the Head Teacher, with regular fortnightly meetings to monitor and develop the role. They are supported through a variety of external networks and professional development opportunities to ensure their practice remains dynamic and impactful.

The coordinator attends Trust Chaplain meetings and Manchester Education Chaplain meetings three times per year, as well as online sessions delivered by the Centre for Chaplaincy in Education. In addition, they receive support from Oldham Parish Church clergy and the Manchester Diocese Growing Faith Deanery Enabler for Oldham and Ashton.

Training and development also include a combination of online and in-person sessions with leaders from Manchester Diocese, including Terry Hart, Jo Redding, and Rick Otto. The coordinator engages with resources such as the podcasts *Flourishing Leaders* and *Flourishing Together*, and conducts independent research into resources offered by other dioceses. Recommended readings on themes such as spirituality and courageous advocacy further enhance their understanding and practice, for example, Rebecca Nye's *Children's Spirituality* and Grove Education's *How to Craft Collective Worship*.

This blend of formal training, practical experience, external networking, and reflective study ensures the Collective Worship Coordinator is well-equipped to lead worship that is engaging, inclusive, and deeply rooted in the school's Christian ethos.



Training for Staff

Staff development is an integral part of sustaining the Christian ethos and supporting high-quality collective worship. All new staff receive induction training in September, which includes an introduction to the principles and practice of collective worship delivered by the Collective Worship Coordinator.

Ongoing professional development is maintained through weekly updates and reflections shared via the staff bulletin, ensuring timely communication of ideas, resources, and developments. Whole-school training is delivered during Friday CPD sessions, allowing staff to deepen their understanding and receive practical guidance.

Staff who are not directly involved in leading worship are actively involved in reflective and creative activities linked to the Christian calendar and school values. For example, during Remembrance, staff contributed reflections on doves, which were displayed to create a moving whole-school visual representation of peace.

Opportunities for fellowship are also embedded into the school culture. Staff are invited to Friday Fellowship sessions and to Staff Fellowship at the end of each half term, fostering a strong sense of belonging, nurturing relationships, and promoting a shared commitment to the Christian ethos.

Through this consistent approach, all staff understand their responsibility to support the school's Christian values and are empowered to contribute meaningfully to the spiritual life of the school.



Monitoring and Evaluation

As Worship Coordinator, I am line managed by the Headteacher, which reflects the high value our school places on maintaining and strengthening our Christian ethos. We meet fortnightly to review upcoming events in the worship calendar—such as our Invitational Communion, Christmas Service, and regular acts of collective worship—and to ensure that our provision remains purposeful, inclusive and rooted in our vision.

A significant strength of my role is the ongoing reflection I bring to our collective worship practice. I am passionate about continually refining and enhancing the way we worship together, ensuring that it remains meaningful, engaging, and theologically rich for all pupils.

I carry out regular quality assurance of collective worship across all key stages, which allows me to provide consistent and timely feedback to staff. This enables me to provide timely feedback, celebrate strengths, and support consistency in delivery across different forms and year groups. Recent parent and carer feedback—outlined in the following section—has also informed our next steps, ensuring that our monitoring is responsive.

Pupil voice is another vital element of our evaluation process. I frequently engage in both informal and formal conversations with individuals and groups of students to understand their experience of worship. The insights they share directly shape the actions we take, and we continue to refine our practice in response to their suggestions.

We also welcome visitors into school to observe our worship. Their external perspectives offer valuable opportunities for reflection, and we take their feedback seriously as part of our commitment to continuous improvement.

INVITATIONAL COMMUNION

19 November 2025

With Oldham Parish Church
Led by Reverend Hannah Currin, Reverend Daniel Burton & our Ethos Ambassadors

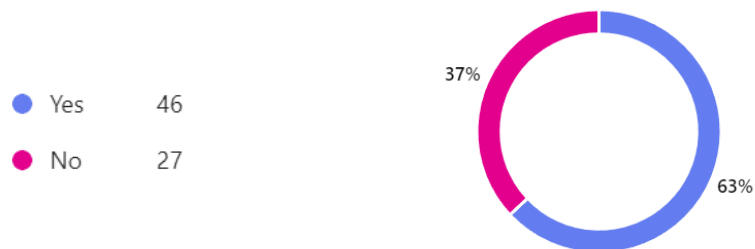
Parent/Carer Survey

Parent/Carer Feedback Report on Christian Ethos and Vision

Jenny Carey – November 2025

This report presents the findings from The Brian Clarke Academy's Parent/Carer Survey on the school's Christian ethos, vision, and approach to Collective Worship. This took place in October 2025. The purpose of the survey was to gather parent and carer perspectives on how these core aspects of the school's identity are experienced and understood within our community. The feedback provides valuable insight into how effectively the school's Christian values are embedded in daily life and perceived by families and will support the school's continuous improvement and ensure that our Christian ethos remains at the heart of everything we do.

1. Was the Christian ethos of The Brian Clarke Academy a factor in your decision to choose this school for your child?



Key Observations / Themes

1. Faith-Based Motivation:

- Many respondents explicitly stated that being Christian or part of a faith-based family strongly influenced their choice.
- Some mentioned wanting a school that reflected their moral or spiritual values.
- Example: *"We are a Christian home and we practice it. I liked my child to be involved in Christian activities and to have Christian values above all."*

2. Moral & Ethical Values:

- Some parents, including those from other faiths or non-religious backgrounds, valued the Christian ethos for its moral guidance and character education rather than faith itself.
- Example: *"Although our family follows the Islamic faith, we believe that having a strong religious or moral foundation is important... The Christian ethos reflects these universal principles."*

3. Other Factors More Important:

- For many parents, location, school reputation, academic standards, or smaller class sizes were the main factors, rather than the Christian ethos.
- Example: *"We are atheists and would prefer a like-minded school, however chose this school as it was new and has fewer school years."*

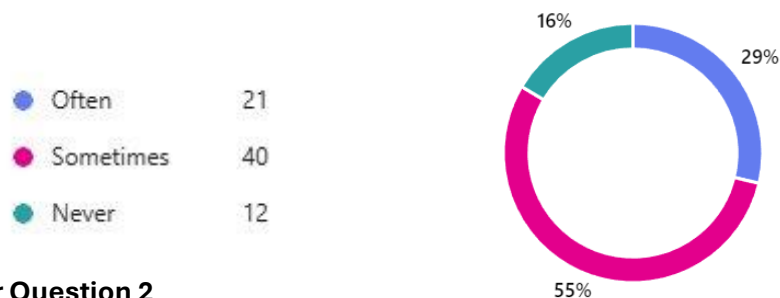
4. Blended Decisions:

- Several parents considered Christian ethos important but alongside other practical considerations such as academics, discipline, or proximity.

Summary statement for Question 1

The survey indicates that the Christian ethos of The Brian Clarke Academy was an important factor for a majority of parents and carers, with 61% stating it influenced their choice. Many of these families highlighted the importance of moral values, character education, and alignment with their own faith as key considerations. However, 39% of respondents reported that the ethos was not a deciding factor, citing reasons such as school reputation, location, and academic opportunities. Overall, while faith-based values are influential, they are considered alongside other practical and educational priorities in parents' school choices.

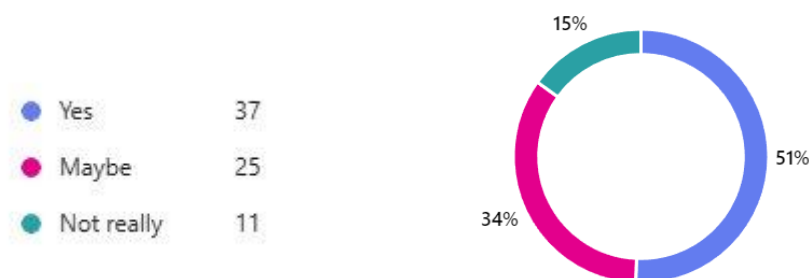
2. Do you and your child(ren) ever discuss Collective Worship or themes from school worship at home?



Summary statement for Question 2

The survey shows that discussions about Collective Worship or themes from school worship are a regular part of home life for the majority of families. Specifically, 29% of parents and carers reported that they often discuss these topics with their child(ren), while 55% do so sometimes. Only 16% reported never engaging in such discussions. This indicates that the school's Collective Worship has a notable reach beyond the classroom, encouraging reflection and conversation at home, though there is some variability in the frequency of engagement.

3. Do you feel that the school's Christian vision and values help your child –and others in the school community – to flourish in daily school life?



Key Observations / Themes

1. Positive Impact – “Yes” (52%):

- Many parents highlighted that the Christian ethos and values help children develop kindness, respect, empathy, and moral awareness.
- Several responses emphasized that this vision encourages students to flourish academically, socially, and personally.
- Example: *“Yes, my daughter is flourishing... involved in lots of opportunities including school council, Choir, piano lessons... thriving in rehearsals.”*

- Parents from other faiths also felt that the school’s Christian values support inclusion, respect, and character development.

2. Mixed / Partial Impact – “Maybe” (32%):

- Some parents are unsure of the day-to-day impact, especially if their child hasn’t explicitly expressed views about the Christian values.
- Others noted that the benefits may stem more from general moral and ethical guidance rather than specifically Christian teachings.
- Example: *“Yes, it allows them to learn each others beliefs” or “I think it helps but not just the Christian vision.”*

3. Minimal or No Impact – “Not really” (17%):

- A minority of parents, often non-Christian or from other faiths, felt that the Christian vision had little effect on their child’s flourishing.
- Some indicated that academic support, social environment, or general school ethos mattered more than religion.
- Example: *“Religion has little to no impact on my child's day-to-day life.”*

Summary statement for Question 3

A majority of parents and carers (52%) feel that the school’s Christian vision and values actively support their child – and other students – to flourish in daily school life. These respondents emphasized the role of Christian principles in promoting moral development, kindness, respect, and a positive school culture. A further 32% indicated a partial or uncertain impact, often reflecting that the school’s ethos contributes alongside other factors or benefits children indirectly. Only 17% felt that the Christian vision had minimal or no influence on their child’s day-to-day experience. Overall, the responses suggest that the school’s Christian vision and values are seen as a significant and supportive element of students’ personal and social development, while also fostering inclusion for children from diverse backgrounds.

Next steps

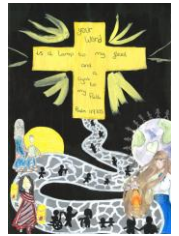
The findings from this survey provide valuable insight into how parents and carers perceive The Brian Clarke Academy’s Christian ethos, Collective Worship, and vision. Overall, the majority of families value the school’s faith-based principles and believe they support moral development, character, and a positive school environment. The responses also highlight areas for further engagement, such as supporting families in discussing worship themes at home and ensuring the Christian vision is visible in day-to-day school life for all pupils.

- Celebrate and reinforce the aspects of Christian ethos that are clearly helping children to flourish.
- Identify opportunities to engage families who are less familiar with or less influenced by the Christian vision.
- Continue developing Collective Worship and school initiatives to ensure all pupils, regardless of faith or background, experience a nurturing and values-driven environment.

Cranmer Education Trust Worship Themes 2025-2026

Week Beginning	Theme of the Week	Link	Bible Verse
3 rd & 4 th September	Community		1 Corinthians 12:12
8 th September	Ambition		Colossians 3:23
15 th September	Excellence		Psalms 119:105
22 nd September	Self-Image		Galatians 2:20
29 th September	Thankfulness	BCA book week	Psalms 100:4
6 th October	Generosity	Harvest	Psalms 67:6
13 th October	Equality	Black History Month	Micah 6:8
20 th October	Faith/Light	BCA Culture Day	Hebrews 11:1
3 rd November	Conflict		Ecclesiastes 3
10 th November	Remembrance	Link: Inter Faith Week	Psalms 46
17 th November	Kindness		Ruth 1:16-1
24 th November	Faith		Hebrews 11:1
1 st December	Advent		Isaiah 7:14
8 th December	Justice	Human Rights Day	Amos 5:24
15 th December	Christmas		John 1:14
5 th January	Truth		John 14:6
12 th January	Anger		Psalms 37:8
19 th January	Healing		1 Peter 2:24
26 th January	Holocaust		Isaiah 41:10
2 nd February	Giving		Luke 6:38
9 th February	Listening	Lent	Romans 10:17
23 rd February	Self-Control/Temptation		2 Timothy 1:7
2 nd March	Women	Link: International Women's Day	Proverbs 31:25
9 th March	Role Models		1 Samuel 16:7
16 th March	Loyalty/Betrayal		Luke 22:48
23 rd March	Easter		Isaiah 53
13 th April	Pride/Boasting		Proverbs 29:23
20 th April	Stewardship	Earth Day	Genesis 2:15
27 th April	Resilience	BCA Assessment Weeks	Romans 12:9-21
4 th May	Pressure	BCA Assessment Weeks	John 14:27
11 th May	Prayer		Matthew 6:5-14
18 th May	Strength/courage		Joshua 1:9
1 st June	Trinity		John 15:26
8 th June	Respect		Matthew 7:12
15 th June	Beauty	Pride Month	1 Peter 3:3-4
22 nd June	Winning/Losing		Philippians 4:13
29 th June	Fun/Joy		Proverbs 17:22
6 th July	Future		Jeremiah 29:11
13 th July	Unity		Ephesians 4:3

Example KS3 Form Reflection Session



Form Reflection KS3 –2. Remembrance

Gather, Engage, Respond, Send

Aim: To help students reflect on conflict and remembrance, understand the role of peacemakers, and consider how they can act courageously to promote peace in their own lives.

Tutors: *Our SIAMS inspectors will dig deeply into courageous advocacy so please share how important it is that our students grasp it's been. It's not about putting £1 in a bake sale but about actions that get to the root of the problem. A student panel will need to articulate this well!*

GATHER

This week, our theme is *Remembrance*. We are remembering people affected by conflict and those working to bring peace. We'll explore what it means to be a peacemaker and how courageous advocacy can make a real difference.

Warm up activity

'Cross the Circle if...'

- you have ever helped someone to calm down during an argument.
- you have ever forgiven someone after a disagreement.
- you have ever stood up for someone being treated unfairly.

Moment of stillness:

Think quietly about someone who worked for peace or stood up for what was right, even when it was difficult. What qualities did they show?

Our bible verse this week reminds us that working for peace is valued and calls us to act with courage and compassion:

Matthew 5:9 – Blessed are the peacemakers, for they will be called children of God.

ENGAGE

Discussion questions:

- What does being a peacemaker mean to you?
- Why do you think it takes courage to stand up for what is right?
- How can remembering past conflicts help us act more wisely today?

Circle Reflection: Pass around the speaking object

Each student shares one person they admire for promoting peace (can be a famous figure, someone in their community, or a family member).

"I admire....."

Example KS4 Form Reflection Session



Form Reflection KS4 –4. Faith

Gather, Engage, Respond, Send

Aim: To explore the meaning of faith and personal belief, consider how they provide strength, hope, and purpose, and reflect on how respect for diverse beliefs contributes to flourishing communities like Brian Clarke Academy.

GATHER

This week, we focus on *Faith*. Faith can mean different things to different people. Some express it through religion, while others find strength, hope, and purpose through personal values or guiding principles. We'll also explore how respect for diverse beliefs can strengthen a community and help us act with courage and integrity.

Warm up activity

'Stand up/thumbs up if...'

- you've ever believed in something you couldn't see.
- you've ever kept hope in a challenging situation.
- you've ever learned something valuable from someone with a different belief or worldview.

Moment of stillness:

Take a moment to think about a belief or value that has given you hope or strength, and how it has guided your actions.

ENGAGE

Let's consider our verse of the week:

Hebrews 11:1

'Faith means being sure of the things we hope for.

And faith means knowing that something is real even if we do not see it.'

Discussion (Turn & Talk to invite everyone into the discussion)

What does "faith" or "belief" mean to you, personally?

How can faith or belief give people hope, strength, or purpose, even in difficult circumstances?

Can people with no faith experience hope, strength, or guidance through personal values or principles?

How do people from different faiths or worldviews show strength, hope, or purpose through their beliefs?

How did our recent Culture Day celebrate the strength that comes from diversity?

How can we learn from different beliefs to strengthen our own courage, hope, and actions?

How can respecting other people's beliefs make our community stronger?

RESPOND

Faith & Hope KS4 Display

On your small piece of card, create a drawing representing hope, strength, or purpose from your faith or personal belief. You can include words too!

These will be added to a **Faith & Hope Display**, showing how the school community flourishes together.

Prayer

God. Thank you for the hope and strength we can find through faith, belief, or personal values. Help us respect others' beliefs and act with courage, using our own principles to bring hope and positive change. Amen.

SEND

Faith and belief—whether religious or personal—can give hope, strength, and purpose. By respecting and learning from others, we build a flourishing community and are inspired to act courageously.

Challenge: Consider how you can act with courage or advocate for others based on your own values.