

Collective Worship Policy

Version 3

**This policy applies to New Collaborative Learning Trust
Secondary Academies.**

DINNINGTON
HIGH SCHOOL



Wingfield Academy



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1.0 Introduction

- 1.1 Our academies value and adhere to our statutory duty by providing sufficient dedicated time concerning our values Respect, Responsibility and Resilience (3 R's), which underpin the personal development of our learners within both our pastoral and academic curriculum, our ethos and to empower our learners to make independent, informed decisions throughout their adult life in modern Britain now and in the future regardless of academic aptitude or religious belief.
- 1.2 We afford learners opportunities to focus on, reflect and evaluate both personally and collectively a range of issues contributing to their Spiritual, Moral, Social and Cultural (SMSC) development. This time, we deem invaluable to nurture within every learner, an ability to adopt both a reflective approach to life and express their reflections appropriately and respectfully.

2.0 Legal Framework

- 2.1 It is a legal requirement, as primarily stipulated in the 1944, reinforced in the 1988 Education Reform Act and later clarified by non-statutory guidance in January 1994 circular 1/94 and more recently in a general article updated 26th April 2012 from the Department of Education that all registered school age learners partake in a daily act of collective worship reflecting the traditions of this country which are, in the main, broadly Christian.

3.0 Definition of Collective Worship

- 3.1 For the purpose of this policy, collective worship is, as acknowledged by Rotherham's Standing Advisory Council for Religious Education (SACRE) responded to:

'...in different ways and at different levels; some will be passive observers...some will be at the threshold, interested in the process and participating...It is the task of collective worship to provide a setting in which the integrity of those present is not compromised but in which everyone finds something positive for themselves.'

Rotherham Collective Worship Guidance, 2014.

4.0 Aims

- 4.1 Our weekly assembly/personal tutor programme nurtures a caring/supportive environment in which students can:
- reflect on the fundamental questions of life
 - increase awareness of themselves as individuals/groups within the Academy, their local, national and international community
 - promote our core values: Respect, Responsible and Resilient (3 R's), and how to emulate them both within and outside the Academy
 - foster a sense of belonging by celebrating our core values together
 - empathise with how others feel in/about everyday situations/beliefs
 - explore the language people use to express their feelings and beliefs
 - deepen their sense of curiosity, awe and wonder
 - respond freely to religious and/or spiritual stimuli

- promote equality, celebrate diversity and affirm each individual's life stance, whether religious or not
- develop an understanding of their personal strengths/areas for development
- consider meaning/purpose in their life and how this affects their decisions/actions
- strive for knowledge, wisdom and understanding
- celebrate, appreciate and share emotions, experiences and personal and academic achievements

5.0 Organisation and Planning

- 5.1 A weekly personal tutor time schedule is set by Heads of Year and followed by the relevant personal tutor team. Implementation of the personal tutor time schedule and its effectiveness is monitored by a designated SLT member. . Every year group is scheduled one assembly per week, predominantly delivered by the Head of Year with other staff members assigned areas of expertise as/when appropriate, and four other sessions to promote rich and meaningful experiences appropriate to learners' needs, ages and interests. Assemblies are followed up enabling learners to share their reflections upon what they have heard in their assembly the previous session. Whilst achievement and progress of learners is recognised weekly, special 'Celebration' assemblies are scheduled half termly to share in learners' personal and academic achievements. Where deemed appropriate learners actively partake in planning/leading assemblies.
- 5.2 The Academy invests heavily in VotesforSchools, a voting platform highlighting the importance of being informed, curious and heard which is integral to the personal tutor time programme and develops learners' knowledge of Spiritual Moral Social Cultural (SMSC) issues, British values and Prevent. Furthermore, it nurtures learners' confidence in oracy, political literacy and participation.

6.0 Responsibilities

- 6.1 The Head Teacher/Principal has overall responsibility for collective worship provision (under the School Standards and Framework Act 1998) through consultation with the Advisory Board.
- 6.2 All Heads of Year and their personal tutor team are required to attend their scheduled year assembly unless they have formally exercised their right to withdraw in writing, and meeting with the headteacher. Before assemblies commence, personal tutors are responsible for registering accurately their tutees either electronically or on paper and ensuring they adhere to the assembly seating plan devised by the Head of Year.

7.0 Right to Withdraw

- 7.1 Parents/Carers have the right to withdraw their child wholly or partly from collective worship. Schools must comply with this wish and ensure a duty of care for learners who are withdrawn. Staff members also have the right to withdraw from collective worship. Any parent/carers or staff member wishing to exercise this right should write directly to the headteacher, upon receipt of which, a meeting will be scheduled to discuss the request.