



‘Innovative Education - Transforming Lives’



Collective Worship Policy

Status	Statutory
Governing Body Committee	Academy Improvement Committee
Responsible Persons	Mrs A Parkhurst Miss S Ogle
Date the policy was agreed	Nov' 2018, reviewed Sept 19, Sept 20
Next Review date	Sept 2022

SHEEP DIP LANE PRIMARY ACADEMY
 SHEEP DIP LANE
 DUNSCROFT
 DONCASTER
 SOUTH YORKSHIRE
 01302 842464
sdlp@sheepdiplane.doncaster.sch.uk

Mrs F Parish
 Head Teacher





Sheep Dip Lane
PRIMARY SCHOOL

Sheep Dip Lane Primary Academy
Sheep Dip Lane, Dunscroft, Doncaster, South Yorkshire, DN7 4AU
Tel: 01302 842464
Email: sdlp@sheepdiplane.doncaster.sch.uk

Sheep Dip Lane Primary Academy: Collective Worship Policy

Reviewed: Sept 19, Sept 2020

Introduction

Recovery Curriculum – September 2020 following wider re-opening of academy due to the Covid 19 pandemic

The Covid-19 pandemic has been a disruptor to normal life within our academy communities. These factors are enhanced by the social distancing measures that our pupils and workforce are experiencing. Unlike a more conventional recovery from a period of absence from academy, e.g. 6-weeks summer holiday period, the time period and potential fluctuations that will occur over the coming months will be a new recovery challenge that we will need to deal with, for example;

- Fluctuating restrictions depending on future peaks and outbreaks that may be uneven across the region and unpredictable
- Services may be 'switched on and off' within the recovery period
- The recovery period may be at least 12-18 months or until widespread immunity via a vaccine
- Different need for restrictions i.e. shielded population may have greater restrictions for longer. This will impact on workforce availability
- Implementing social distancing measures within the context of a academy

Our **Recovery** can be defined as the process of rebuilding, restoring and rehabilitating following this emergency and our plan to get back to 'normal' academy functioning. We will set about initiating diagnostic assessments to inform and establish trajectories for our Recovery Curriculum and these assessments will cover the following themes;

- Social and emotional needs
- Behaviour and routines
- Academic gaps in learning
- Tracking back our curriculum to move forward from the right starting points
- Resilience of our pupils
- Feedback on the types of learning the pupils want to experience and think is of most benefit

We are adopting a Three Horizons Model

Understanding of timescales and a consistent approach to the journey from response, recovery, renewal and to achieving the long-term objectives is a foundation from which we can build our strategic plans. Using the three horizons approach that set out different timescales and outlooks that are not linear but run concurrently but with different prevalence over time. It also sets out questions (example questions set out in **Horizon 3**), which challenge what we want to recover back to and which parts of the disruption of Covid-19 do we learn from to build the future we aspire too.

- **Horizon 1 (H1):** Immediate Recovery steps (June - Aug 2020)

Horizon1 is the existing business as usual or the dominant way of doing things today.

- **Horizon 2 (H2):** Post Peak Recovery Foundations (Sept 2020 – December 2020)

Horizon 2 is the part of greatest innovation and disruption where new innovative thinking and new ways of doing or being emerge. A good example is the digital transformation of the past decade i.e. smartphones.

- **Horizon 3 (H3):** Realising the Recovery Objectives (2021 onwards)

Horizon 3 is the future we want, pockets of the future are already in existence and we want to see these grow and become the new future.

Introduction

At Sheep Dip Lane Academy we believe that collective worship makes an essential contribution to pupils' spiritual, moral social and cultural development.

Collective Worship is a quality experience which encourages a sense of awe and wonder at the natural world and which helps our children to reflect on these aspects of human life and achievements which raise questions of meaning, purpose and diversity.

Collective worship should reflect and reinforce the school's ethos and contribute towards the growth of the school as a learning community. It plays a key role in the personal development of individual pupils.

The organisation and management of collective worship requires considerable thought, time and effort on the part of governors, all staff and children

This fits with our school ethos of respect and equality for all, thriving together to meet the needs and demands of an ever changing world.

At Sheep Dip Lane Primary Academy we deliver RE using the Discovery RE programme, alongside units from the Doncaster Agreed Syllabus 2019.

Definition of Collective Worship

Collective Worship is a time when a class, or 'bubbles' within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

The Legal Position

Under the Education Act 1996, all maintained schools, except maintained special schools, must provide daily collective worship for all registered pupils.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that the majority of our pupils are practising members of other faiths we base our assemblies on those aspects of Christian teaching that are shared with other faiths.

The Collective Worship Policy of Sheep Dip Lane Primary School is consonant with the philosophy and aims of the school. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

"Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening

to and joining in the worship offered; and to develop Community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

All registered pupils attending state schools must take part in a daily act of collective worship. It is the head teacher's duty to secure this. The term 'registered pupils' includes those Foundation classes who are five years of age.

(Parents have the right to withdraw their children from acts of worship on religious grounds.)

The aims of Collective Worship within the academy

Collective worship provides an opportunity for staff and children to meet regularly within school and classroom 'bubbles' to:

- Promote a common ethos, shared values, and a sense of community
- Celebrate achievements and develop positive attitudes
- Explore their own beliefs and values and those of others
- Encourage a sense of awe and wonder at the beauty of the natural world
- Consider spiritual and moral issues
- Provide an opportunity to express emotions and feelings
- Encourage participation and response in the worship offered

Curriculum Intent

At Sheep Dip Lane Academy the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning Pedagogy to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world. At the heart of our design for learning, is the need to ensure that our pupils understand themselves as citizens of the world and want to contribute to both local, national and global issues which may impact on their lives.

Collective worship implementation

The school organises collective worship in such a way that staff and children can:

- Meet as a class and 'bubble' to reinforce a sense of community
- Celebrate achievement, reward, good behaviour and emphasise the school's own value system
- Explore a range of religions and a range of religious beliefs including Christianity and other major faiths in an atmosphere of respect and tolerance.
- Discuss a range of spiritual, moral and social issues relevant to their lives.
- Prepare and present assemblies on agreed themes and listen to and join in assemblies prepared by others.

In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that the majority of our pupils are practising members of other faiths we base our virtual Microsoft Teams assemblies on those aspects of Christian teaching that are shared with other faiths.

The Collective Worship Policy of Sheep Dip Lane Academy is consonant with the philosophy and aims of the school as expressed in the school prospectus. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

How is Collective Worship implementation organised in this school?

Collective worship brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Collective worship strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Collective worship is organised to provide a variety of groupings and will take place in the classroom or as a virtual assembly through Microsoft Teams. Acts of worship will usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

Collective acts of worship are incorporated into whole school virtual assemblies on Microsoft Teams, RE and PSHE lessons.

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

The impact of Acts of Collective Worship for all learners

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used including stories and interactive resources to reflect on all collective worship practices. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in all individuals. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

Reporting and engaging Parents/Carers

Some acts of collective worship are shared with parents/carers through shared assemblies. Due to current circumstances these will be virtual via Microsoft Teams. Parents/carers will be encouraged to discuss and share thoughts on collective worship with their child to engage and evoke recognition and response.

External contributors

Collective worship gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc. make a valuable contribution to collective worship as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the act of collective worship. During the restrictions of COVID 19, visits and visitors into school have been temporarily suspended, however, wherever possible sessions may be delivered using Microsoft Teams.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Resources

A range of resources will be used including:

- The Bible and other holy books (Due to current restrictions in response to Covid-19, children must not touch Bibles as these cannot be cleaned afterwards. Staff must handle the Bible and then quarantine for 72 hours afterwards.)
- Books, which might include possible themes, e.g. stories about great men and women and religious leaders. (Due to current restrictions in response to Covid-19, books used by school bubbles must be quarantined for 72 hours before another bubbles use.)
- Music from tapes of commercially produced music. Material used may range from classical to pop, from religious to secular.
- Good visual aids – of paintings with religious or secular subject matter, of pictures illustrating the themes.
- Prayers, which can be used in virtual assemblies on Microsoft Teams.
- Artefacts drawn from a variety of religious faiths. (Due to current restrictions in response to Covid-19, children must not touch artefacts as these cannot be cleaned afterwards.)
- Videos / film clips.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- *RE policy*
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Review

Compiled by: A Parkhurst, November 2018

Signed Head Teacher: *F Parish*

Signed: Chair of Governors: *D Wright*

Reviewed by S Ogle Date: November 2019

Reviewed by S Ogle Date: September 2020

To be reviewed: Autumn 2022