



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Policy: Collective Worship Policy Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Vice Principal / RE Lead
Date of last review	January 2022
Review Date	January 2025

Version Control

Version	Revision Date	Revised by	Section Revised
V1	January 2022	S Ogle	Covid Recovery Curriculum removed References to Covid removed Primary School changed to Academy throughout the document

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.

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 Academy 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 Principal'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 alongside values. These build as a child progresses through the academy so that children recap and recall prior knowledge to then build on from this point with new concept learning. 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. Sheep Dip Lane Academy will be working alongside staff from The Centenary Project – The Diocese of Sheffield, who will be offering collective worship opportunities every term to match our current learning and will also support collective worship assemblies relating to key Christian festivals like Easter and Christmas.

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 which could be in school or 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. Sessions may be in school or may be delivered virtually 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.
- Books, which might include possible themes, e.g. stories about great men and women and religious leaders.
- 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.
- Videos / film clips.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies/strategies/guidelines and staff are aware of the need to refer to these 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.

Date of Policy

January 2022

To be reviewed January 2025

Signed: Principal



Signed: Governor / Chair of Governors

