



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Dosthill Primary Academy

Collective Worship Policy

Reviewed by: Samantha Murphy
Approved by: Governing Body

Date: June 2019
Date: 25th June 2019

Next review due: June 2020

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Rights Respecting School

In 2013, Dosthill School obtained the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

Collective worship promotes the rights-respecting ethos of the school by linking each worship theme to an 'article' from the United Nations Convention on the Rights of the Child (CRC).

Since the beginning of the 2015/2016 school year each assembly theme is also linked to the British Values.

Rationale and principles

The purpose of collective worship is to ensure that pupils are exposed to a wide range of cultural, spiritual and religious experiences. In line with the Schools Standards and Framework Act 1998, daily collective worship is provided for all pupils by the school [apart from those that are withdrawn by their parents]. Our aim is to meet the intellectual, social, emotional, spiritual and moral needs of all children. Thus we aim to develop children's respect for a diverse and multicultural global society. Collective worship whether in assembly or in class will be acceptable to the whole community, staff and pupils. It will also include a variety of elements at different times involving all pupils.

Approaches to Collective Worship

The school and its governors are committed to providing weekly acts of collective worship for all pupils because of the key role this plays in the spiritual, moral, social, and cultural development of pupils and because of the contribution it makes to the ethos of the school.

Collective worship takes place in the hall in an atmosphere that is conducive to worship and reflection. Opportunities are provided for whole school, phase and class worship. Included in daily worship are class assemblies where selected pupils are invited to share their learning and reflections with staff and pupils from other classes and year groups.

In line with Teaching and Learning and Religious Education Policies at Dosthill Primary Academy, leaders of collective worship consistently:

- Encourage children to enjoy being challenged, to ask questions and not be afraid of making mistakes.
- Use children's specific interests, prior knowledge, questions to guide learning and encourage involvement.
- Promote our 'Rights-Respecting School' ethos.
- Use a range of visual, auditory and kinesthetic styles.
- Introduce learning in the most effective way for the learning objective, enabling flexible, imaginative, creative and inspiring delivery of collective worship.
- Use questions and encourage pupil contribution to motivate, guide and challenge all learners.
- Encourage children to extend their learning at home, valuing and sharing children's contributions and home learning.
- Use other adults, including visitors from the local and wider community, within collective worship effectively sharing their experience and expertise.
- Use Building Learning Power to support pupil understanding, learning objectives, and their role within a multicultural society.
- Use a multi-sensory approach to learning (E.g.: Film clips, music, sounds, ICT, the environment, artefacts, and interesting items).
- Make children aware of their role and responsibilities as global citizens in a multicultural society through fund raising, school based activities such as harvest festival and links with schools in other countries.

Planning

A framework for weekly collective worship themes is in place, incorporating the exploration of religious and moral themes, religious festivals and global issues. This guides those leading acts of collective worship on the content to be covered. Opportunities are also taken to reflect on current local, national and international issues. Due to constraints within the weekly timetable, some assemblies are now also linked to the themes and topics being covered within the RE curriculum, which ensures coverage is thorough.

Outside agencies and visitors are also invited to lead collective worship with pupils, including, St Paul's, Barnardos and other charity organisations.

We have recently purchased a new CD from the Out Of the Ark range called 'Assembly Hymns' to enable us to improve all learners knowledge of hymns and increase opportunities to achieve 'singing school' status in line with the 'Sing up' challenge. Also each week during collective worship we will be focusing on a certain composer and a piece of music to extend learners' knowledge.

Meeting the needs of all

- Pupils and staff who do not come from a Christian background are still able to feel included in acts of worship through exploration of multicultural and moral themes.
- No pupil or teacher is expected to demonstrate allegiance to a belief or community or take part in practices that are not in keeping with their own commitment, e.g. pupils are invited to have quiet reflection or take part in prayer.
- The school acknowledges the right of pupils and teachers to withdraw from collective worship. Where a request is made, discussions take place and appropriate action is agreed.
- Leaders of collective worship demonstrate an awareness and sensitivity towards religious, racial and gender issues [refer also to the Equal Opportunities/Race Equality Policy].

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Monitoring, Evaluation and Review

The school policy will be reviewed annually and monitored for implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Roles and Responsibilities

All stakeholders will have the opportunity to review the policy also to contribute to the development and delivery of collective worship in school. All staff are responsible for the implementation of the policy.

The Headteacher is responsible for ensuring that arrangements for collective worship in school are compliant with the School Standards & Framework Act 1998.

The Senior Assistant Head with responsibility for the wider curriculum and Religious Education Subject Leader are responsible for the creation and implementation of the policy.

Governors - Agree and review the collective worship policy on a regular basis. Question the Head teacher and others to ensure that the policy is implemented and impacts positively on pupil learning.

Pupils are expected to take an active part in their learning, respond positively and be an active participant in personalising and extending their own learning at school and at home.

Dissemination

June 2019 – uploaded to teams for Staff and Governors