



Southfields Academy: Collective Worship, Assemblies Policy

Author: Larry Davis, Deputy Headteacher, Personal Development,
Welfare & Safety

Date: May 2017

Review: 2 years

Reviewed by: Principal/Headteacher / Delegated to Deputy
Headteacher

ASSEMBLIES at Southfields Academy

Social, Moral, Spiritual, and Cultural Education and Collective Worship

At Southfields Academy we endeavour to develop the individual as a valuable member of the community. The quality of the social, moral, spiritual, and cultural education (SMSC) we offer, as an aspect of personal development and group responsibility, is essential to our success. The Academy Aim, and in particular the following objectives illustrate our intentions within this aspect of work.

- We expect that our students will develop questioning, enquiring minds and learn to express their ideas appropriately.
- They will develop an understanding of the world, society and the community and accept responsibility as citizens.
- They will develop the capacity to struggle with moral and spiritual dilemmas and try to reach independent judgements, which reflect universal human principles.
- They will show perception and sensitivity, tolerance and respect for others, both as individuals and in groups.

Social, Moral, Spiritual, and Cultural Education.

At Southfields the following definitions of Social, Moral, Spiritual and Cultural are agreed as those which best describe our intent within this policy and practice.

Social – Students’ willingness and ability to play an active part in society and in communal life. Embracing the values of freedom, democracy, community, individuality, responsibility, friendship etc.

Moral – Students’ understanding of what distinguishes right from wrong. Embracing the values of honesty, integrity, respect, consideration, equality, compassion, justice, forgiveness, personal and collective responsibility, tolerance, self-discipline, sanction and reward, choice, consequence.

Spiritual – Development of students’ inner lives and personal insight of the nature of existence. SCAA suggests that spirituality is;

- The essence of being human, involving the ability to surpass the boundaries of the physical and material.
- The quest for meaning of life, for truth and ultimate values.

Cultural – Students’ understanding of the diversity of human values, customs, beliefs and achievements.

Section one of the 1988 Education Reform Act established general principles by which all students are entitled to a curriculum that is balanced, broadly based and promotes the spiritual, moral, cultural, social, mental and physical development of all students at the school and of society. The curriculum should also prepare students for the opportunities, responsibilities and experience of adult life. At Southfields this entitlement is enacted through a wide range of curricular and extra-curricular activities. Each Head of Department / Curriculum Area is therefore responsible and accountable for making explicit and documenting those aspects of SMSC education pertinent to their curriculum area (see Appendix). Likewise the Deputy Headteacher, Personal Development, Welfare & Safety is accountable for maintaining a record of extra-curricular and enrichment activities.

Southfields Academy continually strives to promote and maximise the general progress and well-being of students. The staff, teaching and non-teaching, provide guidance and advice to students on social, moral, spiritual and cultural matters. Schools are a very important influence on the life and development of many young children. They play a major role in the formation of future citizens, employers, employees, politicians etc. Society is changing rapidly and there are constant reports depicting the breakdown of family life within the inner city. Schools therefore have a greater responsibility in the development of students' morals, interpersonal skills and self-esteem than possibly ever before. At Southfields this challenge is also met and enacted in everyday situations, in the way students and staff engage, and the productivity of their interaction. Courtesy, mutual respect, and positive intent are therefore key elements of Southfields SMSC policy and practice.

Other areas where evidence of student involvement in social, moral, spiritual and cultural education can be found are:

- Acknowledgement and display of the multi-faith calendar and events in students diaries & Assembly Calendar
- Awarding students' responsibility (e.g. helping younger students);
- Student Council;
- Peer Mentoring;
- Record of Achievement / Progress File Ceremonies;
- An extensive and varied extra-curricular and enrichment programme;
- Charity events and Red Nose Day participation;
- Duke of Edinburgh's Award Scheme;
- Work experience;
- Residential journeys and field trips;
- Summer Fayre;
- Organising and holding Talent Shows;
- Productions of plays and concerts;
- International Evening.
- Harvest Festival
- Team games;

Collective Worship

Assemblies are a principal means by which the ethos and expectations of the Academy are conveyed to students and staff. Acts of Collective Worship are contained within these assemblies and tutor periods.

Collective worship should offer pupils opportunities to explore and share beliefs; consider the importance of prayer, meditation and silence; think about the needs of others and develop a sense of community; and appreciate the importance of religious beliefs to those who hold them. It provides a time to celebrate the various achievements of members of the community that are held of worth.

If collective worship is genuinely to stimulate reflection and growth, it needs to involve all members of the community. This involvement requires regular planning, and it is important that schools can demonstrate precisely how collective worship has been planned to promote spiritual and moral development within the framework of the law.

SCAA Discussion Paper 1993.

The 1988 Education Reform Act requires an Act of Collective Worship to be held daily. Such Acts of Collective Worship should reflect the fact that the religious traditions in Great Britain are, in the main, Christian whilst taking into account the teaching and practises of other principal religions represented. This policy does not fully meet this requirement but moves the Academy forward. By moving towards providing students and staff with the opportunity to lead and take part in assemblies and acts of Collective Worship, Southfields Academy intends to promote respect and tolerance for those from differing cultures and those holding different beliefs and, as such, help promote students' moral, social, spiritual and cultural development. Assemblies and tutor periods should provide a 'period of reflection' to allow students time to consider and internalise the significant features of the assembly.

Academy Assemblies

The first assembly of each term will outline the challenges and targets for the term ahead. The final assembly each term will celebrate achievement and usually include the awarding of Principal / Headteacher certificates and National awards. Students may also be invited to perform musical items, poems, or dramatic contributions.

Academy assemblies will take place in the main hall. All students are expected to attend unless parents have written a letter to request withdrawal. All students will be seated in tutor groups alongside their tutor. All staff assigned to Year Groups are expected to attend assembly.

Year Assemblies

These will take place once a week in the main hall or refectory. All students will be seated in tutor groups alongside their tutor. Assemblies should start promptly and not be interrupted. Registers should be completed before or after the assembly.

2016 /2017* Rota:	Monday	Year 9
	Tuesday	Year 8
	Wednesday	Year 12 & 13 on alternate weeks
	Thursday	Year 10
	Friday am	Year 7
	Friday pm	Year 11

****Each year the assembly rota will be published on the Academy website.***

Year assemblies are opened and closed by the Year Manager. A rota of speakers for the term will be arranged by the Deputy Headteacher. Assemblies will be mainly of a 'broadly Christian character' and the speaker will be invited to base their assembly on an appropriate theme, which promotes Christian values. Assemblies will also consider values from other faiths.

Year Assemblies should be educational reflecting the aims, purposes and ethos of the Academy. Curricular work may also be integrated, and links made. They should also promote attendance by being relevant and inclusive in the following ways.

- Assemblies should be student centered, relating to the students own experience and relevant to students' concerns;
- Assemblies should provide the opportunity for students to consider spiritual, moral, social and cultural issues and to explore their own beliefs;
- Assemblies should foster a sense of community; a sense of shared values, identity, outlook and purpose;
- Assemblies should reinforce positive attitudes;
- Students should be active participants wherever possible either in the delivery of the assembly or actively engaging as members of the audience;
- Celebration of success within the Academy community;
- Explanation of the complexity of the Academy community, e.g. staff roles, conflicting expectations;
- Illustration of the place of the Academy in the wider community, e.g. school links, charities.

Year Assemblies should be spiritual, and inspire a sense of 'awe and wonder', the sense that:

- They provide a breathing space in the Academy day, a time to reflect and refresh the spirit in a peaceful atmosphere;
- A variety of words, music and images should be used to enhance students' awareness of the spiritual dimensions of life;
- Opportunities or spaces for individual reflection, including worship should be made. Often this may be facilitated by the use of a purposeful silence;
- Each week a quote from the Bible or other text will be the "thought for the week" and published in the Academy Staff Bulletin. A time should be found during the assembly to allow students to reflect upon this.

Tutor Periods

The atmosphere in tutor periods should reflect the general ethos of the Academy. During tutor periods tutors should expect and implement the same standards of behaviour as found in lesson time.

Tutors should use tutor time

to:

- Give the students the opportunity to conscientiously think about spiritual, moral, social, and cultural values and explore their own beliefs;
- Give the opportunity for silent reflection and discussion about Assembly and 'Thought for the Week';
- Ensure a smooth induction to the Academy/New Academic Year and the tutor group;
- Ensure that attendance is monitored and non-attendance is discussed;
- Ensure that there is regular home/Academy communication via the student's diary (and that it is kept up to date) and that homework is set and completed regularly;
- To provide an opportunity for silent reading;
- Monitoring the student's emotional and physical well-being as an integral part of the group;
- Providing clear guidelines on appropriate behaviour;
- Focusing on whole Academy issues; i.e. equal opportunities and anti-bullying;
- Having a well-informed 'pivotal' role between the subject teachers and home with a thorough knowledge of the student's educational background;
- Having a coordinating role in the students' formation of their achievement/under-achievement of each student;
- Ensuring that tutorial periods are purposeful and relevant to Academy life.

A Timetable / Schedule of resources, activities and themes for tutor periods is published each year on the shared drive by the Assistant Headteacher, Pastoral.

Heads of Year are to support tutors by assisting in the implementation of this programme and the subsequent monitoring and evaluation of it. The outcomes of this monitoring and evaluation will be used to inform subsequent revisions of this policy. The Assistant Headteacher, Pastoral / Heads of Year will also be required to work with tutors and develop appropriate materials to be used during Tutor periods. NQTs and new staff should be offered the opportunity to observe experienced staff during Tutor period as part of their induction program.