



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Assemblies and Collective Worship Policy

Coordinator	Andreanna Akinyemi
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Agreed by Governors on	N/A
This policy is communicated by the following means:	
Governors	Governor consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff shared drive and discussion at Year Team Meetings
Parents	Academy website
Students	Via RSE/PSHCE and Focus Days as appropriate

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1. RATIONALE

Clapton Girls' Academy is committed to working together to celebrate and promote inclusion because we recognise that inclusive education contributes to greater equality of opportunity for all members of society. We believe that our curriculum and teaching opportunities promote and celebrate the diversity of our academy's community, and we regularly review our policies and practice in order to ensure this is the case.

At Clapton Girls' Academy we believe that our programme of Collective Time (CT) activities and assemblies should be inclusive and respect the cultural and religious diversity of our academy community and allow those of **any faith or none** to participate with integrity and honesty.

2. AIMS

Our overall aim is to promote the spiritual, moral, social, cultural (SMSC) and intellectual development of our students. This incorporates the following:

- To provide opportunities for students to consider spiritual, religious and moral issues and reflect upon their own experiences and beliefs.
- To reflect upon the significance of a range of agreed important historical, contemporary and religious events.
- To stimulate and provoke thought in order to enhance the world view of the individual.
- To promote fundamental British values (addressing the five areas of: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) within the context of our academy's inclusive ethos. (See appendix 1 for further details)
- To increase student knowledge.
- To focus on and reinforce the shared values and ethos of the academy as a community as well as exploring how to prepare positively for life beyond CGA
- To provide an opportunity for students to celebrate and recognise their own achievements and those of their peers.
- To encourage students to explore and correct misconceptions and prejudices.
- To encourage attitudes of mutual respect and tolerance for people of all faiths (or those of no faith), cultures and lifestyle
- To share important messages, information and student updates.
- To enrich students' knowledge, be relevant to students' experiences and be accessible for all.

3. PROCEDURES

3.1 Daily Collective Time activities

Collective Time takes place at the beginning of the day between 8.45 and 9.00am. Students participate in a range of appropriate Collective Time activities. Tutors lead these



sessions and follow a timetable of activities coordinated by the PSHCE/RSE coordinator and their respective Head of Year/Progress. Each day is dedicated to an activity that year 7-11 students follow. These activities are supported by daily student notices provided by the PSHCE/RSE coordinator and may include a whole school reflection, silent reading or a focus on a particular topic, which explores elements of the PSHCE/RSE curriculum. Years 12 and 13 CT activities and Sixth Form notices are coordinated by their Head of Progress and tailored to the specific needs of Year 12 and 13.

3.2 Year Group Assemblies

Once a week, students participate in a whole year group assembly either in person or via Microsoft Teams. These are led by the Head of Year/Progress, students, staff and guest speakers or by a member of the Leadership Team. Guest speakers are subject to risk assessments.

3.3 Key Stage Assemblies

At key points in the year, students come together with another year group to participate in a special assembly. This is usually co-ordinated by the Leadership Team.

3.4 Assemblies

Assemblies are planned according to the aims outlined at the beginning of this policy but students and staff are also encouraged to consider these guidelines (which were agreed through consultation with students and staff):

1. Involve students in delivering the assembly.
2. Include dance, drama and music.
3. Provide time for reflection.
4. Recognise and celebrate achievement.
5. Invite guest speakers.
6. Use varied resources.
7. Link to words of inspiration where appropriate.

3.5 Parental Right of Withdrawal

While the academy recognises the parental right to withdraw their daughter from Collective Worship and assemblies, we would aim to encourage participation for all students in line with our overall rationale and our Relationships and Sex Education, policy 10.

3.6 Prayer Room

Students and staff have access to a supervised prayer room during the academy day. This allows for additional collective worship. Users of the prayer room respect the space and respect each other's right to pray in a quiet, reflective space.

4. RESPONSIBILITIES

4.1 Tutors Teams:

have responsibility for delivering appropriate activities during CT. They should follow an agreed timetable of activities and ensure Student Notices are shared with their tutor group.

4.2 Heads of Year/Progress:

with the support of the PSHCE/RSE coordinator, have responsibility for planning appropriate activities for use by their team during CT, for planning and delivering Head of



Year assemblies and when necessary, providing follow-up PSHCE activities for students to complete after the assembly.

4.3 The Leadership Team and relevant Middle Leaders/post holders:

are responsible on a rota basis for delivering and planning assemblies for all year groups and whole school assemblies at certain points in the year.

4.4 PSHCE/RSE coordinator is responsible for:

- i) Overseeing the development of a Collective Time timetable for each year group.
- ii) Producing and distributing an assembly timetable for all years.
- iii) Producing and distributing a termly rota for assemblies.
- iv) Communicating plans for assemblies to staff and students via staff and student notices and the overview of the week on a weekly basis.
- v) Co-ordinating resources for assemblies and Collective Time in liaison with Heads of Year/Progress.
- vi) Monitoring and evaluation – reporting to Middle Leaders, Leadership Team and/or governors when appropriate.

4.5 Lunchtime supervisors:

Are responsible for ensuring the prayer room is kept and used in an appropriate manner. This supervision will be monitored by the Assistant Headteacher with responsibility for the prayer room.

5. MONITORING AND EVALUATION

The PSHCE/RSE coordinator monitor assemblies and CT as part of academy wide evaluation, student voice activities and through attendance at meetings with Heads of Year/Progress.

At Clapton Girls' Academy, we make active use of our Twitter feed to record SMSC and PSHCE related activities and records of assemblies and collective worship. This ensures that we share key messages, learning and best practice with students, staff, parents and wider stakeholders.

The impact of SMSC and PSHCE/RSE provision is evaluated through the annual action planning and impact monitoring procedures.



Appendix 1 - Promoting Fundamental British Values as part of SMSC in schools November 2014 (DFE)

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>.) This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.



It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

(Departmental Advice for maintained schools November 2014)

Associated resources

- Prevent Strategy
- Teachers Standards
- Equality Act 2010 Advice for Schools

Promoting British Values

The curriculum should actively promote the fundamental British Values.

British Values are:

Ofsted version	DfE version
• democracy	• respect for democracy and support for participation in the democratic process
• the rule of law	• respect for the basis on which the law is made and applies in England • Support for equality of opportunity for all
• Individual liberty	• Support and respect for the liberties of all within the law
• mutual respect and tolerance of those with different faiths and beliefs	• respect for and tolerance of different faiths and religious and other beliefs