

POLICY DOCUMENT

036: Collective Worship Statement

Access: Restricted

Publish to: All Staff / Volunteers

Status: Non-Statutory

Approval level: Finance & Resource Committee

Review Responsibility	Reviewed date	Signed off	Date of next review	Frequency Of review
SLT	01-09-2019	01-09-2019	14-07-2022	Every 3 Years
SLT	17-07-2022	29-09-2022 FGB	01-09-2025	Every 3 Years
SLT	01-09-2025	FGB – DRAFT	01-09-2028	Every 3 Years

Introduction

The Polygon school is a special school for boys and young men aged 11 – 16 years for whom mainstream education is inappropriate as the pupils are deemed to have social, emotional and / or mental health issues. All pupils hold Education, Health and Care Plans. All have Individual Education Plans, which are regularly reviewed with parents/carers. The Individual Education Plan includes behaviour management strategies that the school will employ to support each young person to achieve their potential. Pupils are offered a range of teaching techniques to support the varied learning styles. The school serves the community of Southampton City and its referrals from the Children and Young People Disability Panel who act as the admission authority for the school.

The school recognises its responsibility of the Education Act (1944) s.30 and regulation 10 (Special School), sections 6-7 of the education Reform Act (1988) and DfE Circular 1/94.

Aims

- To provide an opportunity for the whole school, in shared time, to reflect and consider other people.
- To offer a few moments of peace, of awe and wonder in the school day
- To develop a sense of belonging, of routine and of ritual that serve as building blocks for greater self-awareness.
- To reinforce the British Values, moral values, respect and of spirituality.
- To provide the opportunity to celebrate and give thanks for things of value to the individual and to the school community.

Planning

All school staff and pupils have the responsibility of ensuring that this policy is upheld and the staff will support the delivery of the policy. Collective Worship forms part of the wider PHSE programme of study co-ordinated by Chloe Foster. The content of collective worship is carefully considered for relevance, suitability for the age and special educational needs of the pupils. Collective worship will be delivered in a wide variety of teaching and learning styles. It will incorporate themes, celebration events and will make links to special times and places. Collective worship in short form will occur daily, and in a longer form of a weekly whole school assembly.

A daily act of collective worship occurs every lunch time when the school is drawn together in the dining room. Pupils are expected to select a dinner table amongst their friendship group, to stand behind their chairs having removed outdoor clothing and to wait quietly until the whole school is ready to proceed. A short prayer is spoken by all. After this, pupils are seated and the serving of lunch begins.

A weekly act of collective worship occurs during the Assembly period. The delivery of assembly is shared across the staff group. This provides an opportunity for the support staff to get involved in the planning, leadership and delivery of a topic which fits within the wider PHSE /Citizenship programme.

Assemblies also allow for the awarding of weekly progress cups, reading awards to celebrate success; awards to acknowledge the efforts made by pupils to attend school; awards to celebrate academic achievement.

Each assembly finishes with a few moments of quiet reflection and ends with a shared prayer delivered by a member of staff.

“May your Lord keep you safe this night,
secure from all your fears,
may angels guard you whilst you sleep,
until morning light appears”

Assessment, monitoring, evaluation and reviewing

Collective worship is organised, overseen and monitored by the senior leadership team to ensure the ethos of the school is upheld. Topics for whole school assemblies include elements from the PSHE curriculum:

Year 7 PSHE Curriculum

- Transition
- Learning to learn
- Friendships
- Introduction to careers
- Challenging career stereotypes and raising aspirations
- Understanding different types of bullying
- Managing online friendships
- Risks of smoking, vapes, energy drinks
- Basic hygiene: Brushing teeth, dentist, importance of sleep, cutting nails, washing face and hair, how to use deodorant correctly and importance of clean clothes
- Friendships
- Recap KS2 SRE to address any misconceptions
- Exploring family life - Managing change, divorce, bereavement and conflict at home)
- Saving, spending and budgeting our money
- Online gaming and apps risks of getting into debt

Year 8 PSHE Curriculum

- First aid and personal safety, focusing on road safety
- Alcohol and drug misuse and managing peer influence
- Rights and responsibilities
- Tackling age and disability discrimination
- Tackling racism and religious discrimination (Boy in Striped PJ study)
- Promoting human and animal rights
- Mental health and emotional wellbeing, including body image

- Managing puberty
- Introduction to sexuality (homophobia, transgender) and consent
- Introduction to contraception
- Evaluating value for money in services
- Risks and consequences of making financial decisions
- Learning to be financially responsible

Year 9 PSHE Curriculum

- Peer pressure and assertiveness
- Emotional and Physiological health (Depression, autism, coping with stress, schizophrenia)
- Gang crime and knife crime
- Understanding careers and future aspirations
- Identifying learning strengths and setting goals as part of transition to KS4
- Managing conflict at home and the dangers of running away
- Tackling homophobia, transphobia and sexism
- AQA – Drugs Education preparation for KS4
- No Limits – Girl Talk – Boy Talk 7-week course
- Gambling
- Study skills and transition to KS4

KS4 – Working towards AQA Entry Level – Level 2

First Cycle

- Unit 2: Drugs Education
- Unit 3: Sex and Relationship Education
- Unit 7: Making Informed Career Choices
- Unit 8: Applying for Jobs and Courses

Second Cycle

- Unit 5: Emotional Wellbeing
- Unit 1: Personal Action Planning
- Unit 9: Relationships, Behaviours and Practices in the Workplace

Please see SRE policy for a more detailed look at SRE curriculum.

For Citizenship, the following applies:

By the end of Key Stage 3 most pupils will:

- Have a broad knowledge and understanding of the topical events that they study, the rights, responsibilities and duties of citizens, the role of the voluntary sector, forms of government, provision of public services and the criminal and legal systems
- Show an understanding of how the public gets information, how opinion is formed and expressed, including through the media, and how and why changes take place in society

- Take part in school – and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others
- Understanding of British Values

By the end of Key Stage 4 most pupils will:

- Have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government and the criminal and civil justice, legal and economic systems.
- Have obtained and used different kinds of information, including the media, to form and express an opinion.
- Have evaluated the effectiveness of different ways of bringing about change at different levels of society
- Have taken part effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically.
- Have demonstrated personal and group responsibility in their attitudes to themselves and others

Parents and carers are involved in the review of this policy through their representatives on the school Governing Body.