



OASIS COMMUNITY LEARNING COLLECTIVE WORSHIP POLICY

January 2020

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1.0 Introduction

The vision of Oasis is for community, a place where everyone is included, making a contribution and reaching their God-given potential. We believe that the provision of high quality, engaging, collective worship in Oasis Academies plays a vital part in achieving of this goal.

Oasis Community Learning (OCL) is committed to developing the whole child - academically, vocationally, socially, morally, physically, emotionally, environmentally and spiritually – and believes that every child and young person should receive an exceptional education at the heart of their community.

Our **Education Charter** summarises how we do this.

Ethos	+	Learning	+	People	+	Purpose	+	Inclusion	+	Curriculum
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

Oasis Ethos

In Oasis Community Learning, everything we do is underpinned by the Oasis Ethos and 9 Habits.

Our Ethos is rooted in what we believe and who we are. It is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do. These values are:

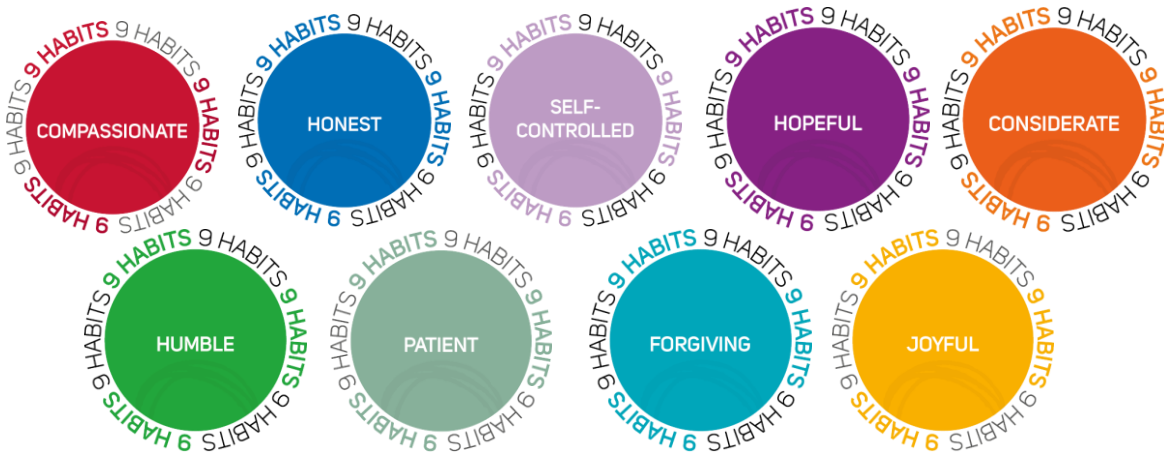
- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- perseverance and keeping going for the long haul

Oasis does not seek to impose these beliefs on anyone but is committed to ensuring that the behaviours which flow from those beliefs – equality, diversity and inclusion – are implemented in all that is done in the name of Oasis.

The Oasis 9 Habits

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits. The 9 Habits are an invitation to a way of life characterised by being patient, self-controlled, compassionate, considerate, joyful, humble, forgiving, hopeful and honest. These 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of. Being inclusive is a key aspect of character development.

The Oasis Ethos and 9 Habits provides a strong foundation and focus from which to approach this work.



2.0 What is this policy about?

This policy outlines the Trust's approach to collective worship

3.0 Who is this policy for?

This policy is for Academy senior leaders.

4.0 Policy Statement

Aims of collective worship

Through collective worship we aim to:

- Equip students of all ages and abilities to be able to respond confidently to the questions 'Who am I?' (Identity) and 'Who am I becoming?' (Purpose)
- Build a strong sense of community identity, which includes all and celebrates the rich diversity of our communities.
- Enable all students to feel valued as individuals, whatever their belief system or life style
- Celebrate achievement – both of individuals or groups within the school as well as achievements in the local context and wider world
- Develop in our pupils self-respect and respect for others, together with a sense of responsibility for themselves and others
- Introduce children to ethical and religious ideas, and encourage them to consider spiritual, moral and topical issues and to explore their own beliefs
- Develop children's cultural appreciation and aesthetic awareness
- Develop an understanding of the Oasis ethos and 9 habits
- Provide an opportunity for reflection
- Encourage active participation in and response to the content offered
- Deepen children's sense of wonder about the world around them

Organisation of collective worship

The Education Act 1996 states that we should provide daily collective worship. (See section 5.0)

We believe that it is desirable for the whole school to gather together in one place at least once a week. However, it is not always possible to do this because of the number of students on roll of some of our Academies and the availability of large spaces to meet.

Collective worship can take place in a range of locations and for a range of groups. For example, it can be a single class, a year group, a Key Stage or the whole school community that meets.

Withdrawal from collective worship

Parents can request that their child be totally or partially withdrawn from collective worship. The DfE guidance explains that: "Parents have the right to withdraw their child from the daily act of collective worship if they wish." and "Sixth-formers can decide for themselves whether or not to attend, without giving a reason for doing so."

Principals should discuss this decision with parents and to openly share the content of collective worship.

An Academy continues to be responsible for the supervision of any student withdrawn from collective worship by its parent. Academies should make their own arrangements for the supervision of pupils withdrawn from collective worship.

Collective worship content

The Trust follows the DfE non-statutory guidance on collective worship from 1994. It explains that collective worship in schools without a designated religious character will be "wholly or mainly of a broadly Christian nature". The guidance also mentions that collective worship should not be distinctive of any particular Christian denomination.

In addition to this our collective worship should reflect the diverse nature of our communities and the wider world as well as reflect the Oasis ethos and nine habits.

Resources

The Trust regularly shares resources for adults to use with students during collective worship. These are available through the weekly national bulletin and SharePoint. All resources for 9 habits can be found [here](#).

Monitoring and evaluation

The National Education Team will monitor the impact of this policy through visits to Academies.

5.0 The requirements that apply to this policy

This policy follows the most recent DfE guidance (1996) related to collective worship:

Under the [Education Act 1996](#), all maintained schools, except maintained special schools, must provide daily collective worship for all registered students.

In May 2013, the DfE published information for Academies and free schools about providing religious education (RE) and collective worship. This information has now been archived, but remains current.

An Academy funding agreement is drafted to mirror the requirements for acts of collective worship in maintained schools. *“Each student must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. This applies to Academies with and without a religious designation.”*

6.0 Appendix

Examples of collective worship resources from primary and secondary academies:

1. Assembly themes from a secondary academy

Date	Theme
w/c 2nd Sept	Welcome Back/Standards
w/c 9th Sept	Expectations/MediaCity Way
w/c 16th Sept	International Day of Peace
w/c 23rd Sept	Recycle Week/School Nurse
w/c 30th Sept	MDI Assembly/Black History Month
w/c 7th Oct	World Mental Health Day
w/c 14th Oct	Careers Assembly - English
w/c 28th Oct	Bonfire/Halloween Safety
w/c 4th Nov	Remembrance
w/c 11th Nov	Student Survey Results - You Said We Did
w/c 18th Nov	9 Habits/Attendance
w/c 25th Nov	World Aids Day
w/c 2nd Dec	Careers Assembly - Maths
w/c 9th Dec	Equality & Diversity
w/c 16th Dec	Awards/End of Term 1
w/c 6th Jan	New Years Resolutions/Standards
w/c 13th Jan	Taking Responsibility
w/c 20th Jan	Careers Assembly - Science
w/c 27th Jan	Holocaust Memorial Day
w/c 3rd Feb	Hub/Community
w/c 10th Feb	Valentine's Day
w/c 24th Feb	Fairtrade Fortnight
w/c 2nd Mar	International Women's Day/World Book Day
w/c 9th Mar	British Science Week
w/c 16th Mar	Student Survey Results - You Said We Did
w/c 23rd Mar	Careers Assembly - Global
w/c 30th Mar	Awards/End of Term 2
w/c 20th Apr	Disability Awareness/Standards
w/c 27th Apr	Careers Assembly - CAPA
w/c 4th May	VE Day
w/c 11th May	Mental Health (Exams)
w/c 18th May	Manchester Remembers
w/c 1st Jun	World Environment Day
w/c 8th Jun	Launch EOY Rewards Trip
w/c 15th Jun	Exams
w/c 22nd Jun	Refugee Day
w/c 29th Jun	Pride
w/c 6th Jul	Principal Students
w/c 13th Jul	Summer Safety/Highlights of the Year

2. Primary character development timetable through assemblies

Phase Assembly		Celebration Assembly	Phase Assembly		Celebration Assembly
Autumn 1			Autumn 2		
1	Introduction and booklet hand-out	Magic maker	1	I am empathetic - introduction	Class Token reward, individual certificates and magic maker
2	I am confident- introduction	Class Token reward, individual certificates and magic maker	2	I am empathetic- sharing	Class Token reward, individual certificates and magic maker
3	I am confident- sharing	Class Token reward, individual certificates and magic maker	3	I am curious-introduction	Class Token reward, individual certificates and magic maker
4	I am enthusiastic -introduction	Class Token reward, individual certificates and magic maker	4	I am curious- sharing	Class Token reward, individual certificates and magic maker
5	I am enthusiastic- sharing	Class Token reward, individual certificates and magic maker	5	I am ambitious- introduction	Class Token reward, individual certificates and magic maker
6	I am resilient - introduction	Class Token reward, individual certificates and magic maker	6	I am ambitious-sharing	Class Token reward, individual certificates and magic maker
7	I am resilient- sharing	Class Token reward, individual certificates and magic maker	7	Class Character award	Homework and project award
Spring 1			Spring 2		
1	I am problem solver- introduction	Class Token reward, individual certificates and magic maker	1	I am innovative- introduction	Class Token reward, individual certificates and magic maker
2	I am problem solver- sharing	Class Token reward, individual certificates and magic maker	2	I am innovative- sharing	Class Token reward, individual certificates and magic maker
3	I am collaborator- introduction	Class Token reward, individual certificates and magic maker	3	I am reflective- introduction	Class Token reward, individual certificates and magic maker
4	I am collaborator- sharing	Class Token reward, individual certificates and magic maker	4	I am reflective- sharing	Class Token reward, individual certificates and magic maker
5	I am a communicator- introduction	Class Token reward, individual certificates and magic maker	5	Class Character award	Homework and project award
6	I am a communicator- sharing	Class Token reward, individual certificates and magic maker			
7					
Summer 1			Summer 2		
1	I am independent - introduction	Class Token reward, individual certificates and magic maker	1	I am ambitious -sharing	Class Token reward, individual certificates and magic maker
2	I am independent- sharing	Class Token reward, individual certificates and magic maker	2	I am a problem solver-sharing	Class Token reward, individual certificates and magic maker
3	I am confident-sharing	Class Token reward, individual certificates and magic maker	3	I am a collaborator -sharing	Class Token reward, individual certificates and magic maker
4	I am enthusiasm -sharing	Class Token reward, individual certificates and magic maker	4	I am an Innovator-sharing	Class Token reward, individual certificates and magic maker
5	I am resilience -sharing	Class Token reward, individual certificates and magic maker	5	I am Communicator-sharing	Class Token reward, individual certificates and magic maker
6	I am empathetic -sharing	Class Token reward, individual certificates and magic maker	6	I am confident-sharing	Class Token reward, individual certificates and magic maker
7	I am curious -sharing	Class Token reward, individual certificates and magic maker	7	Class character award	Homework and project award.

Character Booklets

Confident	Always coming into class with a smile on my face. I shared the reason for my award to the children in assembly. I show confidence if I ask questions when I am not sure. Reading a story to the whole class with expression.
Resilient	When our model went wrong we kept on going and tried different ways. When building a house of cards, I didn't give up.
Enthusiastic	I join in in class discussions by putting my hand up and asking questions. I am enthusiastic about dancing because I enjoy learning new steps and performing.
Empathetic	I have joined a new club and I am working with younger children. We all wrote a guide for being an empathetic friend. I helped a shy Year 1 to become more confident on our task.
Problem Solver	For finding a different solution when our design didn't work first time.
Ambitious	When I grow up I want to be a teacher.
Curious	I am curious because when I read I always want to find out more.

Plan in character reflection time where possible
 Week beginning in phase assemblies review 'I want to be'

6.0 RACI matrix

Policy Element	Board	Leadership			MST	Academy			Services		Team			
		OCL CEO	OCL COO	Regional Director		Academy Principal					Trust Ethos Director			
Policy is in place		R												
Collective worship is in place in the Academy						R								
Monitoring of collective worship in Academies				R	I									
Trust collective worship resource provision											C / I			

Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
1.0	01.01.2020	Chris Chamberlain	All Academy Principals and NET	Ensure that collective worship follows DfE guidelines and the aims set out in this policy

Policy Tier

- ☐ Tier 1
☒ Tier 2
☐ Tier 3
☐ Tier 4

Owner

Chris Chamberlain

Contact in case of query

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Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
National Education Team	CSG	Dec 19	1.0

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

- ☐ Yes
☒ No

If yes, the policy status is:

- ☐ Consulted with Unions and Approved

- ☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL
☐ Currently under Consultation with Unions
☐ Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

- ☐ OCL website
☐ Academy website
☒ Policy portal
☐ Other: state

Customisation

- ☒ OCL policy
☐ OCL policy with an attachment for each Academy to complete regarding local arrangements
☐ Academy policy
☐ Policy is included in Principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
All Academy Principals	Academy leaders	01.01.2020	1.0