|  |
| --- |
| **Worship Monitoring Criterion grid**: use this grid to help create a focus for monitoring of worship. Use one group (or possibly two groups) of statements as a focus for monitoring activity. A group is all the statements in one box. If two people monitor the same act of worship each could choose a different group. |
| **Elements and Theology—Liturgy** | **Personal response** | **Community Response** |
| Worship:* is an expression of the school’s Christian vision
* is invitational and creative
* contributes to and develops the Christian vision, values and ethos of the school
* is inclusive and accessible to all who participate and promotes dignity and respect
* is given priority by school leaders
 | Pupils:* articulate the impact of worship on themselves and relate the school’s vision and associated values to their own attitudes, behaviour, relationships and positive choices
* reflect on local, national and international events
* are given opportunities to respond to disadvantage, deprivation and the exploitation of the natural world
* explore compassion and concern for justice
 | The School Community:* relates worship to the school’s Christian vision and associated values
* puts great value on the place of collective worship
* demonstrates courageous advocacy in service to others including charitable and other social actions in response/connection to worship themes
* is enabled to participate with integrity and dignity
 |
| * enhances spiritual, moral, social and cultural development of participants provides opportunities for prayer, spiritual reflection, stillness, praise, song, story
* respects and at times acknowledges other expressions of faith
* gives an opportunity to consider British Values
* encourages pupils’ aspiration and resilience
 | * are encouraged to explore the value of personal prayer and reflection as part of their own spiritual journey
* respond positively to opportunities for spiritual growth and development and encounter opportunities for progressively deeper exploration of spiritual questions
* appreciate the purpose of prayer and reflection in formal, informal, personal and public settings

  | * is given opportunities to consider spiritual, moral (and ethical), social, and cultural issues of direct relevance to the school
* joins confidently and sensitively in prayer and regularly contributes appropriate prayers to worship.
* experiences worship and prayer which contributes to the spiritual development of its members
 |
| * includes Biblical material and Jesus’ teaching
* reflects local practice and incorporates features of other Christian traditions
* reflects the seasons (festivals) of the Church year
* provides opportunities to explore global life through appropriate links
 | * appreciate the relevance of faith in today’s worlds and the importance of the freedom to express this faith in worship
* understand the central position of Jesus Christ and God as Father, Son and Holy Spirit in the Christian faith
* identify clearly the (some) distinctive features of different Christian traditions in worship
 | * is offered a rich experience of worship which includes a range of leaders, involving pupils, staff, clergy and representatives from different Christian traditions, together with a variety of settings for acts of worship
* responds positively and participates willingly in worship
 |
| * is inspiring and transformational.
* provides opportunities to gather, engage, respond, and depart in a variety of ways
* is lively and includes a range of creative opportunities e.g. music, silence, art, poetry, dance, drama
 | * respond positively, participate willingly and enjoy contributing to collective worship
* take responsibility for particular aspects of worship in an appropriate way for their ages
* regularly plan, lead and evaluate acts of worship
 | * is included in planning and leading acts of worship
* encourages partnerships with the local church
* Seeks training for all leaders of worship, including clergy
 |