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**Diocese of Carlisle Board of Education**

**Impact of Collective Worship: monitoring with pupils**

This paper is designed for those responsible for leading and/or monitoring the impact of collective worship.

The questions relate directly to the expectations set out in the [SIAMS Evaluation Schedule](https://www.churchofengland.org/sites/default/files/2021-09/SIAMS%20Revised%20Evaluation%20Schedule%20%28September%202021%29.pdf) and references to Strands or Grade Descriptors refer to that document. They are questions for **you** to explore. They are not necessarily what you should ask the pupils!

The bullet-point lists under each question offer ideas, prompts and explanations, to help you understand why the question is being asked, or to help you think how you might draw out the answer with pupils.

Monitoring the impact of collective worship on pupils’ lives is important in helping the school to reflect on its practice and continue to make improvement and developments, with pupils’ best interests at heart.

Please remember:

* To be open minded and supportive (celebrate strengths!)
* Not to expect collective worship to look a particular way
* It is not governors’ responsibility to judge the quality of individual acts of collective worship

If you have any questions, don’t hesitate to get in touch with education@carlislediocese.org.uk and we will be happy to help.

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| **1. How is priority given to collective worship?** Strand 1 (b) |
| **Possible questions for pupils (information in brackets is to help you draw out fuller answers or get to the nub of the question):*** How often do you have collective worship? Is it every day? [If pupils have to think about this, it might be cause for concern and need unpacking further.]
* When is collective worship – morning, afternoon etc? [When it takes place gives an insight into whether it’s timetabled at an important time, or might be a gap-filler or in an easily cancellable slot.]
* Is it ever cancelled? [If yes, why, when, how often etc – regularly, almost never.]
* Does everyone go to collective worship? [All pupils and all staff – if staff are absent, is this on a one-off basis to do something urgent, or do they treat it as extra PPA? Are pupils withdrawn regularly and thus deprived of a special time which should contribute to their spiritual development.]
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| **2. Who leads collective worship?** Strand 1 (d) (e) |
| * Which teachers [or other staff] lead collective worship?
* Do any visitors lead collective worship [Church, NISCU, other?]
* Do children lead collective worship [who plans it if they do – is it staff telling them what to do or do they come up with their own ideas?]
 |
| **3. What was your favourite collective worship this … week/half term/term/ year?** Strand 6 Grade Descriptors (pupils talk about how it often inspires them to action |
| * This will depend **who** you are asking – younger pupils will struggle with long term recollection.
* And **when** you are asking – if it’s the first week of the school year, the response will inevitably be different from that at the end of the summer term.
* We’re getting at what stands out and why – is it the worship or just a fun gimmick that was used? Is it a style of worship that could be repeated more often? What was the impact on pupils’ lives – did it make them think or act differently?
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| **4. What’s your favourite bible story/story that Jesus told?** Strand 6 (c) and Grade descriptors |
| * It’s important to unpack the extent to which pupils both understand where bible stories fit in a bible timeline (Old or New Testament) and also how bible stories are relevant to their lives (e.g. Jesus as a role model, Jesus’ instructions and teachings which still influence our largely secular society).
* Here, we’re unpacking whether they can not just retell a section of scripture but hopefully have it in context – Old or New Testament/was it something Jesus urged us to do etc?
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| **5. Do all children at this school take part in collective worship?** Strand 6 (a) (b) Grade descriptors  |
| * Here we’re unpacking whether worship is inclusive and invitational.
* There may be pupils who don’t ‘participate’ because their special or additional needs mean they can’t bear to sing or say words out loud but they still get something from collective worship (and aren’t compelled to speak or sing in circumstances which make them uncomfortable).
* There will be pupils with no faith or a faith which isn’t Christianity attending acts of collective worship – is there something for them? Do they feel included? Can they take part with integrity? Are they compelled or prompted to say or agree to things that go against their own philosophical beliefs or are all views accommodated (by invitational/optional language and by bible stories that are relevant to all whatever their belief or view?)
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| **6. What variety is offered in styles of worship, reflection and prayer?** Strand 6 (b)  |
| * We’re looking for pupils being given an understanding that Christians worship in different ways and an opportunity to experience lots of different ways to worship (both for their understanding of the world around them but also to help them explore whether one or more particular styles of worship might appeal to them).
* Ask about: music, pictures, stories, drama, silence, reflection, prayer, video, physical resources etc.
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| **7. Do you, and if so, how do you pray?** Strand 6 (a) (b) Grade descriptors |
| * Here we’re exploring whether prayer is invitational (modelled and time given to it but not compulsory – no ‘hands together, eyes closed’ etc.)
* Can pupils talk about praying in different ways (silent individual prayer, offered post-it notes etc to write on, leading prayer up-front for others etc.)?
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| **8. What difference has collective worship made in pupils’ lives?** Strand 6 (a) Grade descriptors |
| * We’re looking for how collective worship has inspired pupils to grow spiritually.
* How has it inspired them to take action? Has it changed their own personal behaviour or attitude towards others?
* Has it inspired them to campaign, fundraise, give their own time to ‘change the world’ (net zero projects such as recycling, energy reduction, growing our own; environment improvements such as litter picks or decoration; writing to the local MP etc; donating proceeds from an event to a cause which has stirred them up; making anti-bullying etc posters).
* We’re getting at collective worship being about **more** than what happens in the 20 minutes or so of worship time but what its impact is beyond this – what it’s inspiring through the week.
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| **9. To what extent do pupils have an understanding of the diversity of liturgical and other traditions of the Anglican church both in this country and worldwide?** Strand 6 Grade Descriptors |
| * This is an opportunity for diversity and ‘looking out’ beyond our local community.
* How do we share traditions and festivals with others worldwide?
* How do Christians across the world differ in their approach to worship – what do different communities do to demonstrate their faith?
* Can pupils talk about a range of worship styles (e.g. from ‘high’ church communion services to ‘low’ worship band led services)?
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| **10. To what extent do pupils understand the importance of Holy Communion/The Eucharist to Christians?** Strand 6 Grade Descriptors |
| * Are these terms familiar to them?
* Do they understand what bread and wine represent to Christians?
* Do they understand their significance to Christians – last supper; Christ’s sacrificial death.
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| **11. To what extent do pupils understand the importance of the Trinity to Christians?** Strand 6 Grade Descriptors |
| * You could ask the pupils for example why their candle has three wicks or why they light three candles.
* You could ask them what Christians mean by Father, Son and Holy Spirit.
* You could ask who is the ‘Son’?
* Do children understand that Jesus was a ‘real life’ historical character and that Christians believe He was both fully human and fully God?
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| **12. How are pupils involved in planning, monitoring and evaluating collective worship?** Strand 6 Grade Descriptors |
| * Your work in asking pupils these questions is part of this process!
* How else do they get involved (see planning in question 2 above)?
* Is worship discussed in school council/worship council etc meetings?
* Do pupils get a say in what works well, what they want more of, etc?
* How? Are all pupils consulted, or just a few?
* How is this fed back to staff and governors?
* How do pupils’ views inform future planning?
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