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| **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 |