

Appendices Contents

	Page
• Frequently asked questions about <i>Collective Worship</i>	2
• Suggested resources	4
• Suggested themes for <i>Collective Worship</i>	5
• Guidelines for Visitors who are leading <i>School Worship</i>	7
• Music	9
• Websites	12
• What is the impact of <i>Collective Worship</i> on the School Community?	16
• Planning Sheet	20
• <i>Collective Worship</i> planning	22
• <i>Collective Worship</i> records	23
• Daily <i>Worship</i> diary	24
• Observation framework	26
• <i>Collective Worship</i> monitoring	28

Frequently asked questions about Collective Worship

1. What is good 'collective' worship?

Collective Worship supports the spiritual development of pupils by allowing them opportunity to reflect on, affirm and celebrate the school's shared values and aspirations. *See aspects of Collective Worship and Principles of Collective Worship.*

2. When is 'assembly' Collective Worship?

Assembly can be part of Collective Worship but is not the whole. *See The nature of Worship and Worship Works... with a positive attitude.*

3. When should worship take place?

Collective Worship can take place at any time in the school day. It may be conducted off-site, e.g. an Easter Service in the parish church or a Carol Service in the village hall. *See The legal requirements for Collective Worship in the Appendices.*

4. Why do some pupils not attend?

Parents have the legal right to withdraw their children. *See The legal requirements for Collective Worship in the Appendices.*

5. Do all teachers have to attend?

Teachers also have the right to withdraw. *See The legal requirements for Collective Worship in the Appendices.*

6. Are sixth formers required to attend Collective Worship?

Students in the sixth form may choose whether or not to attend on a day-to-day basis. *See legal requirement for Collective Worship.*

7. Who takes responsibility for worship?

Heads are responsible for ensuring that there is a daily act of Collective Worship, after consultation with the Governing Body. The Collective Worship Coordinator is responsible for its planning. *See Worship Works... best when there is a Collective Worship Coordinator, and The legal requirements for Collective Worship in the Appendices.*

8. Is there a statutory requirement for Collective Worship in special schools?

Special schools are required to make provision "so far as is practicable". *See Special Schools in the Appendices.*

9. Do all teachers have to lead?

No, not all teachers choose to lead worship, but involving staff supports their professional development. *See Worship Works... with a positive attitude.*

10. Who else can lead Collective Worship?

Visiting faith leaders and others may lead worship, using a theme from the planned cycle. *See Guidelines for visitors in the Appendices.*

11. Does it need to be planned?

Yes, there should ideally be an annual or biannual cycle of themes. *See Planning for Collective Worship.*

12. Can Collective Worship be multi-faith?

Yes, but great care needs to be taken in the planning to ensure that the overall provision is broadly Christian. *See Worship Works... with elements drawn from a number of different faiths.*

13. Can it work in all key stages?

Yes, for example careful planning and flexibility of organisation will ensure that Collective Worship is appropriate for each key stage. *See Worship Works... with the right atmosphere and Worship Works... in the Classroom.*

14. Does Collective Worship have a part to play in school life?

Yes, it can reinforce school values and enhance the sense of community in the school whilst contributing to pupils' spiritual, moral, social and cultural development. *See Principles of Collective Worship and Collective Worship and the Spiritual, Moral, Social and Cultural development of pupils.*

15. How do you know when the impact of Collective Worship is good?

Collective Worship is best where it reflects and contributes to the ethos and community of the school. *See Principles of Collective Worship and Making Worship Work.*

Suggested resources

People

Those with knowledge, skills and experience which could be shared in an act of Collective Worship:

- staff and pupils
- governors and parents
- people from the local community
- partners from other schools
- occasional visitors representing a broad range of faiths, interests and occupations.



Other resources

These might include:

- records of past acts of Collective Worship with evaluations from adults and children
- school-based collection of published books and materials
- artefacts, objects, posters, slides, videos, music
- A/V equipment - videos, CDs, DVDs and equipment to play and project them
- lists of useful visitors
- resource centres - Diocesan, LA or independent
- internet, e.g. dates of religious festivals on www.shapworkingparty.org.uk or www.bbc.co.uk/religion See list of websites on pages 12to 15

Suggested themes for Collective Worship

Achievement	Education and	Holidays and Travel
Adventure	Learning	Homes and Families
Aggression and Hate	Education and Life	Hope and Despair
Aims and Ambitions	Enjoyment	Human vices
All Saints	Epiphany	Human Virtues
Ambitions	Experience	Humility
A Time for Everyone	Exploring the Future	Humour
Autumn	Exploring the Past	I believe ...
Barriers	Faith	Illusion and Reality
Beauty	Fame	Imagination
Beginnings	Fantasy	Influences and
Big and Small	Films I have Seen	Indoctrination
Blindness and Sight	Finding your way	Invitations
Books	Food for thought	Jesus
Bravery	Forgiveness	Journeys
Bridges	Freedom and	Joy and Happiness
Building Relationships	Responsibility	Joy and Sorrow
Care and Caring	Freedom and Slavery	Justice and Fair Play
Challenge	Friends and	Just Thinking about it
Change	Friendship	Key People
Charity	Gifts	Language
Children	Giving Up and Going	Laws and Rules
Choice and Choices	On	Leaders and
Christmas	Global Issues	Leadership
Citizenship	God and Gods	Learning
Communication	God's World	Leisure
Communion	Good and Evil	Lent
Compassion	Good News	Life and Death
Conservation	Green Issues	Life's Challenge
Courage	Growing	Life's Ups and Downs
Creation	Guiding Light	Light
Day and Night	Guild and Suffering	Listen
Democracy and	Handicaps	Living and Loving
Government	Happiness Is ...	Living with Tomorrow
Desert Island Discs	Hardship	Love and Hate
Differences	Harvest	Memories and
Disability	Haves and Have-nots	Reflections
Discipleship	Health	Messages and
Discovery	Helping Hands	Messengers
Dreams	Heroes and Heroines	Method and Madness
Easter	Hobbies	Miracles

Mothering Sunday
My Favourite Music
My Favourite Poem
Myself and Others
Neighbours
New Life
News
New School Year
New Year Resolutions
Obedience
Obstacles
Old Age
Old and New
One World
Opportunity and
Opportunities
Optimism and Hope
Parables
Parents and Children
Passover
Past and Future
Peace and Tranquility
Personal Qualities
People I have Met
Pilgrimage
Places of Worship
Planet Earth
Poetry
Power and Spirit
Praise
Prayer and Meditation
Prejudice
Preparations
Pride
Proverbs and Sayings
Rebirth
Red Letter Days
Relationships
Responsibilities
Reward and
Punishment
Rhyme and Reason
Riches

Rights &
Responsibilities
Roots
Sacrifice
Saving Life
School and Community
School and
Opportunity
School and Tradition
Science
Seeing the Light
Serving and Service
Signs and Symbols
Sound of Silence
Special Books
Special Interests
Special People
Special Places
Stepping Stones -
Stumbling Blocks
Stories of Great
Leaders
Stories from the New
Testament
Stories from the Old
Testament
Strain and Stress
Strength and
Weakness
Success and Failure
Taking Risks
Talk, Talk, Talk
Thanks
Thanksgiving
The Apostles
The Arts
The Future
The Good Things in
Life
The Message
The Natural World
The Outsider
The Still, Small Voice

The Unexpected
The World about Us
Things to Avoid
Treasures
Turning Points
Us and Them
Victory and Defeat
Views of Education
Visits and Visitors
Voices
Voices from the Past
War and Peace
Wealth, Money and
Riches
What God Doesn't
Tolerate
What's It Worth?
Why Are We Here?
Windows
Wisdom
Wise and Foolish
Witness
Wonder and Awe
Words, Words, Words
Work and Play
Worship
Youth

Guidelines for Visitors who are leading School Worship

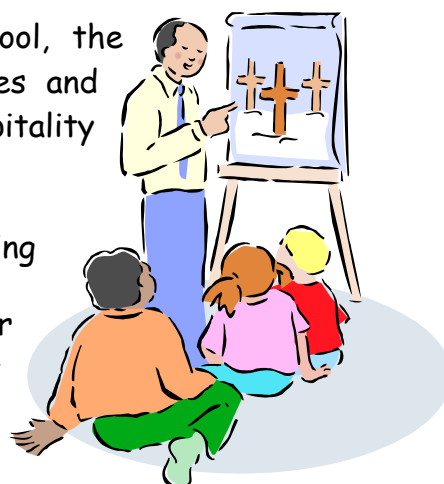
These guidelines are to be used in conjunction with any Visitors Policy which already exists in school. They are a supplement to, not a replacement for, such policies. It is recognised that not all of these guidelines will apply to every context. The guidelines assume that a teacher is always present when a visitor is leading worship.

It is helpful if visitors:

- are familiar with the school, e.g. through a prior visit
- are clear about their brief, the time available to them
- are encouraged to bring resources and artefacts to illustrate their contribution
- are sensitive to the response of the group to what is being said
- do not use the opportunity to influence pupils unfairly, or to attempt to win pupils over to their faith stance
- do not have to compete with school notices - these should be shared at another time.

It is helpful if the person responsible for the act of worship:

- has met the visitor(s) in order to plan the act of worship in the light of their language and communication skills, and their particular expertise
- has provided the visitors with a clear written brief, and with an idea of the number, age, gender-balance, religious and cultural background and ability of pupils in the group they are visiting
- has given the visitors directions to the school, the school's telephone number, details of resources and equipment available to them, and offered hospitality and expenses
- has ensured that equipment is available and working
- has encouraged the visitors to speak from their personal perspective of faith, and not necessarily on behalf of the religious community to which they belong (e.g. a visitor is able to say



negative things about their own traditions that a teacher cannot)

- has prepared the visitors for awkward questions from pupils
- is aware of the demands on the visitors (e.g. whether they have taken time off work in order to make the visit)
- has an alternative act of worship prepared in case of an emergency
- offers feedback

It is helpful if the pupils:

- know who the visitors are and are aware of their background
- understand the purpose of the visit, and how it fits into the longer-term plan
- have framed some questions to the visitors; have briefed a 'welcome' for the visitors, and a 'host'/'hostess' for the visit
- follow up the visit appropriately, relating it to their curriculum
- express their appreciation of the visit (perhaps through letters/drawings sent to the visitors, or a vote of thanks at the end of the worship).

It is helpful if the visitor leading worship:

- remembers they may be speaking to a wide age range
- uses a visual focus where possible
- tells a story whenever possible, rather than reading it
- considers playing music to create the right atmosphere
- builds in a moment of reflection - it doesn't have to be a prayer but could be a thought to take away
- remembers that young children are easily excited by someone or something different!

Music

Music as a vehicle

Music can act as an effective vehicle for some of the elements of worship. In particular, the **spiritual** dimension can be enhanced through the careful choice and use of music in assembly.

"Messages communicated through art and through silence can be as eloquent as a set of written instructions."

David Pascall, former Chair of the National Curriculum Council

"After silence, that which comes nearest to expressing the inexpressible is music".

Aldous Huxley, author

Below are some of the **capacities** and **skills** of spiritual development that may be encouraged to develop through the use of music in the act of Collective Worship and in the classroom:

- A sense of awe, wonder and mystery
- Feelings of joy, beauty, creative energy
- Quiet reflection
- Active listening
- Active silence
- Expression of thoughts and feelings.

The **social**, **moral** and **cultural** dimensions are also developed in many ways:

- Through the co-ordination of pupil presentation in music
- Through the use of secular and sacred story set to music
- Through multicultural music, in particular relating to religious festival and celebration.

Music conveying a message

Music conveying a message

Ewan MacColl & Peggy Seeger	Naming of Name	(COOKCD 036)
Tom Paxton	Children's Songs	(BRADM 601)
Louis Armstrong	What a Wonderful World	(MCAD 25204)
Paul Page & Darren Hunt	The Rainforest	(TRS Mus.: NE0017)
Penderecki	Threnody to the Victims of Hiroshima	(HMV/EMD 5529)
Miriam Makeba	Africa	(Novus series ND 83155)
Martin Luther King	I have a Dream	(Peace Pledge Union)
Holly Near/Ronnie Gilbert	Harriet Tubman <i>Schindler's List</i> theme	(Redwood Records)

'Religious' and multicultural music

Music from Taizé		(CD 74518)
Missa Luba (A Congolese Mass)		(PHI/BL 7593 A)
Missa Criolla (South American Mass)		(PHI/SBL 7684)
African Sanctus	Fanshawe	(CD : SILK D 6003)
Songs and Dances from Isreal		(ARN 34296)
Shabbat Shalom		(United Synagogue Publications)
Amahl and the Night Visitors	Menotti	(SLS 5270)
Mahabharata		(RWM C9)
Canto Gregoriano		(CMS 5 65217 2)
Pie Jesu: Requiem	Lloyd Webber	(Virgin: AJ55)
Saint Nicholas	Britten	(Hyperion KA 66333)
Frost and Fire	The Watersons	(TSCD 136)
Chinese Drums and Gongs		(LYRI/LLST 7102)
Tibetan Buddhist Rites from the Monasteries of Bhutan		(LRYCD 7257)
Russian Orthodox Liturgical Chant		(Phillips 434-175-2)
The Gospel Sound		(Columbian/Legacy C2K57160)
Dances of the World		(AAD 7559 79167-2)
Miles Davis	Sketches of Spain: Concerto do Aranjuez	(CBS 32123)

Caribbean Folk Music	Ethnic Folkways	(FE 4533)
Ladysmith Black Mambazo	Two Worlds One Heart	9-26125-2
Pablo Casals	Cant dels Ocells	(CBS 65179)

Music for reflection

Beethoven	'Pastoral' Symphony No.6	2nd Movement
	Moonlight Sonata in G Minor	
	9 th Symphony	Last Movement
Mozart	Piano Concerto No.21 in C Maj.	2nd Movement
		Andante
Dvorjak	New World Symphony No.9	2nd Movement Largo
Bruch	Violin Concerto No.1 in G Minor	2nd Movement Adagio
Albinoni	Adagio in G Minor	
	Oboe Concerto in D Minor	1st Movement
Bach	Violin Concerto in D Min.	2nd Movement Largo
	Unaccompanied Cello Suites Suite	
	in G Maj: Guigue	
Vivaldi	Concerto for Lute in D Major	2nd Movement Largo
	Concerto for 2 Mandolins	Andante
Mahler	Symphony No.5 in C Sharp Minor	4th Movement
Elgar	Enigma Variations	Nimrod
Holst	Planet Suite	
Pachelbel	Canon	(MYK 38482)
Enya	Watermark	(WEA 9-24233-2)
	Shepherd Moons	(WEA 9-26775-2)
Clannad	Anam	(RCA 824092)
Yo Yo Ma / Bobby McFerrin	Hush	(SK 48177DD)
The Best of John Williams	Cavatina	(EMI)
Incantation	On the Wing of a Condor	(WEA Records BEGA 39)
Mike Oldfield	Tubular Bells	(VIR 2026)
Meditation	(Massenet, Mozart, Chopin, Bach)	(Musikfest 427013-2)
Music for Relaxation		(London 440-083/4- 2)
Meditations for a Quiet Night		(Nimbus NI 7007)

"Moments and Messages - Choosing and Using Music for Assembly"

(Davies & Rose)

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Collective Worship Websites

There are many useful websites that offer a selection of material, for example:

- Suggested resources
- Assembly plans for any time of the school year, or for a particular festival
- Background material for teachers and worship co-coordinators
- 'Help' pages.

A few of the better known ones:

www.prayingeachday.org/reflect.html

<http://inspirationalstories.com/index.html>

www.christianeducation.org.uk

www.oneworldweek.org

www.holocaustmemorialday.gov.uk

www.fairtrade.org.uk

www.damaris.org/cm/home/deovox

www.prayingeachday.org/collectivesites.html

www.natsoc.org.uk

www.childrenschapel.org/bibstory2.html

www.reonline.org.uk/allre/index.php

www.scriptureunion.org.uk

www.oxfam.org.uk/coolplanet/

www.christian-aid.org.uk

Other recommended websites useful for Collective Worship:

cowo.culham.ac.uk/

Collective Worship resources from the Culham Institute, in association with the National Society

www.culham.ac.uk/storykeepers/

These resources are based on the *Storykeepers* television/video series

www.assemblies.org.uk

SPCK

www.blackburn.anglican.org

Diocese of Blackburn Board of Education - Collective Worship section

www.ely.anglican.org/education/schools/collective_worship/

Diocese of Ely Education and Training: schools RE and Collective Worship resources

www.saled.org/worship

Diocese of Salisbury Board of Education - Collective Worship

www.hibbert-assembly.org.uk

The Hibbert assembly material, provided by the Hibbert Trust

www.retoday.org.uk

RE Today: Space for Reflection - assemblies and guidance for collective worship
(password required - available to RE Today subscribers)

www.assemblingcitizens.co.uk

Secondary school assembly materials on citizenship issues from The Stapleford Centre (subscription required)

www.angelfire.com/trek/annegordon/

Exploring Christian faith with children. Includes general advice and some starting points and suggestions for Collective Worship, along with 'Times and Seasons', a brief guide to the church's year, again with suggestions for Collective Worship

www.cist.org.uk/ay/

Christians in schools in the Stockport Area: Collective Acts of Worship
Outlines for Collective Worship suitable for Key Stage 1 children

www.schoolassemblies.btinternet.co.uk

School assemblies for busy teachers; assembly ideas, scripts and other resources contributed by teachers

www.teachernet.gov.uk/teachingandlearning/assemblies/

Teachernet assemblies - a bank of over 100 resources written by teachers for teachers

Other sites which include Collective Worship material:

www.reep.org/cw/

REEP for Schools

www.bandapilot.org.uk

The SEAL materials, including assembly resources, are designed to provide a whole-school approach to promoting social, emotional and behavioural skills

www.christian-aid.org.uk/learn/

Christian Aid - le@rn zone

www.cafod.org.uk/resources/

CAFOD Schools

www.thefaithzone.org.uk/cowo.html

Faithzone Videos: Collective Worship based on the videos

www.barnabasinschools.org.uk/

Bible Reading Fellowship - Barnabas in Schools

www.spinnaker.org.uk

Spinnaker Trust - resources site

www.bbc.co.uk/schoolradio/collectiveworship/

BBC School Radio - Collective Worship; the most recent programmes are available on the website, along with background information

www.bathandwells.org.uk/changing_lives/mission/wm_linked_lectionary.php

Diocese of Bath and Wells - Development Matters; Lectionary readings linked to global issues / world development facts, quotes and illustrations

www.fishymusic.co.uk

Fishy Music - Resources for Collective Worship; audio CDs of original material for daily Collective Worship in classroom - '5 minutes with God, 5 days of the week'

www.twelvebaskets.co.uk

Twelve Baskets - a collection of creative multi-media resources for worship

www.sermons4kids.com/henry_martin.htm

The Art of Henry Martin - a collection of illustrations on biblical subjects, ideal for use on overhead projectors and in PowerPoint presentations

(The graphics are free for use in churches and schools, but not to be used or distributed for profit.)

www.liturgy.co.nz

Liturgy: Worship that works - spirituality that connects; a website from an Anglican school chaplain in New Zealand, which includes short reflections for school worship, service outlines and resources for special services

www.prayingeachday.org

Praying Each Day - prayer and education site of the De La Salle Brothers in Great Britain including reflections and prayers for each day of the year

www.pray-as-you-go.org

Search Engines

mamma.com (fast!)

infoseek.com (refined searches for teachers)

thepaperboy.com (newspapers)

bible.gospelcom.net

allre.org.uk

Extract from the framework for *Statutory Inspection of Anglican Schools (SIAS)* - National Society (Church of England)

What is the impact of Collective Worship on the School Community?

	How important is the worship in the life of the school and how is this demonstrated?	How positive are the attitudes to Collective Worship?	To what extent do learners and staff of all faiths derive inspiration, spiritual growth and affirmation from worship?	How well does the Collective Worship develop learners' understanding of Anglican faith and practice?
Outstanding	<p>Worship occupies a place of vital importance in the life of the school and is a fundamental aspect of its Christian character. Participants gain significant spiritual development as the result of imaginative and inspiring Acts of Collective Worship. Learners clearly articulate the importance of worship and the key Christian values that the school promotes. Acts of worship are exceptionally well planned, recorded and evaluated by all the stakeholders. The school creates an atmosphere of spiritual depth where the presence of God is acknowledged and celebrated by all present. Christian values promoted in worship are clearly evident when talking to learners and throughout the school.</p>	<p>The worship involves high levels of participation and a very positive response from those attending. Learners reflect in depth and are highly enthusiastic about the Collective Worship at the school. All stakeholders, including governors, staff, parents and learners respond very positively to the worship provided by the school and show high levels of respect for each other and other people's beliefs and cultures. All staff attend, participate and lead worship.</p>	<p>Staff and learners derive inspiration, and affirmation from worship. The participants make excellent use of prayer, silence and reflection as a means of spiritual growth. Participants advance their religious understanding, experience and commitment. Many aspects of the whole curriculum are used to stimulate worship. Collective Worship recognises the different backgrounds, experience, ages and ability of all learners. Learners' spiritual, moral, social and cultural development is enhanced at very opportunity by Collective Worship and all stakeholders are extremely positive about the spiritual support that worship offers.</p>	<p>Learners talk with confidence, knowledge and understanding about the church's year. They know and recognise a variety of Christian prayers, hymns and greetings. The worship is consistently and recognisably Christian and covers the broad spectrum of the Anglican Tradition. Material is used from the worldwide Anglican church. There are excellent links with the local church, parish and clergy. The school is highly sensitive to the beliefs and traditions of other faiths and none. Where Eucharist takes place learners take an active part and talk enthusiastically about the experience. It is celebrated in an atmosphere of holiness.</p>

Good	<p>Worship occupies a place of central importance in the life of the school and underpins its Christian character. Participants make positive gains in spiritual development as the result of stimulating Acts of Collective Worship. Most learners can articulate the importance of worship and the key Christian values that the school promotes. Acts of worship are well planned, recorded and evaluated. The school creates an atmosphere of spiritual depth where the presence of God is widely acknowledged and celebrated. Christian values promoted in worship are frequently evident when talking to learners and throughout the school.</p>	<p>The worship provided evokes willing participation and a positive response from those present. Participants behave well and reflect with enthusiasm on the Collective Worship. The worship takes place in an atmosphere of calm and respect. Most staff take an active role as worshippers alongside the learners.</p> <p>All stakeholders, including governors, staff, parents and learners respond positively to the worship provided by the school and value and respect each other and other people's beliefs and cultures.</p>	<p>Staff and learners are often inspired and affirmed by Collective Worship. The participants make frequent use of prayer, silence and reflection as a means of spiritual growth. Most participants advance their religious understanding, experience and commitment. Other aspects of the whole curriculum are sometimes used to stimulate worship. Collective Worship matches the backgrounds, ages and abilities of learners. Learners' spiritual, moral, social and cultural development is enhanced by Collective Worship and all stakeholders are positive about the spiritual support that worship offers.</p>	<p>The learners are able to talk about the key Christian festivals and the churches year. Most learners are able to recite the Lord's Prayer and know key Christian Prayers, greetings and hymns. The worship is distinctively Christian and supports the school's Anglican heritage and trust deed. There are productive links with the local parish Church. Where possible, this Church is also used for services and to enhance the learners understanding of worship. Where Eucharist takes place it is celebrated in a reverent manner and the learners are fully involved in the occasion.</p>
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Satisfactory	<p>Most participants make gains in spiritual development as the result of acts of Collective Worship. Most learners understand the importance of worship and the key Christian values that the school promotes. The legal requirements for worship are met in accordance with the school's trust deed and the worship is integral to the school day. The school's policy for worship is implemented and acts of worship are planned. The school makes a clear distinction between worship and assembly. Some monitoring and evaluation takes place. The worship reflects Christian values and these have an impact upon the learners.</p>	<p>Learners enjoy Collective Worship and talk about it with interest. Teaching staff are present and take part as worshippers. Behaviour is appropriate to the occasion and learners show respect during the worship. The themes chosen engage the majority of learners.</p> <p>Most stakeholders, including governors, staff, parents and learners respond positively to the worship provided by the school and respect each other and other people's beliefs and cultures.</p>	<p>The worship takes account of the ages, aptitudes and backgrounds of the majority of learners. The leaders provide an atmosphere in which worship can take place effectively. The worship offers a contribution to the learners' spiritual, moral, social and cultural development. Learners respond appropriately to opportunities for prayer, silence and reflection. Account is taken of the needs of those from other or no faith backgrounds.</p> <p>Many staff and learners are inspired and affirmed by Collective Worship. Most participants make regular use of prayer, silence and reflection as a means of spiritual growth and advance their religious understanding, experience and commitment. Other aspects of the whole curriculum are occasionally used to stimulate worship. Collective Worship matches the backgrounds, ages and abilities of learners. Learners' spiritual, moral, social and cultural development is broadly enhanced by Collective Worship and most stakeholders are positive about the spiritual support that worship offers.</p>	<p>The school observes the major festivals of the church's year and the learners can articulate the key elements of these festivals. Links with the local church are positive. Learners can engage with the 'Lord's Prayer' and a selection of Christian hymns both modern and traditional. No learners are made to feel uncomfortable. Aspects of Eucharistic worship are built into the planning. Where Eucharist takes place the learners are prepared and understand what they are observing and talk with some understanding about the key elements of what they are observing.</p>
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<p style="text-align: center;">Inadequate</p>	<p>Few or no participants make gains in spiritual development as the result of acts of Collective Worship. Few learners understand the value of worship or gain any knowledge or understanding of key Christian values.</p> <p>The school is not meeting legal requirements for worship or is following them in a way that does not meet the spirit of the requirements. Insufficient attention is given to worship and it is not regarded as important in the life of the school community. Worship does not underpin the Christian character of the school. It is not supported by effective planning or a budget and little or no effective monitoring and evaluation takes place. Staff and learners are unclear about the differences between assembly and worship and little or no training has been provided for staff.</p>	<p>Few learners enjoy Collective Worship, reflect on it or talk about it with much interest. The acts of worship provided are uninspiring and the learners' attitudes to worship are neutral and apathetic. Senior management and staff are apathetic towards worship. The leaders of worship are unprepared and the behaviour of the learners is inappropriate.</p> <p>Little respect is shown for each other or the beliefs and practices of members of faith communities.</p> <p>Few, if any, stakeholders, including governors, staff, and parents take an interest in Collective Worship.</p>	<p>Very few participants reflect or pray meaningfully as part of Collective Worship.</p> <p>Staff and learners are rarely inspired and affirmed by Collective Worship. Few participants advance their religious understanding and experience commitment. Collective Worship fails to match the backgrounds, ages and abilities of learners. Learners' spiritual, moral, social and cultural development is rarely enhanced by Collective Worship and all few if any stakeholders are positive about the spiritual support that worship offers.</p>	<p>The learners are unable to talk about aspects of the Anglican heritage. They do not know the Lord's prayer, the significance of the major Christian festivals or the key elements of the Christian tradition. Acts of worship convey only a broad Christian message, or are secular, and do not draw on the Anglican tradition for worship. Links with the local church and parish are neutral or unproductive.</p>
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**Collective Worship
planning sheet**

Date:

Venue:

Time:

School Group / KS:

Year:

Leader:

Theme:

Aim:

Content:

Religious dimension:

- mainly Christian
- broadly Christian
- broadly of a different religious tradition
- containing elements of other faiths

Shared reflection:

Music:

- Entry/Exit:

- Hymn/Song:

Evaluation:

Collective Worship planning

Week beginning:

Weekly theme:

Day & leader	Main content	Music / visual focus / artefacts	SMSC	Evaluation
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Collective Worship records

Week beginning:

Weekly theme:

Day	Year group	Main focus / content	Music / hymn	Resources	Evaluation

Collective Worship Diary

Week beginning:

Theme:

<p><i>Monday</i></p> <p>Date _____</p> <p>Year Group _____</p> <p>Leader _____</p> <p>Focus _____</p> <p>Content _____</p> <p>Resources _____</p> <p>Music _____</p> <p>Evaluation</p>	<p><i>Tuesday</i></p> <p>Date _____</p> <p>Year Group _____</p> <p>Leader _____</p> <p>Focus _____</p> <p>Content _____</p> <p>Resources _____</p> <p>Music _____</p> <p>Evaluation</p>
<p><i>Wednesday</i></p> <p>Date _____</p> <p>Year Group _____</p> <p>Leader _____</p> <p>Focus _____</p> <p>Content _____</p> <p>Resources _____</p> <p>Music _____</p> <p>Evaluation</p>	<p><i>Thursday</i></p> <p>Date _____</p> <p>Year Group _____</p> <p>Leader _____</p> <p>Focus _____</p> <p>Content _____</p> <p>Resources _____</p> <p>Music _____</p> <p>Evaluation</p>
<p><i>Friday</i></p> <p>Date _____</p> <p>Year Group _____</p> <p>Leader _____</p> <p>Focus _____</p> <p>Content _____</p> <p>Resources _____</p> <p>Music _____</p> <p>Evaluation</p>	<p><i>Notes</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Observation framework

Assessing a specific act of Collective Worship

Not all sections of this form will apply to each act of worship.

Date

Time

Groups present:

- Whole school
- Department
- Year group
- Class

Theme

Leader

Purpose and development

Atmosphere

Spiritual dimension

Integrity

Sound, silence, visuals

Pupil/student participation

Staff

Parents, governors, visitors, clergy

Close

Additional points

Overall, how would you rate this act of worship?

- Outstanding
- Good
- Satisfactory
- Inadequate

Collective Worship monitoring

Year Groups: _____

Date: _____

Time: _____

<i>Planning</i>	General	Detailed	Thematic		Notes
	Whole school	Links	Other		
<i>Evaluation</i>	Formal	Informal	Detailed		
	Self	Staff	Pupils		
	Parents	Governors	Informs planning?		
<i>Venue</i>	Hall	Gym	Classroom	Other	
<i>Pupils</i>	All	KS1	KS2	Other	
<i>Entry/exit music</i>	Yes	No	Appropriate?	Other	

Collective Worship monitoring

Symbols	Cross	Candles	Flowers	Other
Atmosphere	Calm	Quiet	Respectful	Other
Adults present	All	Leader	Some	Other
Leader	Head	D/head	Clergy	Other
Contributions	Pupils	Staff	Parents	Other
Story	Bible	Contemporary	World religion	Other
Prayer	Christian	Non-Christian	World religion	Other
	Original	Leader's	Pupils'	Other
SMSC	Some contribution	Large contribution	Specific:	
Other theme/style (e.g. drama, charity, etc.)				
Additional information				
Evaluation				
Agreed action				