**What is the impact of Collective Worship on the school community?**

**Inclusive Inspiring Invitational**

*After engaging in and observing Collective Worship, make comments against each of the prompts below to consider:* ***In what ways and to what extent is collective worship inclusive, invitational and inspiring?***

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| **Date and Time:** | **Leader:**  **Joined by:** | **Bible verse/ Theme:** | |
| **Were the statutory obligations met? Y/N** |
| **How was it inclusive?**  Were there opportunities for the whole school community to engage with Worship today?  (E.g. Staff, SEN, EAL, other faiths) | **How was it Inspiring?**  Describe the variety of creative experiences used to enable the children to encounter God.  *Liturgy/ Music/Biblical story passage/Drama /Deep, wondering questions*  *Prayer time/Stillness and reflection* | | **How was it invitational?**  What opportunities were the pupils given to take part in the act of Worship today?  (planned or unplanned) |
| **Gather** |  | | |
| **Engage** |  | | |
| **Respond** |  | | |
| **Sending** |  | | |
| What was the key message of the act of worship?  Was it clearly delivered and understood by pupils and staff? |  | | |
| How did the pupils discuss and explore the school Christian values? |  | | |
| How did pupils encounter the teachings of Jesus and explore the relevance of his teaching in today’s world? |  | | |
| How did worship inspire the pupils into action?  What opportunities were the staff and pupils given to reflect on their behaviour, values and attitudes? |  | | |
| What opportunities were there for the pupils to become aware of the different traditions and styles within the worldwide Anglican church? |  | | |
| **Reflect on the impact of the act of worship on the whole school.** | | | |
| **Reflect upon the pupil voice collected – does it match your observations from the act of worship?** | | | |
| **Reflect on any actions to be taken following the act of worship.** *(Informal feedback, Collective worship arrangements, inclusion of children etc)* | | | |