Governor visits to RE and Worship

Questions for observers to bear in mind when attending worship

Are children and adults given the chance to grow spiritually through prayer, stillness, worship, reflection?

Are they helped to appreciate that Christians worship in different ways?

Are they helped to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and Christians' belief in the Trinity?

Are pupils and adults involved in planning, leading, evaluating in ways which lead to improvements?

Are local church community partnerships encouraged to support the school in developing collective worship?

Do the vision and values of the school shape the conduct and content of the worship?

What do the children say?

Thinking about one or more worships, do/can children:

- Talk about worship with enthusiasm
- Explain how it influences their lives in and out of school
- Comment on or evaluate the value and use of prayer and/or reflection in their own lives and those of others
- Take a significant lead in developing worship with their teachers, ministers, visitors
- Show understanding of the importance of the Eucharist in Christian worship
- Demonstrate understanding of the meaning of Christian festivals and of the ways in which they are celebrated.

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VISIT RECORD

Fill in the boxes which are relevant to your visit. Brief notes are ample.

Name and role – Sally Bull (Ethos committee, monitoring worship)

Date of visit: 15th October 2020 via Zoom

Purpose and focus of visit (agreed in advance with HT, teacher, subject lead and linked to SIAMS action plan and/or SDP)

- Adapting of worship to challenges of Covid – children in bubbles so unable to meet as one

Our six core Christian values					
Trust	Truthfulness	Respect	Responsibility	Friendship	Forgiveness

- Impact of worship on the children – their reflections on the theme, story, prayer and song

A brief summary of the activities you saw and the resources used by the worship leader, teacher and pupils

Zoom assembly led by the HT from her office with all classes on screen. Introductory talk from HT with shared greeting, lighting of candle and encouragement to reflect on how the light of Jesus is with us all day, introduction of compassion theme linked to work taken from one of the classes (a poster of the world and thoughts on how it needs our compassion). ISingPop video then played with child-led prayer, charming animation of Good Samaritan story, lively interactive song with actions, an activity to involve the children (not adequate time to complete this at this point) with a focus on how we may show or not show compassion to each other and how this makes us feel. HT interrupted this (as there wasn't time to complete it properly as the video played) inviting the children to tell someone near them something they really like about them to put their compassion into words. She commented on how faces lit and smiled as these thoughts were exchanged. Worship finished with shared responses – we go in love, peace, faith.

Follow-up monitoring – talking to volunteers about how they feel about worship in bubbles.

Details of pupils' involvement - including planning, leading worship, questioning or answering, drama, reflection.

Practicalities limited the children's ability to lead parts of the service.
Children's ideas included via sharing of poster with plenty of evidence of thoughtful reflection on the theme and of their responsibility to look after their world.
Q and A led by HT with children encouraging personal response attempted but thwarted by technology. HT hoping to circulate later in the day and pick up on questions asked. There were lots of raised hands.

Enthusiastic participation in the learning of the actions for the song. Particularly noticeable with the youngest who were understandably fidgety earlier with challenging talk aimed more at KS2.

The impact on the children

(Evidence to come from what the children do, say, write, how they behave before, during or after a worship, activity or celebration)

Please see notes below from pupil voice interviews later the same day.

Community links - of any kind

Our six core Christian values					
Trust	Truthfulness	Respect	Responsibility	Friendship	Forgiveness

Our Christian vision in action – any observations linked to the activity visited or classroom, hall displays, reflection areas, Forest Schools, wall displays.

Work round compassion displayed in one classroom was shared with the whole school.
There was a strong sense of a community with common values in HT led talk. The focus of both the ISingPop sequence which used the Good Samaritan story and the HT led talk were on identifying, taking and enjoying opportunities to be kind to each other and compassionate to the planet on which we live. The ISingPop actions sequence gave pupils and adults an opportunity to enjoy and share. In their bubbles all the children chose someone to say something nice to, to compliment to another pupil and were encouraged to reflect on how saying and receiving such comments made them feel. There were excellent openings in the ISingPop sequence which couldn't be developed during the worship for acknowledging and "wiping out" cruel comments with compassionate words.

Any points to be raised with the Ethos committee?

Signature of visitor Date

Follow-up Pupil Voice Session

Pupils from Years 2, 3, 4 and 5 – two girls, two boys.

Why are they in bubbles? All explained confidently, speaking about a higher risk with a larger group of people, about those infecting not knowing that they were and about how easily germs are spread. They showed mature understanding of the role they can play as part of the national community.

How does being in bubbles make them feel? Responses to this depended on whether they happened to be in a class with a majority of their friends. So the Year 2 pupil was "happy" as he could see all his friends where the others spoke of being "sad" at being separated, it being "hard" if you didn't have many friends left in your bubble. Playtime was described as "weird" when a ball thrown over the bubble line has to be rescued by someone else but they were very positive about how much space they all had to play in despite the bubbles. Overall the children were very accepting of the situation, even if elements of it were odd or upsetting.

How does being in a bubble affect worship? The Year 2 pupil said that they could all still see each other though the technology could let them down but that it was odd not being in the hall. The Year 2 pupil focused on difference, particularly the fact that children can't be seen close up, which he found odd when they are clapping achievements in the Celebration worship. The Year 5 pupil commented on it being weird not being able to sing but said she really enjoyed the ISingPop actions, concluding that the difference wasn't all bad.

Work on compassion from one class was shared by Mrs Pennington this morning. What work or discussion have you completed in your class? Pupils struggled with this question. The Year 2 pupil remembered thinking about being compassionate to our planet, talking about not putting rubbish next to the sea. It seemed that the younger classes only had done work on this.

This morning you were asked to say something nice to/about someone else in your bubble. How did it make you feel to share this and/or hear what someone said to you? The children were keen to share compassionate actions of others towards them – being picked up when they had

fallen over, being helped out in football when no passes were coming their way. The Year 2 pupil shared his praise this morning for a friend who is a “good drawer” so children are making links between the worship theme and their own lives and feelings.

Is there any way worship could be made better at the moment? The Year 5 pupil suggested communal activities by Zoom (not exactly worship but showing understanding of shared fun as a community). The Year 3 pupil’s suggestion of bubbles using the hall to lead worship and share with the whole school showed understanding of the school as one body (but the technology may not allow this?). And the Year 4 pupil spoke of “sharing things that make you happy and make other people happy” through a bubble-led worship.