

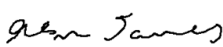
Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust

Collective Worship Policy



"We believe that God's spirit is at work in everyone in our community. We will provide an environment of hope, joy and fulfilment in which the skills to fulfil God's desires for us, as unique individuals, are cultivated."

Review date		October 2026	
Signed Headteacher		Signed Chair of Governors	
Alison James			
Marie Sexton		Caroline Pinto	



The principles underpinning the spiritual development of our children are based on the Gospel Values of justice, compassion, forgiveness, and reconciliation. Children learn to encounter and appreciate the love of God in their everyday lives and in the world around them. The life of the school is underpinned by the school's Mission Statement.

“We believe that God’s spirit is at work in everyone in our community. We will provide an environment of hope, joy, and fulfilment in which the skills to fulfil God’s desires for us, as unique individuals, are cultivated.”

At Sacred Heart, Worship is an experience to which all can contribute and from which all can gain. It is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition.

1 The Nature of Collective Worship

We believe that Christian Worship in a Catholic school is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God’s invitation to enter into a relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

We develop community cohesion by inviting members of the public to Mass and other events, regardless of their beliefs, living out our mission statement.

2 Legal Requirements

In line with the Education Reform Act (1988), collective worship should be ‘wholly or mainly of a broadly Christian character.’ At Sacred Heart, all Liturgical Prayer is held in a Catholic context and focuses on the teachings of Christ and traditions of the Catholic Church.

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. We fulfil this requirement through weekly Liturgical prayer assemblies, class Liturgical prayers, class masses, whole school masses, Meditation, Adoration, the praying of the Rosary and Lectio/ Visio Divina. We also encourage children to enter into spontaneous prayer, with many opportunities provided for this across the school.

Daily acts of worship are not designated curriculum time under regulations and will not be subsumed under any part of the curriculum, including Religious Education. Liturgical prayer falls outside of the 10% curriculum time allocated to RE as outlined by the Diocese.

In this school, as with any Voluntary Aided School, responsibility for arranging Collective Worship rests with the Governing Body after consultation with the Head Teacher and RE Subject Leader.

3 The Aims of Collective Worship

We believe that Collective Worship in our school aims to provide opportunity for all pupils and staff:

- To contemplate the mystery of Faith
- To reflect on spiritual and moral issues
- To explore their own beliefs
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To reinforce prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to'
- To encounter Christ in our daily lives

4 The Place of Collective Worship in the life of Our School

We endorse the belief that Collective Worship considers the religious and educational needs of all who share in it. This is inclusive of:

- Those who form part of the worshipping community in church
- Those for whom school may be their first and only experience of church
- Those from other Christian traditions - or none
- Those from other faith backgrounds.

5 Principles

All Acts of Worship in this school will:

- Give glory and honour to God
- Be a quality activity, fundamental to the life of the school and its Catholic character
- Give children positive liturgical experiences, appropriate to their age, aptitude and family background in order to give them a deeper understanding of the liturgical life of the Church.

In order to do this, celebrations will:

- Be child-led
- Be kept small wherever possible or appropriate to help to personalise the experience
- Be time-sensitive and appropriately paced in the school day
- Be simple, including a range of experiences offered in a variety of groupings and in a variety of settings
- Be engaging; using a range of readings, drama, dance, song and focal points
- Be dignified and respectful; children will be expected to behave reverently and engage fully in moments of silence and reflection and participate fully in hymns and prayers.

Each week, children experience different forms of prayer and liturgy in their classrooms. These are scheduled according to the teacher's weekly. Across a two-week period, groups of children will plan, lead and participate in a class liturgical prayer, Christian meditation and Lectio Divina, as well as making use of the prayer corner for spontaneous prayer. These acts of worship will be recorded and evaluated in the class Collective Worship book.

See 'Culture of Prayer' document (Appendix A).

6 The Planning, Content and Delivery of Prayer and Liturgy

Prayer and Liturgy is planned:

- Following a structure with reference to the Church's liturgical seasons, the 'Come and See' RE programme, significant dates, and the curriculum. Scripture will be the focus in all acts of liturgical prayer.
- Involving consultation with appropriate parties and reference to school aims and policies
- With flexibility to respond to changing situations within the school and the wider community
- To promote the ethos and mission of the school
- To develop pupil's skills that enable them to prepare, organise and lead prayer and liturgy independently

Prayer and Liturgy is planned using a graduated approach across year groups to support children appropriately in planning and leading their own worship. This approach is outlined in the 'Class Collective Worship Progression' document (Appendix B).

8 Recording

Prayer and Liturgy is recorded:

- On a liturgical planning sheet to keep note of themes, leaders, pupil groupings and resources
- Through displays, collections of pupils' contributions, prayers, reflections, photographs, videos etc
- In the class collective worship book
- On the chaplaincy display boards

- Through Twitter or the St Thomas Aquinas Trust Facebook page

- On the True spirit website
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9 Monitoring and Evaluation

Children self-evaluate class prayer and liturgy and record feedback on corresponding evaluation sheets. The chaplaincy team regularly meet to evaluate their liturgical prayer and invite classes to provide feedback to help improve future prayerful opportunities.

The Local Governing Body monitor the policy and practice of opportunities for prayer within the school, and to liaise with the Head Teacher and RE Subject Leader.

10 Eucharist

Eucharistic celebrations in school will highlight a special occasion and are appropriate to the children's age and understanding of their faith. This will be led by a member of the Clergy, along with the Chaplaincy team or pupils from a selected year group. Adoration is held throughout the school year, in line with the Church's calendar. These opportunities are examples of 'liturgy' as they are prescribed orders of the Church.

11 Right of withdrawal

We expect all children to attend prayer and liturgy. However, any parent can request permission for their child to be excused from attending religious prayer and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

The Head Teacher keeps a record of all children who withdraw from prayer and liturgy.

12 Policy Monitoring and Review

This policy is monitored by the RE Subject Lead and Headteacher and is evaluated and reviewed by staff and Governors every two years.

Appendix A Culture of Prayer – whole school



Please include, in each box, who plans and leads each element of worship.

	Monday	Tuesday	Wednesday	Th

Key Stage/Year group			Headteacher – Bible story session- FS1, FS2, Yr1 HT Liturgical prayer HT Liturgical prayer HT Liturgical prayer HT Liturgical prayer HT Liturgical prayer	
Class/Tutor group	Mark 10 Mission- Little Liturgies/Daily Prayers Mark 10 Mission- Little Liturgies Daily Prayers Ordo and morning prayer, meditation, daily prayers Mark 10 mission, daily prayers Mark 10 mission, meditation, daily prayers Ordo, daily prayers Ordo, daily prayers Ordo, daily prayers	Class mass in church with Parishioners once per term for each class Meditation/Daily Prayers Class Liturgical prayer/Lectio Divina/Visio Divina/Rosary,Daily Prayer Mark 10 Mission/Liturgical prayer, meditation, prayers Ordo, daily prayers Ordo, daily prayers Mark 10 Mission, daily prayers Mark 10 Mission, daily prayers Mark 10 Mission, daily prayers	Daily Prayers Daily Prayers Meditation, daily prayers Meditation, daily prayers Class Liturgical prayer/Visio/Lecto Divina/Rosary Daily prayers Daily prayers Daily prayers	Me Pra Me Da Cla Ma Me pra Cla Vis Ro Me pra Vis Cla da Vis Cla da Vis Cla da
Small groups	Preparation and planning for Liturgical Prayer	Preparation and planning for Liturgical Prayer Preparation and planning for Liturgical Prayer	Preparation and planning for Liturgical Prayer Preparation and planning for Liturgical Prayer	
Individual	Spontaneous Prayer Spontaneous Prayer Spontaneous prayer Spontaneous prayer Spontaneous prayer/prayer petition box Spontaneous prayer Spontaneous prayer Spontaneous prayer	Spontaneous Prayer Spontaneous Prayer Spontaneous prayer Spontaneous prayer Spontaneous prayer/prayer petition box Spontaneous prayer Spontaneous prayer Spontaneous prayer	Spontaneous Prayer Spontaneous Prayer Spontaneous prayer Spontaneous prayer Spontaneous prayer/prayer petition box Spontaneous prayer Spontaneous prayer Spontaneous prayer	Sp Sp Sp Sp Sp pra bo Sp Sp Sp

Less regular worship

EYFS Christmas blessing, Mass, Lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation

EYFS Christmas blessing, Mass, Lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation

Adoration, Advent liturgy, lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation.

Adoration, Advent liturgy, lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation.

Reconciliation, Adoration, Advent liturgy, lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation.

Reconciliation, Adoration, Advent liturgy, lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation.

Reconciliation, Adoration, Advent liturgy, lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation.

Reconciliation, Adoration, Advent liturgy, lent retreat, Lourdes day, Feast of the Sacred Heart, Feast of St Thomas Aquinas, other Holy days of obligation.

Foundation 1	Foundation 2	Year 1	Year 2
Year 3	Year 4	Year 5	Year 6

Appendix B Collective Worship Progression Document

Child-led Liturgies

Year group	Children do <i>Planning, resourcing, leading, and evaluating</i>	Staff do <i>Consider: How will we move from co-leading to facilitating and supporting?</i>	Suggested resources used	Other possible forms of prayer
EYFS	Advent 1 – children begin to learn the basic structure of a liturgy from the teacher. Children also begin to learn the Sign of the Cross and traditional prayers of the Church. Children to learn the Sign of the Cross and what it means.	Adult to plan and lead one adult led liturgy each half term to ensure modelling of good practice. Advent 1 – teacher to model the basic structure of a liturgy to the children. All planning done by the teacher. Begin to talk to the children about what made the liturgy feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).	Consider adapting 'Let us Pray 2gether' resources to have more pictorial cards, based on some of the suggested ideas. See these examples from Clare Weaver, at St Patrick's in Leicester. https://aquinas-cmat-my.sharepoint.com/:b:/g/personal/ts_hannon_aquinas-cmat_org/EaCTShi5ns1Oigks2-ArzcEB-UH-okdIR35V7s3guWN8yg?e=QD2ely	Christian Meditation Building up to 10 minute meditation throughout the year. Meditation is an adult. Lectio Divina Teachers to introduce this form of worship as a way for children to feel their class ready. Only do this with a picture during Lent, encouraging children to talk about how the picture makes them feel. Teacher to read a short piece of scripture in explanation. Personal Prayer For an explanation of how this works, follow this link: Prayer support Staff – Truesdale (aquinas-cmat)
	Advent 2 – children begin to self-select items for prayer focus: Bible, crucifix, candle, liturgical colour fabric, as well as starting to think about other items that could be used on the prayer focus linking to theme.	Advent 2 - Teacher to continue modelling the basic structure of a liturgy to the children. All planning done by the teacher. Teacher to support children in choosing appropriate items for the prayer focus, teaching them about the colour of the fabric for the liturgical time of year. Talk to the children about how the liturgy made them feel and what made them feel that way (introducing evaluation) and note down pupil-voice on post-it notes.	https://aquinas-cmat-my.sharepoint.com/:w:/g/personal/ts_hannon_aquinas-cmat_org/EUjngA5-SFNFi4ys9UgsEisBIAtnljYslXa8g3HX56Th5A?e=ldCylh	Daily prayers Attendance and whole-site worship Encourage opportunities for spontaneous prayer.
	Lent 1 – Children to select items for the prayer focus as above. Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done whole-class). A child/group of children should begin the liturgy with the sign of the cross (introduction to leading worship). Children begin to learn the traditional prayers of the Church (Our Father, Hail Mary, Glory Be). This continues throughout this year.	Lent 1 - Teacher to select theme, scripture, response, and mission of liturgy. Offer children a small selection of cards from LUP2G to select elements for the Gather and place them on the LUP2G board (this is done whole-class). Select a child/group of children to begin the liturgy with the sign of the cross (introduction to leading worship). Talk to the children about what is essential in a liturgy (sign of cross, scripture, mission etc) – did we have all these things? What could have made our liturgy better? (Introducing evaluation) and note down pupil-voice on post-it notes.		

	Lent 2 – Same as above. Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g., introducing theme of liturgy)	Lent 2 – Same as above. Teacher to model to the whole-class how they select cards from LUP2G and place them on the board. Start to incorporate more than one element in each section of the liturgy. Explain that this is how you plan their liturgies. Begin to assign certain aspects of the liturgy to children at your discrepancy. Continue modelling basic structure of liturgy to children. Gather whole class evaluation pupil-voice on post-its or slips of paper.		
	Pentecost 1 - Same as above. Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g., introducing theme of liturgy)	Pentecost 1 - Take a small group to help you plan a liturgy using LUP2G resources. Adult to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Children to have the chance to pick from a limited selection of cards for one section of the liturgy (eg. the Gather) and have the chance to discuss what the adult has chosen and be able to add to it or suggest changes. Ensure the theme of the liturgy runs throughout and elements chosen to create a 'golden thread' that is weaved throughout the liturgy. Talk to children about why some ideas will work with the theme of the liturgy, but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Gather whole class evaluation pupil-voice on post-its or slips of paper.		

	Pentecost 2 – Same as above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the year</i>	Pentecost 2 - Same as above.		
YEAR 1	Advent Term - Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. <i>Adult may facilitate by helping the children select additional items for the prayer focus that link with the theme of the liturgy i.e.. A car for a liturgy based on journeys.</i> Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done in a small group). Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g., making the sign of the cross, introducing theme of liturgy) <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term - teacher to model the basic structure of a liturgy to the children. Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1). Begin to assign certain aspects of the liturgy to children at your discrepancy. Children should generate ideas for 'Gather' including the sign of the cross, choosing a hymn and introducing the theme of the liturgy. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy. Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. <i>Note: choosing an appropriate piece of scripture also means that you have the freedom to choose the length and complexity of the piece to suit your children. You do not need to stick to what it says on the LUP2G cards.</i> Adult to facilitate the delivery of the liturgy, introducing the different elements of the liturgy and which children will be speaking, giving explanations and links where needed, and following up on what children have said if a message has been lost or misunderstood.	NDCYS adapted planning sheet (KS1 version) NDCYS adapted evaluation sheet (KS1 version) Let Us Pray 2Gether (LUP2G) board game resource! Classroom resources KS1 Bible Class collective worship Journal YouTube Hymns on school system	Christian Me Moving between minute and 2 meditation throughout the year. Meditation is an adult. Lectio Divina picture in, pe introducing a line of scripture the Lent term. Encourage the children to talk about how the picture/verse scripture makes them feel. Personal Pra For an explanation how this works follow this link Prayer support Staff – Truesdell (aquinas-cma) Daily prayers Attendance a whole-site w Encourage opportunities spontaneous

		Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' from children). Whole class to evaluate liturgy.		
	Lent Term – As above (small groups). Begin to select cards from LUP2G (limited selection) for the Mission/end of liturgy (in addition to the Gather) and place them on the LUP2G board (done in a small group). <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Lent Term – As above. Teacher to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Talk to children about why some ideas will work with the theme of the liturgy, but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Children should generate ideas for the 'Mission/end of liturgy' such as a simple mission (able to complete straight away/today/this week), the sign of the cross and a hymn to finish. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy. Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate liturgy.		
	Pentecost Term – As above (small groups). This term should be used to develop leadership skills of the basics of liturgy. Children to develop their evaluation skills to focus on what was good and what could improve next time. <i>All children to have opportunity to be involved with planning and lead some</i>	Pentecost Term – As above (small groups). Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.		

	<i>element of liturgy by the end of the term.</i>	Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).		
		Whole class to evaluate liturgy.		
YEAR 2	Advent Term – Liturgy planning in groups. Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. Group to make use of LUP2G board (side 1) to select the Gather and Mission. Teacher facilitation. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term – Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission. Encourage more than one card to be used in each section to add depth to the liturgy. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult facilitates delivery of liturgy by providing some introductions and links between the sections of the liturgy and explanations where needed. Adult to have the freedom to follow up on a something a child has said if the message may have been lost or misunderstood. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate liturgy.	NDCYS adapted planning sheet (KS1 version) NDCYS adapted evaluation sheet (KS1 version) Let Us Pray 2Gether (LUP2G) board game resource! Classroom resources KS1 Bible Class collective worship Journal YouTube Hymns on school system	Christian Me Building up to minute meditation throughout the term. Meditation is an adult. Lectio Divina scripture sound adult, linked to liturgical year. Come and See facilitated by Picture to aid understanding interpretation Personal Pra For an explanation how this works follow this link Prayer support Staff – Truesdell (aquinas-cma Daily prayers Attendance a whole-site w Encourage opportunities spontaneous
	Lent Term – As above. Children to learn how to find appropriate reading in the Bible, supported by the adult. Child to read the scripture and learn the correct introduction and responses to different scripture readings. <i>All children to have opportunity to be involved with planning and lead some</i>	Lent Term – As above. Teacher to support children in locating reading in Bible, reading this clearly as part of the liturgy and learning the correct introductions and responses to different scripture readings. Adult facilitates the planning of the liturgy with a small group who	Weekly Word document	

	<i>element of liturgy by the end of the term</i>	make use of LUP2G cards to select the Gather and Mission. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate liturgy.		
	Pentecost Term – As above. Using LUP2G resources, children should now be confident in planning the Gather and Mission to suit a given theme and begin to locate appropriate scripture selected by the adult. Scripture should be introduced and responded to correctly. Teacher facilitation of this. This term should be used to develop leadership skills of the above elements of liturgy. Children should develop their evaluative comments by suggesting improvement for the next liturgy. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Pentecost Term – As above. Teacher to support children in locating reading in Bible, reading this clearly as part of the liturgy and learning the correct introductions and responses to different scripture readings. Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate liturgy.		
YEAR 3	Advent Term - children to generate their own way of gathering to begin the liturgy, and plan their own mission for children to end the liturgy. Use of LUP2G resources. Children to plan a prayer focus which links to and helps other children to explore the theme.	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term - Adult to facilitate planning and delivery by ensuring the elements of the liturgy have a common thread and are suited to the theme of the liturgy. Adult to add to or re-emphasise students points or the message if necessary.	NDCYS adapted planning sheet (KS2 version) NDCYS adapted evaluation	Christian Meditation Moving between 1- and 3-minute meditation throughout the term. Meditation is led by an adult. Lectio Divina scripture source

	Children to begin to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a workspace to worship space, and whether another space in school would work best with the theme. Scripture should be introduced and responded to correctly. Teacher facilitation of this. Whole class to evaluate liturgy, recorded on NDCYS adapted proforma (KS2 version). <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Adult to support with selecting an appropriate scripture reading. Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on. Scripture selected by adult. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write ideas for plan with children onto NDCYS adapted planning proforma.	sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource. Classroom resources KS2 Bible Class collective worship Journal YouTube	adult, linked liturgical year. Come and See facilitated by Led by Class from Lent Term Personal Prayer For an explanation how this works follow this link Prayer support Staff – Truesdell (aquinas-cm) Daily prayers Attendance and whole-site work Encourage opportunities for spontaneous
	Lent Term – As above. Scripture should be introduced and responded to correctly. Children should try to select scripture to suit theme from LUP2G cards and/or RE units. Teacher facilitation of this. Children should try to find scripture readings in the Bible, supported by the adult. Whole-class evaluation. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Lent Term – As above. Adult facilitates by preparing any resources the children may need to lead their liturgy i.e.. Leaf templates for children to write on during respond part of liturgy. Adults support by ensuring the scripture selected links with the theme of the liturgy, and the elements the children plan themselves go together cohesively. Adult to write ideas for plan with children onto NDCYS adapted planning proforma.	Hymns on school system Weekly Word document Extra-Ordinary document	
	Pentecost Term – As above. Children should begin to check all elements of liturgy flow together in a ‘golden thread’ using some of the features of the LUP2G resources to aid this (e.g., colour cornerstones). This term should be used to develop leadership skills of the above elements	Pentecost Term – As above. Adult facilitates by preparing any resources the children may need to lead their liturgy i.e. Leaf templates for children to write on during respond part of liturgy. Children to write ideas for plan onto NDCYS planning proforma,		

	of liturgy. Leadership is developed to maintain high levels of engagement. Children should develop their evaluative comments by stating what was successful and why, as well as suggesting improvement for the next liturgy and the reasons behind this. Children write their own elements of the plan onto the planning proforma, supported by adults. Whole-class evaluation. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	supported by adults for elements not planned by the liturgy group.		
YEAR 4	Advent Term – Children begin the year by generating their own Gather and Mission/end of liturgy, as well as selecting scripture appropriate to the theme, locating this scripture in the Bible, supported by the adult. Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a workspace to worship space, and whether another space in school would work best with the theme. Children should check all elements of liturgy flow together in a ‘golden thread’ using some of the features of the LUP2G resources to aid this (e.g., colour cornerstones). Children write their own elements of the plan onto the planning proforma, supported by adults. Whole-class evaluation in Advent 1. In Advent 2, this moves to two children live evaluating liturgy as it is delivered, sharing their thoughts briefly with the class at the end and coming to a class decision on the next step for future	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term – Adult to facilitate by ensuring the elements of the liturgy have a common thread and are suited to the theme of the liturgy. Adult can add to or emphasise children’s points/message during the liturgy, but this should be happening less often now. It may be more necessary at the end of the liturgy to ‘make more of the mission’ e.g., ask the children to tell you what the mission is, give children the chance to talk to the person next to them about how they might accomplish the mission before inviting responses. Adult to support with selecting an appropriate scripture reading if necessary. Support children in planning the correct introductions and responses depending on the scripture. Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.	NDCYS adapted planning sheet (KS2 version) NDCYS adapted evaluation sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource. Classroom resources KS2 Bible Class collective worship Journal YouTube Hymns on school system	Christian Me Moving between minute meditation the beginning of the year, progress 4 minutes by Pentecost term Meditation le Class Chaplain training received Chaplain to support other children lead Christian Meditation. Lectio Divina scripture source adult, linked liturgical year Come and See for Lectio Divina by class chaplain supported by Personal Pra For an explanation how this works follow this link Prayer support Staff – Truesdell (aquinas-cma) Daily prayers

	liturgies. Three children are asked to give specific comments, and these are noted on the evaluation form. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Adult facilitates by preparing any resources the children may need to lead their liturgy i.e., Leaf templates for children to write on during respond part of liturgy. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	Weekly Word document Extra-Ordinary document Internet access for planning	Attendance a whole-site w Encourage opportunities spontaneous
	Lent Term – As above plus Children to generate their own way of gathering to begin the liturgy, a response to the word, and plan their own mission for children to end the liturgy. Children may still need support to choose an appropriate scripture reading. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Lent Term – As above plus adults support by ensuring the respond to the scripture links with the theme of the liturgy, and the elements the children plan themselves go together cohesively. Adult facilitates by preparing any resources the children may need to lead their liturgy i.e., Leaf templates for children to write on during respond part of liturgy. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	OpenBible website access Bible Gateway website access	
	Pentecost Term – Children now planning all for main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult. If children are proficient in liturgy planning, use side 2 of LUP2G board to consider in more detail any ideas that may maintain high levels of engagement. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy). Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A	Pentecost Term – Adults to support the writing of liturgy planning, asking key questions such as: - How does this element link to the theme of the liturgy? - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? - Could we write response prayers which keep the theme of the liturgy obvious to our liturgy?		

	collective 'next time we could' is agreed and recorded. Pupil voice of impact of the liturgy is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	- Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is? Adult facilitates by preparing any resources the children may need to lead their liturgy i.e. PowerPoint with music and images chosen by children. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.		
YEAR 5	Advent Term – During Advent 1, children plan all the main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy). Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a workspace to worship space, and whether another space in school would work best with the theme. During Advent 2, children (if proficient) start planning liturgy considering what they want others to see, hear, think, do during liturgy, using side 2 and pack 2 of LUP2G resources. Planning sheet filled in by children, supported by adults only where necessary. Evaluation is recorded on NDCYS adapted proforma by two pupils,	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term – Adults to support the writing of liturgy planning, asking key questions such as: - How does this element link to the theme of the liturgy? - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? - Could we write response prayers which keep the theme of the liturgy obvious to our liturgy? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is?	NDCYS adapted planning sheet (KS2 version) NDCYS adapted evaluation sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource. Classroom resources KS2 Bible Class collective worship Journal YouTube	Christian Me Between 3- a minute medi the beginning year, progres 5 minutes by Pentecost ter Meditation le Class Chaplain training rece Chaplain to s other childre lead Christian Meditation. Lectio Divina scripture sou adult, linked liturgical year Come and Se for Lectio Div by class chap (training rece supported by Children com by sharing th important wo phrases to th when they fe when the wo God speaks t

	which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the liturgy is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Adult facilitates by preparing any resources the children may need to lead their liturgy i.e., PowerPoint with music and images chosen by children. Adult can facilitate the delivery of the liturgy, if needed and if an important message, theme, instruction, or element has been lost. This could be done by asking a leading child to repeat something or explain again, before adding to their explanation if needed. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	Hymns on school system Weekly Word document Extra-Ordinary document Internet access for planning OpenBible website access	they share w group. By the Lent t children will selecting scri that is impor them for Lec Divina. Personal Pra For an explan how this wor follow this lin Prayer supp Staff – Trues (aquinas-cma Daily prayers
	Lent Term – Children (if proficient) start planning liturgy considering what they want others to see, hear, think, do during liturgy, using side 2 and pack 2 of LUP2G resources. They add this to their planning sheet. They then flip the board over and sort the cards into the appropriate sections on side 1 of LUP2G board. Children check elements of liturgy are cohesive and form a 'golden thread' weaved throughout the liturgy. This is added to the planning sheet. Children are provided with access to a laptop during planning so they can make any resources they need including PowerPoints. Evaluation as above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Lent Term – As above. Liturgy planning is overseen by an adult and is guided only when necessary, using questions above. Adult may source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere. Adult may encourage children to think outside of the box such as different locations for liturgy, seating arrangements, actions etc.	Bible Gateway website access	Attendance a whole-site w Encourage opportunities spontaneous
	Pentecost Term- As above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	Pentecost Term – As above.		

YEAR 6	Advent Term –			
	Dependent on proficiency of liturgy planning group, children may use either side of LUP2G resources, or choose to only make use of elements of this resource.			
	Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a workspace to worship space, and whether another space in school would work best with the theme. All aspects of liturgy planned and prepared by children, supported by adults only where necessary. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers’ discrepancy). Planning sheet filled in by children, supported by adults only where necessary. Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective ‘next time we could’ is agreed and recorded. Pupil voice of impact of the liturgy is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term.</i>	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term – Adults to support the writing of liturgy planning, asking key questions such as: - How does this element link to the theme of the liturgy? - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? - Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is? Adult facilitates by preparing any resources the children may need to lead their liturgy i.e.. PowerPoint with music and images chosen by children. Adult facilitation during the delivery of the liturgy should be minimal by this point, but is still appropriate if an important message, theme or instruction is lost. Children write their notes and ideas onto the planning proforma, supported by the adult where needed. Adult may source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere.	NDCYS adapted planning sheet (KS2 version) NDCYS adapted evaluation sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource. Classroom resources KS2 Bible Class collective worship Journal YouTube Hymns on school system Weekly Word document Extra-Ordinary document Internet access for planning OpenBible website access	Christian Me 4-minute me at the beginning of the year, from 10 minutes to between 5 minutes by the Pentecost term. Meditation led by Class Chaplain training received by Chaplain to support other children lead Christian Meditation. Lectio Divina scripture source adult, linked to liturgical year. Come and See led by class chaplain (training received) supported by adults where needed. Children come by sharing their important words/phrases to the when they feel when the word God speaks to them they share with group. From Advent children may select a scripture that is important to them for Lectio Divina. Personal Pra For an explanation how this works follow this link Prayer support Staff – Truesdell (aquinas-cma) Daily prayers

		Adult may encourage children to think outside of the box such as different locations for liturgy, seating arrangements, actions etc.	Bible Gateway website access	Attendance at whole-site worship Encourage opportunities for spontaneous
	Lent Term – As above. Children spend time focusing on planning elements of liturgy previously missing/in need of development. Evaluation is specific to these areas the children are trying to develop.	Lent Term – As above.		
	Pentecost Term – As above. Year 6 pupils visit children in Years 3 – 5 to support in their liturgy planning and share some of their ideas. In the Pentecost term, the children take the role of the teacher in younger year groups by ensuring liturgy planning has a ‘golden thread’ throughout. Year 6 pupils support delivery, planning, resourcing, and evaluating liturgy.	Pentecost Term – As above.		
Notes		The aim is for CW to be inclusive, engaging, vibrant, relevant to the young people and relevant to the community. Active participation and high levels of engagement from all is a key target. CW can include hymns, secular music, drama, artwork, videos, musical instruments, dancing and different themes. CW must include; the sign of the cross (just at the beginning and the end), a piece of scripture (with the group action, silence/time to reflect, some kind of prayer, an explanation of the scripture, short explanation of the theme/scripture).		

Links to resources	Personal prayer (within the 'Prayer support for Staff' resource: Prayer support for Staff – Truespirit) Lectio Divina: Lectio Divina – Truespirit Correct introduction and response to scripture and prayer planning sheets (in 'NDCYS whole pack'): http://my.sharepoint.com/:b:/g/personal/tshannon_aquinas-cmat_org/EdUbC7Zu52pMuph3UYHHOzcBlvFGF 'Let us pray 2gether' instructional videos and blank templates: Let Us Pray 2gether – NDCYS CW evaluation forms: https://aquinascmat-my.sharepoint.com/:f:/g/personal/tshannon_aquinas-cmat_org/Ep0ZaWGD0s1PgpGxhZrUm5kBBf64Cooqoi72PyrAsWdZJA?e=RjmH6e Planning and Celebrating the Mass with Young People: Contact Tom Baptist, director@ndcys.com Shared hymn/worship music drive: https://web.microsoftstream.com/channel/37e7e9c1-6f54-4324-8f Websites for finding hymns and music. Hymns: www.ocp.org Worship music: www.worshiptogether.com
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