

Christ the King Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



Policy on Collective Worship

“For where two or three are gathered in my name, there am I among them.”

Matthew 18:20

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. All school policies begin with carefully chosen Scripture extracts to ensure school life is driven and shaped by these values and the Catholic ethos.

The life of the school is underpinned by the school’s Mission Statement;

‘Christ the King welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.’

At Christ the King, 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

1.1 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.

1.2 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

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

2.2 We acknowledge the legal requirement that there must be a daily act of worship for all pupils. We fulfil this requirement through Weekly Word assemblies, class assemblies and poetry recitals, class masses, whole school masses, Christian Meditation, class liturgical prayer opportunities, Adoration and Lectio Divina. We also encourage children to enter into spontaneous prayer, with many opportunities provided for this across the school.

2.3 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.

2.4 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

3.1 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

4.1 We endorse the belief that Collective Worship takes into account 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

5.1 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.

5.2 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.

6 Timetable for Collective Worship

6.1 Liturgical prayer and acts of worship at Christ the King take place for the whole school on Mondays and Fridays.

The Weekly Word is introduced in the first assembly of the week to all children, and is revisited in class throughout the week. Children are recognised on a weekly basis for living out our School Mission Statement and demonstrating virtuous behaviour in our Mission Statement Award (Mondays). The winners of this award are shared weekly on the school website under 'Mission Statement' and in the Weekly Newsletter.

Whole site prayer is held on Fridays in the form of our celebration assemblies where we review the mission set for the week, share any work from children who lived out the mission, and award one child per class with the Star of the Week award.

Hymn Practice takes place every Wednesday on the Junior Site, on a bi-weekly rotation cycle alternating between Middle Phase (years 3 and 4) and Upper Phase (years 5 and 6). Hymn Practice takes place bi-weekly on a Wednesday on the Infant Site.

Members of the Clergy are invited to lead liturgy and liturgical prayer throughout the year, particularly in reference to Bishop Patrick McKinney's three themes of Encounter, Discipleship and Missionary Discipleship. Our chaplaincy team plans, leads and evaluates a range of liturgical prayer according to the Church's calendar. Class chaplains also lead Lectio Divina and Christian Meditation as a form of 'liturgical prayer' in their classrooms and support classmates to do the same.

6.2 Parents and Governors are invited to collective liturgical prayer as well as liturgies such as Adoration, Reconciliation and Masses throughout the year, including Class/Year Group Masses. Parents are invited to share in their experiences by commenting on our school Chaplaincy blog, which documents all liturgical prayer across the school.

6.3 Each week, children experience different forms of prayer and liturgy in their classrooms. These are scheduled according to the teacher's weekly plan and are monitored by the Senior Leadership Team. 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. See 'Culture of Prayer' document (Appendix A).

7 The Planning, Content and Delivery of Prayer and Liturgy

7.1 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

7.2 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

8.1 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 Prayer and Liturgy journals
- On the chaplaincy display boards
- Through the Chaplaincy Blog

9 Monitoring and Evaluation

9.1 Children self-evaluate class prayer and liturgy and record feedback on corresponding evaluation sheets. A member of staff completes an evaluation form for all whole school acts of liturgical prayer, which are used to inform future planning. The chaplaincy team regularly meet to evaluate their liturgical prayer, and invite classes to provide feedback to help improve future prayerful opportunities.

Whole school prayer and liturgy, such as chaplaincy liturgical prayer, are recorded on the school blog and classes are invited to comment on the blog with evaluative feedback.

9.2 Monitoring of parent's views is collected through the use of our Chaplaincy Blog comments section and parent questionnaires. The purpose of this is to record the thoughts and reflections of our community relating to school events, communal worship and visits during the school year. Pupils, teachers, and visitors can add their reflections in the form of interviews, journal entries or photos.

The designated Governor for Religious Education and Prayer & Liturgy is to monitor the policy and practice of opportunities for prayer within the school, and to liaise with the Head Teacher and RE Subject Leader.

10 Voluntary Worship and Retreats

10.1 Year 6 children attend Alton Castle Retreat in December and Year 3 attend a trip to the local synagogue to learn about worship in other faiths. Year 3 and the chaplaincy team also take part in a sponsored sleepover in December to raise funds for a local charity supporting refugees. Additionally, the chaplaincy team attend a retreat day in October at the Rosmini Centre organised by STACMAT. Assemblies are held throughout the year with speakers from other faiths.

11 Eucharist

11.1 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.

12 Right of withdrawal

12.1 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.


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

13 Policy Monitoring and Review

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

Name: Miss Katie Dodd **Role:** RE Subject Leader/Assistant Head Juniors **Signature:** *K. Dodd* **Date:** 28.09.22

Head Teacher: Mrs Annie Carter **Signature:** Mrs A Carter **Date:**

Chair of Governors: Mr Malcolm Rossa **Signature:**  **Date:**

Date of next review: September 2023



Appendix 1: Culture of Prayer at Christ the King

	Monday	Tuesday	Wednesday	Thursday	Friday
Whole School	<p>Weekly Word assembly led by Heads of School (Infant and Junior) following Extra-Ordinary from NDCYS</p> <p>CTK Missionaries award given to one child per class who is living out our school mission statement and living virtuously</p>		<p>Hymn practice led by RE Lead and Music Lead on Junior site/ led by RE deputy lead on Infant site</p>		<p>Star of the week celebration assembly /class poetry recital – collective prayer</p>
Key Stage/Year group	<p>Chaplaincy team worships may be on any given day in a week, but typically fall on a Wednesday in the place of a hymn practice session. Chaplaincy liturgies are usually celebrated in phases (yr1/2, yr3/4, yr 5/6) due to the size of the hall and the number of children.</p> <p>Year group masses are held on a Monday afternoon in the school hall. Mass is celebrated with Fr John Cahill and parents are invited.</p>				

Individual classes	<p>Daily prayers within class – morning, lunchtime, end of day</p> <p>Prayer to begin all RE lessons</p> <p>Prayer within RSHE sessions (TenTen)</p> <p>Child-led liturgy planning time is detailed on individual teachers’ weekly timetable – on a bi-weekly rotation with Lectio Divina</p> <p>Child-led liturgy delivery is detailed on individual teachers’ weekly timetable- on a bi-weekly rotation with Lectio Divina</p> <p>Lectio Divina is scheduled on individual teachers’ weekly timetable – on a bi-weekly rotation with Child-led Liturgy</p> <p>Christian Meditation is scheduled on individual teachers’ weekly timetables every week</p> <p>If a class is attending a mass, this may replace one form of class worship that week</p> <p>Classes write class prayers and/or promises to hang on our prayer tree in reception specific to the Liturgical Calendar e.g Harvest, Advent, Lent</p>
Small groups	<p>Prayer clubs that run throughout the year:</p> <p>Catholic Life club: Tuesday lunchtimes 12:00pm in 5HS led by Miss Dodd</p> <p>Lectio Divina club: Thursday lunchtimes 12:00pm in 6DM led by Upper-Phase Chaplaincy team members (yr5/6) & Miss Dodd</p> <p>Christian Meditation club: Thursday lunchtimes 12:00pm in 1RH led by Infant Chaplaincy team & Mrs Hainsworth</p> <p>Chaplaincy team lunchtime prayer box: every day on the Junior yard, run by Chaplaincy team members</p> <p>Prayer clubs specific to liturgical season:</p> <p>Rosary club during October and May: Wednesday lunchtimes 12:00pm in 3TP led by Middle-Phase Chaplaincy team members (yr3/4) & Mrs Sparkes</p>

Individual child	<p>Opportunities for spontaneous prayer:</p> <p>Prayer area in each classroom – prayer intention slips</p> <p>Wonder box/ wonder wall in each classroom</p> <p>Prayer areas around school: St Joseph prayer area, St Thomas Aquinas prayer area, Ribbon of prayer, Liturgical Calendar area, Rosary area, St Peter area</p> <p>Chaplaincy team lunchtime prayer box</p> <p>Prayer intention slips during month of November – Feast of All Souls</p>
Staff prayer	<p>Staff are invited to all lunchtime prayer groups – some staff attend lunchtime prayer clubs when a child from their class is leading it</p> <p>CMAT Thursday Virtual Prayer</p> <p>Weekly Staff Meetings (Wednesdays)</p> <p>Weekly Staff Briefings (Fridays)</p> <p>Prayer intention slips in staffroom – dedications shared during staff briefing</p>

Appendix 2: Collective Worship Progression Document

Child-led Liturgies				Other forms of prayer	Documenting of worship
Year group	Children do	Staff do	Resources used		
	<i>Planning, resourcing, leading and evaluating</i>	<i>Consider: How will we move from co-leading to facilitating and supporting?</i>			
EYFS	Advent 1 – children begin to learn the basic structure of a liturgy from the teacher.	<i>Teacher to explicitly model liturgy to children a least once per RE topic.</i> 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).	NDCYS adapted planning sheet (KS1 version)	Christian Meditation Building up to 1-minute meditation throughout the year	Plans are recorded on the NDCYS adapted proforma
	Advent 2 – children begin to self-select items for prayer focus: Bible, cross, 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.	Let Us Pray 2Gether (LUP2G) board game resource	Meditation is led by an adult	Liturgy plans are collated in class collective worship journal
	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).	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 of these things? What could have made our liturgy better? (introducing evaluation) and note down pupil-voice on post-it notes.	Classroom resources Lion's Bible Class collective worship Journal	Lectio Divina Teachers to introduce this form of worship as they feel their class is ready. Only do this with a picture during EYFS, encouraging the children to talk about how the picture makes them feel.	Photos of worship may be evidenced in class collective worship journal Evaluation captured as pupil-voice on post-it notes along with the planning sheet Any liturgies held as part of RE unit (respond liturgy) to

	<p>Lent 2 – Same as above.</p> <p>Child/group of children to begin leading elements of liturgy at teacher's discretion (e.g. introducing theme of liturgy)</p>	<p>Lent 2 – Same as above.</p> <p>Teacher to model to the whole-class how they select cards from LUP2G and place them on the board. Explain that this is how you plan their liturgies. Begin to assign certain aspects of the liturgy to children at your discretion.</p> <p>Continue modelling basic structure of liturgy to children.</p> <p>Gather whole class evaluation pupil-voice on post-its.</p>	<p>YouTube</p> <p>Hymns on school system</p>	<p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>be recorded in class Respond book</p> <p>Meditation is not formally recorded but should be captured in class collective worship journal once per term</p>
	<p>Pentecost 1 - Same as above.</p> <p>Child/group of children to begin leading elements of liturgy at teacher's discretion (e.g. introducing theme of liturgy)</p>	<p>Pentecost 1 - Take a small group to help you plan a liturgy using LUP2G resources. 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. Ensure the theme of the liturgy runs throughout and elements chosen create a 'golden-thread' that is weaved throughout the liturgy.</p> <p>Talk to children about why some ideas will work with the theme of the liturgy but others won't.</p> <p>Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discretion).</p> <p>Gather whole class evaluation pupil-voice on post-its.</p>			
	<p>Pentecost 2 – Same as above.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the year</i></p>	<p>Pentecost 2 - Same as above.</p>			

YEAR 1	<p>Advent Term -</p> <p>Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric.</p> <p><i>Adult may facilitate by helping the children select additional items for the prayer focus that link with the theme of the liturgy ie. A car for a liturgy based on journeys.</i></p> <p>Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done in a small group).</p> <p>Child/group of children to begin leading elements of liturgy at teacher's discretion (e.g. making the sign of the cross, introducing theme of liturgy)</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><i>Teacher to explicitly model liturgy to children a least once per RE topic</i></p> <p>Advent Term - teacher to model the basic structure of a liturgy to the children.</p> <p>Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1).</p> <p>Begin to assign certain aspects of the liturgy to children at your discretion.</p> <p>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.</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' from children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>	<p>NDCYS adapted planning sheet (KS1 version)</p> <p>NDCYS adapted evaluation sheet (KS1 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS1 Bible</p>	<p>Christian Meditation</p> <p>Moving between 1 minute and 2 minute meditation throughout the year.</p> <p>Meditation is led by an adult</p> <p>Lectio Divina with a picture in, perhaps introducing a simple line of scripture in the Lent term.</p> <p>Encourage the children to talk about how the</p>	<p>Plans are recorded on the NDCYS adapted proforma</p> <p>Liturgy plans are collated in class collective worship journal</p> <p>Photos of worship may be evidenced in class collective worship journal</p> <p>Evaluation is completed on the NDCYS adapted evaluation sheet (KS1 version)</p>
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	<p>Lent Term –</p> <p>As above (small groups).</p> <p>Begin to select cards from LUP2G (limited selection) for the Mission/end of liturgy and place them on the LUP2G board (done in a small group).</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term –</p> <p>As above.</p> <p>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.</p> <p>Talk to children about why some ideas will work with the theme of the liturgy but others won't.</p> <p>Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discretion).</p> <p>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.</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>	<p>Class collective worship</p> <p>Journal</p> <p>YouTube</p> <p>Hymns on school system</p>	<p>picture/verse of scripture makes them feel.</p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>Any liturgies held as part of RE unit (respond liturgy) to be recorded in class Respond book</p> <p>Meditation is not formally recorded but should be captured in class collective worship journal once per term</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page/as post-it notes.</p>
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	<p>Pentecost Term –</p> <p>As above (small groups).</p> <p>This term should be used to develop leadership skills of the basics of liturgy.</p> <p>Children to develop their evaluation skills to focus on what was good and what could improve next time.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term –</p> <p>As above (small groups).</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>			
YEAR 2	<p>Advent Term – Liturgy planning in groups.</p> <p>Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric.</p> <p>Group to make use of LUP2G board (side 1) to select the Gather and Mission. Teacher facilitation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Advent Term –</p> <p>Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>	<p>NDCYS adapted planning sheet (KS1 version)</p> <p>NDCYS adapted evaluation sheet (KS1 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p>	<p>Christian Meditation</p> <p>Building up to 2-minute meditation throughout the year</p> <p>Meditation is led by an adult</p> <p>Lectio Divina scripture sourced by adult, linked to liturgical year or</p>	<p>Plans are recorded on the NDCYS adapted proforma</p> <p>Liturgy plans are collated in class collective worship journal</p> <p>Photos of worship may be evidenced in class collective worship journal</p>

	<p>Lent Term –</p> <p>As above.</p> <p>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.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term –</p> <p>As above.</p> <p>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.</p> <p>Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>	<p>Classroom resources</p> <p>KS1 Bible</p> <p>Class collective worship</p> <p>Journal</p> <p>YouTube</p> <p>Hymns on school system</p>	<p>Come and See topic, facilitated by adult. Picture to aid understanding and interpretation</p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>Evaluation is completed on the NDCYS adapted evaluation sheet (KS1 version)</p> <p>Any liturgies held as part of RE unit (respond liturgy) to be recorded in class Respond book</p> <p>Meditation is not formally recorded but should be captured in class collective worship journal once per term</p>
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	<p>Pentecost Term –</p> <p>As above.</p> <p>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.</p> <p>This term should be used to develop leadership skills of the above elements of liturgy.</p> <p>Children should develop their evaluative comments by suggesting improvement for the next liturgy.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term –</p> <p>As above.</p> <p>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.</p> <p>Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>	Weekly Word document		<p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page/as post-it notes.</p>
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YEAR 3	<p>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.</p> <p>Scripture should be introduced and responded to correctly. Teacher facilitation of this.</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma (KS2 version).</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>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.</p> <p>Adult to support with selecting an appropriate scripture reading.</p> <p>Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.</p> <p>Scripture selected by adult. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p>	<p>Christian Meditation</p> <p>Moving between 2 and 3-minute meditation throughout the year</p> <p>Meditation is led by an adult</p> <p>Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated by adult. Led by Class Chaplain from Lent Term.</p> <p>Children to respond by raising their hand, leader nods to them to share their contribution (maintaining prayerful atmosphere).</p> <p>Daily prayers</p>	<p>Plans are recorded on the NDCYS adapted proforma</p> <p>Liturgy plans are collated in class collective worship journal</p> <p>Photos of worship may be evidenced in class collective worship journal</p> <p>Evaluation is completed on the NDCYS adapted evaluation sheet (KS2 version)</p> <p>Any liturgies held as part of RE unit (respond liturgy) to be recorded in class Respond book</p> <p>Meditation is not formally recorded but should be</p>
	<p>Lent Term –</p> <p>As above.</p> <p>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.</p> <p>Children should try to find scripture readings in the Bible, supported by the adult.</p> <p>Whole-class evaluation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term –</p> <p>As above.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Adults support by ensuring the scripture selected links with the theme of the liturgy, and the elements the children plan themselves go together cohesively.</p> <p>Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>	<p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship</p> <p>Journal</p> <p>YouTube</p>		

	<p>Pentecost Term –</p> <p>As above.</p> <p>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).</p> <p>This term should be used to develop leadership skills of the above elements of liturgy. Leadership is developed in order to maintain high levels of engagement.</p> <p>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.</p> <p>Children write their own elements of the plan onto the planning proforma, supported by adults.</p> <p>Whole-class evaluation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term –</p> <p>As above.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Children to write ideas for plan onto NDCYS adapted planning proforma, supported by adults for elements not planned by the liturgy group.</p>	<p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordo-nary document</p>	<p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>captured in class collective worship journal once per term</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page.</p>
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YEAR 4	Advent Term –	Advent Term –	NDCYS adapted planning sheet (KS2 version)	Christian Meditation	Plans are recorded on the NDCYS adapted proforma
	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.	Adult to facilitate by ensuring the elements of the liturgy have a common thread and are suited to the theme of the liturgy.		Moving between 3-minute meditation at the beginning of the year, progressing to 4 minutes by the Pentecost term. Meditation led by Class Chaplain once training received. Chaplain to support other children to lead Christian Meditation.	Liturgy plans are collated in class collective worship journal
	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).	Adult to support with selecting an appropriate scripture reading if necessary. Support children in planning the correct introductions and responses depending on the scripture.	NDCYS adapted evaluation sheet (KS2 version)		
	Children write their own elements of the plan onto the planning proforma, supported by adults.	Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.	Let Us Pray 2Gether (LUP2G) board game resource		Photos of worship may be evidenced in class collective worship journal
	Whole-class evaluation in Advent 1.	Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.	Classroom resources		Evaluation is completed on the NDCYS adapted evaluation sheet (KS2 version)
	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 liturgies. Three children are asked to give specific comments and these are noted on the evaluation form.	Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	KS2 Bible	Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic for Lectio Divina, led by class chaplain (training received),	Any liturgies held as part of RE unit (respond liturgy) to
	<i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>		Class collective worship Journal		

	<p>Lent Term –</p> <p>As above plus</p> <p>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.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term –</p> <p>As above plus</p> <p>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.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>	<p>YouTube</p> <p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordo-nary document</p>	<p>supported by adult. Children to respond by raising their hand, leader nods to them to share their contribution (maintaining prayerful atmosphere).</p> <p>Daily prayers</p>	<p>be recorded in class Respond book</p> <p>Meditation is not formally recorded but should be captured in class collective worship journal once per term</p> <p>Lectio Divina is recorded in the class collective worship journal with</p>
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	<p>Pentecost Term –</p> <p>Children now planning all for main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult.</p> <p>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.</p> <p>Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discretion).</p> <p>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.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term –</p> <p>Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> - 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? <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>	<p>Internet access for planning</p> <p>OpenBible website access</p> <p>Bible Gateway website access</p>	<p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>any pupil responses evidenced on page.</p>
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YEAR 5	Advent Term –	Advent Term –	NDCYS adapted planning sheet (KS2 version)	Christian Meditation	Plans are recorded on the NDCYS adapted proforma
	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.	Adults to support the writing of liturgy planning, asking key questions such as:		Between 3 and 4 minute meditation at the beginning of the year, progressing to 5 minutes by the Pentecost term. Meditation led by Class Chaplain once training received. Chaplain to support other children to lead Christian Meditation.	Liturgy plans are collated in class collective worship journal
	Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discretion).	<ul style="list-style-type: none"> - 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? 	NDCYS adapted evaluation sheet (KS2 version)		
	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.	Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children.	Let Us Pray 2Gether (LUP2G) board game resource		Photos of worship may be evidenced in class collective worship journal
	Planning sheet filled in by children, supported by adults only where necessary.	Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	Classroom resources	Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic for Lectio Divina, led by class chaplain (training)	Evaluation is completed on the NDCYS adapted evaluation sheet (KS2 version)
	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.		KS2 Bible		
	<i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>		Class collective worship		Any liturgies held as part of RE unit (respond liturgy) to

	<p>Lent Term –</p> <p>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.</p> <p>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.</p> <p>Children are provided with access to a laptop during planning so they can make any resources they need including powerpoints.</p> <p>Evaluation as above.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term –</p> <p>As above.</p> <p>Liturgy planning is overseen by an adult and is guided only when necessary using questions above.</p> <p>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.</p> <p>Adult may encourage children to think outside of the box such as different locations for liturgy, seating arrangements, actions etc.</p>	<p>Journal</p> <p>YouTube</p> <p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordo-nary document</p>	<p>received), supported by adult.</p> <p>Children contribute by sharing the important words and phrases to them when they feel; when the word of God speaks to them, they share with the group.</p> <p>By the Lent term, children will be self-selecting scripture that is important to them for Lectio Divina.</p>	<p>be recorded in class Respond book</p> <p>Meditation is not formally recorded but should be captured in class collective worship journal once per term</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page.</p>
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	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.	Internet access for planning OpenBible website access Bible Gateway website access	Daily prayers Attendance at whole-site worship Encourage opportunities for spontaneous prayer	
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YEAR 6	Advent Term – Depending 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. 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' discretion). 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>	Advent Term – Adults to support the writing of liturgy planning, asking key questions such as: <ul style="list-style-type: none"> - 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 ie. Powerpoint with music and images chosen by children. 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. Adult may encourage children to think outside of the box such as different locations for liturgy, seating arrangements, actions etc.	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 Meditation 4 minute meditation at the beginning of the year, progressing to between 5 and 6 minutes by the Pentecost term. Meditation led by Class Chaplain once training received. Chaplain to support other children to lead Christian Meditation. Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic led by class chaplain (training received), supported by adult where needed. Children contribute by sharing the	Plans are recorded on the NDCYS adapted proforma Liturgy plans are collated in class collective worship journal Photos of worship may be evidenced in class collective worship journal Evaluation is completed on the NDCYS adapted evaluation sheet (KS2 version) Any liturgies held as part of RE unit (respond liturgy) to be recorded in class Respond book
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	<p>Lent Term –</p> <p>As above.</p> <p>Children spend time focusing on planning elements of liturgy previously missing/in need of development.</p> <p>Evaluation is specific to these areas the children are trying to develop.</p>	<p>Lent Term –</p> <p>As above.</p>	<p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordinary document</p>	<p>important words and phrases to them when they feel; when the word of God speaks to them, they share with the group.</p> <p>From Advent term 2, children may be self-selecting scripture that is important to them for Lectio Divina.</p>	<p>Meditation is not formally recorded but should be captured in class collective worship journal once per term</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page.</p>
	<p>Pentecost Term –</p> <p>As above.</p> <p>Year 6 pupils visit children in Years 3 – 5 to support in their liturgy planning and share some of their ideas.</p> <p>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.</p>	<p>Pentecost Term –</p> <p>As above.</p>	<p>Internet access for planning</p> <p>OpenBible website access</p> <p>Bible Gateway website access</p>	<p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	