Christ the King Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



Policy on Prayer and Liturgy

"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 Prayer and Liturgy

- 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 prayer 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 Prayer and Liturgy rests with the Governing Body after consultation with the Head Teacher, RE Subject Lead and Catholic Life and Mission Subject Lead.

3 The Aims of Prayer and Liturgy

3.1 We believe that Prayer and Liturgy 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 Prayer and Liturgy in the life of Our School

4.1 We endorse the belief that Christian 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 Prayer and Liturgy 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 Prayer and Liturgy

6.1 Liturgical prayer 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

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 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 relevant subject leaders.

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 2 visit a Mandir. All year groups visit our local parish churches either for Mass or as part of their RE lessons. 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 Prayer and Liturgy Subject Lead and designated Governor and is evaluated and reviewed by staff and Governors every two years.

	Name: Miss Sara	ih Jones Role: Pra	yer and Liturgy Sub	iect Lead Sig	nature: Date:
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Head Teacher: Mrs Annie Carter **Signature: Date:**

Chair of Governors: Signature: Date:

Date of next review: October 2024



Appendix 1: Culture of Prayer at Christ the King

	Monday	Tuesday	Wednesday	Thursday	Friday		
Whole	Weekly Word assembly led by		Hymn practice led by RE		Star of the week		
School	Heads of School (Infant and		Lead and Music Lead on		celebration		
3011001	Junior) following Extra-Ordo-		Junior site/ led by RE		assembly /class		
	nary from NDCYS		deputy lead on Infant site		poetry recital –		
					collective prayer		
	CTK Missionaries award given						
	to one child per class who is						
	living out our school mission						
	statement and living						
	virtuously						
Key	Chaplaincy team worships may be on any given day in a week, but typically fall on a Wednesday in the place of a hymn						
Stage/Year	practice session. Chaplaincy liturgies are usually celebrated in phases (yr1/2, yr3/4, yr 5/6) due to the size of the hall and						
0.	the number of children.						
group							
	Year group masses are held on	a Monday afternoo	n in the school hall. Mass is o	elebrated with Fr Joh	nn Cahill and parents		
			are invited.				

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

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

Appendix 2: Collective Worship Progression Document

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

Lent 2 – Same as above.	Lent 2 – Same as above.	YouTube		be recorded in
				Respond bool
Child/group of children to begin leading elements of liturgy at	Teacher to model to the whole-class how they select cards from LUP2G		Daily prayers	
teacher's discretion (e.g. introducing theme of liturgy)	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	Hymns on school		
	discretion.	system		Meditation is a
			Attendance at	formally recor
	Continue modelling basic structure of liturgy to children.		whole-site	but should be
			worship	captured in cla
	Gather whole class evaluation pupil-voice on post-its.			collective wor
				journal once p
Pentecost 1 - Same as above.	Pentecost 1 - Take a small group to help you plan a liturgy using LUP2G		F	term
	resources. Teacher to know the direction they want to go in with said		Encourage	
Child/group of children to begin leading elements of liturgy at	liturgy, but to encourage ideas/cards from children and to co-plan this		opportunities for	
teacher's discretion (e.g. introducing theme of liturgy)	with them. Ensure the theme of the liturgy runs throughout and		spontaneous	
	elements chosen create a 'golden-thread' that is weaved throughout the		prayer	
	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 discretion).			
	Gather whole class evaluation pupil-voice on post-its.			
Pentecost 2 – Same as above.	Pentecost 2 - Same as above.	_		
All children to have opportunity to be involved with planning and				
lead some element of liturgy by the end of the year				
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	Advent Term -	Teacher to explicitly model liturgy to children a least once per RE topic	NDCYS adapted	Christian	Plans are recorded
	Autom Form	reacter to explicitly model margy to children a least once per he topic	planning sheet	Meditation	on the NDCYS
	Children to plan and prepare the prayer focus for worship according	Advent Term - teacher to model the basic structure of a liturgy to the	(KS1 version)		adapted proforma
	to liturgical season/Come and See topic, including selecting the	children.	(Moving between	
	liturgical colour fabric.			1 minute and 2	
		Teacher to model to small groups how they select cards from LUP2G and		minute	
	Adult may facilitate by helping the children select additional items	place them on the board (side 1).	NDCYS adapted	meditation	Liturgy plans are
	for the prayer focus that link with the theme of the liturgy ie. A car		evaluation sheet	throughout the	collated in class
	for a liturgy based on journeys.	Begin to assign certain aspects of the liturgy to children at your	(KS1 version)	year.	collective worship
		discretion.			journal
	Begin to select cards from LUP2G (limited selection) for the Gather			Meditation is led	
	and place them on the LUP2G board (done in a small group).	Children should generate ideas for 'Gather' including the sign of the		by an adult	
		cross, choosing a hymn and introducing the theme of the liturgy. Adult	Let Us Pray		
R 1	Child/group of children to begin leading elements of liturgy at	to ensure their ideas are cohesive and stick to the theme of the liturgy.	2Gether (LUP2G)		Photos of worship
YEAR 1	teacher's discretion (e.g. making the sign of the cross, introducing		board game		may be evidenced in
_	theme of liturgy)		resource		class collective
		Add to Conflict and the other properties of the conflict to the Pills and an add to			worship journal
		Adult facilitates locating the appropriate reading in the Bible and models		Lectio Divina with	
		correct introductions and responses depending on the scripture.		a picture in,	
	All children to have opportunity to be involved with planning and		Classroom	perhaps	
	lead some element of liturgy by the end of the term		resources	introducing a	Evaluation is
		Adult to write up group plan onto NDCYS adapted proforma (ideas for		simple line of	completed on the
		'Gather' from children).		scripture in the	NDCYS adapted
		Gatter from children).	KS1 Bible	Lent term.	evaluation sheet
			KOT DIDIE		(KS1 version)
				Encourage the	
		Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.		children to talk	
		, , , , , , , , , , , , , , , , , , ,		about how the	

Lent Term –	Lent Term –	Class collective	picture/verse of	Any liturgies held as
		worship	scripture makes	part of RE unit
As above (small groups).	As above.		them feel.	(respond liturgy) to
		Journal		be recorded in class
Begin to select cards from LUP2G (limited selection) for the	Teacher to know the direction they want to go in with said liturgy, but to			Respond book
Mission/end of liturgy and place them on the LUP2G board (done in	encourage ideas/cards from children and to co-plan this with them.			
a small group).			Daily prayers	
	Talk to children about why some ideas will work with the theme of the	YouTube		
	liturgy but others won't.			Meditation is not
All deliberations and all the best and all the desired	Assistant that shifted a second basis has described as the shift of th		A.L	formally recorded
All children to have opportunity to be involved with planning and	Assign the children some basic leadership roles for the delivery of the	Hymns on school	Attendance at	but should be
lead some element of liturgy by the end of the term	worship and support them in doing this (teacher's discretion).	· '	whole-site	captured in class
	Children should generate ideas for the 'Mission/end of liturgy' such as a	system	worship	collective worship
	simple mission (able to complete straight away/today/this week), the			journal once per
				term
	sign of the cross and a hymn to finish. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy.		Encourage	
	conesive and stick to the theme of the fiturgy.		opportunities for	
			spontaneous	
			prayer	Lectio Divina is
	Adult facilitates locating the appropriate reading in the Bible and models		prayer	recorded in the
	correct introductions and responses depending on the scripture.			class collective
	correct introductions and responses depending on the scripture.			worship journal with
				any pupil responses
				evidenced on
	Adult to write up group plan onto NDCYS adapted proforma (ideas for			page/as post-it
	'Gather' and 'Mission' from children).			notes.
	, in the second of the second			
	Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.			

	Pentecost Term –	Pentecost Term –			
	As above (small groups).	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.	Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.			
	All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term	Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).			
		Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.			
	Advent Term – Liturgy planning in groups.	Advent Term –	NDCYS adapted	Christian	Plans are recorded
YEAR 2	Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric.	Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission.	planning sheet (KS1 version)	Meditation Building up to 2- minute meditation	on the NDCYS adapted proforma
	Group to make use of LUP2G board (side 1) to select the Gather and Mission. Teacher facilitation.	Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.	NDCYS adapted evaluation sheet (KS1 version)	throughout the year Meditation is led by an adult	Liturgy plans are collated in class collective worship journal
	All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term	Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).	Let Us Pray 2Gether (LUP2G) board game resource	Lectio Divina scripture sourced	Photos of worship may be evidenced in class collective
		Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.		by adult, linked to liturgical year or	worship journal

Lent Term –	Lent Term –		Come and See	
			topic, facilitated	
As above.	As above.	Classroom	by adult. Picture	Evaluation is
		resources	to aid	completed on the
Children to learn how to find appropriate reading in the Bible,	Teacher to support children in locating reading in Bible, reading this		understanding	NDCYS adapted
supported by the adult. Child to read the scripture and learn the	clearly as part of the liturgy and learning the correct introductions and		and interpretation	evaluation sheet
correct introduction and responses to different scripture readings.	responses to different scripture readings.			(KS1 version)
		KS1 Bible		
			Daily prayers	
All children to have opportunity to be involved with planning and	Adult facilitates the planning of the liturgy with a small group who make			Any liturgies held as
lead some element of liturgy by the end of the term	use of LUP2G cards to select the Gather and Mission.	Class collective		part of RE unit
		worship		(respond liturgy) to
			Attendance at	be recorded in class
		Journal	whole-site	Respond book
	Adult locates the appropriate reading in the Bible and models correct		worship	
	introductions and responses depending on the scripture.			
		v		
		YouTube		Meditation is not
			Encourage	formally recorded
	Adult to write up group plan onto NDCYS adapted proforma (ideas for		opportunities for	but should be
	'Gather' and 'Mission' from children).		spontaneous	captured in class
		Hymns on school	prayer	collective worship
		system		journal once per
				term
	Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.			

Pentecost Term –	Pentecost Term –	Weekly Word	
Acabasa	Acabasa	document	
As above.	As above.		Lectio Divina is recorded in the
Using LUP2G resources, children should now be confident in	Teacher to support children in locating reading in Bible, reading this		class collective
planning the Gather and Mission to suit a given theme and begin to	clearly as part of the liturgy and learning the correct introductions and		worship journal with
locate appropriate scripture selected by the adult. Scripture should	responses to different scripture readings.		any pupil responses
be introduced and responded to correctly. Teacher facilitation of			evidenced on
this.			page/as post-it
	Adult facilitates the planning of the liturgy with a small group who make		notes.
	use of LUP2G cards to select the Gather and Mission.		
This term should be used to develop leadership skills of the above			
elements of liturgy.			
	Adult locates the appropriate reading in the Bible and models correct		
Children should develop their evaluative comments by suggesting	introductions and responses depending on the scripture.		
improvement for the next liturgy.			
,			
	Adult to write up group plan onto NDCYS adapted proforma (ideas for		
	'Gather' and 'Mission' from children).		
All children to have opportunity to be involved with planning and			
lead some element of liturgy by the end of the term			
	Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.		

	Advent Term - children to generate their own way of gathering to	Advent Term - Adult to facilitate by ensuring the elements of the liturgy	NDCYS adapted	Christian	Plans are recorded
	begin the liturgy, and plan their own mission for children to end the	have a common thread and are suited to the theme of the liturgy.	planning sheet	Meditation	on the NDCYS
	liturgy. Use of LUP2G resources.		(KS2 version)		adapted proforma
		Adult to support with selecting an appropriate scripture reading.		Moving between	,
				2 and 3-minute	
		Adult to facilitate by helping the pupils create a calm, prayerful		meditation	
	Scripture should be introduced and responded to correctly. Teacher	atmosphere. Begin by modelling, stepping back as the weeks go on.	NDCYS adapted	throughout the	Liturgy plans are
	facilitation of this.		evaluation sheet	year	collated in class
		Scripture selected by adult. Adult locates the appropriate reading in the	(KS2 version)		collective worship
		Bible and models correct introductions and responses depending on the		Meditation is led	journal
		scripture.		by an adult	
	Whole class to evaluate liturgy, recorded on NDCYS adapted				
	proforma (KS2 version).	Adult to write ideas for plan with children onto NDCYS adapted planning	Let Us Pray		
		proforma.	2Gether (LUP2G)		Photos of worship
			board game	Lectio Divina	may be evidenced in
	All shill as a factor of the state of the st		resource	scripture sourced	class collective
	All children to have opportunity to be involved with planning and			by adult, linked to	worship journal
	lead some element of liturgy by the end of the term			liturgical year or	
m	Lord Town	Laut Taura		Come and See	
YEAR 3	Lent Term –	Lent Term –	Classroom	topic, facilitated	Fortune to
7	As above.	As above.	resources	by adult. Led by	Evaluation is
	As above.	As above.		Class Chaplain	completed on the
	Scripture should be introduced and responded to correctly. Children			from Lent Term.	NDCYS adapted
	should try to select scripture to suit theme from LUP2G cards and/or		KS2 Bible		evaluation sheet
	RE units. Teacher facilitation of this.	Adult facilitates by preparing any resources the children may need to	NOL DIDIC	Children to	(KS2 version)
	The diffusion reading	lead their liturgy ie. Leaf templates for children to write on during		respond by raising	
	Children should try to find scripture readings in the Bible, supported	respond part of liturgy.		their hand, leader	
	by the adult.		Class collective	nods to them to	Any liturgies held as
	•		worship	share their	part of RE unit
				contribution	(respond liturgy) to
		Adults support by ensuring the scripture selected links with the theme of	Journal	(maintaining	be recorded in class
	Whole-class evaluation.	the liturgy, and the elements the children plan themselves go together		prayerful	Respond book
		cohesively.		atmosphere).	пезропа воок
			YouTube		
	All children to have opportunity to be involved with planning and			Daily prayers	Meditation is not
	lead some element of liturgy by the end of the term	Adult to write ideas for plan with children onto NDCYS adapted planning		Daily prayers	formally recorded
		proforma.			but should be

Pentecost Term –	Pentecost Term –	Hymns on school		captured in class
		system		collective worship
As above.	As above.		Attendance at	journal once per
			whole-site	term
Children should begin to check all elements of liturgy flow together			worship	
in a 'golden thread' using some of the features of the LUP2G		Weekly Word		
resources to aid this (e.g. colour cornerstones).	Adult facilitates by preparing any resources the children may need to	document		
	lead their liturgy ie. Leaf templates for children to write on during		_	Lectio Divina is
	respond part of liturgy.		Encourage	recorded in the
This term should be used to develop leadership skills of the above		Extra-Ordo-nary	opportunities for	class collective
elements of liturgy. Leadership is developed in order to maintain		document	spontaneous	worship journal with
high levels of engagement.	Children to write ideas for plan onto NDCYS adapted planning proforma,	document	prayer	any pupil responses
nightievels of engagement.	supported by adults for elements not planned by the liturgy group.			evidenced on page.
	supported by dudits for elements not planned by the hearby group.			
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.				
All shills and a large and a six and				
All children to have opportunity to be involved with planning and				
lead some element of liturgy by the end of the term				

	Advent Term –	Advent Term –	NDCYS adapted	Christian	Plans are recorded
			planning sheet	Meditation	on the NDCYS
	Children begin the year by generating their own Gather and	Adult to facilitate by ensuring the elements of the liturgy have a	(KS2 version)		adapted proforma
	Mission/end of liturgy, as well as selecting scripture appropriate to	common thread and are suited to the theme of the liturgy.		Moving between	
	the theme, locating this scripture in the Bible, supported by the			3-minute	
	adult.			meditation at the	
			NDCYS adapted	beginning of the	Liturgy plans are
		Adult to support with selecting an appropriate scripture reading if	evaluation sheet	year, progressing	collated in class
		necessary. Support children in planning the correct introductions and	(KS2 version)	to 4 minutes by	collective worship
	Children should check all elements of liturgy flow together in a	responses depending on the scripture.		the Pentecost	journal
	'golden thread' using some of the features of the LUP2G resources			term. Meditation	
	to aid this (e.g. colour cornerstones).			led by Class	
		Adult to facilitate but help in the growth agreets a calculation of	Let Us Pray	Chaplain once	
		Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.	2Gether (LUP2G)	training received.	Photos of worship
	Children write their own elements of the plan onto the planning	athlosphere, begin by modelling, stepping back as the weeks go on.	board game	Chaplain to	may be evidenced in
R 4	proforma, supported by adults.		resource	support other	class collective
YEAR 4	proforma, supported by addits.			children to lead	worship journal
		Adult facilitates by preparing any resources the children may need to		Christian	
		lead their liturgy ie. Leaf templates for children to write on during	Classroom	Meditation.	
	Whole-class evaluation in Advent 1.	respond part of liturgy.	resources		Evaluation is
			1.0000.000		completed on the
	In Advent 2, this moves to two children live evaluating liturgy as it is				NDCYS adapted
	delivered, sharing their thoughts briefly with the class at the end			Lectio Divina	evaluation sheet
	and coming to a class decision on the next step for future liturgies.	Children write their notes and ideas onto the planning proforma,	KS2 Bible	scripture sourced	(KS2 version)
	Three children are asked to give specific comments and these are	supported by the adult where needed.		by adult, linked to	(1.02 10.0)
	noted on the evaluation form.			liturgical year or	
				Come and See	
			Class collective	topic for Lectio	Any liturgies held as
			worship	Divina, led by	part of RE unit
	All children to have opportunity to be involved with planning and			class chaplain	(respond liturgy) to
	lead some element of liturgy by the end of the term		Journal	(training	
				received),	

Lent Term –	Lent Term –		supported by	be recorded in class
			adult. Children to	Respond book
As above plus	As above plus	YouTube	respond by raising	
			their hand, leader	
Children to generate their own way of gathering to begin the liturgy,	adults support by ensuring the respond to the scripture links with the		nods to them to	
a response to the word, and plan their own mission for children to	theme of the liturgy, and the elements the children plan themselves go		share their	Meditation is not
end the liturgy. Children may still need support to choose an	together cohesively.	Hymns on school	contribution	formally recorded
appropriate scripture reading.		system	(maintaining	but should be
			prayerful	captured in class
	Add to Continue to the continue to the solution of the continue to the continu		atmosphere).	collective worship
All shill do not be been a second on the best and a little of a second	Adult facilitates by preparing any resources the children may need to	Weekly Word		journal once per
All children to have opportunity to be involved with planning and	lead their liturgy ie. Leaf templates for children to write on during	document		term
lead some element of liturgy by the end of the term	respond part of liturgy.	document		
			Daily prayers	
	Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	Extra-Ordo-nary document		Lectio Divina is recorded in the class collective worship journal with

Pentecost Term –	Pentecost Term –	Internet access	Attendance at	any pupil responses
		for planning	whole-site	evidenced on page.
Children now planning all for main parts of a liturgy using LUP2G	Adults to support the writing of liturgy planning, asking key questions		worship	
board (side 1) and completing planning proforma, supported by an	such as:			
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.	 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 	OpenBible website access Bible Gateway website access	Encourage opportunities for spontaneous prayer	
Children to make use of Open Bible Topical Bible feature online to	to respond/what their mission is?			
find scripture linking to any given theme (teachers' discretion).				
initia scripture linking to any given theme (teachers discretion).	Adult facilitates by preparing any resources the children may need to			
	lead their liturgy ie. Powerpoint with music and images chosen by			
	children.			
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.	Children write their notes and ideas onto the planning proforma,			
All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term	supported by the adult where needed.			

	Advent Term –	Advent Term –	NDCYS adapted	Christian	Plans are recorded
			planning sheet	Meditation	on the NDCYS
	During Advent 1, children plan all the main parts of a liturgy using	Adults to support the writing of liturgy planning, asking key questions	(KS2 version)		adapted proforma
	LUP2G board (side 1) and completing planning proforma, supported	such as:		Between 3 and 4	
	by an adult.			minute	
		- How does this element link to the theme of the liturgy?		meditation at the	
	Children to make use of Open Bible Topical Bible feature online to	 Have you explicitly stated what the theme is? How will you communicate this? 	NDCYS adapted	beginning of the	Liturgy plans are
	find scripture linking to any given theme (teachers' discretion).	- What songs might remind people of what the theme is?	evaluation sheet	year, progressing	collated in class
		- Could we write response prayers which keep the theme of	(KS2 version)	to 5 minutes by	collective worship
		the liturgy really obvious to our liturgy?		the Pentecost	journal
	During Advent 2, children (if proficient) start planning liturgy	- Can the children complete their missions within a given time		term. Meditation	
	considering what they want others to see, hear, think, do during	frame? - Can we give the children an example when we tell them how	Let Us Pray	led by Class	
	liturgy, using side 2 and pack 2 of LUP2G resources.	to respond/what their mission is?	2Gether (LUP2G)	Chaplain once	Photos of worship
	mang), asmig side 2 and pask 2 or 25: 25 resources.	to respond, what their mission is.	board game	training received.	may be evidenced in
R 5			resource	Chaplain to	class collective
YEAR		Adult facilitates by preparing any resources the children may need to		support other children to lead	worship journal
	Planning sheet filled in by children, supported by adults only where	lead their liturgy ie. Powerpoint with music and images chosen by		Christian	
	necessary.	children.		Meditation.	
			Classroom	Wicaltation.	
			resources		Evaluation is
	Englishing is recorded as NDCVC adopted and forms by two gradies				completed on the
	Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could'	Children write their notes and ideas onto the planning proforma, supported by the adult where needed.		Lectio Divina	NDCYS adapted
	is agreed and recorded. Pupil voice of impact of the liturgy is	supported by the addit where needed.	KS2 Bible	scripture sourced	evaluation sheet
	recorded on proforma.		K32 Bible	by adult, linked to	(KS2 version)
	recorded on protornia.			liturgical year or	
				Come and See	
			Class collective	topic for Lectio	Any liturgies held as
	All children to have opportunity to be involved with planning and		worship	Divina, led by	part of RE unit
	lead some element of liturgy by the end of the term			class chaplain	(respond liturgy) to
				(training	

Lent Term –	Lent Term –	Journal	received),	be recorded in class
			supported by	Respond book
Children (if proficient) start planning liturgy considering what they	As above.		adult.	
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.	Liturgy planning is overseen by an adult and is guided only when	YouTube	Children	
	necessary using questions above.		contribute by	Meditation is not
They then flip the board over and sort the cards into the appropriate			sharing the	formally recorded
sections on side 1 of LUP2G board. Children check elements of			important words	but should be
liturgy are cohesive and form a 'golden-thread' weaved throughout		Hymns on school	and phrases to	captured in class
the liturgy. This is added to the planning sheet.	Adult may source music online, check the plan is cohesive and ensure	system	them when they	collective worship
	the children know what they are doing and how to make a prayerful		feel; when the	journal once per
	atmosphere.		word of God	term
		Weekly Word	speaks to them,	
Children are provided with access to a laptop during planning so		document	they share with	
they can make any resources they need including powerpoints.	Adult may encourage children to think outside of the box such as	document	the group.	Leadin Divine in
	different locations for liturgy, seating arrangements, actions etc.			Lectio Divina is
	direction locations for intargy, seating direction, decions etc.		By the Lent term,	recorded in the
Evaluation as above.		Extra-Ordo-nary	children will be	class collective
213.33.01.33.33.13.		document	self-selecting	worship journal with
			scripture that is	any pupil responses
			important to	evidenced on page.
All children to have opportunity to be involved with planning and			them for Lectio	
lead some element of liturgy by the end of the term			Divina.	

Pentecost Term-	Pentecost Term –	Internet access	
		for planning	
As above.	As above.		Daily prayers
All children to have opportunity to be involved with planning and			
lead some element of liturgy by the end of the term		OpenBible	
icad some element of margy by the end of the term		website access	Attendance at
		Wedsite addess	whole-site
			worship
		Bible Gateway	
		website access	
			Encourage
			opportunities for
			spontaneous
			prayer

	Advant Torre	Advant Town	NDCVC adams d	Chariation	Diama ana na asanda d
	Advent Term –	Advent Term –	NDCYS adapted	Christian	Plans are recorded
	Depending on profisional of litural planning group, shill-be asset	Adults to support the suriting of liturgu planning acking less surestime	planning sheet	Meditation	on the NDCYS
	Depending on proficiency of liturgy planning group, children may	Adults to support the writing of liturgy planning, asking key questions	(KS2 version)	4	adapted proforma
	use either side of LUP2G resources, or choose to only make use of	such as:		4 minute	
	elements of this resource.			meditation at the	
		 How does this element link to the theme of the liturgy? Have you explicitly stated what the theme is? How will you 		beginning of the	
		communicate this?	NDCYS adapted	year, progressing	Liturgy plans are
		- What songs might remind people of what the theme is?	evaluation sheet	to between 5 and	collated in class
	All aspects of liturgy planned and prepared by children, supported	- Could we write response prayers which keep the theme of	(KS2 version)	6 minutes by the	collective worship
	by adults only where necessary.	the liturgy really obvious to our liturgy?		Pentecost term.	journal
		- Can the children complete their missions within a given time		Meditation led by	
		frame?	Lat Ha Dravi	Class Chaplain	
	Children to make use of Open Bible Topical Bible feature online to	- Can we give the children an example when we tell them how	Let Us Pray	once training	Dhataa afanabi:
	find scripture linking to any given theme (teachers' discretion).	to respond/what their mission is?	2Gether (LUP2G)	received. Chaplain	Photos of worship
	initia scripture linking to any given theme (teachers discretion).		board game	to support other	may be evidenced in
		Adult facilitates by preparing any resources the children may need to	resource	children to lead	class collective
		lead their liturgy ie. Powerpoint with music and images chosen by		Christian	worship journal
9	Planning sheet filled in by children, supported by adults only where	children.		Meditation.	
YEAR 6	necessary.	Cilidren.	Classroom		
>			resources		Evaluation is
			resources		completed on the
		Children write their notes and ideas onto the planning proforma,		Lectio Divina	NDCYS adapted
	Evaluation is recorded on NDCYS adapted proforma by two pupils,	supported by the adult where needed.		scripture sourced	evaluation sheet
	which is then shared with the class. A collective 'next time we could'	,	KS2 Bible	by adult, linked to	(KS2 version)
	is agreed and recorded. Pupil voice of impact of the liturgy is			liturgical year or	(K32 VEISIOII)
	recorded on proforma.			Come and See	
	·	Adult may source music online, check the plan is cohesive and ensure		topic led by class	
		the children know what they are doing and how to make a prayerful	Class collective	chaplain (training	Any liturgies held as
		atmosphere.	worship	received),	part of RE unit
	All children to have opportunity to be involved with planning and			supported by	(respond liturgy) to
	lead some element of liturgy by the end of the term		Journal	adult where	be recorded in class
				needed.	Respond book
		Adult may encourage children to think outside of the box such as			nespond book
		different locations for liturgy, seating arrangements, actions etc.		Children	
			YouTube	contribute by	
				sharing the	

Lent Term –	Lent Term –		important words	Meditation is not
			and phrases to	formally recorded
As above.	As above.	Hymns on school	them when they	but should be
		system	feel; when the	captured in class
Children spend time focusing on planning elements of liturgy			word of God	collective worship
previously missing/in need of development.			speaks to them,	journal once per
			they share with	term
		Weekly Word	the group.	
		document		
Evaluation is specific to these areas the children are trying to			From Advent term	
develop.			2, children may be	Lectio Divina is
			self-selecting	recorded in the
		Extra-Ordo-nary	scripture that is	class collective
Part and Tarri	Books of Torre	document	important to	worship journal v
Pentecost Term –	Pentecost Term –		them for Lectio	any pupil respon
Anakawa	An alexan		Divina.	evidenced on pa
As above.	As above.	Internet access		
Year 6 pupils visit children in Years 3 – 5 to support in their liturgy		for planning		
planning and share some of their ideas.		ioi piailillig		
planning and share some of their ideas.			Daily prayers	
In the Pentecost term, the children take the role of the teacher in				
younger year groups by ensuring liturgy planning has a 'golden-		OpenBible		
thread' throughout. Year 6 pupils support delivery, planning,		website access		
resourcing and evaluating liturgy.		Website decess	Attendance at	
resourcing and evaluating intergy.			whole-site	
			worship	
		Bible Gateway		
		website access		
			.	
			Encourage	
			opportunities for	
			spontaneous	
			prayer	