

Child-led CotWs				Other possible forms of prayer	Celebrating Mass	Documenting of worship
Year group	Children do <i>Planning, resourcing, leading and evaluating</i>	Staff do <i>Consider: How will we move from co-leading to facilitating and supporting?</i>	Suggested resources used			
EYFS	Advent 1 – children begin to learn the basic structure of a CotW from the teacher. Children also begin to learn the Sign of the Cross and traditional prayers of the Church. Children to learn the Sign of the Cross and what it means.	<i>Adult to plan and lead one adult led CotW each half term to ensure modelling of good practice.</i> Advent 1 – teacher to model the basic structure of a CotW to the children. All planning done by the teacher. Begin to talk to the children about what made the CotW feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).	Consider adapting 'Let us Pray 2gether' resources to have more pictorial cards, based on some of the suggested ideas. See these examples from Clare Weaver, at St Patrick's in Leicester. https://aquinas-cmat-my.sharepoint.com/:b/g/personal/ts_hannon_aquinas-cmat_org/EaCTShi5ns1Oigks2-ArzcEB-UH-okdIR35V7s3	Christian Meditation Building up to 1-minute meditation throughout the year. Meditation is led by an adult. 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. Teacher to link to a short piece of scripture in explanation. Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – TrueSpirit (aquinas-cmat.org)	All year groups (with the exception of perhaps KS4 and 5) Use the children's Eucharistic prayers 1-3: Eucharistic Prayers for Children I-III, 1975 edition (catholic-resources.org) Make use of commentary within Mass to educate, explain and enhance engagement. EYFS <i>Target: Young people to learn about what Mass is and to have simple elements of leadership within Mass.</i> Preparation: Time spent with young people prior to celebrating Mass to look at what happens, and why it is important. Mass to be kept fairly simplistic and short. Chose shortened and age	All year groups Collective worship books to be used for each class/year group (secondary school) All types of worship experienced by young people need to be present in the book, working on either a 2 or 3 week monitoring rota. Here is an example. Context of worship given, along with a title for each entry eg. for 'Gather, Word, Response, Mission' (GWRM) CotWs the planning sheet,
	Advent 2 – children begin to self-select items for prayer focus: Bible, crucifix, candle, liturgical colour fabric, as well as starting to think about other items that could be used on the prayer focus linking to theme.	Advent 2 - Teacher to continue modelling the basic structure of a CotW 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 CotW made them feel and what made them feel that way (introducing evaluation) and note down pupil-voice on post-it notes.				
	Lent 1 – Children to select items for the prayer focus as above. Begin to select cards from LUP2G (limited selection) for the Gather and	Lent 1 - Teacher to select theme, scripture, response and mission of CotW. Offer children a small selection of cards from LUP2G to select				

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	place them on the LUP2G board (done whole-class). A child/group of children should begin the CotW with the sign of the cross (introduction to leading worship). Children begin to learn the traditional prayers of the Church (Our Father, Hail Mary, Glory Be). This continues throughout this year.	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 CotW with the sign of the cross (introduction to leading worship). Talk to the children about what is essential in a CotW (sign of cross, scripture, mission etc) – did we have all of these things? What could have made our CotW better? (introducing evaluation) and note down pupil-voice on post-it notes.	guWN8yg?e=QD2ely https://aquinasmat-my.sharepoint.com/:w/g/personal/ts_hannon_aquinas-cmat_org/EUingA5-SFNFi4ys9UgsEisBIAtnljYslXa8g3HX56Th5A?e=ldCylh	Daily prayers Attendance at whole-site worship Encourage opportunities for spontaneous prayer	appropriate pieces of scripture. Commentary: At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why. Student leadership: • Offertory • Simple intro to Mass, with adult support	some photos and an evaluation sheet are collated. For Lectio Divina, a date, title and example of the scripture looked at stuck in. NDCYS eval form/age appropriate variation (or suitable alternative) used to evaluate 'Gather, Word, Response, Mission' worship.
	Lent 2 – Same as above. Child/group of children to begin leading elements of CotW at teacher's discrepancy (e.g. introducing theme of CotW)	Lent 2 – Same as above. Teacher to model to the whole-class how they select cards from LUP2G and place them on the board. Start to incorporate more than one element in each section of the CotW. Explain that this is how you plan their CotWs. Begin to assign certain aspects of the CotW to children at your discrepancy. Continue modelling basic structure of CotW to children. Gather whole class evaluation pupil-voice on post-its or slips of paper.				A single target from the above evaluation needs to follow through to, and inform, the next plan. Evaluation books need to contain a mixture of age appropriate child led evaluations

	Pentecost 1 - Same as above. Child/group of children to begin leading elements of CotW at teacher's discrepancy (e.g. introducing theme of CotW)	Pentecost 1 - Take a small group to help you plan a CotW using LUP2G resources. Adult to know the direction they want to go in with said CotW, but to encourage ideas/cards from children and to co-plan this with them. Children to have the chance to pick from a limited selection of cards for one section of the CotW (eg. the Gather) and have the chance to discuss what the adult has chosen and be able to add to it or suggest changes. Ensure the theme of the CotW runs throughout and elements chosen create a 'golden-thread' that is weaved throughout the CotW. Talk to children about why some ideas will work with the theme of the CotW but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Gather whole class evaluation pupil-voice on post-its or slips of paper.				and more detailed adult evaluations. Photos from the CotW and/or example of work/prayers produced can be included to give a flavour of what the children experienced. Impact evaluation used for other types of worship (Mass, Lectio Divina, Meditation, Personal Prayer etc). This consists of examples of students thinking about and responding to variations of the questions: 'How did it make you feel? What did it make you think about? What did it encourage you to do?'
	Pentecost 2 – Same as above. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the year</i>	Pentecost 2 - Same as above.				
YE AR 1	Advent Term - Children to plan and prepare the prayer focus for worship according to	<i>Adult to plan and lead one adult led CotW each half term to ensure modelling of good practice.</i>	NDCYS adapted planning	Christian Meditation Moving between 1 minute and 2 minute	Year 1 <i>Target: Young people to continue to learn about</i>	

	liturgical season/Meet in My Name branch, including selecting the liturgical colour fabric. <i>Adult may facilitate by helping the children select additional items for the prayer focus that link with the theme of the CotW ie. A car for a CotW based on journeys.</i> Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done in a small group). Child/group of children to begin leading elements of CotW at teacher's discrepancy (e.g. making the sign of the cross, introducing theme of CotW) <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Advent Term - teacher to model the basic structure of a CotW to the children. Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1). Begin to assign certain aspects of the CotW to children at your discrepancy. Children should generate ideas for 'Gather' including the sign of the cross, choosing a hymn and introducing the theme of the CotW. Adult to ensure their ideas are cohesive and stick to the theme of the CotW. Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. <i>Note: choosing an appropriate piece of scripture also means that you have the freedom to choose the length and complexity of the piece to suit your children. You do not need to stick to what it says on the LUP2G cards.</i> Adult to facilitate the delivery of the CotW, introducing the different elements of the CotW and which children will be speaking, giving explanations and	sheet (KS1 version) NDCYS adapted evaluation sheet (KS1 version) Let Us Pray 2Gether (LUP2G) board game resource Classroom resources KS1 Bible Class collective worship Journal YouTube Hymns on school system	meditation throughout the year. Meditation is led by an adult Lectio Divina with a picture in, perhaps introducing a simple line of scripture in the Lent term. Encourage the children to talk about how the picture/verse of scripture makes them feel. Personal Prayer For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u> Daily prayers Attendance at whole-site worship Encourage opportunities for spontaneous prayer	<i>what Mass is and to have simple elements of leadership within Mass.</i> Preparation: Time spent with young people prior to celebrating Mass to look at what happens, and why it is important. Time spent looking at the scripture, with the planning group, to see how the children want to interpret it for the rest of the congregation. Mass to be kept fairly simplistic and short. Chose shortened and age appropriate pieces of scripture. Commentary: At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why. Student leadership: • Offertory • Simple intro to Mass, with adult support	EYFS, Y1 and Y2 Adult to fill in full NDCYS eval form at least once a month. Adult to gather student voice on GWRM worship, showing the impact of worship and a target for next time. Evaluation captured as pupil-voice on post-it notes along with the planning sheet Impact evaluation can be pictorial - good practice would be for a selection of these to be annotated by the adult to show what the children thought. Class collective worship books to be used. Y3 and 4
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		links where needed, and following up on what children have said if a message has been lost or misunderstood. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' from children). Whole class to evaluate CotW.			Scripture interpretation with adult support (See 'Planning and Celebrating the Mass with Young People')	As above, except: GWRM CotWs evaluated using an age appropriate form by young people, with the support of an adult. Adults evaluate using the in depth NDCYS eval form once a month. Y5 and 6 As above, except: GWRM CotWs evaluated by young people using an age appropriate form, or the NDCYS form if training and support given. Relevant students and staff to review the books on a termly basis to look at the big picture and
	Lent Term – As above (small groups). Begin to select cards from LUP2G (limited selection) for the Mission/end of CotW (in addition to the Gather) and place them on the LUP2G board (done in a small group). <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Lent Term – As above. Teacher to know the direction they want to go in with said CotW, but to encourage ideas/cards from children and to co-plan this with them. Talk to children about why some ideas will work with the theme of the CotW but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Children should generate ideas for the 'Mission/end of CotW' 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 CotW. Adult facilitates locating the appropriate reading in the Bible and models correct introductions				

		and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate CotW.				create school wide targets. KS3, 4 and 5 Young people and adults to evaluate using the NDCYS form and to provide a target to be used in the next plan. Student voice/impact evaluation to be gathered from a range of students for a range of types of worship on a regular basis. Relevant students and staff to review the books on a termly basis to look at the big picture and create school wide targets. Adults and young people (chaplaincy team?) to
	Pentecost Term – As above (small groups). This term should be used to develop leadership skills of the basics of CotW. Children to develop their evaluation skills to focus on what was good and what could improve next time. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Pentecost Term – As above (small groups). Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate CotW.				
YE AR 2	Advent Term – CotW planning in groups. Children to plan and prepare the prayer focus for worship according to liturgical season/Meet in My Name topic, including selecting the liturgical colour fabric. Group to make use of LUP2G board (side 1) to select the Gather and Mission. Teacher facilitation.	<i>Adult to plan and lead one adult let CotW each half term to ensure modelling of good practice.</i> Advent Term – Adult facilitates the planning of the CotW with a small group who make use of LUP2G cards to select the Gather and Mission. Encourage more than one card to be used in each section to add depth to the CotW.	NDCYS adapted planning sheet (KS1 version) NDCYS adapted evaluation sheet (KS1 version)	Christian Meditation Building up to 2-minute meditation throughout the year Meditation is led by an adult Lectio Divina scripture sourced by adult, linked to liturgical year or Meet in My Name	Year 2 <i>Target: Young people continue to learn about what happens in Mass and increase their level of leadership.</i> Preparation: Time spent prior to celebrating Mass talking to the children about what will happen in Mass and asking them	

<i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult facilitates delivery of CotW by providing some introductions and links between the sections of the CotW and explanations where needed. Adult to have the freedom to follow up on a something a child has said if the message may have been lost or misunderstood. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate CotW.	Let Us Pray 2Gether (LUP2G) board game resource Classroom resources KS1 Bible Class collective worship Journal YouTube Hymns on school system	topic, facilitated by adult. Picture to aid understanding and interpretation Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org) Daily prayers Attendance at whole-site worship Encourage opportunities for spontaneous prayer	why they think elements of it are important. Prep time to think about and plan the scripture interpretation and the bidding prayers. Mass to be kept fairly simplistic and short. Chose shortened and age appropriate pieces of scripture. Commentary: At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why. Student leadership <i>As in Year 1, plus:</i> • Writing and reading appropriate Bidding prayers.	monitor form/prep time prayer and record this in collective worship books, with actions.
Lent Term – As above. Children to learn how to find appropriate reading in the Bible, supported by the adult. Child to read the scripture and learn the correct introduction and responses to different scripture readings. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Lent Term – As above. Teacher to support children in locating reading in Bible, reading this clearly as part of the CotW and learning the correct introductions and responses to different scripture readings. Adult facilitates the planning of the CotW with a small group who make use of LUP2G cards to select the Gather and Mission.	Weekly Word document			

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

		Whole class to evaluate CotW.				
YE AR 3	Advent Term - children to generate their own way of gathering to begin the CotW, and plan their own mission for children to end the CotW. Use of LUP2G resources. Children to plan a prayer focus which links to, and helps other children to explore the theme. Children to begin to consider how the space used for CotW might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme. Scripture should be introduced and responded to correctly. Teacher facilitation of this. Whole class to evaluate CotW, recorded on NDCYS adapted proforma (KS2 version).	<i>Adult to plan and lead one adult let CotW each half term to ensure modelling of good practice.</i> Advent Term - Adult to facilitate planning and delivery by ensuring the elements of the CotW have a common thread and are suited to the theme of the CotW. Adult to add to or re-emphasise students points or the message if necessary. Adult to support with selecting an appropriate scripture reading. Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on. Scripture selected by adult. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write ideas for plan with children onto NDCYS adapted planning proforma.	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	Christian Meditation Moving between 2 and 3-minute meditation throughout the year Meditation is led by an adult Lectio Divina scripture sourced by adult, linked to liturgical year or Meet in My Name topic, facilitated by adult. Led by Class Chaplain from Lent Term. Personal Prayer For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u>	Year 3 and 4 <i>Target: Young people begin to have a better understanding of what happens in Mass and how it should influence how we live our lives.</i> Preparation: Students spend time getting their leadership elements ready for Mass, including spending some time looking at the scripture that will be used in Mass and thinking about what it means. Perhaps this could be done through Lectio Divina or Visio Divina. Age appropriate scripture should be used, meaning it can be shortened to aid the understanding of the young people.	

<i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>		YouTube	Daily prayers	Commentary: At this stage should still explain what is happening, but can start to focus on the reasons behind it and the wider importance of this part of the worship.	
Lent Term – As above. Scripture should be introduced and responded to correctly. Children should try to select scripture to suit theme from LUP2G cards and/or RE units. Teacher facilitation of this. Children should try to find scripture readings in the Bible, supported by the adult. Whole-class evaluation. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Lent Term – As above. Adult facilitates by preparing any resources the children may need to lead their CotW ie. Leaf templates for children to write on during respond part of CotW. Adults support by ensuring the scripture selected links with the theme of the CotW, and the elements the children plan themselves go together cohesively. Adult to write ideas for plan with children onto NDCYS adapted planning proforma.	Hymns on school system Weekly Word document Extra-Ordinary document	Attendance at whole-site worship Encourage opportunities for spontaneous prayer	Student leadership: <i>As in Year 2 plus:</i> • Scripture interpretation, with adult facilitation rather than support. • Gospel Acclamation procession • Plan a mission based on the theme of the Mass. Perhaps prepare and give out mission cards on exit from Mass. Consider having a timeframe to complete the mission and a follow-up to it.	
Pentecost Term – As above. Children should begin to check all elements of CotW flow together in a ‘golden thread’ using some of the features of the LUP2G resources to aid this (e.g. colour cornerstones). This term should be used to develop leadership skills of the above elements of CotW. Leadership is developed in order to maintain high levels of engagement.	Pentecost Term – As above. Adult facilitates by preparing any resources the children may need to lead their CotW ie. Leaf templates for children to write on during respond part of CotW. Children to write ideas for plan onto NDCYS planning proforma, supported by adults for elements not planned by the CotW group.				

	Children should develop their evaluative comments by stating what was successful and why, as well as suggesting improvement for the next CotW and the reasons behind this. Children write their own elements of the plan onto the planning proforma, supported by adults. Whole-class evaluation. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>				
YE AR 4	Advent Term – Children begin the year by generating their own Gather and Mission/end of CotW, as well as selecting scripture appropriate to the theme, locating this scripture in the Bible, supported by the adult. Children to consider how the space used for CotW might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme. Children should check all elements of CotW flow together in a ‘golden thread’ using some of the features of	<i>Adult to plan and lead one adult let CotW each half term to ensure modelling of good practice.</i> Advent Term – Adult to facilitate by ensuring the elements of the CotW have a common thread and are suited to the theme of the CotW. Adult is able to add to or emphasise children’s points/message during the CotW, but this should be happening less often now. It may be more necessary at the end of the CotW to ‘make more of the mission’ eg. ask the children to tell you what the mission is, give children the chance to talk to the person next them about how they might accomplish the mission before inviting responses.	NDCYS adapted planning sheet (KS2 version) NDCYS adapted evaluation sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource Classroom resources	Christian Meditation 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. Lectio Divina scripture sourced by adult, linked to liturgical year or Meet in My Name topic for Lectio	

	the LUP2G resources to aid this (e.g. colour cornerstones). Children write their own elements of the plan onto the planning proforma, supported by adults. Whole-class evaluation in Advent 1. In Advent 2, this moves to two children live evaluating CotW 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 CotWs. Three children are asked to give specific comments and these are noted on the evaluation form. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Adult to support with selecting an appropriate scripture reading if necessary. Support children in planning the correct introductions and responses depending on the scripture. Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on. Adult facilitates by preparing any resources the children may need to lead their CotW ie. Leaf templates for children to write on during respond part of CotW. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	KS2 Bible Class collective worship Journal YouTube Hymns on school system Weekly Word document Extra-Ordinary document Internet access for planning	Divina, led by class chaplain, supported by adult. Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org) Daily prayers Attendance at whole-site worship Encourage opportunities for spontaneous prayer		
	Lent Term – As above plus Children to generate their own way of gathering to begin the CotW, a response to the word, and plan their own mission for children to end the CotW. Children may still need support to choose an appropriate scripture reading. <i>All children to have opportunity to be involved with planning and lead some</i>	Lent Term – As above plus adults support by ensuring the respond to the scripture links with the theme of the CotW, and the elements the children plan themselves go together cohesively. Adult facilitates by preparing any resources the children may need to lead their CotW ie. Leaf	OpenBible website access Bible Gateway website access			

	<i>element of CotW by the end of the term</i>	templates for children to write on during respond part of CotW. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.				
	Pentecost Term – Children now planning all for main parts of a CotW using LUP2G board (side 1) and completing planning proforma, supported by an adult. If children are proficient in CotW planning, use side 2 of LUP2G board to consider in more detail any ideas that may maintain high levels of engagement. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy). Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the CotW is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some</i>	Pentecost Term – Adults to support the writing of CotW planning, asking key questions such as: - How does this element link to the theme of the CotW? - 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 CotW really obvious to our CotW? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to				

	<i>element of CotW by the end of the term</i>	respond/what their mission is? Adult facilitates by preparing any resources the children may need to lead their CotW 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.				
YE AR 5	Advent Term – During Advent 1, children plan all the main parts of a CotW using LUP2G board (side 1) and completing planning proforma, supported by an adult. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers’ discrepancy). Children to consider how the space used for CotW might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme. During Advent 2, children (if proficient) start planning CotW considering what	<i>Adult to plan and lead one adult let CotW each half term to ensure modelling of good practice.</i> Advent Term – Adults to support the writing of CotW planning, asking key questions such as: - How does this element link to the theme of the CotW? - 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	NDCYS adapted planning sheet (KS2 version) NDCYS adapted evaluation sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource Classroom resources	Christian Meditation 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. Lectio Divina scripture sourced by adult, linked to liturgical year or Meet in My Name topic for Lectio	Year 5, 6 and Chaplaincy teams <i>Target: For young people to take up a larger leadership responsibility in the celebration of Mass and have a greater understanding of its importance.</i> <i>The ideal situation here would be for young people to plan their Mass in dialogue/conversation with their priest.</i> Preparation: As with Y3/4 Age appropriate scripture should still be used, but this could mean that a	

they want others to see, hear, think, do during CotW, using side 2 and pack 2 of LUP2G resources. Planning sheet filled in by children, supported by adults only where necessary. Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the CotW is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	theme of the CotW really obvious to our CotW? - 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 CotW ie. Powerpoint with music and images chosen by children. Adult can facilitate the delivery of the CotW, if needed and if an important message, theme, instruction or element has been lost. This could be done by asking a leading child to repeat something or explain again, before adding to their explanation if needed. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	KS2 Bible Class collective worship Journal YouTube Hymns on school system Weekly Word document Extra-Ordinary document Internet access for planning OpenBible website access Bible Gateway website access	Divina, led by class chaplain (training received), supported by adult. 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. By the Lent term, children will be self-selecting scripture that is important to them for Lectio Divina. Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org) Daily prayers Attendance at whole-site worship	longer or more detailed piece is fine. Adherence to readings of the day, unless there is a compelling reason not to, would be the preference from this age group. Commentary: Continue commentary at this stage, in the same way as with Y3 and 4. However, perhaps at this stage it could be planned with and led by the young people, in accordance with the guidance in 'Planning and Celebrating the Mass with young people'. Student leadership: <i>As with Y3/4 plus:</i> • Scripture interpretation, with little adult involvement than with Y3/4 • Student alter servers • Students reading scripture • Writing own penitential act (see 'Planning	
Lent Term – Children (if proficient) start planning CotW considering what they want others to see, hear, think, do during	Lent Term – As above.				

	CotW, using side 2 and pack 2 of LUP2G resources. They add this to their planning sheet. They then flip the board over and sort the cards into the appropriate sections on side 1 of LUP2G board. Children check elements of CotW are cohesive and form a 'golden-thread' weaved throughout the CotW. This is added to the planning sheet. Children are provided with access to a laptop during planning so they can make any resources they need including powerpoints. Evaluation as above. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	CotW planning is overseen by an adult and is guided only when necessary using questions above. Adult may source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere. Adult may encourage children to think outside of the box such as different locations for CotW, seating arrangements, actions etc.		Encourage opportunities for spontaneous prayer	and Celebrating the Mass with Young People')	
	Pentecost Term- As above. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	Pentecost Term – As above.				
YE AR 6	Advent Term – Depending on proficiency of CotW planning group, children may use either side of LUP2G resources, or choose to only make use of elements of this resource.	<i>Adult to plan and lead one adult led CotW each half term to ensure modelling of good practice.</i> Advent Term – Adults to support the writing of CotW planning, asking key questions such as:	NDCYS adapted planning sheet (KS2 version)	Christian Meditation 4 minute meditation at the beginning of the year, progressing to between 5 and 6 minutes by the Pentecost term.		

Children to consider how the space used for CotW might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme. All aspects of CotW planned and prepared by children, supported by adults only where necessary. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy). Planning sheet filled in by children, supported by adults only where necessary. Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the CotW is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some element of CotW by the end of the term</i>	- How does this element link to the theme of the CotW? - 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 CotW really obvious to our CotW? - 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 CotW ie. Powerpoint with music and images chosen by children. Adult facilitation during the delivery of the CotW should be minimal by this point, but is still appropriate if an important message, theme or instruction is lost.	NDCYS adapted evaluation sheet (KS2 version) Let Us Pray 2Gether (LUP2G) board game resource Classroom resources KS2 Bible Class collective worship Journal YouTube Hymns on school system Weekly Word document Extra-Ordinary document	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 Meet in My Name topic led by class chaplain (training received), supported by adult where needed. 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. From Advent term 2, children may be self-selecting scripture that is important to them for Lectio Divina. Personal Prayer		
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	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 CotW, seating arrangements, actions etc.	Internet access for planning OpenBible website access Bible Gateway website access	For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org) Daily prayers Attendance at whole-site worship Encourage opportunities for spontaneous prayer		
Lent Term – As above. Children spend time focusing on planning elements of CotW previously missing/in need of development. Evaluation is specific to these areas the children are trying to develop.	Lent Term – As above.				
Pentecost Term – As above. Year 6 pupils visit children in Years 3 – 5 to support in their CotW planning and share some of their ideas. In the Pentecost term, the children take the role of the teacher in younger year groups by ensuring CotW planning has a ‘golden-thread’ throughout. Year 6 pupils support delivery, planning, resourcing and evaluating CotW.	Pentecost Term – As above.				

KS3	Students use NDCYS planning sheet, and LUP2G resource, and are guided by a member of staff to plan their CotW. Students to consider how the space used for CotW might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme. Theme can be chosen from extra-ordinary calendar, from liturgical calendar or from a school/wider community related theme. Students to lead the CotW, with support from an adult. Older students can be used to facilitate planning where appropriate. Students able to lead and take part in times of open prayer, lectio divina and meditation. Students able to contribute to school-wide collective worship resources. Form/prep time prayer to include: Examples of traditional and contemporary prayer	Adult to facilitate planning as necessary, dependant on ability and experience of students. More support may be required for students with limited, or no, experience of planning CotW. Especially with Y7 students, there may be a strong focus on inclusion and accessibility in prayer. Adult to support the delivery of the CotW, with appropriate preparation and by following up on points after the CotW to back up the message.	NDCYS Planning sheet LUP2G resource Extra-ordinary resource YouTube School resources	Lectio Divina Personal Prayer For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u> Moments of prayer in the Chapel Spontaneous prayer	KS3 <i>Target: Young people to have a broad understanding and familiarity with Mass, it's importance and how they can be involved in it. Joiners from non-Catholic schools to feel involved and to understand what is happening.</i> Preparation: Some work done with young people, prior to Mass, to investigate what happens at Mass, why it is important and why we go to Mass. Young people to spend time reading and thinking about the scripture to be used in Mass. Young people could be involved in choosing the relevant scripture and hymns for Mass. Commentary: To have an informational and educational slant, particularly for year 7 and 8. Student leadership: <i>All of items from Y5 and 6, including young people</i>	
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	• Opportunity for (and encouragement of) adult and student leadership • Opportunities for students to engage with the theme of the prayer and do something active with it eg. write a prayer/thought/name of someone they want to pray for/something they are thankful or to draw or add to something and add it to the prayer board in class. • Peer led elements of prayer eg. chaplaincy team students in a video or having written a prayer or chosen some scripture for Lectio Divina				<i>being supported to lead the commentary.</i>	
KS4 and 5	Young people use NDCYS planning sheet (and some LUP2G resources as needed) Young people to consider how the space used for CotW might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme. Guidance provided by a member of staff to plan the CotW.	Facilitate the planning of the CotW - challenge the young people to think about: • The central theme and how the scripture links to it • How do all elements of the CotW link to the central theme? Do we need to explain any of this during the CotW? • Is your CotW appropriate for the age group of people who will participate in it? Is it	NDCYS Planning sheet LUP2G resource Extra-ordinary resource YouTube School	Lectio Divina Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org) Moments of prayer in the Chapel Spontaneous prayer	KS4 <i>Target: For young people to understand the importance of Mass and to feel confident in planning and leading elements of it.</i> Preparation: Young people to be supported in choosing relevant scripture and hymns for Mass. Young people to spend time reading and thinking about the scripture to be used in	

Theme can be chosen from extra-ordinary calendar, from liturgical calendar or from a school/wider community related theme. Young people able to lead and take part in times of open prayer, lectio divina and meditation. Young people able to contribute to and take a lead in developing school-wide collective worship resources. Some older students are able to facilitate planning of collective worship with younger children. Form/prep time prayer to include: • Examples of traditional and contemporary prayer • Opportunity for (and encouragement of) adult and student leadership • Opportunities for students to engage with the theme of the prayer and do something active with it eg. write a prayer/thought/name of someone they want to pray for/something they are thankful or to draw or add to something and add it to the prayer board in class. • Peer led elements of prayer eg. chaplaincy team students in a video or having written a	appropriate for the size of group? • Do you have a 'whole group action' (something for everyone to do) • Do you have: ○ Different types of prayer ○ See, Hear, Think, Do elements ○ A moment of silence or quiet reflection	resources		Mass, and what it means to them. Commentary: Inference of commentary could change at this stage to be more spiritual rather than educational. See 'Planning and Celebrating the Mass with young people' for guidance. Student leadership: <i>Students to be able to choose from the full list of suggested roles (listed for Year 5/6) but be encouraged to think about which elements best suit the theme of the Mass and time of the liturgical year.</i> KS5 <i>Target: Students to continue in a leadership capacity when preparing for and celebrating Mass. For new starters from non-Catholic schools to feel welcome, included and to have an understanding of what is happening.</i> Preparation: As with KS4	
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	prayer or chosen some scripture for Lectio Divina				Commentary: A return to some more educational elements in commentary, to support new starters, with a continued spiritual slant. Perhaps some confident students could lead the commentary. Student leadership: <i>As in KS4, plus:</i> Consider students leading the commentary for Mass.	
Notes	The aim is for CW to be inclusive, engaging, vibrant, relevant to the young people and relevant to the liturgical time of the year. Active participation and high levels of engagement from all is a key target. CW can include hymns, secular music, drama, artwork, videos, musical instruments, dancing and different types of prayer. CW must include; the sign of the cross (just at the beginning and the end), a piece of scripture (with the appropriate introduction and response), a whole group action, silence/time to reflect, some kind of prayer, an explanation of the scripture, short explanations of how parts of the CotW link to the theme/scripture.					
Links to resource	Personal prayer (within the 'Prayer support for Staff' resource): Prayer support for Staff – Truespirit Lectio Divina: Lectio Divina – Truespirit Correct introduction and response to scripture and prayer planning sheets (in 'NDCYS whole pack'): https://aquinascmat-my.sharepoint.com/:b/g/personal/tshannon_aquinas-cmat_org/EdUbc7Zu52pMuph3UYHHOzcBlvFGFKo2rdDIHsk76Kh-7w?e=8GkQs4 'Let us pray 2gether' instructional videos and blank templates: Let Us Pray 2gether – NDCYS					

St Thomas Aquinas Collective Worship Progression Document Revised for CTK 2026-27

	CW evaluation forms: https://aquinascmat-my.sharepoint.com/:f:/g/personal/tshannon_aquinas-cmat_org/Ep0ZaWGD0s1PgpGxhZrUm5kBB164Cooqoi72PyrAsWdZJA?e=RjmH6e Planning and Celebrating the Mass with Young People: Contact Tom Baptist, director@ndcys.com Shared hymn/worship music drive: https://web.microsoftstream.com/channel/37e7e9c1-6f54-4324-8f72-ea3390792a2d Websites for finding hymns and music Hymns: www.ocp.org Worship music: www.worshiptogether.com
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