



# **St. John Fisher Catholic Primary School**

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



## **Prayer & Liturgy Policy** **(Collective Worship Policy)**

*“For where two or three are gathered in my name, there am I among them.”*  
*Matthew 18:20*

The life of the school is underpinned by the school’s Mission Statement and the virtues we aspire to.

### **‘Follow me, I will make you fishers of men’**

At Saint John Fisher we grow as one grateful family, in knowledge, friendship, faith and love.

### **Our virtues;**

Love, love of learning, gratitude and holiness

At St John Fisher , Prayer and Liturgy is an experience to which all can contribute and from which all can gain. It is an integral part of school life and central to the Catholic tradition.

### **The Nature of Collective Worship**

We believe that Christian worship in a Catholic School is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God’s invitation to enter into relationship with him.

### **Legal Requirements.**

We acknowledge the legal requirement that there must be a daily Act of Worship for all pupils. (This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.) We fulfil this requirement through Statement-to-live-by liturgies, whole school masses, meditation, class liturgies (Let us Pray), Adoration and Lectio Divina. We also encourage children to enter into spontaneous prayer, with many opportunities provided for this across the school. We understand that simply holding an assembly that includes prayer, said either by the teacher or everyone present, does not fulfil this requirement. We also acknowledge that collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

The act of worship is not designated curriculum time under regulations and will not be subsumed under any part of the curriculum, including religious education. Collective worship falls outside of the 10% curriculum time allocated to RE as outlined by the Diocese.

Parents have a right to withdraw their child from Collective Worship. However, given the importance of Collective Worship in a Catholic School, parents and prospective parents must be aware of the fact that it can never be confined to ‘timetabled slots’, but may take place in a variety of contexts other than those which are specifically structured.

### **The place of Collective Worship in the Life of our School**

We believe that Collective Worship takes into account the religious and educational needs of all who share in it:

- 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

It will be an experience to which all can contribute and from which all can gain.

Worship in this School is more than just a legal requirement. It is an integral part of School Life and central to the Catholic tradition and ethos of the School.

### **Aims**

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

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

### **Principles**

All Acts of worship in this school will:

- Give glory and honour to God
- Give children positive liturgical experiences, appropriate to their age, aptitude and family backgrounds in order to prepare them for the liturgical life of the Church
- Be a quality activity, including a range of experiences in a variety of groupings and in a variety of settings.
- Be child-led wherever possible with support from an adult when necessary.

### **Organisation**

Acts of worships take many forms:

- Prayers in class at the start of each session, morning and afternoon. Grace before and after meals and evening prayers.
- Class liturgies (Let us Pray and Statements to live my)
- Masses
- Whole school liturgies and masses, carol services, Stations of the Cross, and penitential services.
- Meditation
- Lectio Divina
- Visio Divina

Dates for class and whole school Acts of Worship are planned a term at a time and parents are informed of the dates and invited to attend.

### **Planning, Content and Delivery of collective Worship**

Collective Worship is planned:

- Following a structure with reference to the Church's seasons, 'Come and See', significant dates and the curriculum. Scripture will be the focus in most acts of worship
- 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 develop pupil skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a taken way
- To promote the ethos and mission of the school

### **Delivery**

In order to aid delivery of the RE scheme, 'Come and See' the following measures have been undertaken by the school to manage and develop the scheme.

Spiritual experience through prayer.

- Set prayers. These are to be used in school life in the classroom, assemblies and services. Grace before and after meals to be said in the classrooms.
- Free prayers – i.e. expressing what one feels without set format of words, becoming completely open ended. Composing prayers for Mass, class assemblies, meditations or sharing innermost thoughts in circle time or class religion work, can foster this.
- Regular Mass in school (class/whole school). This is based on the children's liturgy, which can be easily understood. The readings are prepared and read by the children as is the penitential rite, bidding prayers and thank you prayers. The children take the offertory gifts and if appropriate contains their work as part of the offertory procession.
- All children participate in the Mass responses and singing of the hymns. Those children wishing to receive the Eucharist are encouraged to do so in a reverent manner.
- Services - Meditation is included into normal class routines. Stations of the Cross are displayed during Lent and are incorporated into Lenten preparations. Crowning of Our Lady is incorporated into May celebrations. Penitential Services are held twice yearly during Advent and Lent and pupils of the appropriate age have the opportunity for confession.

### **Recording**

Collective worship is recorded:

- On a liturgical planner to keep note of themes, pupil groupings and resources
- Through displays, collections of pupil's contributions, prayers, reflections, photographs, videos etc
- In class liturgy folders

### **True Spirit**

The True Spirit blog is to highlight all of the good things you have going on in the Catholic life of your school community. As a result, there will be lots and lots of things we blog about. These could include: • Retreats • Charity events • Acts of Worship • Involvement in Trust or Diocesan events • Chaplaincy team events. We also get students across school to respond to, encouraging them to think about something and gathering valuable student voice.

The idea is for this to be as student led as possible. If a student/group of students are able to construct a post coherently themselves and you can give it a quick check over and add photos,

that would be great. It might be that you type up the post, but ask the young people what it should say. Our blog entries should what the young people are doing, feeling and thinking.

### **Monitoring and Evaluation**

At least once a year the school's provision of worship will be evaluated to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship.

Children self-evaluate class forms of worship and record feedback on their planning sheet. A member of staff completes an evaluation form for all whole school forms of worship, which are used to inform future planning. The chaplaincy team regularly meet to evaluate their liturgies, and invite classes to provide feedback to help improve future liturgies.

Monitoring of parent's views is collected through the use of our Reflection Book and parent questionnaires. The purpose of the Reflection Book is to record the thoughts and reflections of our community relating to school events, communal worship and visits during the school year.

The designated Governor for Religious Education and Collective Worship is to monitor the policy and practice of Collective Worship within the school, and to liaise with the Head Teacher and RE Subject Leader.

### **Resources**

Resources are stored in a central place to ensure access for all. There are a variety of books, posters, artefacts, prayers and suitable music available.

Each class has their own Liturgy Box which can be used to focal displays and prayer areas within the class. Each class also have their own Let us Pray resources with the appropriate reading for their age group.

### **Voluntary Worship & Retreats**

There is an annual residential visit for year 6 to the Diocesan Youth Centre at the Briars in Crich, Derbyshire where the children experience a variety of liturgies and are involved in the planning of them.

The School Chaplaincy Team lead the Rosary during October and May.

One-Life Music have provided in school Lenten Retreat for staff and children, which ends the day with a liturgy which parents were invited.

There is a prayer corner in the school where pupils, staff and parents can go to pray, meditate or have quiet time when required.

### **Eucharist**

Eucharistic celebrations in school will highlight a special occasion and will normally be celebrated with children whose faith development has reached an appropriate stage and opportunities for them to participate fully in the Mass will be provided. This will be led by a member of the Clergy, along with pupil's from different year groups. Adoration is held throughout the school year, in line with the Church's calendar.

### **Policy Monitoring and Review**

This policy is monitored by the RE subject lead and designated governor and is evaluated and reviewed by the staff and Governors every two years.

Policy updated June 2020

**Name:** Mrs Ruth Moloney **Role:** RE Subject Leader/Deputy Head Teacher

**Signature:** *R Moloney* Date: 23.01.23

**Head Teacher:** Mr Anthony Gallagher **Signature:** *A Gallagher*

**Date: 23.01.23**

**Date of next review:** January 2026

**Appendix A**

**Culture of Prayer**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Whole School</b>	Whole school Liturgy led by the Chaplaincy Team			Whole School Singing – Adult Led	Good work Assembly – a reflection on the mission of the week
<b>Key Stage</b>					
<b>Class Groups</b>	Daily Prayers within class	Daily Prayers within class  Lectio Divina, CLL, PP – See class timetables	Daily Prayers within class  Lectio Divina, CLL, PP – See class timetables	Daily Prayers within class  Lectio Divina, CLL, PP – See class timetables	Daily Prayers within class  Meditation – See class timetables
<b>Small Groups</b>	Chaplaincy Team meeting				Rosary (Oct/May) led by chaplains
<b>Individual</b>	Spontaneous prayer throughout the day  RE lessons to incorporate prayerful act	Spontaneous prayer throughout the day  RE lessons to incorporate prayerful act	Spontaneous prayer throughout the day  RE lessons to incorporate prayerful act	Spontaneous prayer throughout the day  RE lessons to incorporate prayerful act	Spontaneous prayer throughout the day  RE lessons to incorporate prayerful act
<b>Staff</b>	Staff briefings ( prayers and intentions)	SLT ( prayer)	CMAT Headteacher meetings ( trust prayer)	Whole School Singing - Hymns	Rosary ( Oct/May, 1 <sup>st</sup> Friday of every month)

	Staff meetings (prayer)				November (prayers for the dead) Advent ( Dec) Feb/March/April (Lent)
<b>Parents</b>		Class liturgies		Masses	Rosary ( Oct/May) November (prayers for the dead) Advent ( Dec) Feb/March/April (Lent)

CLL = Child led liturgy PP – Personal prayer

### Appendix B – **CMAT Collective Progression Document**

Child-led Liturgies				Other possible forms of prayer	Celebrating Mass	Documenting of worship
Year group	Children do	Staff do	Suggested resources used			
<b>EYFS</b>	<b>Advent 1</b> – children begin to learn the basic structure of a liturgy from the teacher. Children also begin to learn the Sign of the Cross and traditional prayers of the Church. Children to learn the Sign of the Cross and what it means.	<i>Adult to plan and lead one adult led liturgy each half term to ensure modelling of good practice.</i> <b>Advent 1</b> – teacher to model the basic structure of a liturgy to the children. All planning done by the teacher. Begin to talk to the children about what made the liturgy feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).	Consider adapting ‘Let us Pray 2gether’ resources to have more pictorial cards, based on some of the suggested ideas. See these examples from Clare Weaver, at St Patrick’s in Leicester. <a href="https://aquinas.cmat-">https://aquinas.cmat-</a>	<b>Christian Meditation</b> Building up to 1-minute meditation throughout the year Meditation is led by an adult  <b>Lectio Divina</b> 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	<b>All year groups</b>  (with the exception of perhaps KS4 and 5) Use the children’s Eucharistic prayers 1-3: <a href="#">Eucharistic Prayers for Children I-III, 1975 edition (catholic-resources.org)</a>  Make use of commentary within Mass to educate, explain and enhance engagement.  <b>EYFS</b> <i>Target: Young people to learn about what Mass is</i>	<b>All year groups</b>  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.
	<b>Advent 2</b> – 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.	<b>Advent 2</b> - Teacher to continue modelling the basic structure of a liturgy to the children. All planning done by the teacher. Teacher to support children in choosing appropriate items for the prayer focus, teaching them about the colour of the fabric for the liturgical time of year.				

		Talk to the children about how the liturgy made them feel and what made them feel that way (introducing evaluation) and note down pupil-voice on post-it notes.	<a href="https://my.sharepoint.com/:b:/g/personal/tshannon_aquinas-cmat_org/EacTShi5ns1Oigks2-ArzcEB-UH-okdIR35V7s3guWN8yg?e=QD2ely">my.sharepoint.com/:b:/g/personal/tshannon_aquinas-cmat_org/EacTShi5ns1Oigks2-ArzcEB-UH-okdIR35V7s3guWN8yg?e=QD2ely</a>	link to a short piece of scripture in explanation.	<i>and to have simple elements of leadership within Mass.</i>	Context of worship given, along with a title for each entry eg. for ‘Gather, Word, Response, Mission’ (GWRM) liturgies the planning sheet, some photos and an evaluation sheet are collated. For Lectio Divina, a date, title and example of the scripture looked at stuck in.
	<p><b>Lent 1</b> – Children to select items for the prayer focus as above. Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done whole-class). A child/group of children should begin the liturgy with the sign of the cross (introduction to leading worship). Children begin to learn the traditional prayers of the Church (Our Father, Hail Mary, Glory Be). This continues throughout this year.</p>	<p><b>Lent 1</b> - Teacher to select theme, scripture, response and mission of liturgy. Offer children a small selection of cards from LUP2G to select elements for the Gather and place them on the LUP2G board (this is done whole-class). Select a child/group of children to begin the liturgy with the sign of the cross (introduction to leading worship). Talk to the children about what is essential in a liturgy (sign of cross, scripture, mission etc) – did we have all of these things? What could have made our liturgy better? (introducing evaluation) and note down pupil-voice on post-it notes.</p>	<p><a href="https://my.sharepoint.com/:w:/g/personal/tshannon_aquinas-cmat_org/EUjngA5-SFNFi4ys9UgsEisBIAtnljYsIXa8g3HX56Th5A?e=ldCyIh">https://my.sharepoint.com/:w:/g/personal/tshannon_aquinas-cmat_org/EUjngA5-SFNFi4ys9UgsEisBIAtnljYsIXa8g3HX56Th5A?e=ldCyIh</a></p>	<p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p> <p>Encourage opportunities for spontaneous prayer</p>	<p><b>Preparation:</b> Time spent with young people prior to celebrating Mass to look at what happens, and why it is important.</p> <p>Mass to be kept fairly simplistic and short. Chose shortened and age appropriate pieces of scripture.</p> <p><b>Commentary:</b> At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why.</p> <p><b>Student leadership:</b></p> <ul style="list-style-type: none"> <li>• Offertory</li> <li>• Simple intro to Mass, with adult support</li> </ul>	NDCYS eval form/age appropriate variation (or suitable alternative) used to evaluate ‘Gather, Word, Response, Mission’ worship.
	<p><b>Lent 2</b> – Same as above. Child/group of children to begin leading elements of liturgy at teacher’s discrepancy (e.g. introducing theme of liturgy)</p>	<p><b>Lent 2</b> – Same as above. Teacher to model to the whole-class how they select cards from LUP2G and place them on the board. Start to incorporate more than one element in each section of the liturgy. Explain that this is how you plan their liturgies. Begin to assign certain aspects of the liturgy to children at your discrepancy. Continue modelling basic structure of liturgy to children. Gather whole class evaluation pupil-voice on post-its or slips of paper.</p>				<p>A single target from the above evaluation needs to follow through to, and inform, the next plan.</p> <p>Evaluation books need to contain a mixture of age appropriate child led evaluations and more detailed adult evaluations.</p>



	<p><b>Pentecost 1</b> - Same as above. Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g. introducing theme of liturgy)</p>	<p><b>Pentecost 1</b> - Take a small group to help you plan a liturgy using LUP2G resources. Adult to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Children to have the chance to pick from a limited selection of cards for one section of the liturgy (eg. the Gather) and have the chance to discuss what the adult has chosen and be able to add to it or suggest changes. Ensure the theme of the liturgy runs throughout and elements chosen create a 'golden-thread' that is weaved throughout the liturgy. Talk to children about why some ideas will work with the theme of the liturgy but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Gather whole class evaluation pupil-voice on post-its or slips of paper.</p>				<p>Photos from the liturgy and/or example of work/prayers produced can be included to give a flavour of what the children experienced.</p> <p>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?'</p>
	<p><b>Pentecost 2</b> – Same as above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the year</i></p>	<p><b>Pentecost 2</b> - Same as above.</p>				
<b>Y E A R 1</b>	<p><b>Advent Term</b> - Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. <i>Adult may facilitate by helping the children select additional items for the prayer focus that link with the theme of the liturgy ie. A car for a liturgy based on journeys.</i> Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done in a small group).</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> <b>Advent Term</b> - teacher to model the basic structure of a liturgy to the children. Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1). Begin to assign certain aspects of the liturgy to children at your discrepancy. Children should generate ideas for 'Gather' including the sign of the</p>	<p>NDCYS adapted planning sheet (KS1 version)</p> <p>NDCYS adapted evaluation sheet (KS1 version)</p> <p>Let Us Pray 2Gether</p>	<p><b>Christian Meditation</b> Moving between 1 minute and 2 minute meditation throughout the year. Meditation is led by an adult</p> <p><b>Lectio Divina</b> with a picture in, perhaps introducing a simple</p>	<p><b>Year 1</b> <i>Target: Young people to continue to learn about what Mass is and to have simple elements of leadership within Mass.</i></p> <p><b>Preparation:</b> 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</p>	<p><b>EYFS, Y1 and Y2</b></p> <p>Adult to fill in full NDCYS eval form at least once a month.</p> <p>Adult to gather student voice on GWRM worship, showing the impact</p>

<p>Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g. making the sign of the cross, introducing theme of liturgy)</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>cross, choosing a hymn and introducing the theme of the liturgy. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy.</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. <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></p> <p>Adult to facilitate the delivery of the liturgy, introducing the different elements of the liturgy and which children will be speaking, giving explanations and links where needed, and following up on what children have said if a message has been lost or misunderstood.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' from children).</p> <p>Whole class to evaluate liturgy.</p>	<p>(LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS1 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p> <p>Hymns on school system</p>	<p>line of scripture in the Lent term. Encourage the children to talk about how the picture/verse of scripture makes them feel.</p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p> <p>Encourage opportunities for spontaneous prayer</p>	<p>the planning group, to see how the children want to interpret it for the rest of the congregation.</p> <p>Mass to be kept fairly simplistic and short. Chose shortened and age appropriate pieces of scripture.</p> <p><b>Commentary:</b> At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why.</p> <p><b>Student leadership:</b></p> <ul style="list-style-type: none"> <li>• Offertory</li> <li>• Simple intro to Mass, with adult support</li> <li>• Scripture interpretation with adult support (See 'Planning and Celebrating the Mass with Young People')</li> </ul>	<p>of worship and a target for next time.</p> <p>Evaluation captured as pupil-voice on post-it notes along with the planning sheet</p> <p>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.</p> <p><b>Y3 and 4</b></p> <p>As above, except:</p> <p>GWRM liturgies evaluated using an age appropriate form by young people, with the support of an adult.</p> <p>Adults evaluate using the in depth NDCYS eval form once a month.</p> <p><b>Y5 and 6</b></p> <p>As above, except:</p>
<p><b>Lent Term –</b> As above (small groups). Begin to select cards from LUP2G (limited selection) for the Mission/end of liturgy (in addition to the Gather) and place them on the LUP2G board (done in a small group).</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Lent Term –</b> As above. Teacher to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Talk to children about why some ideas will work with the theme of the liturgy but others won't. Assign the children some basic leadership roles for the delivery of the</p>				

		<p>worship and support them in doing this (teacher’s discrepancy). Children should generate ideas for the ‘Mission/end of liturgy’ such as a simple mission (able to complete straight away/today/this week), the sign of the cross and a hymn to finish. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy.</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).</p> <p>Whole class to evaluate liturgy.</p>				<p>GWRM liturgies evaluated by young people using an age appropriate form, or the NDCYS form if training and support given.</p> <p>Relevant students and staff to review the books on a termly basis to look at the big picture and create school wide targets.</p> <p><b>KS3, 4 and 5</b></p> <p>Young people and adults to evaluate using the NDCYS form and to provide a target to be used in the next plan.</p> <p>Student voice/impact evaluation to be gathered from a range of students for a range of types of worship on a regular basis.</p>
	<p><b>Pentecost Term –</b> 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.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Pentecost Term –</b> As above (small groups).</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).</p> <p>Whole class to evaluate liturgy.</p>				
<b>Y E A R 2</b>	<p><b>Advent Term –</b> Liturgy planning in groups. Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. Group to make use of LUP2G board (side 1) to select the Gather and Mission. Teacher facilitation.</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p><b>Advent Term –</b> Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission. Encourage more</p>	<p>NDCYS adapted planning sheet (KS1 version)</p> <p>NDCYS adapted evaluation</p>	<p><b>Christian Meditation</b> Building up to 2-minute meditation throughout the year Meditation is led by an adult</p> <p><b>Lectio Divina</b> scripture sourced by adult,</p>	<p><b>Year 2</b> <i>Target: Young people continue to learn about what happens in Mass and increase their level of leadership.</i></p> <p><b>Preparation:</b> Time spent prior to celebrating Mass</p>	<p>Relevant students and staff to review the books on a termly basis to look at the big picture and create school wide targets.</p>

<p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>than one card to be used in each section to add depth to the liturgy.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult facilitates delivery of liturgy by providing some introductions and links between the sections of the liturgy and explanations where needed. Adult to have the freedom to follow up on a something a child has said if the message may have been lost or misunderstood.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).</p> <p>Whole class to evaluate liturgy.</p>	<p>sheet (KS1 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS1 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p> <p>Hymns on school system</p> <p>Weekly Word document</p>	<p>linked to liturgical year or Come and See topic, facilitated by adult. Picture to aid understanding and interpretation</p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p> <p>Encourage opportunities for spontaneous prayer</p>	<p>talking to the children about what will happen in Mass and asking them why they think elements of it are important. Prep time to think about and plan the scripture interpretation and the bidding prayers.</p> <p>Mass to be kept fairly simplistic and short. Chose shortened and age appropriate pieces of scripture.</p> <p><b>Commentary:</b> At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why.</p> <p><b>Student leadership</b> <i>As in Year 1, plus:</i></p> <ul style="list-style-type: none"> <li>• Writing and reading appropriate Bidding prayers.</li> </ul>	<p>Adults and young people (chaplaincy team?) to monitor form/prep time prayer and record this in collective worship books, with actions.</p>
<p><b>Lent Term –</b> 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.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Lent Term –</b> As above. Teacher to support children in locating reading in Bible, reading this clearly as part of the liturgy and learning the correct introductions and responses to different scripture readings.</p> <p>Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).</p>				

		Whole class to evaluate liturgy.				
	<p><b>Pentecost Term –</b> 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.</p> <p>This term should be used to develop leadership skills of the above elements of liturgy.</p> <p>Children should develop their evaluative comments by suggesting improvement for the next liturgy.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Pentecost Term –</b> As above. Teacher to support children in locating reading in Bible, reading this clearly as part of the liturgy and learning the correct introductions and responses to different scripture readings.</p> <p>Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).</p> <p>Whole class to evaluate liturgy.</p>				
<b>Y E A R 3</b>	<p><b>Advent Term</b> - children to generate their own way of gathering to begin the liturgy, and plan their own mission for children to end the liturgy. Use of LUP2G resources.</p> <p>Children to plan a prayer focus which links to, and helps other children to explore the theme.</p> <p>Children to begin to consider how the space used for liturgy might link with the theme,</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p><b>Advent Term</b> - Adult to facilitate planning and delivery by ensuring the elements of the liturgy have a common thread and are suited to the theme of the liturgy. Adult to add to or re-emphasise students points or the message if necessary.</p>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p>	<p><b>Christian Meditation</b> Moving between 2 and 3-minute meditation throughout the year Meditation is led by an adult</p> <p><b>Lectio Divina</b> scripture sourced by adult, linked to liturgical year or Come and See topic,</p>	<p><b>Year 3 and 4</b> <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></p> <p><b>Preparation:</b> Students spend time getting their leadership elements ready</p>	

<p>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.</p> <p>Scripture should be introduced and responded to correctly. Teacher facilitation of this.</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma (KS2 version).</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>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.</p> <p>Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>	<p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p>	<p>facilitated by adult. Led by Class Chaplain from Lent Term.</p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p>	<p>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.</p> <p>Age appropriate scripture should be used, meaning it can be shortened to aid the understanding of the young people.</p> <p><b>Commentary:</b> 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.</p>	
<p><b>Lent Term –</b> 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.</p> <p>Whole-class evaluation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Lent Term –</b> As above.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Adults support by ensuring the scripture selected links with the theme of the liturgy, and the elements the children plan themselves go together cohesively.</p> <p>Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>	<p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordinary document</p>	<p>Encourage opportunities for spontaneous prayer</p>	<p><b>Student leadership:</b> <i>As in Year 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Scripture interpretation, with adult facilitation rather than support.</li> <li>• Gospel Acclamation procession</li> <li>• 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.</li> </ul>	
<p><b>Pentecost Term –</b> As above. Children should begin to check all elements of liturgy flow together in a ‘golden thread’ using some of the features of the LUP2G resources to aid this (e.g. colour cornerstones).</p>	<p><b>Pentecost Term –</b> As above.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p>				

	<p>This term should be used to develop leadership skills of the above elements of liturgy. Leadership is developed in order to maintain high levels of engagement.</p> <p>Children should develop their evaluative comments by stating what was successful and why, as well as suggesting improvement for the next liturgy and the reasons behind this.</p> <p>Children write their own elements of the plan onto the planning proforma, supported by adults. Whole-class evaluation. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Children to write ideas for plan onto NDCYS planning proforma, supported by adults for elements not planned by the liturgy group.</p>				
<p><b>Y E A R 4</b></p>	<p><b>Advent Term –</b> Children begin the year by generating their own Gather and Mission/end of liturgy, as well as selecting scripture appropriate to the theme, locating this scripture in the Bible, supported by the adult.</p> <p>Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme.</p> <p>Children should check all elements of liturgy flow together in a ‘golden thread’ using some of the features of the LUP2G resources to aid this (e.g. colour cornerstones).</p> <p>Children write their own elements of the plan onto the planning proforma, supported by adults.</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p><b>Advent Term –</b> Adult to facilitate by ensuring the elements of the liturgy have a common thread and are suited to the theme of the liturgy. Adult is able to add to or emphasise children’s points/message during the liturgy, but this should be happening less often now. It may be more necessary at the end of the liturgy to ‘make more of the mission’ 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.</p> <p>Adult to support with selecting an appropriate scripture reading if necessary. Support children in planning the correct introductions and responses depending on the scripture.</p>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship</p>	<p><b>Christian Meditation</b> 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.</p> <p><b>Lectio Divina</b> scripture sourced by adult, linked to liturgical year or Come and See topic for Lectio Divina, led by class chaplain, supported by adult.</p> <p><b>Personal Prayer</b> For an explanation of how this works, follow</p>		

<p>Whole-class evaluation in Advent 1. In Advent 2, this moves to two children live evaluating liturgy as it is delivered, sharing their thoughts briefly with the class at the end and coming to a class decision on the next step for future liturgies. Three children are asked to give specific comments and these are noted on the evaluation form.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>	<p>Journal</p> <p>YouTube</p> <p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordinary document</p> <p>Internet access for planning</p>	<p>this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p> <p>Encourage opportunities for spontaneous prayer</p>		
<p><b>Lent Term –</b> As above plus Children to generate their own way of gathering to begin the liturgy, a response to the word, and plan their own mission for children to end the liturgy. Children may still need support to choose an appropriate scripture reading.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Lent Term –</b> As above plus adults support by ensuring the respond to the scripture links with the theme of the liturgy, and the elements the children plan themselves go together cohesively.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>	<p>OpenBible website access</p> <p>Bible Gateway website access</p>			
<p><b>Pentecost Term –</b> Children now planning all for main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult.</p> <p>If children are proficient in liturgy planning, use side 2 of LUP2G board to consider in more detail any ideas that may maintain high levels of engagement.</p>	<p><b>Pentecost Term –</b> Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> <li>- How does this element link to the theme of the liturgy?</li> <li>- Have you explicitly stated what the theme is? How will you communicate this?</li> </ul>				



	<p>Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy).</p> <p>Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the liturgy is recorded on proforma.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<ul style="list-style-type: none"> <li>- What songs might remind people of what the theme is?</li> <li>- Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy?</li> <li>- Can the children complete their missions within a given time frame?</li> <li>- Can we give the children an example when we tell them how to respond/what their mission is?</li> </ul> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>			
<b>Y E A R 5</b>	<p><b>Advent Term –</b> During Advent 1, children plan all the main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult.</p> <p>Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy).</p> <p>Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme.</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p><b>Advent Term –</b> Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> <li>- How does this element link to the theme of the liturgy?</li> <li>- Have you explicitly stated what the theme is? How will you communicate this?</li> <li>- What songs might remind people of what the theme is?</li> <li>- Could we write response prayers which keep the theme</li> </ul>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p>	<p><b>Christian Meditation</b> 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.</p> <p><b>Lectio Divina</b> scripture sourced by adult, linked to liturgical year or Come and See topic</p>	<p><b>Year 5, 6 and Chaplaincy teams</b> <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. The ideal situation here would be for young people to plan their Mass in dialogue/conversation with their priest.</i></p> <p><b>Preparation:</b> As with Y3/4</p>

<p>During Advent 2, children (if proficient) start planning liturgy considering what they want others to see, hear, think, do during liturgy, using side 2 and pack 2 of LUP2G resources.</p> <p>Planning sheet filled in by children, supported by adults only where necessary.</p> <p>Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the liturgy is recorded on proforma.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>of the liturgy really obvious to our liturgy?</p> <ul style="list-style-type: none"> <li>- Can the children complete their missions within a given time frame?</li> <li>- Can we give the children an example when we tell them how to respond/what their mission is?</li> </ul> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children. Adult can facilitate the delivery of the liturgy, if needed and if an important message, theme, instruction or element has been lost. This could be done by asking a leading child to repeat something or explain again, before adding to their explanation if needed.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>	<p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p> <p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordinary document</p> <p>Internet access for planning</p> <p>OpenBible website access</p> <p>Bible Gateway website access</p>	<p>for Lectio 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.</p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p> <p>Encourage opportunities for spontaneous prayer</p>	<p>Age appropriate scripture should still be used, but this could mean that a 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.</p> <p><b>Commentary:</b> 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'.</p> <p><b>Student leadership:</b> <i>As with Y3/4 plus:</i></p> <ul style="list-style-type: none"> <li>• Scripture interpretation, with little adult involvement than with Y3/4</li> <li>• Student alter servers</li> <li>• Students reading scripture</li> <li>• Writing own penitential act (see 'Planning and Celebrating the Mass with Young People')</li> </ul>	
<p><b>Lent Term –</b> Children (if proficient) start planning liturgy considering what they want others to see, hear, think, do during liturgy, using side 2 and pack 2 of LUP2G resources. They add this to their planning sheet. They then flip the board over and sort the cards into the appropriate sections on side 1 of LUP2G board. Children check elements of liturgy are cohesive and form a 'golden-thread' weaved throughout the liturgy. This is added to the planning sheet.</p> <p>Children are provided with access to a laptop during planning so they can make</p>	<p><b>Lent Term –</b> As above. Liturgy planning is overseen by an adult and is guided only when necessary using questions above.</p> <p>Adult may source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere.</p> <p>Adult may encourage children to think outside of the box such as different locations for liturgy, seating arrangements, actions etc.</p>				

	<p>any resources they need including powerpoints.</p> <p>Evaluation as above.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>				
	<p><b>Pentecost Term-</b> As above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><b>Pentecost Term –</b> As above.</p>			
<p><b>Y E A R 6</b></p>	<p><b>Advent Term –</b> Depending on proficiency of liturgy planning group, children may use either side of LUP2G resources, or choose to only make use of elements of this resource.</p> <p>Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme.</p> <p>All aspects of liturgy planned and prepared by children, supported by adults only where necessary.</p> <p>Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers’ discrepancy).</p> <p>Planning sheet filled in by children, supported by adults only where necessary.</p> <p>Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective ‘next time we could’ is agreed and recorded.</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p><b>Advent Term –</b> Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> <li>- How does this element link to the theme of the liturgy?</li> <li>- Have you explicitly stated what the theme is? How will you communicate this?</li> <li>- What songs might remind people of what the theme is?</li> <li>- Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy?</li> <li>- Can the children complete their missions within a given time frame?</li> <li>- Can we give the children an example when we tell them how to respond/what their mission is?</li> </ul> <p>Adult facilitates by preparing any resources the children may need to</p>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p>	<p><b>Christian Meditation</b> 4 minute meditation at the beginning of the year, progressing to between 5 and 6 minutes by the Pentecost term. Meditation led by Class Chaplain once training received. Chaplain to support other children to lead Christian Meditation.</p> <p><b>Lectio Divina</b> scripture sourced by adult, linked to liturgical year or Come and See topic led by class chaplain (training received), supported by adult where needed. Children contribute by sharing the important words and phrases to them when they feel; when the word of God speaks to them, they share with the group.</p>	

<p>Pupil voice of impact of the liturgy is recorded on proforma.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>lead their liturgy ie. Powerpoint with music and images chosen by children. Adult facilitation during the delivery of the liturgy should be minimal by this point, but is still appropriate if an important message, theme or instruction is lost.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p> <p>Adult may source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere.</p> <p>Adult may encourage children to think outside of the box such as different locations for liturgy, seating arrangements, actions etc.</p>	<p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordinary document</p> <p>Internet access for planning</p> <p>OpenBible website access</p> <p>Bible Gateway website access</p>	<p>From Advent term 2, children may be self-selecting scripture that is important to them for Lectio Divina.</p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Daily prayers</b></p> <p><b>Attendance at whole-site worship</b></p> <p>Encourage opportunities for spontaneous prayer</p>		
<p><b>Lent Term –</b> As above. Children spend time focusing on planning elements of liturgy previously missing/in need of development.</p> <p>Evaluation is specific to these areas the children are trying to develop.</p>	<p><b>Lent Term –</b> As above.</p>				
<p><b>Pentecost Term –</b> As above. Year 6 pupils visit children in Years 3 – 5 to support in their liturgy planning and share some of their ideas. In the Pentecost term, the children take the role of the teacher in younger year groups by ensuring liturgy planning has a ‘golden-thread’ throughout. Year 6 pupils support delivery, planning, resourcing and evaluating liturgy.</p>	<p><b>Pentecost Term –</b> As above.</p>				

<p><b>KS3</b></p>	<p>Students use NDCYS planning sheet, and LUP2G resource, and are guided by a member of staff to plan their liturgy.</p> <p>Students to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme.</p> <p>Theme can be chosen from extra-ordinary calendar, from liturgical calendar or from a school/wider community related theme.</p> <p>Students to lead the liturgy, with support from an adult.</p> <p>Older students can be used to facilitate planning where appropriate.</p> <p>Students able to lead and take part in times of open prayer, lectio divina and meditation.</p> <p>Students able to contribute to school-wide collective worship resources.</p> <p>Form/prep time prayer to include:</p> <ul style="list-style-type: none"> <li>● Examples of traditional and contemporary prayer</li> <li>● Opportunity for (and encouragement of) adult and student leadership</li> </ul>	<p>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 liturgy.</p> <p>Especially with Y7 students, there may be a strong focus on inclusion and accessibility in prayer.</p> <p>Adult to support the delivery of the liturgy, with appropriate preparation and by following up on points after the liturgy to back up the message.</p>	<p>NDCYS Planning sheet</p> <p>LUP2G resource</p> <p>Extra-ordinary resource</p> <p>YouTube</p> <p>School resources</p>	<p><b>Lectio Divina</b></p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Moments of prayer in the Chapel</b></p> <p><b>Spontaneous prayer</b></p>	<p><b>KS3</b></p> <p><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></p> <p><b>Preparation:</b> 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.</p> <p><b>Commentary:</b> To have an informational and educational slant, particularly for year 7 and 8.</p> <p><b>Student leadership:</b> <i>All of items from Y5 and 6, including young people being supported to lead the commentary.</i></p>	
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Peer led elements of prayer eg. chaplaincy team students in a video or having written a prayer or chosen some scripture for Lectio Divina</li> </ul>				
KS4 and 5	<p>Young people use NDCYS planning sheet (and some LUP2G resources as needed)</p> <p>Young people to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a work space to worship space, and whether another space in school would work best with the theme.</p> <p>Guidance provided by a member of staff to plan the liturgy.</p> <p>Theme can be chosen from extra-ordo-nary calendar, from liturgical calendar or from a school/wider community related theme.</p> <p>Young people able to lead and take part in times of open prayer, lectio divina and meditation.</p>	<p>Facilitate the planning of the liturgy - challenge the young people to think about:</p> <ul style="list-style-type: none"> <li>• The central theme and how the scripture links to it</li> <li>• How do all elements of the liturgy link to the central theme? Do we need to explain any of this during the liturgy?</li> <li>• Is your liturgy appropriate for the age group of people who will participate in it? Is it appropriate for the size of group?</li> <li>• Do you have a 'whole group action' (something for everyone to do)</li> <li>• Do you have: <ul style="list-style-type: none"> <li>○ Different types of prayer</li> <li>○ See, Hear, Think, Do elements</li> <li>○ A moment of silence or quiet reflection</li> </ul> </li> </ul>	<p>NDCYS Planning sheet</p> <p>LUP2G resource</p> <p>Extra-ordo-nary resource</p> <p>YouTube</p> <p>School resources</p>	<p><b>Lectio Divina</b></p> <p><b>Personal Prayer</b> For an explanation of how this works, follow this link: <a href="#">Prayer support for Staff – Truespirit (aquinas-cmat.org)</a></p> <p><b>Moments of prayer in the Chapel</b></p> <p><b>Spontaneous prayer</b></p>	<p><b>KS4</b> <i>Target: For young people to understand the importance of Mass and to feel confident in planning and leading elements of it.</i></p> <p><b>Preparation:</b> 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 Mass, and what it means to them.</p> <p><b>Commentary:</b> 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.</p> <p><b>Student leadership:</b> <i>Students to be able to choose</i></p>

	<p>Young people able to contribute to and take a lead in developing school-wide collective worship resources.</p> <p>Some older students are able to facilitate planning of collective worship with younger children.</p> <p>Form/prep time prayer to include:</p> <ul style="list-style-type: none"> <li>• Examples of traditional and contemporary prayer</li> <li>• Opportunity for (and encouragement of) adult and student leadership</li> <li>• 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.</li> <li>• Peer led elements of prayer eg. chaplaincy team students in a video or having written a prayer or chosen some scripture for Lectio Divina</li> </ul>				<p><i>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></p> <p><b>KS5</b>  <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></p> <p><b>Preparation:</b> As with KS4</p> <p><b>Commentary:</b> 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.</p> <p><b>Student leadership:</b>  <i>As in KS4, plus:</i></p> <ul style="list-style-type: none"> <li>• Consider students leading the commentary for Mass.</li> </ul>	
<p><b>Notes</b></p>	<p>The aim is for CW to be inclusive, engaging, vibrant, relevant to the young people and relevant to the liturgical time of the year.</p> <p>Active participation and high levels of engagement from all is a key target.</p>					

	<p>CW can include hymns, secular music, drama, artwork, videos, musical instruments, dancing and different types of prayer.</p> <p>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 liturgy link to the theme/scripture.</p>
<p><b>Links to resources</b></p>	<p>Personal prayer (within the ‘Prayer support for Staff’ resource: <a href="#">Prayer support for Staff – Truespirit</a>)</p> <p>Lectio Divina: <a href="#">Lectio Divina – Truespirit</a></p> <p>Correct introduction and response to scripture and prayer planning sheets (in ‘NDCYS whole pack’): <a href="https://aquinascmat-my.sharepoint.com/:b:/g/personal/tshannon_aquinas-cmat_org/EdUbc7Zu52pMuph3UYHHOzcBIvFGFKo2rdDIHsk76Kh-7w?e=8GkQs4">https://aquinascmat-my.sharepoint.com/:b:/g/personal/tshannon_aquinas-cmat_org/EdUbc7Zu52pMuph3UYHHOzcBIvFGFKo2rdDIHsk76Kh-7w?e=8GkQs4</a></p> <p>‘Let us pray 2gether’ instructional videos and blank templates: <a href="#">Let Us Pray 2gether – NDCYS</a></p> <p>CW evaluation forms: <a href="https://aquinascmat-my.sharepoint.com/:f:/g/personal/tshannon_aquinas-cmat_org/Ep0ZaWGD0s1PgpGxhZrUm5kBB164Cooqoi72PyrAsWdZJA?e=RjmH6e">https://aquinascmat-my.sharepoint.com/:f:/g/personal/tshannon_aquinas-cmat_org/Ep0ZaWGD0s1PgpGxhZrUm5kBB164Cooqoi72PyrAsWdZJA?e=RjmH6e</a></p> <p>Planning and Celebrating the Mass with Young People: Contact Tom Baptist, <a href="mailto:director@ndcys.com">director@ndcys.com</a></p> <p>Shared hymn/worship music drive: <a href="https://web.microsoftstream.com/channel/37e7e9c1-6f54-4324-8f72-ea3390792a2d">https://web.microsoftstream.com/channel/37e7e9c1-6f54-4324-8f72-ea3390792a2d</a></p> <p><b>Websites for finding hymns and music</b></p> <p>Hymns: <a href="http://www.ocp.org">www.ocp.org</a></p> <p>Worship music: <a href="http://www.worshiptogether.com">www.worshiptogether.com</a></p>





**Appendix C**

**NDCYS Liturgy Planning Sheets**

# Liturgy

PLANNING SHEET

**THEME:**  
**DATE:**  
**TIME:**  
**GROUP:**

**THINGS WE NEED:**

**TO DO:**





**GATHER**  
+ SIGN OF THE CROSS

**THE WORD**  
SCRIPTURE REFERENCE:

**RESPONSE**

**MISSION**  
+ SIGN OF THE CROSS



 <p>SEE</p>	 <p>HEAR</p>
 <p>THINK</p>	 <p>DO</p>

SONG LYRICS  
 PRAYER FOCUS/ALTAR  
 BIBLE (SCRIPTURE)  
 DRAMA  
 POWERPOINT  
 ICON/OBJECT  
 QUOTE  
 PICTURES  
 GOSPEL PROCESSION  
 LITURGICAL DANCE  
 VIDEO  
 LITURGICAL COLOURS  
 ARTWORK  
 CANDLE  
 CRUCIFIX  
 ACTION

SEE

WORDS

HEAR

THINK

REFLECTION TIME  
 QUESTIONS  
 PRAYERS - SORRY/ASKING/THANK YOU  
 HOW THEY CAN CARRY OUT THE MISSION  
 LINKS WITH SAINTS/ICONIC PEOPLE  
 MEDITATION  
 LINKS WITH OTHER SCRIPTURE  
 LINKS WITH SCHOOL THEMES/EVENTS  
 LINKS WITH CURRENT ISSUES IN THE  
 MEDIA

SING  
 G  
 WRITE THINGS  
 WRITE THING  
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 FO

DO



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**Appendix D**  
**NDCYS Evaluation Sheet**

# Liturgy

EVALUATION SHEET

**LITURGICAL SENSITIVITY / COMMENT ON EACH SECTION**

THEME: \_\_\_\_\_


DATE: \_\_\_\_\_

LOCATION: \_\_\_\_\_

LED BY: \_\_\_\_\_

EVALUATED BY: \_\_\_\_\_

**PERSONAL IMPACT /  
WHAT DID PEOPLE SAY?**




GATHER

- ENGAGEMENT +

LEADERSHIP

LOOK OUT FOR...

Gathering Song  
Sign of the Cross  
Welcome  
Opening Prayer  
Penitential Prayers  
Theme




THE WORD

- ENGAGEMENT +

LEADERSHIP

LOOK OUT FOR...

Correct Responses  
Reflection  
Explanation  
Intro to Scripture




RESPONSE

- ENGAGEMENT +

LEADERSHIP

LOOK OUT FOR...

Whole Group Action  
Asking Prayers  
Thanksgiving Prayers  
Silence



MISSION

- ENGAGEMENT +

LEADERSHIP

LOOK OUT FOR...

A Mission  
Follow-up Activities  
Closing Prayer  
Sign of the Cross

Next time we could...

**PERSONAL IMPACT /  
WHAT DID PEOPLE SAY?**

**CREATIVITY AND VARIETY / WHAT DID YOU SEE, HEAR, THINK AND DO?**

SEE

LOOK OUT FOR...

ARTWORK	PRAYER
IMAGES/SLIDES	SCRIPTURE
FOCUS/DISPLAY	EXPLANATIONS
LITURGICAL COLOUR	PRAYERFUL SILENCE
RELIGIOUS ARTEFACTS	COMMUNAL SINGING
LINK TO SCHOOL THEMES	ACTIONS (E.G. SIGN OF PEACE)
LINK TO CURRENT ISSUES	PHYSICAL RESPONSES
PERSONAL REFLECTION	WRITTEN RESPONSE
SILENT PRAYER	ACCESSIBILITY
QUESTIONS	RELEVANCE

HEAR

THINK

DO

CREATIVITY AND VARIETY / WHAT DID YOU SEE, HEAR, THINK AND DO?

COLLECTIVE WORSHIP / FIVE MINUTE FEEDBACK

SEE HEAR

WE COULD HAVE...

I REALLY ENJOYED...

THINK DO

NEXT TIME...

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Instagram Facebook Twitter YouTube SoundCloud

CREATIVITY AND VARIETY / WHAT DID YOU SEE, HEAR, THINK AND DO?

COLLECTIVE WORSHIP / FIVE MINUTE FEEDBACK

SEE HEAR

WE COULD HAVE...

I REALLY ENJOYED...

THINK DO

NEXT TIME...

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PERSONAL IMPACT / HOW HAVE YOU BEEN AFFECTED BY THE WORSHIP?

*A voice cries out, "Prepare in the wilderness a way for the Lord!" - Mark 1:3*



PERSONAL IMPACT / HOW HAVE YOU BEEN AFFECTED BY THE WORSHIP?

*The Lord has given us eyes to see with and ears to listen with. - Proverbs 20:12*



PERSONAL IMPACT / HOW HAVE YOU BEEN AFFECTED BY THE WORSHIP?

*Today, if you hear his voice, do not harden your hearts. - Hebrews 3:15*



PERSONAL IMPACT / HOW HAVE YOU BEEN AFFECTED BY THE WORSHIP?

*The Lord has given us eyes to see with and ears to listen with. - Proverbs 20:12*



## Collective Worship Evaluation

For whole class or for worship which does not follow the 'Gather, Word, Response, Mission' structure

Type of Worship:

Led by:

Evaluated by:

Date:

Theme:

**WWW** – *What did you like about the act of worship? What would you like to be used again next time?*

**EBI** – *What would you change about the act of worship for next time? Please give examples of what could be done instead.*

**Personal impact** – *How did the act of worship make you feel? What did it encourage you to go and do? What did it make you think about?*

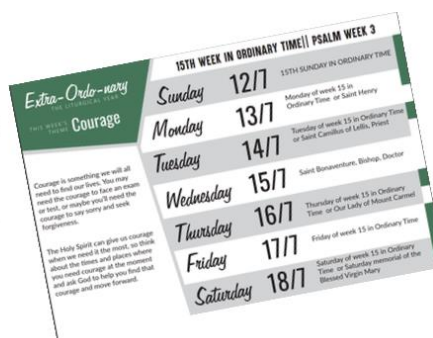
# Guide to planning collective worship with young people

To be used in conjunction with the NDCYS planning sheet



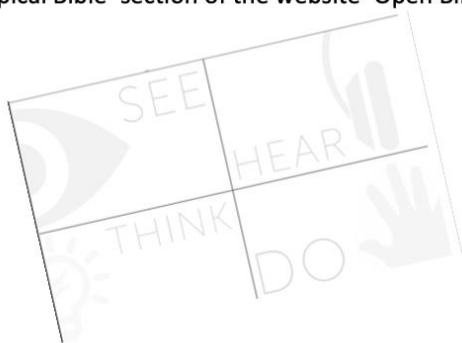
## Step 1

When planning Collective Worship you will need to begin with a theme eg. Helping others, forgiveness, new beginnings. These could be based on the liturgical season, on what is going on in school/the world/the Church at the time or it might make sense to use the weekly themes used on the 'Extra-ordo-nary' calendar produced by NDCYS <https://ndcys.com/extra-ordo-nary/>



## Step 2

Starting with the 'See, Hear, Think, Do' sections, the first thing you need to choose is your scripture (which goes in the 'Hear' box). You can do this by asking the young people if they can think of any stories from the Bible which link to the theme. A good resource to use to find scripture related to a theme is the 'topical Bible' section of the website 'Open Bible' <https://www.openbible.info/topics/>



## Step 3

Once you've chosen your piece of scripture, you can then get the young people to start thinking about what they want people to see, hear, think and do. There are examples and suggestions with the NDCYS resource. Remember, music can be secular as long as it links to the scripture and theme and is appropriate.





## Step 4



The mission, in the 'Do' section, is very important! This is something our liturgy and prayer calls us to do. It is an active expression of our faith – try to be inventive with this, don't always do the same thing. But make it something which is simple and specific, and come back to it later in the day/week to see how everyone got on with it if you can.

## Step 5

Once you have your elements in your 'See, Hear, Think, Do' sections, you can now put it into the Collective Worship structure of 'Gather, Word, Response and Mission'.

## Tips!

- Try to find a way to say yes to your students! If they make a suggestion, and can explain how it links to the scripture, try to find a way to say yes, even if it feels a bit scary! This can help your students to be creative and to express their faith in a fun and engaging way.
- Sometimes less might be more! Encourage your students to think carefully about what they put onto their prayer display – challenge them to explain how it links to the scripture. This should mean you don't end up with a rainbow of coloured stone, a loaf of bread, hearts and a million candles! Also, encourage your young people to choose the correct liturgical colours.
- Think about space! This means more than just a prayer cloth and candles, but could mean how/where students sit, do they enter the hall in a different way, are there speakers from different parts of the room, does the liturgy take place somewhere else because it links better to the scripture (reading about Jesus being outside – liturgy happens outside/reading about being welcoming, liturgy happens in the school reception area!)?
- Music doesn't have to be a hymn – sometimes it might be good to use music which young people will hear on the radio. Next time they hear it, it might remind them of what they heard/thought in the liturgy. Obviously it needs to be appropriate!



St Thomas Aquinas  
Catholic Multi-Academy Trust

