

SACRED HEART
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

COLLECTIVE WORSHIP POLICY

APPROVED BY
THE LOCAL GOVERNING BODY
JANUARY 2023 – JANUARY 2025

REVIEW DATE – JANUARY 2025



Collective Worship Policy

“Let the little children come to me,” (Matthew 19:4)

At Sacred Heart, Christ is at the centre of all of our thoughts and actions. Prayer and liturgy allow us all – children, staff, parents and parishioners – to come together to know, serve and love God.

1] THE NATURE OF COLLECTIVE WORSHIP

The principles underpinning the spiritual development of our children are based on the school’s mission statement and its Catholic Virtues. Children learn to encounter and appreciate the love of God in their everyday lives and in the world around them.

The life of the school is underpinned by the school’s Mission Statement; Live, Learn, Love. The Mission Statement is lived out through our school’s Catholic Virtues of Kindness, Friendship, Forgiveness, Confidence, Patience, Compassion and Love of Learning.

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

The Nature of Collective Worship

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

We develop community cohesion by inviting members of the school community to regular acts of worship such as to Mass, liturgies and other services, regardless of their beliefs; living out our mission statement.

2] LEGAL REQUIREMENTS

We acknowledge the legal requirement that there must be a daily Act of Worship for all pupils. 2 (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 understand that simply holding an assembly that includes a 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. In our school responsibility for arranging Collective Worship rests with the Governing Body after consultation with the Head Teacher. Parents are informed of the school’s policy for Collective Worship through the school website. (Please see Appendix 1).

3] COLLECTIVE WORSHIP IN THE LIFE OF OUR SCHOOL

We endorse the belief 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.

4] THE AIMS OF COLLECTIVE WORSHIP

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 experience a sense of belonging and develop community spirit;
- To develop a common ethos and shared values;
- To enrich religious experience;
- To grow in liturgical understanding and development;
- To reinforce prayers which are part of the Catholic tradition;
- To reinforce positive attitudes;
- To participate fully;
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to'.

5] PRINCIPLES

All Acts of Worship in our school will:

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

Our weekly schedule for Collective Worship is as follows:

Prayer and Liturgy Timetable

Monday:

- 1] Child-Led Mission.

2] The Ordo theme is introduced to each class using the NDCYS video. (In EYFS the teacher verbally explains the theme to the children as the video does not meet the lingual needs of Reception children. In KS1 and KS2 staff will lead a discussion regarding the meaning of the theme.)

3] Bi-Weekly Meditation with Sr Anna.

Tuesday:

- 1] Class Meditation.
- 2] KS2 Hymn Practice.
- 3] Rosary Club
- 4] Chaplains' sticker challenge.

Wednesday:

- 1] Lectio/Visio Divina
- 2] Child-led spontaneous prayer at lunch time.

Thursday:

- 1] KS1 Bible story session
- 2] Pupils prepare Class Liturgy

Friday:

- 1] Pupil led KS/class Liturgy (bi-weekly rota).
- 2] Pupils respond to weekly mission.

(Highlighted Acts of Worship show that they are pupil led.)

Whole School Collective Worship

The Head Teacher leads whole school in Praise Assembly every week. The Assembly is closely linked with the liturgical year so that all members of the school community have an understanding of the weekly Ordo theme, colours and messages we listen to and see on Sunday at mass. However, this act of worship may address current issues, events in the week (both secular and religious) or other feasts in the Church's year. This Assembly also celebrates the achievements of the previous week.

An integral part of Praise Assembly is the setting of the child led mission. This sets the weekly mission based on the theme of the week and it promotes the school mission statement, the Catholic Virtues promoted by Sacred Heart and it is a pivotal element of the Catholic Life of the school.

Key Stage Worship

On alternate weeks children will take part in a wider school Liturgy. The school will be split into two groups. St Peter's Group = Year 1, Year 3 and Year 5. St Paul's Group = EYFS, Year 2, Year 4 and Year 6. This allows the younger children to learn from the older children. These Liturgies will be child led. On the week when children are not participating in a wider school community they will take part in a Class Liturgy. Pupils and staff evaluate the liturgies from other classes during this slot.

Class Worship

Our children all have opportunities to lead their own class liturgies within the classroom at least once a week, though this is related to the pupils' age with regards to their level of involvement. (Please see Appendix 2 – Progression of Collective Worship Document.)

- EYFS: the theme is decided by the Liturgical Calendar. The style of worship follows a whole school approach. Children are introduced to the four parts of a liturgy: Gather, Word, Response and Mission. Teachers embed the correct making of the Sign of the Cross, the school prayer, the Our Father and the Hail Mary. The children help to choose the resources for the liturgy and they make suggestions for the mission. Adults will evaluate the liturgies.
- KS1: the theme is decided by the Liturgical Calendar. The style of worship follows a whole school approach. Alongside their teacher, children suggest how to Gather in a way that suits the theme, they pick a piece of scripture from a shortlist to be the Word. Also, alongside the teacher they suggest how the children can Respond to the scripture and theme. Lastly, they think of a Mission for the class that week based on the Ordo theme. The teacher checks in on the mission later in the week. Adults evaluate the liturgies and start to train children on the evaluation process.
- LKS2: the theme is decided by the Liturgical Calendar. The style of worship follows a whole school approach. Children plan the Gather, Word, Response and Mission whilst the teacher/adult scribes their ideas on the planning sheet to allow the process to be more efficient. The children pick a piece of scripture from a shortlist to be the Word. The teacher checks in on the mission later in the week. Children evaluate the liturgies alongside an adult.
- UKS2: the theme is decided by the Liturgical Calendar. The style of worship follows a whole school approach. Children plan the Gather, Word, Response and Mission and independently complete the planning sheet. They choose an appropriate piece of scripture by accessing the Open Bible website. The teacher checks in on the mission later in the week. Children independently evaluate the liturgies and adults monitor the quality of evaluation.
- **Family Worship** Our family members are invited to worship with our school community at key events in the year, such as the EYFS Welcome Liturgy and the Y6 Leavers' Mass. They are also welcomed to participate in giving glory to God when classes take part in parish masses and different acts of worship throughout the academic year. Parents are also invited to take part in the child led weekly mission.

In addition to this, each class leads two whole school acts of worship in which parents are invited to be part of the congregation. These include whole school liturgies and/or whole school masses. We ensure that our children experience a range of celebrations which mark the liturgical year. (Please see Appendix 3 - the Liturgical Calendar that is communicated out to all stakeholders at the start of the academic year.)

6] PLANNING, CONTENT AND DELIVERY OF COLLECTIVE WORSHIP

Collective Worship is planned:

- Following a structure with reference to the Church's seasons, the school's Religious Education scheme, significant dates and the curriculum. Scripture will be the focus in most Acts of Worship. Sacred Heart use NDCYS resources to support the planning of acts of worship. (Please see Appendix 4 - an example Liturgy Planning Sheet.)
- 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 in pupils' skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way.

7] RECORDING OF COLLECTIVE WORSHIP

In Sacred Heart, Collective Worship is recorded:

- In Collective Worship books. Each class has a book to evidence one act of worship from each week.
- Through displays, collections of pupils' contributions, prayers, reflections, photographs, videos etc.
- A range of acts of worship are communicated out to parents on Class Dojo.

8] MONITORING AND EVALUATION

Staff and children evaluate class liturgies, wider school liturgies, whole school liturgies, masses and other acts of worship. Liturgies are evaluated on liturgy specific evaluation sheets and other acts of worship such as Lectio/Visio Divinas are evaluated on 'Impact Evaluation Sheets.' (Please Refer to Appendix 5 – Evaluation Sheets for each age range.) Parents, other family members, Governors and other community members are invited to complete 'Impact Evaluation Sheets' also to ensure that the thoughts of all stake holders are part of the monitoring of Collective Worship.

Parent Questionnaires, Staff Voice and Pupil Voice are carried out each academic year to ensure development of Collective Worship at Sacred Heart is well informed.

Observations of Acts of Worship are also carried out by the Headteacher, the RE Lead, Governors and External visitors to monitor the quality of prayer and liturgy in Sacred Heart.

9] EUCHARISTIC CELEBRATIONS

Eucharistic celebrations in school will highlight a special occasion and are appropriate to the children's age and understanding of their faith. This will be led by a member of the Clergy, along with the Chaplaincy team or pupils from a selected year group. Adoration is held throughout the school year, in line with the Church's calendar. These opportunities are examples of 'liturgy' as they are prescribed orders of the Church. (Please see Appendix 3 - the Liturgical Calendar that is communicated out to all stakeholders at the start of the academic year.)

10] THE CO-ORDINATOR FOR COLLECTIVE WORSHIP

The school's RE Lead takes on the role of co-ordinator for Collective Worship and he/she is supported by the school's Head Teacher and Governors in monitoring and developing this aspect of school life.

11] RIGHT OF WITHDRAWAL

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

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

12] POLICY MONITORING AND REVIEW

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

Name: Mrs Sarah Boyd

Role: RE Subject Leader/Assistant Headteacher

Signature:

Date: 05.01.2023

Head Teacher: Mrs Lisa Atkins

Signature:

Date: 05.01.2023

Chair of Governors: Mr Bernard Monaghan

Signature:

Date: 05.01.2023

Date of next review: January 2025

APPENDIX 1 - DIOCESAN STATEMENT ON COLLECTIVE WORSHIP

It is the responsibility of every Catholic school to provide for all its members a vital experience of liturgy, worship and prayer which:

- Names and celebrates God present and active in authentic human experience;
- Is educative;
- Is within our Catholic tradition.

The purpose of these experiences is:

- To give honour and praise to God;
- To develop the school as a community of faith;
- To assist pupils in developing their relationship with God, creation and the community of the Church;
- To witness to the community and the wider world.

Collective Worship in our schools will be:

- Appropriately planned;
- Adequately resourced;
- Recorded;
- Monitored;
- Evaluated.

In order to ensure that Collective Worship experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the community.

Parents do have the right to withdraw their children from Collective Worship, however, given the importance of Collective Worship within a Catholic school, parents and prospective parents need to 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. Worship is and will continue to be 'central' to the life of the school. It should also be noted that the school is under no obligation to provide alternative arrangements for children who are withdrawn from Collective Worship.

Child-led Liturgies			Suggested resources used	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>				
EY FS	<p>Advent 1 – children begin to learn the basic structure of a liturgy from the teacher. Children also begin to learn the Sign of the Cross and traditional prayers of the Church. Children to learn the Sign of the Cross and what it means.</p>	<p><i>Adult to plan and lead one adult led liturgy each half term to ensure modelling of good practice.</i></p> <p>Advent 1 – teacher to model the basic structure of a liturgy to the children. All planning done by the teacher. Begin to talk to the children about what made the liturgy feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).</p>	<p>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/tshannon_aquinas-cmat_org/EacTShi5ns1Oigks2-ArzcEB-UH-okdlR35V7s3guWN8yg?e=QD2ely</p> <p>https://aquinas-cmat-my.sharepoint.com/:w:/g/personal/tshannon_aquinas-cmat_org/EUjingA5-</p>	<p>Christian Meditation Building up to 1-minute meditation throughout the year Meditation is led by an adult</p> <p>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.</p> <p>Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org)</p> <p>Daily prayers</p> <p>Attendance at whole-site worship Encourage opportunities for spontaneous prayer</p>	<p>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)</p> <p>Make use of commentary within Mass to educate, explain and enhance engagement.</p> <p>EYFS <i>Target: Young people to learn about what Mass is and to have simple elements of leadership within Mass.</i></p> <p>Preparation: 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>Commentary: At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why.</p>	<p>All year groups</p> <p>Collective worship books to be used for each class/year group (secondary school)</p> <p>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.</p> <p>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> <p>NDCYS eval form/age appropriate variation (or suitable alternative) used to</p>
	<p>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.</p>	<p>Advent 2 - Teacher to continue modelling the basic structure of a liturgy to the children. All planning done by the teacher. Teacher to support children in choosing appropriate items for the prayer focus, teaching them about the colour of the fabric for the liturgical time of year. Talk to the children about how the liturgy made them feel and what made them feel that way (introducing evaluation) and note down pupil-voice on post-it notes.</p>				
	<p>Lent 1 – Children to select items for the prayer focus as above. Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done whole-class). A child/group of children should begin the liturgy with the sign of the cross (introduction to leading worship). Children begin to learn the traditional prayers of the Church (Our Father, Hail Mary, Glory Be). This continues throughout this year.</p>	<p>Lent 1 - Teacher to select theme, scripture, response and mission of liturgy. Offer children a small selection of cards from LUP2G to select elements for the Gather and place them on the LUP2G board (this is done whole-class). Select a child/group of children to begin the liturgy with the sign of the cross (introduction to leading worship). Talk to the children about what is essential in a liturgy (sign of cross, scripture, mission etc) – did we have all of these things? What could have made our liturgy</p>				

		better? (introducing evaluation) and note down pupil-voice on post-it notes.	SFNF4ys9UgsEi sBIAtnjYslXa8g 3HX56Th5A?e=l dCylh				
	Lent 2 – Same as above. Child/group of children to begin leading elements of liturgy at teacher’s discrepancy (e.g. introducing theme of liturgy)	Lent 2 – Same as above. Teacher to model to the whole-class how they select cards from LUP2G and place them on the board. Start to incorporate more than one element in each section of the liturgy. Explain that this is how you plan their liturgies. Begin to assign certain aspects of the liturgy to children at your discrepancy. Continue modelling basic structure of liturgy to children. Gather whole class evaluation pupil-voice on post-its or slips of paper.				Student leadership:	evaluate ‘Gather, Word, Response, Mission’ worship.
	Pentecost 1 - Same as above. Child/group of children to begin leading elements of liturgy at teacher’s discrepancy (e.g. introducing theme of liturgy)	Pentecost 1 - Take a small group to help you plan a liturgy using LUP2G resources. Adult to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Children to have the chance to pick from a limited selection of cards for one section of the liturgy (eg. the Gather) and have the chance to discuss what the adult has chosen and be able to add to it or suggest changes. Ensure the theme of the liturgy runs throughout and elements chosen 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.				<ul style="list-style-type: none"> • Offertory • Simple intro to Mass, with adult support 	<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>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</p>

	Pentecost 2 – Same as above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the year</i>	Pentecost 2 - Same as above.				encourage you to do?' EYFS, Y1 and Y2
YE AR 1	Advent Term - Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. <i>Adult may facilitate by helping the children select additional items for the prayer focus that link with the theme of the liturgy 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). Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g. making the sign of the cross, introducing theme of liturgy) <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i>	<i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term - teacher to model the basic structure of a liturgy to the children. Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1). Begin to assign certain aspects of the liturgy to children at your discrepancy. Children should generate ideas for 'Gather' including the sign of the cross, choosing a hymn and introducing the theme of the liturgy. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy. Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. <i>Note: choosing an appropriate piece of scripture also means that you have the freedom to choose the length and complexity of the piece to suit your children. You do not need to stick to what it says on the LUP2G cards.</i> Adult to facilitate the delivery of the liturgy, introducing the different elements of the liturgy and which children will be speaking, giving explanations and links where needed, and following up on what children have said if a message has been lost or misunderstood. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' from children).	NDCYS adapted planning sheet (KS1 version) NDCYS adapted evaluation sheet (KS1 version) Let Us Pray 2Gether (LUP2G) board game resource Classroom resources KS1 Bible Class collective worship Journal YouTube Hymns on school system	Christian Meditation Moving between 1 minute and 2 minute 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	Year 1 <i>Target: Young people to continue 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. 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: <ul style="list-style-type: none">• Offertory• Simple intro to Mass, with adult support• Scripture interpretation with adult support (See 'Planning and Celebrating the Mass with Young People')	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 As above, except: GWRM liturgies evaluated using an age appropriate form by young people, with the support of an adult.

		Whole class to evaluate liturgy.				<p>Adults evaluate using the in depth NDCYS eval form once a month.</p> <p>Y5 and 6</p> <p>As above, except:</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>KS3, 4 and 5</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>Relevant students and staff to review</p>
	<p>Lent Term – As above (small groups). Begin to select cards from LUP2G (limited selection) for the Mission/end of liturgy (in addition to the Gather) and place them on the LUP2G board (done in a small group).</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term – As above. Teacher to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Talk to children about why some ideas will work with the theme of the liturgy but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Children should generate ideas for the 'Mission/end of liturgy' such as a simple mission (able to complete straight away/today/this week), the sign of the cross and a hymn to finish. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy.</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>Pentecost Term – As above (small groups). This term should be used to develop leadership skills of the basics of liturgy. Children to develop their evaluation skills to focus on what was good and what could improve next time.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term – As above (small groups). 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>				

		Whole class to evaluate liturgy.				the books on a termly basis to look at the big picture and create school wide targets.
YE AR 2	<p>Advent Term – Liturgy planning in groups. Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. Group to make use of LUP2G board (side 1) to select the Gather and Mission. Teacher facilitation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p>Advent Term – Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission. Encourage more than one card to be used in each section to add depth to the liturgy.</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>NDCYS adapted planning sheet (KS1 version)</p> <p>NDCYS adapted evaluation sheet (KS1 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS1 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p> <p>Hymns on school system</p> <p>Weekly Word document</p>	<p>Christian Meditation Building up to 2-minute meditation throughout the year Meditation is led by an adult</p> <p>Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated by adult. Picture to aid understanding and interpretation</p> <p>Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org)</p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>Year 2 <i>Target: Young people continue to learn about what happens in Mass and increase their level of leadership.</i></p> <p>Preparation: Time spent prior to celebrating Mass 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>Commentary: At this stage needs to be simplistic and informative. This can be used to teach the children what is happening and why.</p> <p>Student leadership <i>As in Year 1, plus:</i></p> <ul style="list-style-type: none"> • Writing and reading appropriate Bidding prayers. 	<p>Adults and young people (chaplaincy team?) to monitor form/prep time prayer and record this in collective worship books, with actions.</p>
	<p>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.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term – 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>			
	<p>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.</p> <p>This term should be used to develop leadership skills of the above elements of liturgy.</p> <p>Children should develop their evaluative comments by suggesting improvement for the next liturgy.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term – 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>			
YE AR 3	<p>Advent Term - children to generate their own way of gathering to begin the liturgy, and plan their own mission for children to end the liturgy. Use of LUP2G resources.</p> <p>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, including how, and in what shape, the participants sit, how the space is changed from</p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p>Advent Term - Adult to facilitate planning and delivery by ensuring the elements of the liturgy have a common thread and are suited to the theme of the liturgy. Adult to add to or re-emphasise students points or the message if necessary. Adult to support with selecting an appropriate scripture reading.</p>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether</p>	<p>Christian Meditation Moving between 2 and 3-minute meditation throughout the year Meditation is led by an adult</p> <p>Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated</p>	<p>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></p> <p>Preparation: Students spend time getting their leadership elements ready for Mass, including spending some time looking at the scripture that will</p>

<p>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 facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.</p> <p>Scripture selected by adult. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>	<p>(LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p>	<p>by adult. Led by Class Chaplain from Lent Term.</p> <p>Personal Prayer For an explanation of how this works, follow this link: Prayer support for Staff – Truespirit (aquinas-cmat.org)</p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>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>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.</p> <p>Student leadership: <i>As in Year 2 plus:</i></p> <ul style="list-style-type: none"> • 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. 	
<p>Lent Term – As above.</p> <p>Scripture should be introduced and responded to correctly. Children should try to select scripture to suit theme from LUP2G cards and/or RE units. Teacher facilitation of this. Children should try to find scripture readings in the Bible, supported by the adult.</p> <p>Whole-class evaluation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term – 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-Ordo-nary document</p>			
<p>Pentecost Term – As above.</p> <p>Children should begin to check all elements of liturgy flow together in a ‘golden thread’ using some of the features of the LUP2G resources to aid this (e.g. colour cornerstones).</p> <p>This term should be used to develop leadership skills of the above elements of liturgy. Leadership is developed in order to maintain high levels of engagement.</p> <p>Children should develop their evaluative comments by stating what was successful and why, as well as suggesting improvement for the next liturgy and the reasons behind this.</p>	<p>Pentecost Term – As above.</p> <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Leaf templates for children to write on during respond part of liturgy.</p> <p>Children to write ideas for plan onto NDCYS planning proforma, supported by adults for elements not planned by the liturgy group.</p>				

	<p>Children write their own elements of the plan onto the planning proforma, supported by adults.</p> <p>Whole-class evaluation.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>				
<p>YE</p> <p>AR</p> <p>4</p>	<p>Advent Term –</p> <p>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>Whole-class evaluation in Advent 1.</p> <p>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><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i></p> <p>Advent Term –</p> <p>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>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>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>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordo-nary document</p> <p>Internet access for planning</p>	<p>Christian Meditation</p> <p>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>Lectio Divina 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>Personal Prayer</p> <p>For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u></p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</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>Lent Term – As above plus Children to generate their own way of gathering to begin the liturgy, a response to the word, and plan their own mission for children to end the liturgy. Children may still need support to choose an appropriate scripture reading.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term – 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>Bible Gateway website access</p>			
	<p>Pentecost Term – Children now planning all for main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult.</p> <p>If children are proficient in liturgy planning, use side 2 of LUP2G board to consider in more detail any ideas that may maintain high levels of engagement.</p> <p>Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' 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>	<p>Pentecost Term – Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> - How does this element link to the theme of the liturgy? - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? - Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is? <p>Adult facilitates by preparing any resources the children may need to lead</p>				

		<p>their liturgy ie. Powerpoint with music and images chosen by children.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>			
<p>YE AR 5</p>	<p>Advent Term – During Advent 1, children plan all the main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an adult. Children to make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers’ discrepancy). Children to consider how the space used for liturgy might link with the theme, including how, and in what shape, the participants sit, how the space is changed from a 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 liturgy considering what they want others to see, hear, think, do during liturgy, using side 2 and pack 2 of LUP2G resources. Planning sheet filled in by children, supported by adults only where necessary. Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective ‘next time we could’ is agreed and recorded. Pupil voice of impact of the liturgy is recorded on proforma. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p><i>Adult to plan and lead one adult let liturgy each half term to ensure modelling of good practice.</i> Advent Term – Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> - How does this element link to the theme of the liturgy? - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? - Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is? <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children. 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>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>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordo-nary document</p> <p>Internet access for planning</p>	<p>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.</p> <p>Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic 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>Personal Prayer For an explanation of how this works, follow this link: Prayer support</p>	<p>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></p> <p>Preparation: As with Y3/4</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>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’.</p> <p>Student leadership: <i>As with Y3/4 plus:</i></p>

		Children write their notes and ideas onto the planning proforma, supported by the adult where needed.	OpenBible website access	<u>for Staff – Truespirit (aquinas-cmat.org)</u>	<ul style="list-style-type: none"> • Scripture interpretation, with little adult involvement than with Y3/4 • Student alter servers • Students reading scripture • Writing own penitential act (see 'Planning and Celebrating the Mass with Young People')
	<p>Lent Term – Children (if proficient) start planning liturgy considering what they want others to see, hear, think, do during liturgy, using side 2 and pack 2 of LUP2G resources. They add this to their planning sheet. They then flip the board over and sort the cards into the appropriate sections on side 1 of LUP2G board. Children check elements of liturgy are cohesive and form a 'golden-thread' weaved throughout the liturgy. This is added to the planning sheet.</p> <p>Children are provided with access to a laptop during planning so they can make any resources they need including powerpoints.</p> <p>Evaluation as above.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Lent Term – 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>	Bible Gateway website access	<p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	
	<p>Pentecost Term- As above. <i>All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term</i></p>	<p>Pentecost Term – As above.</p>			
YE AR 6	<p>Advent Term – Depending on proficiency of liturgy planning group, children may use either side of LUP2G resources, or choose to only make use of elements of this resource.</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>Advent Term – Adults to support the writing of liturgy planning, asking key questions such as:</p> <ul style="list-style-type: none"> - How does this element link to the theme of the liturgy? - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? 	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p>	<p>Christian Meditation 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>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. 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"> - Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is? <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children. 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>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>Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic led by class chaplain (training received), supported by adult where needed. Children contribute by sharing the 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.</p> <p>Personal Prayer For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u></p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>		
<p>Lent Term – 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>Lent Term – As above.</p>				

	<p>Pentecost Term – As above. Year 6 pupils visit children in Years 3 – 5 to support in their liturgy planning and share some of their ideas. In the Pentecost term, the children take the role of the teacher in younger year groups by ensuring liturgy planning has a ‘golden-thread’ throughout. Year 6 pupils support delivery, planning, resourcing and evaluating liturgy.</p>	<p>Pentecost Term – As above.</p>				
<p>KS3</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-or-do-nary 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"> ● Examples of traditional and contemporary prayer ● Opportunity for (and encouragement of) adult and student leadership 	<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-or-do-nary resource</p> <p>YouTube</p> <p>School resources</p>	<p>Lectio Divina</p> <p>Personal Prayer For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u></p> <p>Moments of prayer in the Chapel</p> <p>Spontaneous prayer</p>	<p>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></p> <p>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.</p> <p>Commentary: To have an informational and educational slant, particularly for year 7 and 8.</p> <p>Student leadership: <i>All of items from Y5 and 6, including young people being supported to lead the commentary.</i></p>	

	<ul style="list-style-type: none"> • 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 					
<p>KS4 and 5</p>	<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-or-do-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>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>Facilitate the planning of the liturgy - challenge the young people to think about:</p> <ul style="list-style-type: none"> • The central theme and how the scripture links to it • How do all elements of the liturgy link to the central theme? Do we need to explain any of this during the liturgy? • Is your liturgy appropriate for the age group of people who will participate in it? Is it appropriate for the size of group? • Do you have a 'whole group action' (something for everyone to do) • Do you have: <ul style="list-style-type: none"> ○ Different types of prayer ○ See, Hear, Think, Do elements ○ A moment of silence or quiet reflection 	<p>NDCYS Planning sheet</p> <p>LUP2G resource</p> <p>Extra-or-do-nary resource</p> <p>YouTube</p> <p>School resources</p>	<p>Lectio Divina</p> <p>Personal Prayer For an explanation of how this works, follow this link: <u>Prayer support for Staff – Truespirit (aquinas-cmat.org)</u></p> <p>Moments of prayer in the Chapel</p> <p>Spontaneous prayer</p>	<p>KS4 <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>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 Mass, and what it means to them.</p> <p>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.</p> <p>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</i></p>	

	<p>Form/prep time prayer to include:</p> <ul style="list-style-type: none"> • 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 prayer or chosen some scripture for Lectio Divina 				<p><i>the liturgical year.</i></p> <p>KSS <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>Preparation: As with KS4</p> <p>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.</p> <p>Student leadership: <i>As in KS4, plus:</i></p> <ul style="list-style-type: none"> • Consider students leading the commentary for Mass. 	
<p>Notes</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>					

APPENDIX 3 – SACRED HEART LITURGICAL CALENDAR 2022 – 23

Advent Term			
Date	Act of Worship	Who is leading?	Do parents attend?
Friday 9 th September	Start of the Year Mass and School Pledge @ 2pm	Year 6	No
Monday 3 rd October	Harvest Liturgy @ 2.30pm	Year 2	Yes – Year 2 parents
Friday 14 th October	EYFS Welcome Liturgy @ 2.30pm	EYFS	Yes – EYFS parents
Tuesday 1 st November	Feast of All Saints Mass @ 2.00pm	Year 3	Yes – Year 3 parents
Friday 11 th November	Remembrance Liturgy @ 2.30pm	Year 6	Yes – Year 6 parents
Thursday 17 th November	Reconciliation @1.30 – 3.00pm	Mrs Atkins and Years 4 – 6 participate.	No
Thursday 1 st December	Advent Liturgy @ 2.30pm	Year 4	Yes – Year 4 parents
Friday 2 nd December	KS1 Christingle Liturgy @2.30pm	Year 1	Yes – Year 1 parents
Friday 2 nd December	Menphy's Carol Concert @ De Momfort Hall in the evening	Dr Remedios	Yes – open to all parents.
Friday 9 th December	KS2 Carol Service @ 2pm in Sacred Heart Church (Children to be dismissed from the church.)	Mrs Boyd	Yes – open to all parents. Limit of 2 tickets per family.
Monday and Tuesday 12 th & 13 th December	Reception and KS1 Nativity Shows @ 2.30pm	Mrs Dakin, Mrs Edwards and Miss Pownell	Yes – EYFS and KS1 children
Friday 16 th December	End of term Christmas whole school Mass.	Mrs Boyd and Chaplains	No
Lent Term			
Date	Act of Worship	Who is responsible?	Are parents attending?
Friday 6 th January	Epiphany whole school Mass @ 2pm	Year 5	Yes – Year 5 parents
Friday 27 th January	St Thomas Aquinas Feast Day (All Day)	Mrs Boyd	No
Wednesday 15 th February	Ash Wednesday Service @ 2.00pm for KS1 and 2.30pm for KS2	Mrs Boyd and Chaplains	Yes – open to all parents by accommodating two services.
Tuesday 14 th March	Reconciliation @1.30 – 3.00pm	Mrs Atkins and Years 4 – 6 participate.	No
Friday 24 th March	Annunciation whole school Mass @ 2.00pm	Year 2	Yes – Year 2 parents
Monday 27 th March	Stations of the Cross (Class at a time.)	Mrs Atkins to produce booklet to be used.	Rota will be organised and parents can join

			their child's allotted service. (Weather dependent.)
Friday 31 st March	Holy Week Liturgy @2.30pm	Year 1	Yes – Year 1 parents
Pentecost Term			
Date	Act of Worship	Who is responsible?	Are parents attending?
Friday 21 st April	Multi-Faith RESPECT evening	Mrs Boyd	Yes – open to all
Thursday 11 th May	Marian Liturgy @ 2.30pm	Mrs Atkins	No
Thursday 18 th May	Ascension Day Whole School Mass @ 2.00pm	Year 4	Yes – Year 4 parents
Friday 26 th May	Feast of Pentecost Liturgy	Year 5	Yes – Year 5 parents
TBC	Feast of Pentecost Celebration of God given talents (Need an agreed date from the music teachers.)	Mrs Atkins	Yes if weather allows for this to take place outside. However, plan B is to use the hall and this means we wont fit parents in.
Thursday 15 th June	Feast of Sacred Heart Reflection	Year 3	Yes – Year 3 Parents
Monday 26 th June	First Holy Communion Mass @ 5pm	Mrs Boyd	Yes
Thursday 29 th June	Feast of St Peter and St Paul Story Time	Mrs Atkins	No
Thursday 13 th July	End of School Year Mass for the Whole School @ 9.30 am	Year 6	Yes – Year 6 parents

APPENDIX 4 – 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

 SEE	 HEAR
 THINK	 DO

APPENDIX 5 – EVALUATION SHEETS

KS1Liturgy Evaluation Sheet



THEME:
DATE:
LOCATION:
LED BY:
EVALUATED BY:

Next time we could...

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

How did it make you feel and why?
What have you learnt?
What will you do as a result of this liturgy?



THEME:
DATE:
LOCATION:
LED BY:
EVALUATED BY:



GATHER

1 2 3 4 5 6 7 8 9 10



THE WORD

1 2 3 4 5 6 7 8 9 10



RESPONSE

1 2 3 4 5 6 7 8 9 10



MISSION

1 2 3 4 5 6 7 8 9 10



Next time we could...

PERSONAL IMPACT /
WHAT DID PEOPLE SAY?

How did it make you feel and why?
What have you learnt?
What will you do as a result of this liturgy?

Liturgy

EVALUATION SHEET

LITURGICAL SENSITIVITY / COMMENT ON EACH SECTION

THEME:
DATE:
LOCATION:
LED BY:
EVALUATED BY:

PERSONAL IMPACT /
WHY AT DID PEOPLE SAY?

	GATHER	ENGAGEMENT LEADERSHIP	LOOK OUT FOR Gathering Song Sign of the Cross Welcome Opening Prayer Prayerful Prayer 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...

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

SEE
HEAR

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 THE CROSS)

LINK TO CURRENT ISSUES PHYSICAL RESPONSES

PERSONAL REFLECTION WRITTEN RESPONSE

SILENT PRAYER ACCESSIBILITY

QUESTIONS RELEVANCE

THINK
DO

Examples of Impact Evaluation Slips



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

