

English Martyrs Catholic Voluntary Academy
Catholic life and Collective worship Policy



“ We grow and learn with the gifts we have been given, following in the footsteps of Jesus “

Approved by:	Head and FGB	Date:	4.9.2023
Last reviewed on:		Reviewed by :	Head and RE leader
Next review due by:	4.9.2025		
Related policies :	RE policy, RSHE policy		

Catholic Life Aims : -

- To establish, maintain and develop a Catholic ethos which is permeated in everything we do and is apparent to all those who enter our school.
- To enable all our children to be able to fulfil our Mission Statement.
- To create a place of learning where faith is central.
- To bring about an awareness of the needs of others.
- To care for and protect the world that God created.
- To develop strong links with the parish, diocese and wider community.

Collective Worship

We believe that Collective Worship and prayer in the life of our academy names and celebrates God’s presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to encounter God in the following ways :

- Through **WORK**, to develop our full potential as part of the community and as a unique person made in the image and likeness of God.

- Through **WORSHIP**, to learn to know and love God and to recognise and respond to the person of Christ in others.
- Through **WITNESS**, to celebrate Gospel messages of justice and peace.

The Aims of Collective Worship and prayer in our school.

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

- To encourage the development of a personal encounter with Christ.
- To develop and grow our virtues understanding how they help us to live our own Mission statement.
- To explore our own beliefs
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To enrich religious experience
- To grow in liturgical understanding and development
- To reinforce prayers which are part of the Catholic tradition
- To develop knowledge and experience of the liturgical calendar of the church

The Place of Collective Worship in the Life of our School

Collective Worship in English Martyrs Academy is an integral part of school life and central to the Catholic tradition. It is fully inclusive and takes into account the religious and educational needs of all who share in it. This includes :

- 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.

Provision for Collective Worship and prayer.

Mass

Liturgies and Mass are celebrated at various times during the year eg start / end of the year Mass, Advent, Ash Wednesday, Lenten Liturgy, Easter Celebration, English Martyrs Day and days of obligation. Mass will take place either in church or in school. We invite the parish into school as much as possible to participate in collective worship.

Year groups take turns to plan and deliver the Mass alongside Father, and children visit the weekly Masses at St Joseph's during the academic year.

Weekly whole school liturgy

On a Monday there is a whole school liturgy which links to one of our virtues, the Gospel reading and also takes into account the themes from the extraordinaire document produced by the diocese. Children are invited to participate in the liturgy spontaneously and mini chaplains also lead parts of this regularly. Visitors from other faiths and from local charitable organisations are invited to participate in this from time to time.

Year group liturgies

Year group liturgies take place weekly and the children plan and deliver the liturgies with support from adults guided by our trust document which outlines responsibilities for each year group as they progress through school using the Let us Pray resources.

The liturgies are all planned in connection with the liturgical year using the format below :-

- **Gather:** How we will create an atmosphere of prayer and how will we begin?
- **Word:** What will the scripture focus be and how will we present
- **Response:** What will we do in response to listening to God's Word eg a prayer and symbolic action.
- **Mission:** What will I do to help the pupils take the message away with them?

The children evaluate the liturgies using the NRCDES format.

Lectio Divina

Lectio Divina means “divine reading”. It is a prayer practice which trusts that God speaks to us through scripture. Children in KS2 participate in Lectio Divina through the school year. Visio Divina is intended for younger children still focused on the word of God.

Worship in class

Daily prayers can be led by adults or children and there are prayers for the beginning and end of each day, as well as a lunchtime prayer. The class prayer focus area also provides opportunities for the children to engage in spontaneous prayer.

Each class finishes the day with reflection and class prayers and all classes pray together at lunchtime.

Liturgies and Mass are celebrated at various times during the year eg start / end of the year Mass, Advent, Ash Wednesday, Lenten Liturgy, Easter Celebration, English Martyrs Day and days of obligation. Mass will take place either in church or in school. We invite the parish into school as much as possible to participate in collective worship.

Year groups take turns to plan and deliver the Mass alongside Father and children visit the weekly Masses at St Josephs during the academic year.

Wherever possible we involve our parents and families in collective worship. They are encouraged to comment on and evaluate identified collective worships eg whole school Masses and liturgies. Our weekly newsletter and website records significant collective worship experiences to further involve parents, parish and the wider community.

Role of the Chaplain

The chaplain in school is responsible for coordinating and supporting the collective worship which may include whole school , class and small group collective worship. They liaise closely with other chaplains in the diocese as well as the outreach team based at the Briars for up to date and inspirational ideas. The chaplain is also responsible for supporting other staff in the delivery of collective worship where necessary.

Our mini chaplains made up of KS2 children are led by the school chaplain, they meet weekly to decide on activities, prayer and liturgies connected to the liturgical year and statements of the week.

Prayer

Prayer is an integral part of school life at English Martyrs Academy and is not separated from the rest of school life; therefore children who belong to the school will share in the prayer life of the school. Children have a natural aptitude for prayer and are open to God. They respond in many ways to the word around them and their school life is full of endless exploration and discovery.

Teachers create an environment where these responses are developed as the

beginnings of prayer. Each classroom has a visible and special prayer space which reflects the current topic or the liturgical season. These spaces are to support children in their communication with God.

Words for Prayer

Children are taught that prayer can be an everyday way of praising, thanking, asking and saying sorry. Children are taught to use prayer to ask for God's help in times of difficulty eg if somebody is sick or dying. Over time children learn formal prayers.

Prayers are learnt by:

Children hearing and joining in with them.

Singing them.

Through topics linked to particular prayers.

Recording

Collective Worship is recorded and evaluated :

- On a liturgy planner to keep notes of themes, leaders, pupil groupings and resources.
- Through displays, collections of pupils' contributions, prayers, reflections, photographs and videos etc
- Using NRCDES evaluation forms.

Resources

Resources are stored centrally and in classrooms. There are also resources stored in the RE cupboard and trolley in the school hall.

Policy Monitoring and Review

This policy is monitored by the RE subject leader and is evaluated and reviewed by the whole school staff and governors every two years. The Foundation Governors and, in particular the RE Governor play a most important role in the monitoring of Catholic life and Collective Worship. The policy is also regularly monitored through feedback from pupils, parents, staff and parishioners.

Appendix 1 - collective worship timetable



Collective Worship Timetable 2023 2024 English Martyrs CVA Oakham

Week Day /Theme	Led by	Time / Place	Who
Monday -Gospel Assembly focused on virtue of the week	Mrs Chambers /Year 6 children	9.15am Hall	Whole School Whole school Mission
Tuesday- Class led liturgies	Children	Time and place to be decided by staff.	Year groups Evidence in class liturgy books alternate weeks.
Wednesday – Hymn Practice Alternate weeks KS2 / EYFS and KS1	Teachers	9.15 am Hall	Key Stages
Wednesday – Virtue reflection alternate weeks	Teachers	1 pm Classrooms	Year Groups Evidence in class liturgy books alternate weeks using virtue posters / postits.
Thursday – Lectio Divina KS2 Visio Divina	Teachers	1pm Classroom	Year Groups
Friday - Celebration Assembly with Parents (Including Weekly Virtue.	Mrs Chambers/Miss Humphreys/Mrs Scott	2. 45 pm Hall	Whole school

Appendix 2 Year group expectations.

Child-led Liturgies		
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>
EYFS	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.	<i>Adult to plan and lead one adult led liturgy each half term to ensure modelling of good practice.</i> Advent 1 – teacher to model the basic structure of a liturgy to the children. All planning done by the teacher. Begin to talk to the children about what made the liturgy feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).
	Advent 2 – children begin to self-select items for prayer focus: Bible, crucifix, candle, liturgical colour fabric, as well as starting to think about other items that could be used on the prayer focus linking to theme.	Advent 2 - Teacher to continue modelling the basic structure of a 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.
	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.	Lent 1 - Teacher to select theme, scripture, response and mission of liturgy. Offer children a small selection of cards from LUP2G to select elements for the Gather and place them on the LUP2G board (this is done whole-class). Select a child/group of children to begin the liturgy with the sign of the cross (introduction to leading worship). Talk to the children about what is essential in a liturgy (sign of cross, scripture, mission etc) – did we have all of these things? What could have made our liturgy better? (introducing evaluation) and note down pupil-voice on post-it notes.
	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.

	<p>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)</p>	<p>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.</p>
	<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></p>	<p>Pentecost 2 - Same as above.</p>
<p>YEAR 1</p>	<p>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></p>	<p><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></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>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).</p>	<p>Pentecost Term – As above (small groups).</p>

	<p>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>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>YEAR 2</p>	<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>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>

<p>YEAR 3</p>	<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 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><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. Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on. Scripture selected by adult. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>
	<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.</p> <p>Children should try to find scripture readings in the Bible, supported by the adult.</p> <p>Whole-class evaluation.</p> <p><i>All children to have opportunity to be involved with planning and</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><i>lead some element of liturgy by the end of the term</i></p>	
	<p>Pentecost Term – 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>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>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>YEAR 4</p>	<p>Advent Term – 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><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 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>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. 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 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>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</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>Pentecost Term – Children now planning all for main parts of a liturgy using LUP2G board (side 1) and completing planning proforma, supported by an</p>	<p>Pentecost Term – Adults to support the writing of liturgy planning, asking key questions such as: - How does this element link to the theme of the liturgy?</p>

	<p>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>	<ul style="list-style-type: none"> - Have you explicitly stated what the theme is? How will you communicate this? - What songs might remind people of what the theme is? - Could we write response prayers which keep the theme of the liturgy really obvious to our liturgy? - Can the children complete their missions within a given time frame? - Can we give the children an example when we tell them how to respond/what their mission is? <p>Adult facilitates by preparing any resources the children may need to lead their liturgy ie. Powerpoint with music and images chosen by children.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p>
<p>YEAR 5</p>	<p>Advent Term –</p> <p>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>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><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>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>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>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>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>
	<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>
<p>YEAR 6</p>	<p>Advent Term – Depending on proficiency of liturgy planning group, children may use</p>	<p><i>Adult to plan and lead one adult led liturgy each half term to ensure modelling of good practice.</i></p>

<p>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. 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>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 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>Lent Term – As above. Children spend time focusing on planning elements of liturgy previously missing/in need of development.</p>	<p>Lent Term – As above.</p>

	<p>Evaluation is specific to these areas the children are trying to develop.</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>