



ANNUAL PLAN OF PROVISION

Saint Mary's Catholic Primary School, Loughborough
Part of the St Thomas Aquinas Catholic Multi Academy Trust
25/26 Academic Year

**We Grow With Jesus to be the
best we can be**



ANNUAL PLAN OF PROVISION 2



There is a time for everything, and a season for every activity under the heavens – Ecc 3:1

EXECUTIVE SUMMARY

The Annual Plan of Provision (APOP) for Prayer and Liturgy outlines our commitment to fostering a vibrant and inclusive spiritual life within Saint Mary's Catholic Primary School. Rooted in our mission, at Saint Mary's, we . This plan serves as a framework to integrate prayer and Liturgy into the daily lives of students, staff and community.

Purpose and Objectives

The APOP sets out our desire to:

- Deepen the spiritual formation of students and staff through meaningful experiences of prayer, Liturgy, and the Sacraments.
- Celebrate the Liturgical Calendar of the Catholic Church, emphasising major feasts and seasons.
- Encourage a culture of reflection and prayer that respects the diversity of personal faith journeys.
- Strengthen the school's identity as a Catholic community through active participation in Masses, Celebrations of the Word, and community outreach.

Key Components

1. **Overview of the Year:**
2. **Daily Prayer:** Integration of prayer into morning announcements, classroom routines, and staff gatherings to anchor each day in faith.
3. **Liturgical Celebrations:** Regular Celebrations of Mass and prayer services tailored to liturgical seasons, ensuring active student and staff participation.
4. **Sacramental Life:** Opportunities for Reconciliation, Adoration of the Blessed Sacrament, and Sacramental preparation preparation where appropriate.
5. **Faith Formation:** Workshops, retreats, enrichment days and Diocesan programs to deepen understanding and engagement with the wider Church.
6. **Student-Led Worship:** Formation of Chaplaincy teams to empower students in planning and leading of Prayer & Liturgy.
7. **Community Outreach & Charity Work:** Integration of social justice themes into Prayer, Liturgy, and the pattern of the school, encouraging prayerful action in service to others.

Implementation Strategies

- Collaboration with clergy and diocesan resources to ensure alignment with Church teachings and support for Sacramental events.
- Engagement with parents and families through shared liturgical events and open invitations to participate in school prayer & Liturgy.
- Ongoing professional development for staff to equip them with tools for leading prayer and fostering a faith-centred environment.

Monitoring and continued development

Regular monitoring and feedback from staff, students & benefactors will ensure that prayer and Liturgy initiatives are impactful and aligned with our mission. Annual evaluations will allow for adjustments based on the needs of the school community.

This plan reaffirms our commitment to living out the Gospel values in every aspect of school life. By integrating prayer and Liturgy as core elements of the educational experience at Saint Martins, we aim to build a faith-filled community grounded in the love of Christ.

*Produced By: P Jordan
Updated on: June 2025
Next Review: June 2026*



This is our academic year at a glance. More detail is provided further on in the APOP, but this provides a quick look at our provision and how it changes over the course of the year to match the liturgical year of the Church and the spiritual life of the school.

August

C of the W- Welcome back to school
Staff opening inset for the Academic year
29th: Jubilee C of the W- hope theme

September

Beginning of the year mass in church 12th Sept
celebrations of the word
MacMillan Coffee Morning- hosted by the Chaplaincy team 25th
visits to the care home
23rd: Y6 class mass in the classroom.

October

Harvest c of the w and food collection for John Storer House
Cafod Fast Day: 3rd of October
Chaplaincy Team visit to Rosmini Centre: 9th
Rosary club
Rosary c of the w: 11th
EYFS and Y5 Prayer Partner c of the w: 16th

November

Mass for the Feast of All Saints Remembrance Celebration of the Word 11th 11a.m
Anti-bullying Week c of the w: 13th
Y5 class mass 18th
CMAT inset day: 21st
Youth fun day: feast of Cthe K: 9a.m mass reading and welcome
Black History month

December

Advent Wreath Blessing C of the W 1st Dec 11a.m
Advent Confessions in church 11th
Travelling Crib/Trust Travelling Crib
Menphys Catholic Schools Carol 5th
Concert
KS1/ EYFS Nativities 9th & 17th
Junior Carol Service in the church 16th

January

Beginning of term mass- Epiphany 6th
Feast Day Preparation week: St Thomas Aquinas: 19th
Y4 class mass: 20th Jan
Feast Day St Thomas Aquinas-mass: 28th
Sacramental prep begins for reconciliation/ FHC

February

School to join in Parish Masses in the weekend- Chaplaincy team to speak.
Ash Wednesday c of w 24th-Ash Wed in half term

March

Stations of the Cross weekly
Feast of the Annunciation: school and Parish
Lent Confessions

April

Holy Week c of the W
Stations of the Cross
Big Lent Walk

May

Marian Procession
Y6 Briar's Residential
Eastertide focus celebrations
Rosary focus

June

CAFOD Pledge day
Day of Many Colours- First Holy Communion Celebration Mass-
Corpus Christi procession
Pentecost : join Parish for the mass
Pentecost Diversity Day in school
Divine Mercy focus

July

Leavers' Mass
End of year celebration of the Word



RHYTHM OF PRAYER & LITURGY

When we look at more formal gatherings, such as Celebrations of the word and the variety of opportunities to experience prayer and liturgy in school, we must also look at the rhythm that each day / week / term takes and start to make decisions about how to further embed the seasons into the experiences of our community. The opportunity to use different start and end of day prayers for example, or to offer extra opportunities during different seasons, such as reconciliation during Advent and Lent, can all help shape an awareness for all people of the Church's liturgical year. The important aspect to remember is to be deliberate and purposeful in shaping a rhythm of prayer and liturgy that is in harmony with the liturgical year, and that is engaging and accessible for all. - **Planning and Celebrating Prayer & Liturgy**

	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Whole School	Headteacher leads Celebration of the Word with a group of pupils				Hymn Practice- hymns linked to liturgical year and upcoming feasts		Whole School Celebration of the Word led by a year group			Celebration Assembly- opening prayer led by a class.
Class	Morning prayer Lunchtime prayer	End of Day Prayer	Morning prayer Lunchtime prayer Class celebration of the Word led by a group of pupils/meditation/ Lectio divina/ visio	End of Day Prayer	Morning prayer Lunchtime prayer	End of Day Prayer	Morning prayer Lunchtime prayer	Meditation End of Day Prayer	Morning prayer Lunchtime prayer celebration assembly	Lectio/ Divina End of Day Prayer c o the w end of unit.
Small groups	Chaplaincy team set Agenda after C of the W		Chaplaincy Team Meeting and prayer		Chaplaincy lead prayer time/ rosary/ stations of the Cross/ Divine Mercy in the Chaplaincy area				Chaplaincy to consider impact in the week	
Individuals	Spontaneous prayer in classrooms/ prayer garden- available all week		All children invited to respond to the weekly mission		Prayer opportunities in the Chaplaincy area		Prayer opportunities in the Chaplaincy Area.		Personal Prayer reflections	
Staff	Headteacher leads Celebration of the Word	Staff meeting prayer and recap of Monday c of the W and mission	Lead prayer/ cof w in classes with groups		Prayer/Scripture in briefing.		Staff facilitate the group leading the C of the " for the school		Personal Prayer reflections celebration assembly	facilitate the end of week mission discussion
Parents / Community			Weekly Mission shared with parent community		chaplaincy invites the community/ parish to join in the lunchtime prayer.		Parents/ community invited to the celebration of the word			Celebration Assembly Invitation to prayer in weekly newsletter



MONITORING AND EVALUATION

Regular and strategic monitoring and evaluation of Collective Worship and Catholic Life and Mission enable us to gauge how effective our provision is and whether it is relevant to our students and helping them to engage in and reflect on their faith, lives and relationships. It also helps us to know which elements are working well and which elements need tweaking, as well as showing our students that their views are important and that they are listened to.

<i>What is being evaluated?</i>	<i>How is it evaluated?</i>	<i>Who evaluates it?</i>	<i>How often is it evaluated?</i>	<i>What happens as a result?</i>
<i>Class Celebration of the word</i>	<i>Evaluation forms and examples of student generated content collected</i>	<i>Adults and Students</i>	<i>Once every two weeks</i>	<i>A target is set which is used when planning the next CoW.</i>
<i>Lectio Divina/ visio Divina/Meditation</i>	<i>Student voice/Impact slips and student generated content</i>	<i>Adults and Students</i>	<i>One of these types of prayer is evaluated once every two weeks</i>	<i>Collated in class prayer journals.</i>
<i>Mass/Adoration</i>	<i>Student voice/Impact slips</i>	<i>Students</i>	<i>Every time</i>	<i>Collated in school prayer folder</i>
<i>Weekly whole school celebration of the word</i>	<i>Evaluation forms.</i>	<i>Different students chosen each time.</i>	<i>Once a week.</i>	<i>A target is set which is used when planning the next CoW.</i>
<i>Retreat sessions</i>	<i>Evaluation form</i>	<i>The whole class</i>	<i>Every time</i>	<i>Feedback is used to adapt future retreat sessions.</i>
<i>Catholic life and Mission</i>	<i>Student voice and staff monitoring</i>	<i>CMAT colleagues, Adults, Chaplaincy team, Students.</i>	<i>Once per term</i>	<i>Actions are created, if necessary.</i>
<i>Moderation of class folders and observation of class prayer</i>	<i>Book trawls and prayer observations, with written feedback provided.</i>	<i>CMAT Lead Lay Chaplain, Lay Chaplain, SLT.</i>	<i>Once per term</i>	<i>Feedback and, if necessary, actions given. Follow up training and modelling provided for staff.</i>



INCLUSION AND DIVERSITY IN PRAYER

It is important that moments of prayer and reflection within our community are inclusive of everyone. To this end, we need to consider what reasonable adjustments we can and should make in order to enable all members of our community to feel welcome and for them to be able to access our provision. We also need to consider what we can do to ensure that members of our community do not feel singled out or made to feel different. Our faith is one of love, tolerance and unity; this is how we strive to be in our school too.

INCLUSIVE MEASURES IN PLACE IN OUR SCHOOL

- Where powerpoints are used, they have black backgrounds and white writing to make them as accessible as possible to members of our community who are dyslexic, or other coloured backgrounds are used.
- Sensory objects provided for children with SEND- there is a focus this year of providing SEND celebrations of the words and an aim to provide 1 mass at least that is SEND inclusive.
- Pupils with SEND can move around in C of the W and enter and leave when needed to
- Celebration of the Word area in the magic room linked to the Liturgical Year
- Sensory celebration of the word

Events

- *sensory mass*
- *Adoration adapted in different ways so all ages and abilities can encounter Jesus*
- *Scripture adapted to make it briefer and active-*
- *key actions in the C of the W which repeats.*
- *Classes to make CW send inclusive, so pupils can*
- *engage.*
- *Singing practise to include actions and movement,*
- *with simple repetitive actions, so pupils with Send*
- *develop their recall and can join in.*

Resources

- *cloths, water, and sand to use.*
- *use outdoor areas for SEND inclusive CW*
- *magic room develop a sensory CW table.*



ATMOSPHERE & SEASONALITY

Seasonality is something that connects us all on a very human level. When considering our approach to planning and celebrating prayer and liturgy we need to think first of when in the life of the community it's taking place. Just as the changing seasons outside help us get a feel for the time of year, so we must give special consideration to making the different seasons in the Church feel different too - **Planning**

and Celebrating Prayer & Liturgy

CoW - Celebration of the Word

PS - Prayer Slides

	Advent Term		Lent Term		Pentecost Term	
	Ordinary Time	Advent / Christmastide	Ordinary Time	Lent	Eastertide	Pentecost / Ordinary Time
Whole School	Welcome Mass Care of Creation CoW Harvest Mass All Saints Mass World Youth Day CoW	Advent Mass Trust Travelling Crib Adoration Advent wreath blessing	Epiphany mass/ c of the w St Thomas Aquinas Feast Day Mass	Adoration I Stations of the Cross Lent adoration	Easter Mass Eastertide Celebrations of the words	Pentecost CoW End of year masses
Key Stage / Year Group	Attend Mass on rota class mass in y6	Attend Mass on rota class mass in Y5	Attend Mass on rota Class mass in Y4	Attend Mass on rota class mass in Y3	Attend Mass on rota Class mass in Y2	Key Stage 1- Summer CoW Class mass in EYFS and Y1
Class / Form	Mini retreats- encounter	mini retreats	Mini retreats- Discipleship	mini retreats Visits to St Mary's church to do the stations of the cross.	Mini retreats- Missionary Discipleship	Year 6- Leavers Mass
Small groups	Mini Minds lead whole school CoW for Mental Health Week/ supported by the mental health lead. Chaplains visit to Rosmini Centre	Chaplaincy team works on the theme of the Advent Crib and chooses the charity to support in Advent- leads Cw on this	Chaplaincy supports each class in the preparation for the Academy Feast Day	Chaplaincy team leads the indoor and outdoor stations of the cross for pupils during lunchtimes,	Chaplaincy leads the Easter missions for the school and in the community.	Chaplaincy team leads the cultural day and Pentecost celebrations
Individuals	Spontaneous prayer in classrooms/prayer garden. Personal prayer reflections lunch prayer activities led by the Chaplaincy team	Spontaneous prayer in classrooms/prayer garden. Personal prayer reflections	Spontaneous prayer in classrooms/prayer garden. Personal prayer reflections	Spontaneous prayer in classrooms/prayer garden. Personal prayer reflections	Spontaneous prayer in classrooms/prayer garden. Personal prayer reflections	Spontaneous prayer in classrooms/prayer garden. Personal prayer reflections
Staff	Prayer in briefing Prayer in staff meeting	Prayer in briefing Prayer in staff meeting	Prayer in briefing Prayer in staff meeting	Prayer in briefing Prayer in staff meeting	Prayer in briefing Prayer in staff meeting	Prayer in briefing Prayer in staff meeting
Parents / Community	Welcome Mass Harvest Mass Feast of St Francis Mass All Saints Mass	Advent Mass		Ash Wednesday Mass Lent Mass		End of the Academic year mass



ORDINARY TIME

Ordinary Time is the longest liturgical season, offering us a time for growth and deepening our faith. We celebrate the ongoing presence of Christ in our lives and strive to live out the Gospel message in our daily actions.

Classroom and School Environment

- Colour Scheme: Use green fabrics and decorations to symbolize spiritual growth and new life. Create displays that showcase the Principles of Catholic Social Teaching & virtues we are cultivating.
- Hall: Prayer table is dressed to suit the season. Display includes artifacts & children's work connected to the season.
- Prayer Garden: Advent 1 & Lent 2 Pentecost term will see the Prayer garden used by classes for class CoW intermittently. Stations of the cross outside.

Prayer and Liturgy

- Morning Prayer: Student Prayer leaders will lead simple 'morning prayer' in classrooms.
- Heads Celebration of the Word: Incorporate the Diocesan School themes (based of the Sunday readings). Other extraordinary themes are included as necessary.
- Celebrations of the Word: Class celebrations of word led once a week by students using weekly themes, seasonal themes and the LUP2 Resource.
- Mass: KS2 Classes lead ministries at the Sunday Parish Mass three times a year. Y1-Y6 join parish Mass on Tuesdays once in the year.
- Classes Lead Service at the end of **one** RE Topic for Parents & Families.

Overall Tone

Maintain an upbeat and positive tone throughout Ordinary Time. Focus on our missionary role to spread the Good News and encourage students to share their faith with each other and others.

Events

- *Start of Year Mass*
- *Mission CoW*
- *Feast of The Annunciation/ visitation and Harvest Mass*
- *All Saints Day Mass*
- *Feast of Carlo Acutis*
- *Mini Retreats in Classes*
- *Presentation of the Lord CoW*
- *Rosary Club in Oct.*
- *Mission Day*
- *KSI- Summer CoW*
- *June Divine Mercy*
- *Pentecost celebrations*
- *Year 6 Leavers Mass*

Resources

- *Displays in Main Reception, School Hall & Chaplaincy area.*
- *Class Prayer tables include Green Cloth and relevant artifacts / focal points.*
- *Liturgical -calendar displayed in classrooms (on screens or prayer tables)*



ADVENT

Advent is a season of preparation and anticipation for the celebration of Jesus' birth. We aim to create a peaceful and reflective atmosphere throughout the school to encourage students to enter into the spirit of waiting and hope.

Classroom and School Environment

- Colour Scheme: Decorate classrooms and designated school areas with purple fabrics, banners, and displays. Purple symbolizes royalty, penitence, and preparation, reflecting our anticipation of the coming King.
- Advent Wreath: The Advent Wreath is a central focus in the Hall.
- Music: Incorporate traditional Advent carols and hymns into CoW and prayer times. Encourage students to learn the carols and understand their meaning.

Prayer and Liturgy

- Morning Prayer: Begin each day with a special Advent prayer. You can find a variety of prayers online or in liturgical resources. The Hail Mary is a traditional prayer focus during Advent, highlighting Mary's role in the Incarnation.
- Morning Prayer: Student Prayer leaders will lead simple 'morning prayer' in classrooms.
- Heads Celebration of the Word: Incorporate the lighting of the Advent Wreath & explanation of Candle.
- Celebrations of the Word: Class celebrations of word led once a week by students using weekly themes, seasonal themes and the LUP2 Resource.
- Mass: Pupils lead ministries at the Sunday Parish Mass three times a year. Y1-Y6 join parish Mass on Tuesday once in the year.
- KS1: Y1 Rec/Y2 Lead a Nativity for Parents & Families

Overall Tone

Maintain a sense of quiet anticipation and reflection throughout Advent. Encourage students to consider the true meaning of Christmas and how they can prepare their hearts to receive Jesus.

Events

- *Reverse Advent Calendar for John Storer House*
- *EYFS and KS1 Nativities*
- *KS2 Carol Service hosted at St Mary's Parish Church :*
- *Carol Singing in local Care Home for Residents*
- *Advent Mini Retreats in Classes*
- *Charity focus for classes-Cafod World Gifts*
- *Christmas Jumper Day for "Save the Children"*
- *CMAT Travelling Crib CoW*

Resources

- *Advent Wreath set up in Hall and in each class.*
- *Purple cloths on Class prayer tables*
- *Nativity Set on Altar in Hall and in classrooms*
- *Nativity Set in Foyer -theme chosen by young leaders and charity focus.*



Lent is a season of reflection, repentance, and renewal. We journey with Jesus towards the cross, reflecting on our own need for forgiveness and striving to deepen our relationship with God.
Classroom and School Environment

- Colour Scheme: Use purple or violet fabrics and decorations to symbolize penance and preparation. Create a prayerful atmosphere in your classroom.
- Travelling Lenten Image: Introduce a traveling Lenten image, such as a crucifix or stone. The image moves from class to class each day, serving as a visual reminder of the season and prompting reflection.
- Stations of the Cross: Display the Stations of the Cross around the school. Encourage students to walk the stations individually or as a class, reflecting on Jesus' journey to Calvary. St Mary's has the stations of the cross also outside on the junior playground- starting in the courtyard.

Prayer and Liturgy

- Morning Prayer: Begin each day with a special Lenten prayer. Focus on themes of repentance, forgiveness, and turning back to God.
- Sacrament of Reconciliation: Offer opportunities for students to receive the Sacrament of Reconciliation. Prepare them for this sacrament through age-appropriate discussions and activities.
- Shared Prayer: Provide opportunities for shared prayer and reflection. Encourage students to examine their conscience and seek God's forgiveness.

Overall Tone

Maintain a sense of calm reverence and reflection throughout Lent. Encourage students to engage in the Lenten practices of prayer, fasting, and almsgiving.

Events

- *Ash Wednesday Liturgies (Rec-6 in Church)*
- *Lent Mission Day (Bi-Annually)*
- *classes lead daily Holy Week CoW*
- *Stations of the Cross CoW led by Chaplaincy Team*
- *Reconciliation with Y4, Y5&6*
- *Reconciliation Service for rest of school with Fr David/ Fr Paul*
- *Mothers Day CoW*

Resources

- *Cross set up with purple cloth in Main Reception & Hall.*
- *Prayer tables set up with purple cloths & swapped crosses for crucifixes.*



Eastertide is a season of great joy and celebration, marking the resurrection of Christ. We celebrate the new life that Jesus offers us and rejoice in the hope of eternal life.

Classroom and School Environment

- Color Scheme: Decorate your classroom and designated school areas with bright colours and festive decorations. White and gold are traditional Easter colours, symbolizing purity and joy.
- Prayer Garden: Each class utilizes the prayer garden during Eastertide, with a different class using it each day. Connect the resurrection with new life and growth, encouraging students to observe the signs of spring in the natural world.

Prayer and Liturgy

- Morning Prayer: Begin each day with a special Easter prayer. The 'Glory Be' is a key prayer during Eastertide, praising the Trinity and celebrating the resurrection.
- Celebrations of the Word: Focus on the resurrection narratives and the joy of Easter. Incorporate music and festive activities into your celebrations.

Overall Tone

Maintain a happy and positive tone throughout Eastertide. Encourage students to share their Easter joy with others and to live out the message of the resurrection in their daily lives.

Events

- CoW for Mary in May/ crowning of Mary
- Rosary Club in May in the prayer Garden
- Adoration
- Ascension Day Mass
- Eastertide celebrations of the word

Resources

- Cross set up with white/ gold cloth in Main Reception & Hall. Cross draped in white for the resurrection
- Prayer tables set up with white/gold cloths & crucifixes swapped for blank crosses.



Pentecost marks the descent of the Holy Spirit and the birth of the Church. We celebrate the gifts of the Holy Spirit and our call to share the Good News with the world. This then leads to our second period of Ordinary Time.

Classroom and School Environment

- Colour Scheme: Continue using green fabrics (After the feast of Pentecost) and decorations to symbolize spiritual growth and new life. Incorporate red into your displays where appropriate, to represent the fire of the Holy Spirit.

Prayer and Liturgy

- Morning Prayer: Begin each day with a special prayer for Pentecost. Emphasize the role of the Holy Spirit in our lives and our call to be witnesses to Christ.
- Celebrations of the Word: Focus on the Acts of the Apostles and the growth of the early Church. Encourage students to reflect on how the Holy Spirit is active in their lives.

Overall Tone

Maintain an upbeat and positive tone throughout Pentecost. Encourage students to use their gifts to serve others and to share the Good News, as missionary disciples, with the world.

Events

- Pentecost CoW from Head/ Chaplaincy and groups of children
- Pentecost CoW in Class
- Pentecost Doors
- Pentecost Diversity Day_ children come dressed in cultural clothes and share food/ celebrations from their culture
- Divine mercy teaching, prayer and celebrations
- Corpus Christi celebrations

Resources

- Red Clothes and 'Fire' in the main reception & Hall
- Altar set up with Red Cloth, flames & Disciples.
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Respectful Dialogue and Consultation: When addressing the needs of students and staff from other faith traditions, the sources stress the importance of open and respectful dialogue with families and, where possible, local religious leaders. This allows the school to understand the perspectives and sensitivities of those involved and make informed decisions about appropriate levels of participation. - **PLD**

Prioritising Sensitivity and Integrity: It is considered inappropriate to ask individuals from other faith traditions to participate in liturgical actions or pronouncements that contradict their beliefs. This includes asking them to recite prayers that are Trinitarian in nature, make the sign of the cross, or read from Christian scriptures during formal prayer or liturgy. - **PLD**

Creating Opportunities for Shared Reflection: While respecting the boundaries of liturgical participation, the sources encourage schools to create opportunities for shared reflection and prayer that acknowledge the common humanity and spiritual journeys of all individuals. This might involve: - **PLD**

- Another faiths leader on the chaplaincy team- c of the w lead by pupils of other faiths each term to engage the school community
- CoW, where there is a link to another another faith, this link is made in the moment of prayer. Students help to explore this.
- Cultural day - children from other faiths lead about their faiths
- Children encouraged to be able to use gestures from their own faiths in moments of prayer
- Holy days and times of the year from other faiths are marked and celebrated
- Trips to places of worship
- Faith leaders have visited school to talk to students

Events

- *C of the W termly on another faith*
- *Weekly focus on other Faiths in each term*
- *Pentecost Diversity Day*
- *Other faith days marked: Eid, Holi, Diwali,*
- *Hannukah etc*

Resources

- *Visits to other places of worship*
- *Local pilgrimages to other churches/ places of worship in the Loughborough area*
- *faith leader's visits*



On Parent teacher progress meetings, staff interviews and inductions, the Catholic Ethos of the school is put at the forefront for potential students, families and staff. The Chaplaincy area and Prayer tables are included as part of the tour and reference is made to our distinctive Catholic Life and Mission.

During the first staff INSET, new staff are introduced to prayer and liturgy, the Catholic Ethos and the Mission of the school. Returning staff are given a chance to reconsider how they can bring our Mission and Ethos to life in their classes and wider roles.

Continued CPD from the RE Lead & Lay Chaplain allows staff to explore how to better access the Catholic character of their school both professionally and personally, including;

Collective Worship, Catholic Social Teaching, The Liturgical Calendar, Virtues, Saints & Heroes of the Church & Mass.

- Teachers attend Diocesan training - new to Catholic teaching
- Induction session for all new staff and volunteers- Catholic life and mission of the school shared
- Dates booked in for Catholic life induction for in year starters
- Some training planned in, some left to be able to react to need

Events

- Staff CPD - CLM & CW
 - First Inset
- Staff CPD - CLM & CW
 - CMAT Inset (Nov)
- Staff Meeting - CLM & CW
 - 1-2 Times a year as necessary.
- Staff Mass during first INSET, when possible or the November Inset

Resources

- Timetables & rota's for all prayer, liturgy & Mass shared at first INSET/ staff meetings and Wednesday briefings and regularly updated and shared.
- Resources on Prayer tables & Displays to enhance prayer and liturgy in school
 - Mission Statement, CST, Liturgical Calendar.
- Let Us Pray 2gether resource for planning CoW
- Weekly Theme Calendar with explanations provided at the start of the academic year
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SKILL STRATEGY

This resource has been created to support staff in Catholic schools when planning Celebrations of the Word with the young people in their schools. Its aim is to provide a working definition of the term 'child-led worship', which applies to children at the different stages of their development within our schools. 'Child-led' worship will look and will be planned differently with different year groups depending on their age and ability; this resource recognises that and gives guidance on what role the adult and students should have in the planning and delivery stage of a Celebration of the Word (CoW).

Child-led Celebrations of the Word				Key Liturgical Knowledge, skills and resources	
Year group	Children do <i>Planning, resourcing, leading and evaluating</i>	Staff do <i>Consider: How will we move from co-leading to facilitating and supporting?</i>	Suggested resources used	Students	Staff
E Y F S	<p>Advent 1: The children given the chance to be prayer leaders for each CoW.</p> <p>Prayer leaders have the chance to discuss the 4 elements (Gather, Word, Response, Mission) of a prayer with an adult and suggest any changes which they can think of.</p> <p>Prayer leaders given very simple leadership roles in the prayer, such as leading the sign of the cross, setting out the items for the prayer focus, giving the theme, giving the mission.</p> <p>Prayer leaders, with the support of an adult, pick the elements to go onto the</p>	<p>Adult to plan and lead one adult led prayer each half term to ensure modelling of good practice.</p> <p>Advent 1: Teacher to model the basic structure of a prayer to the children. All planning done by the teacher.</p> <p>Begin to talk to the children about what made the prayer feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).</p> <p>Adults to lead CoW to model good practice. Children encouraged to participate in planning. Adults to scaffold planning by providing liturgically relevant options for children to choose from.</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. Let us Pray supporting images EVFS.docx	<ul style="list-style-type: none"> Sign of the cross <ul style="list-style-type: none"> Simple video to show how: SIGN OF THE CROSS PRAYER I Learn to Make the Sign of the Cross Let's Pray with Tomkin - YouTube Song video to show how: The Sign of The Cross - YouTube Structure of CoW 	<p>Your first port of call should be to seek support and guidance from your school Chaplain/or Lead Lay Chaplain</p> <p>For further relevant CPD opportunities refer to NRCDES CPD handbook Continuing professional development /dioceseofnottingham.m.uk</p> <ul style="list-style-type: none"> Structure of CoW Use of key resources (Let us

Collective Worship Progression Document (Last edited October 2024)



prayer focus to reflect the theme and time in the liturgical year.	<p>Time given to talking through the structure of CoW and what prayer is.</p> <p>Staff should select at least three items from the prayer focus and explain their symbolic importance (eg, crucifix, candle and liturgical cloth).</p> <p>Children encouraged to feedback their feelings and emotions post prayer.</p>	<ul style="list-style-type: none"> Introduced to the Liturgical Calendar Wheel - colours for each season 	<p>Pray 2gether [LUPG2], Extra-ordo-nary calendar)</p> <ul style="list-style-type: none"> Knowing different seasons of Liturgical year of the Church - https://www.youtube.com/watch?v=tS8d71oHOX0 How to use the Ordo (Extra Ordo Nary liturgical calendar) Know how to find appropriate scripture, using either the Bible, LUP2G or openbible: Topical Bible - Bible Verses by Topic (openbible.info) Staff should know symbolic meaning of religious items (eg, crucifix,
<p>Advent 2: Prayer leaders 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 the theme.</p>	<p>Advent 2: Teacher to continue modelling the basic structure of a prayer to the children. All planning done by the teacher.</p> <p>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.</p> <p>Talk to the children about how the prayer made them feel and what made them feel that way (introducing evaluation) and note down pupil-voice on post-it notes. Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook.</p>		
<p>Lent 1: Children to select items for the prayer focus as above.</p>	<p>Lent 1: Teacher to select theme, scripture, response and mission of prayer.</p>		



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<p>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 prayer with the sign of the cross (introduction to leading worship).</p> <p>Children begin to learn the traditional prayers of the Church (Our Father, Hail Mary, Glory Be). This continues throughout this year.</p>	<p>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).</p> <p>Select a child/group of children to begin the prayer with the sign of the cross (introduction to leading worship).</p> <p>Talk to the children about what is essential in a prayer (sign of cross, scripture, mission etc) – did we have all of these things? What could have made our prayer better? (introducing evaluation) and note down pupil-voice on post-it notes. Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook.</p>			<p>candle and liturgical cloth)</p> <ul style="list-style-type: none"> How to record and evaluate prayer.
<p>Lent 2: Same as above.</p> <p>Child/group of children to begin leading elements of prayer at teacher's discrepancy (e.g. introducing theme of prayer)</p>	<p>Lent 2: Same as above.</p> <p>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 prayer.</p> <p>Explain that this is how you plan their liturgies. Begin to assign certain aspects of the prayer to children at your discrepancy. Continue modelling basic structure of prayer to children.</p>			



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	<p>Gather whole class evaluation pupil-voice on post-its or slips of paper. Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook.</p>			
<p>Pentecost 1: Same as above. Child/group of children to begin leading elements of prayer at teacher's discrepancy (e.g. introducing theme of prayer)</p>	<p>Pentecost 1: Take a small group to help you plan a prayer using LUP2G resources.</p> <p>Adult to know the direction they want to go in with said prayer, 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 prayer (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 prayer runs throughout and elements chosen create a 'golden-thread' that is weaved throughout the prayer.</p> <p>Talk to children about why some ideas will work with the theme of the prayer but others won't.</p> <p>Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy).</p> <p>Gather whole class evaluation pupil-voice on post-its or slips of paper. Perhaps consider using photos and things created in the prayer</p>			



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		to document your moments of prayer in a scrapbook.			
	Pentecost 2 – Same as above. <i>All children to have opportunity to be involved with planning and lead some element of prayer by the end of the year</i>	Pentecost 2 – Same as above.			
Y E A R 1	<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 prayer ie. A card for a prayer based on journeys.</i></p> <p>Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done in a small group).</p> <p>Children are able to select some items for their prayer focus which link to the theme of the prayer or time of the year.</p> <p>Child/group of children to begin leading elements of prayer at teacher's discrepancy (e.g. making the sign of the cross, introducing theme of prayer)</p>	<p><i>Adult to plan and lead one adult led prayer each half term to ensure modelling of good practice.</i></p> <p>Advent Term: Teacher to model the basic structure of a prayer to the children.</p> <p>Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1).</p> <p>Begin to assign certain aspects of the prayer to children at your discrepancy.</p> <p>Children should generate ideas for 'Gather' including the sign of the cross, choosing a hymn and introducing the theme of the prayer. <i>Adult to ensure their ideas are cohesive and stick to the theme of the prayer.</i></p> <p><i>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Note: choosing an appropriate piece of scripture also means that you have the freedom to choose the length and</i></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><i>As above, plus...</i></p> <ul style="list-style-type: none"> • Understanding of the seasons of the Liturgical Year. • Start to learn how to use elements of the LUP2G resource • Which colour cloth to use on the prayer focus and which items are available to put on it. 	<p><i>As above, plus...</i></p> <ul style="list-style-type: none"> • Significance of the different seasons of the Liturgical Year. • Know how to properly introduce and respond to the scripture <p>Planning-Collective-Worship and Mass sheets.pdf</p>
	<i>All children to have opportunity to be involved with planning and lead some element of prayer by the end of the term</i>	<p><i>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 prayer, introducing the different elements of the prayer 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 prayer.</p>			
	<p>Lent Term – As above (small groups). Begin to select cards from LUP2G (limited selection) for the Mission/end of prayer (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 prayer by the end of the term</i></p>	<p>Lent Term – As above.</p> <p>Teacher to know the direction they want to go in with said prayer, but to encourage ideas/cards from children and to co-plan this with them.</p> <p>Talk to children about why some ideas will work with the theme of the prayer but others won't.</p> <p>Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy).</p> <p>Children should generate ideas for the 'Mission/end of prayer' such as a simple</p>			



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		<p>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 prayer.</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 prayer.</p>			
	<p>Pentecost Term – As above (small groups).</p> <p>This term should be used to develop leadership skills of the basics of prayer. 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 prayer by the end of the term</i></p>	<p>Pentecost Term – As above (small groups).</p> <p>Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children).</p> <p>Whole class to evaluate prayer.</p>			

Y E A R 2	<p>Advent Term: Prayer planning in groups.</p> <p>Children to plan and independently prepare the prayer focus for worship according to liturgical season, including selecting the liturgical fabric of the correct colour. Children are able to explain the significance of their choices. 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 prayer by the end of the term</i></p>	<p>Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.</p> <p>Advent Term: Adult facilitates the planning of the prayer with a small group who make use of LUP2G cards to select the Gather and Mission.</p> <p>Encourage more than one card to be used in each section to add depth to the prayer. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p> <p>Adult facilitates delivery of prayer by providing some introductions and links between the sections of the prayer and explanations where needed.</p> <p>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 prayer.</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>As above, plus...</p> <ul style="list-style-type: none"> Have a greater understanding of how to use the LUP2G resource Know how to introduce and respond to scripture Understand the significance of religious symbols 	As above
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	<p>Lent Term: As above.</p> <p>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 prayer by the end of the term</i></p>	<p>Lent Term: As above.</p> <p>Teacher to support children in locating reading in Bible, reading this clearly as part of the prayer and learning the correct introductions and responses to different scripture readings.</p> <p>Adult facilitates the planning of the prayer 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 prayer.</p>			
	<p>Pentecost Term: As above.</p> <p>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>Pentecost Term: As above.</p> <p>Teacher to support children in locating reading in Bible, reading this clearly as part of the prayer and learning the correct introductions and responses to different scripture readings.</p> <p>Adult facilitates the planning of the prayer with a small group who make use of LUP2G cards to select the Gather and Mission.</p>			
	<p>This term should be used to develop leadership skills of the above elements of prayer.</p> <p>Children should develop their evaluative comments by suggesting improvement for the next prayer.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of prayer by the end of the term</i></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 prayer.</p>			
Y E A R 3	<p>Advent Term:</p> <p>Children to generate their own way of gathering to begin the prayer, and plan their own mission for children to end the prayer. Use of LUP2G resources.</p> <p>Children to plan a prayer focus which links to, and helps other children to explore the theme and incorporate it into the CoW (so that it is not 'just there').</p> <p>Children to begin to consider how the space used for prayer 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><i>Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.</i></p> <p>Advent Term:</p> <p>Adult to facilitate planning and delivery by ensuring the elements of the prayer have a common thread and are suited to the theme of the prayer.</p> <p>Adult to add to or re-emphasise students points or the message if necessary.</p> <p>Adult to support with selecting an appropriate scripture reading.</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.</p> <p>Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.</p>	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p> <p>Let Us Pray 2Gether (LUP2G) board game resource</p> <p>Classroom resources</p> <p>KS2 Bible</p> <p>Class collective worship Journal</p> <p>YouTube</p>	<p>As above, plus...</p> <ul style="list-style-type: none"> Know how to include and make use of the prayer focus in their CoW. Know how to find a bible passage using the scripture reference https://www.votube.com/watch?v=8fKbtAbAlqk 	As above.



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<p>Whole class to evaluate prayer, 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 prayer by the end of the term</i></p>	<p>Adult to write ideas for plan with children onto NDCYS adapted planning proforma.</p>	<p>Hymns on school system</p> <p>Weekly Word document</p> <p>Extra-Ordinary document</p>		
<p>Lent Term: As above. Scripture should be introduced and responded to correctly. Children should try to select scripture to suit theme from LUP2G cards and/or RE units. Teacher facilitation of this.</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 lead some element of prayer 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 CoW ie. Leaf templates for children to write on during response part of prayer.</p> <p>Adults support by ensuring the scripture selected links with the theme of the prayer, 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>Pentecost Term – As above.</p> <p>Children should begin to check all elements of prayer flow together in a 'golden thread' using some of the features of the LUP2G resources to aid this (e.g. colour cornerstones).</p>	<p>Pentecost Term – As above.</p> <p>Adult facilitates by preparing any resources the children may need to lead their prayer ie. Leaf templates for children to write on during response part of CoW.</p>			

	<p>This term should be used to develop leadership skills of the above elements of prayer. 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 prayer and the reasons behind this.</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 prayer by the end of the term</i></p>	<p>Children write ideas for plan onto NDCYS planning proforma, supported by adults for elements not planned by the prayer group.</p>			
<p>Y E A R 4</p>	<p>Advent Term: Children begin the year by generating their own Gather and Mission/end of prayer, as well as selecting scripture appropriate to the theme, locating this scripture in the Bible, supported by the adult.</p> <p>Children consider how the space used for prayer 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 or</p>	<p>Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.</p> <p>Advent Term: Adult to facilitate by ensuring the elements of the prayer have a common thread and are suited to the theme of the prayer.</p> <p>Adult to add to or emphasise children's points/message during the prayer, but this should be happening less often now. It may be more necessary at the end of the prayer 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</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>As above, plus...</p> <ul style="list-style-type: none"> • Ability to creatively explore the theme of the prayer. • Know how to use open bible to find a scripture passage linked to a theme: Topical Bible - Bible Verses by 	<p>As above.</p>



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<p>surrounding area would work best with the theme.</p> <p>Supported by the member of staff, children are able to use other more 'everyday' items on their prayer focus to help to explore the theme eg. items from the classroom or home.</p> <p>Children should check that all elements of prayer flow together in a 'golden thread' using some of the features of the LUP2G resources to aid this (e.g. colour cornerstones). Chril</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 evaluating prayer 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 prayer by the end of the term</i></p> <p>Lent Term:</p>	<p>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 prayer ie. Leaf templates for children to write on during the response part of prayer.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p> <p>Lent Term:</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><u>Topic</u> (openbible.info)</p> <ul style="list-style-type: none"> Children are able to confidently explain how elements of CoW link together in exploring the theme. How to use the evaluation sheets effectively 	
<p>As above plus</p> <p>Children generate their own way of gathering to begin the prayer, a response to the word, and plan their own mission for children to end the prayer. 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 prayer by the end of the term</i></p> <p>Pentecost Term – Children now planning all for main parts of a prayer using LUP2G board (side 1) and completing planning proforma, supported by an adult.</p> <p>If children are proficient in prayer planning, use side 2 of LUP2G board to consider in more detail any ideas that may maintain high levels of engagement.</p> <p>Children 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</p>	<p>As above plus</p> <p>Adults support by ensuring they respond to the scripture links with the theme of the prayer, 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 prayer ie. Leaf templates for children to write on during the response part of CoW.</p> <p>Children write their notes and ideas onto the planning proforma, supported by the adult where needed.</p> <p>Pentecost Term – Adults to support the writing of prayer planning, asking key questions such as:</p> <ul style="list-style-type: none"> How does this element link to the theme of the prayer? 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 prayer really obvious to our prayer? Can the children complete their missions within a given time frame? 			



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	<p>shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the prayer is recorded on proforma.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of prayer by the end of the term</i></p>	<ul style="list-style-type: none"> - 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 prayer 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>			
Y A R 5	<p>Advent Term –</p> <p>During Advent 1, children plan all the main parts of a prayer using LUP2G board (side 1) and completing planning proforma, supported by an adult. Children make use of Open Bible Topical Bible feature online to find scripture linking to any given theme (teachers' discrepancy).</p> <p>Children consider how the space used for prayer 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 or surrounding area would work best with the theme.</p>	<p><i>Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.</i></p> <p>Advent Term:</p> <p>Adults to support the writing of CoW planning, asking key questions such as:</p> <ul style="list-style-type: none"> - How does this element link to the theme of the prayer? - 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 prayer really obvious to our prayer? - Can the children complete their missions within a given time frame? 	<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>As above, plus...</p> <ul style="list-style-type: none"> • Know how to use and complete a planning sheet. 	<p>As above, plus...</p> <ul style="list-style-type: none"> • Where needed, use PowerPoint template with LUP2 symbols Blank template for Prayer Progression Doc.pptx

	<p>Children can confidently, and more regularly, incorporate everyday items into their prayer focus, to more fully explore the theme.</p> <p>During Advent 2, children (if proficient) start planning prayer considering what they want others to see, hear, think, do during prayer, using side 2 and pack 2 of LUP2G resources.</p> <p>Planning sheet filled in by children, supported by adults only where necessary.</p> <p>Evaluation is recorded on NDCYS adapted proforma by two pupils, which is then shared with the class. A collective 'next time we could' is agreed and recorded. Pupil voice of impact of the prayer is recorded on proforma.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of prayer by the end of the term</i></p>	<ul style="list-style-type: none"> - 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 prayer ie. Powerpoint with music and images chosen by children.</p> <p>Adult facilitates the delivery of the prayer, 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>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>Lent Term:</p> <p>Children (if proficient) start planning prayer considering what they want others to see, hear, think, do during prayer, using side 2 and pack 2 of LUP2G resources. They add this to their planning sheet.</p>	<p>Lent Term:</p> <p>As above.</p> <p>CoW 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>			



SKILL STRATEGY

This resource has been created to support staff in Catholic schools when planning Celebrations of the Word with the young people in their schools. Its aim is to provide a working definition of the term 'child-led worship', which applies to children at the different stages of their development within our schools. 'Child-led' worship will look and will be planned differently with different year groups depending on their age and ability; this resource recognises that and gives guidance on what role the adult and students should have in the planning and delivery stage of a Celebration of the Word (CoW).



Collective Worship Progression Document (Last edited October 2024)

	<p>They then flip the board over and sort the cards into the appropriate sections on side 1 of LUP2G board.</p> <p>Children check elements of prayer are cohesive and form a 'golden-thread' weaved throughout the prayer. 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 prayer by the end of the term</i></p>	<p>Adult may encourage children to think outside of the box such as different locations for prayer, seating arrangements, actions etc.</p>			
	<p>Pentecost Term- As above.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of prayer by the end of the term</i></p>	<p>Pentecost Term – As above.</p>			
Y E A R 6	<p>Advent Term:</p> <p>Depending on proficiency of prayer planning group, children may use either side of LUP2G resources, or choose to only make use of elements of this resource.</p> <p>Children consider how the space used for prayer might link with the theme, including how, and in what shape, the</p>	<p>Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.</p> <p>Advent Term: Adults to support the writing of CoW planning, asking key questions such as:</p> <ul style="list-style-type: none"> How does this element link to the theme of the prayer? 	<p>NDCYS adapted planning sheet (KS2 version)</p> <p>NDCYS adapted evaluation sheet (KS2 version)</p>	<p>As above, plus...</p> <ul style="list-style-type: none"> Ability to support younger children in planning prayer. 	<p>As above.</p>
	<p>participants sit, how the space is changed from a work space to worship space, and whether another space in school or the surrounding area would work best with the theme.</p> <p>All aspects of prayer planned and prepared by children, supported by adults only where necessary.</p> <p>Children 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 prayer is recorded on proforma.</p> <p><i>All children to have opportunity to be involved with planning and lead some element of prayer 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 prayer really obvious to our prayer? 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 prayer ie. Powerpoint with music and images chosen by children.</p> <p>Adult support during the delivery of the prayer 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 to 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>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>OpenBible website access</p> <p>Bible Gateway website access</p>		



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Collective Worship Progression Document (Last edited October 2024)

		Adult may encourage children to think outside of the box such as different locations for prayer, seating arrangements, actions etc.			
	Lent Term – As above. Children spend time focusing on planning elements of prayer previously missing/in need of development. Evaluation is specific to these areas the children are trying to develop.	Lent Term – As above.			
	Pentecost Term – As above. If possible, year 6 pupils visit children in Years 3 – 5 to support in their prayer planning and share some of their ideas. Children take the role of the teacher in younger year groups by ensuring prayer planning has a 'golden-thread' throughout. Year 6 pupils support delivery, planning, resourcing and evaluating prayer.	Pentecost Term – As above.			
Notes	The aim is for CoW to be inclusive, engaging, vibrant, relevant to the young people and relevant to the liturgical time of the year. Active participation and high levels of engagement from all is a key target.				
	CoW can include hymns, secular music, drama, artwork, videos, musical instruments, dancing and different types of prayer. CoW 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 prayer link to the theme/scripture.				



LITURGY	CoW	RETREAT	CMAT	CHARITY	ENRICHMENT
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OT - ORDINARY TIME	AD - ADVENT	LT - LENT	EA - EASTERTIDE	PT - PENTECOST
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August

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
29	OT	T - Beginnings V - Diligence	Welcome mass/ Welcome c of the w/ cmat opening Liturgy on the inset days	2:15 - Main Hall - Fr Paul/David/ church	CFI	

September

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
4	OT	T - Welcome V - Gratitude	Rooted	Adoration KS1	SLT	
11		T - Encounter V - Patience	Rooted	Adoration KS2	SLT	
17-20		T - Identity V - Charity	Celebration of the Word <i>Acts of Worship</i>	IDENTITY - 3:15 - Main Hall - Pupil Led	LCH	
18th			Rooted	Adoration - EYFS	CFI	
25th		T - Understanding V - Temperance	Rooted	Adoration - KS2	CFI	

October

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
1-4	OT	T - Solidarity V - Fortitude	Celebration of the Word <i>Acts of Worship</i>	ST THERESE OF LISIEUX - 3:15 - Main Hall - Pupil Led	LCH	
2			Rooted	Adoration - 3:15 - 8AA - Chapel	CFI	
4			St Francis of Assisi - <i>Feast Day</i>			
9		T - Rosary V - Prudence	Rooted	Adoration - 3:15 - 8AN - Chapel	CFI	
11			"Called to be Saints" Prgm.	Formation Day for Secondary chaplaincy teams. Our Lady's Church, Leicester.	CMAT	
15-18		T - Poverty V - Gratitude	Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
16			Rooted	Rosary- 3:15 - 8CR - Chapel	RTH	
30		T - Compassion V - Patience	Rooted	Rosary- 3:15 - 8FF - Chapel	CFI	
31			All Saints Day Mass	Y8&9 - 2:15 - Main Hall - Fr Frank	LCH	



November

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
1	OT	T - Beginnings V - Diligence	All Saints Day - Holy Day of Obligation			
			All Saints Day Mass	Church- mass this year C of th W- falls in the weekend.		
			Celebration of the Word <i>Acts of Worship</i>	ALL SAINTS - 3:15 - Church Fr David		
3		T - Accompaniment V - Justice	St Martin De Porres - Patronal Feast			
			Mission Day			
			Mission Day CoW			
6			Bl. Alphonsus Navarrete - House Patron			
11			Remembrance Service	POVERTY - 3:15 - Main Hall - Pupil Led		
13			Rooted	Adoration - 3:15 - 7GG - Chapel		
18			ACN Diocesan Schools Mass	11:20 - Ratcliffe College - Bishop Patrick		
19-22			Celebration of the Word <i>Acts of Worship</i>	Red Wednesday - 3:15 - Main Hall - Pupil Led		
			Red Wednesday	Half Uniform Day		
20			Celebration of the Word <i>Acts of Worship</i>	Red Wednesday - 3:15 - Livestream - Pupil Led		
22			World Youth Funday	Live stream Event - CYMFED		
25-29			Y7 Briars Residential	Retreat at Nottingham Diocesan Youth Centre	CFI	
27			Rooted	Adoration - 3:15 - 7MH - Chapel		

December

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
3-6	AD	T - Solidarity V - Fortitude	Celebration of the Word <i>Acts of Worship</i>	Blessing of the Wreaths - 3:15 - Pre-recorded - Pupil Led	LCH	
			Celebration of the Word <i>Acts of Worship</i>	Travelling Nativity - 3:15 - Pre-recorded - Pupil Led		
			Rooted	Adoration - 3:15 - 10GG - Chapel		
8			Immaculate Conception - Diocesan Patron			
10			Care Home Carol Crawl			
			Staff Mass	8:00 - Chapel - Fr Michael <i>Wednesday 2nd Week of Advent</i>		
11			Rooted	Adoration - 3:15 - 8FF - Chapel		
			Chaplaincy Commissioning Mass	2:15 - Main Hall - Fr Dave <i>Memorial of St Martin of Tours</i>		
12			Carol Service	7:00 - St Peters Church, Hinckley - Pupil and Staff led		
18			Rooted	Adoration - 3:15 - 8FF - Chapel		
			Advent Mass	Y11 - 10:15 - Main Hall - Fr Jonathon Y9&10 - 12:30 - Main Hall - Fr Frank Y7&8 - 2:15 - Main Hall - Fr Dave		
19						



January


DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
7	OT	T - Beginnings V - Diligence	"Called to be Saints" Prgm.	Continuation of Formation Day - Online		
8			Rooted Sessions	Adoration - 3:15 - 10CR - Chapel		
10			Bl. Anna of the Angels - House Patron			
14-17			Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
			Rooted Sessions	Adoration - 3:15 - 10CR - Chapel		
15			St Francis Fernandez - House Patron			
16			Press the Priest	Q&A - 2:15-3:15 - y9 - Hall - Fr Dave		
18			St Margaret of Hungary - House Patron			
20-24			Feast Day Build up week			
22-24			Alton Castle Residential			
22			Rooted Sessions	Adoration - 3:15 - 10CR - Chapel		
28-31			Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
			St Thomas Aquinas - Trust Patron			
28			Feast Day Mass	1:30 - English Martyrs, Lei. - Bishop Patrick <i>Feast of St Thomas Aquinas</i>		
29			Rooted Sessions	Adoration - 3:15 - 10CR - Chapel		
30			Break Down Mass	Y7 - 2:15 - Main Hall - Fr Dave		
31			St John Bosco - Patron of Youth			

February

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
5	OT	T- Solidarity V - Fortitude	Rooted	Adoration - 3:15 - 10GG - Chapel	LCH	
7			SVP Engagement Day	10:30-2:00 - Mount St. Marys, Sheffeld		
11-14			Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
12			Mass	Staff - 8:00 - Chapel - Fr Michael		
			Rooted	Adoration - 3:15 - 10GG - Chapel		
25-28			Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
26			Rooted	Adoration - 3:15 - 10GG - Chapel		



March

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
4-7	LT	 ADVENT T - Solidarity V - Fortitude	Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
5			Ash Wednesday Litugies		LCH	
7			Rooted	SOTC - 3:15 - 9AA - Chapel		
12			Mass			
13			Press the Priest			
			Mass	7:00 - Holy Cross Lei. - Bishop Patrick <i>Jubilee of Leicester Deanery</i>		
14			Rooted	SOTC - 3:15 - 9AN - Chapel		
15			CYMFED Flame Congress	11:00-5:00 - Y9+ - Wembley Arena, London		
21			Rooted	SOTC- 3:15 - 9CR - Chapel		
28			24 Hours with the Lord			

April

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
1-4	LT	Ordinary Time T - Beginnings V - Diligence	Celebration of the Word <i>Acts of Worship</i>	POVERTY - 3:15 - Main Hall - Pupil Led	LCH	
1			Bl. Giuseppe Girotti - House Patron			
2-4			Y9 Briars Residential	Retreat at Nottingham Diocesan Youth Centre	CFI	
4			Rooted Sessions	SOTC - 3:15 - 9MH - Chapel		
9			Mass			
10			Reconciliation			
11			Rooted Sessions	SOTC- 3:15 - 9GG - Chapel		
30	EA		Rooted Sessions	Adoration - 3:15 - 7AA - Chapel		



June

July

DATE	SEASON	THEME & VIRTUE	EVENT	DETAILS	LEAD	MONITORING
2	OT		Rooted	Adoration - 3:15 - 7CR - Chapel	LCH	
9			Rooted	Adoration - 3:15 - 7CR - Chapel		
10			End of Year Mass <i>Feast of St Dominic</i>	2:15 - Field - All Clergy		