



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

PRAYER AND LITURGY POLICY

UN Convention on the Rights of the Child

As a Rights Respecting School, we acknowledge our role as 'duty bearers' in promoting and protecting children's rights.



We respect the dignity and worth of every child. We believe that children have the right to choose their own religion and beliefs and that they should be helped to decide what is right and wrong and what is best for them.

1. The Context of this Prayer and Liturgy Policy

"The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life." (Marcus Stock (2012), *Christ at the Centre*, Catholic Truth Society, 23.)

Prayer and liturgy are at the heart of the Catholic life and mission of St Norbert's Catholic Voluntary Academy. Through prayer, liturgy and the celebration of the Word, the school community is invited to encounter Jesus Christ, deepen its relationship with God, grow in discipleship and respond to the call to missionary discipleship.

2. Statement of Requirement

- The law requires all maintained Catholic schools to provide an act of daily collective worship (prayer and liturgy) for all pupils, including those in the sixth form (Section 70, 1988 Education Act) that is in accordance with the rites, practices, disciplines, and liturgical norms of the Catholic Church (School Standards and Framework Act 1998, schedule 20; Instrument of Government, clause 2). Academies in England are required by their funding agreement and Articles of Association to comply with similar requirements (The Mainstream Academy and Free School: Supplemental Funding Agreement, December 2020; Model Articles for Catholic Academies, February 2019).
- The law requires all maintained schools to recognize and respect that parents have the legal right to withdraw their children up to the age of 16 from prayer and liturgy (School Standards

and Framework Act 1998, s.71(1A)). Sixth-form pupils can choose to withdraw themselves from prayer and liturgy (School Standards and Framework Act 1998, s.71(1B)).

- The school's provision for prayer and liturgy will fulfill pupils' entitlement to experience the range of liturgical treasures of the Church, including a shared repertoire of prayers and liturgical music with which pupils in the school will be familiar.
- Prayer and liturgy are not designated curriculum time. In the context of the Catholic school, this means that times of prayer and liturgy are not considered to be part of the allocation of curriculum time for Religious Education.

3. Responsibility

a. Governance

The governors, as guardians of the Catholic school's life and mission, have a responsibility to ensure that:

- prayer and liturgy are central to the Catholic life of the school and therefore are in line with the guidance set out by the *Prayer and Liturgy Directory* and the document *Planning and Celebrating Prayer & Liturgy with Young People*
- there is a named person(s) who is responsible for prayer and liturgy in the school (the Prayer and Liturgy Coordinator);
- the prayer and liturgy policy is updated regularly and shared with all stakeholders.

b. Prayer and Liturgy Coordinator

Those responsible for prayer and liturgy ensure that:

- prayer and liturgy are central to the Catholic life of the school and therefore are in line with the guidance set out by the *Prayer and Liturgy Directory* and the document *Planning and Celebrating Prayer & Liturgy with Young People*
- there is an Annual Plan of Provision (Appendix 1) for prayer and liturgy across the school year which identifies liturgical seasons and key celebrations, as well as opportunities for the celebration of the Sacraments;
- there is a typical Weekly Plan of Provision (Appendix 2) which shows the distribution of whole-school, class, teacher-led and child-led acts of worship;
- there is daily planned prayer for all pupils, appropriate to age and ability.
- pupils are supported in their liturgical formation to take an active role in the planning, preparation, and delivery of prayer and liturgy according to their age and capacity, and in a manner which facilitates their progressive participation;
- resources to support the planning of prayer and liturgy are appropriate and readily available to staff and pupils;
- induction on prayer and liturgy takes place for new members of staff as required;
- staff have access to effective training and formation opportunities
- monitoring and evaluation of prayer and liturgy take place regularly and feed back into planning for future liturgies;
- monitoring of prayer and liturgy is reported to the headteacher and governing body to support whole-school development and the Catholic life of the school;
- there is collaboration with local clergy and parishes;
- liaison with the Diocesan Education Service, Our Lady of Lourdes CMAT and others is maintained to ensure they keep updated with best practice.

4. Overview of Prayer and Liturgy Provision

- Prayer and liturgy creates profound moments of **encounter** for our young people. This helps us grow as **disciples**, a sign lifted up, who can accompany, guide and form those young people with whom we work. This in turn creates **Missionary Disciples**, faithfully exercising the ministries of the liturgy and helping to build the Kingdom of God here in our lives.
- Worship forms an important part of every day at St. Norbert's. Our Collective Worship is concerned with the revelation of God's presence so that praise, honour, and thanksgiving may be given to Him. Collective worship should strengthen this Eucharistic community, which is called together to give witness to Jesus Christ. Collective worship is this community's response to God, which invites us to enter into a loving relationship with Him, made possible by the life, death, and resurrection of Jesus Christ. Collective worship takes place on a daily basis, with all the children and staff involved (whenever possible).
- The whole school celebrates at least once at the beginning and end of each term in the Church of St. Norbert, with Mass led by the Parish Priest. Special celebrations held throughout the year include Harvest, First Holy Communion, Lent, Pentecost, Retreat Days, Ascension Day, Saints Days, Our Lady of the Rosary, May Procession, Advent and the Leavers' Mass. The children take an active part in liturgical preparation and presentation. Children are guided by the Liturgy Group, 'The Leading Lights,' led by pupils in Class 5 but with members from each of the classes.
- A whole-school Celebration of the Word is held at the beginning and end of each week in the school hall. Children and staff reaffirm their unity and purpose in fulfilling our school's Mission Statement. The Headteacher (RE Subject Leader) plans and leads Monday and Friday collective worship. Planning and evaluation is kept for Celebrations of the Word. Class-led worship for the whole school takes place in turn by each class at least twice each year. Parents are always invited to these very popular occasions, although owing to their popularity, numbers per family sometimes have to be limited. Completed evaluation sheets are stored in the school office.
- On Tuesday, Wednesday, and Thursday each week, worship takes place within the class setting (once a week with the whole of each Key Stage). This allows further opportunities for participation in age-appropriate worship, or to celebrate aspects of the RE Curriculum or the 'Statements to Live By' through the children's personal experiences, responses, and reflections. The Prayer and Liturgy Coordinator, supported by the Chaplain, shares and monitors class collective worship and supports staff planning for individual classes as required.
- During the course of the day, children pause for prayer and reflection, including a whole-school Morning Prayer, the Angelus often at 12 o'clock, and Grace before meals. They also pray to mark the end of the school day. Our RE curriculum also provides additional time for prayer and meditation at the beginning or end of RE lessons as required.

Our Collective Worship takes many forms using:

- hymns, songs, musical presentation and recorded music
- poems, psalms and choral speaking
- dance, drama and mime
- class composed and individually composed prayers
- art and craft
- biblical stories from both Old and New Testaments
- stories from other faiths and cultures
- liturgical ritual and responses
- traditional Catholic Prayer
- quiet reflection
- spontaneous prayer
- celebration of RE theme

5. Resourcing

Prayer and liturgy are central to the school's understanding of itself as a Catholic school, and this is reflected in:

- the annual budget allocation and available resources, including staff time, chaplaincy provision, and dedicated spaces for prayer and liturgy.
- the Catholic character of the school reflected in religious artefacts and images on display throughout the building
- dedicated spaces for prayer and liturgy furnished and maintained as such, and updated to reflect the Church's liturgical season.

Staff training and formation costs will be funded separately to ensure that all staff are able to fulfil their responsibility to contribute to the prayer and liturgical life of the school.

6. Training and Formation

All new staff will be supported during induction and beyond so that they fully understand the responsibility they carry within their individual role for leading prayer and liturgy in the school. Any individual training needs will be identified and addressed through training and formation. There will also be the opportunity for whole-staff professional development at least once a year so that all staff understand the importance of prayer and liturgy and relevant staff are well supported to lead as required.

We use a graduated approach in our skills strategy to support children in child-led worship. (Appendix 3) This ensures progression and enables staff to build skill and confidence in the young people and their own practice.

7. Monitoring and Evaluation

Monitoring and evaluation of the quality and impact of prayer and liturgy will take place regularly, and at least annually, and involve all key stakeholders: pupils, parents, staff, clergy, and governors. Areas for development will be identified, and issues raised will be actioned and evidenced as appropriate.

Monitoring and evaluation takes place in accordance with the school's Annual Assessment and Monitoring Timetable.

8. Review

Policy updated: September 2026

This policy will be reviewed annually as part of the regular cycle of policy review conducted by the governors.

Appendix 1



Annual Plan of Provision (APoP)

2026 - 2027

Gregorian / school calendar	Church season	Key liturgical colour(s)	Word of the Week sequence	Statement to Live by	Virtues to Live by	Key Celebrations / Feast Days / Holydays of Obligation	Sacraments to emphasise
Autumn term 2026 From September to the last week of 2025-2026 liturgical year (end November)	Year A Ordinary Time		Yr A Wk 22 OT: welcome Yr A Wk 23 OT: encounter Yr A Wk 24 OT: identity Yr A Wk 25 OT: understanding Yr A Wk 26 OT: solidarity Yr A Wk 27 OT: rosary Yr A Wk 28 OT: poverty Yr A Wk 29 OT: service Yr A Wk 30 OT: compassion Yr A Wk 31 OT: accompaniment Yr A Wk 32 OT: remembrance Yr A Wk 33 OT: youth Yr A Wk 34 OT: kingdom	1. We are all special. 2. I can say one good thing about myself. 3. I can say how I feel. 4. I can laugh and have fun. 5. I know what to do if I see anyone being hurt. 6. I understand that rights match responsibility. 7. I try to stand up for myself and others without hurting others. 8. I try to be just and fair. 9. I can tell you how I look after myself. 10. I think before I make choices that affect my health. 11. I can work, pray, rest and play. 12. Simple things can make us happy. 13. I notice that we are the same and that we are different. 14. I try to be accepting of others.	Respect / Courtesy Thankfulness Hope Patience	3.9.26 Head's whole-school CofW (Virtues) 7.9.26 Head's whole-school CofW ----- 9.9.26 Mass: new term ----- 11.9.26 Head's whole-school CofW 14.9.26 Head's whole-school CofW 18.9.26 Head's whole-school CofW 21.9.26 CAFOD whole-school CofW (Ann Neale) 25.9.26 Head's whole-school CofW 28.9.26 Head's whole-school CofW ----- October: Month of the Holy Rosary ----- 30.9.26 Mass: in honour of Saint Thérèse ----- 2.10.26 Feast Day: Saint Thérèse of Lisieux ----- 5.10.26 Head's whole-school CofW 9.10.26 Head's whole-school CofW 12.10.26 Head's whole-school CofW ----- 12.10.26 Feast Day: Blessed Carlo Acutis ----- 16.10.26 Head's whole-school CofW 19.10.26 Head's whole-school CofW 23.10.26 Harvest celebration (CAFOD linked) ----- 1.11.26 All Saints Day ----- 2.11.26 Head's whole-school CofW 6.11.26 Class 5 Remembrance CofW ----- 9.11.26 Head's whole-school CofW ----- 11.11.26 Mass: for Remembrance ----- 13.11.26 Deputy Head's whole-school CofW 16.11.26 Head's whole-school CofW 20.11.26 Deputy Head's whole-school CofW 23.11.26 Head's whole-school CofW 27.11.26 Deputy Head's whole-school CofW 30.11.26 Head's whole-school CofW ----- 2.12.26 Infant Christmas Nativity (AM & PM)	Focus: the sacramental life as a whole <i>How am I part of Christ's Church and helping to build God's Kingdom?</i>
From first Sunday of Advent to 24 th December	Year B Advent		Wk 1 Advent: hope Wk 2 Advent: peace Wk 3 Advent: joy				Focus: Reconciliation <i>How do I prepare my heart for Jesus? How does God's mercy help me begin again?</i>
25 th December	Nativity		Wk 4 Advent: love				

						----- 4.12.26 Head's whole-school CofW 7.12.26 Head's whole-school CofW ----- 8.12.26 KS2 Christmas Nativity (AM & PM) 10.12.26 KS2 Christmas Nativity (AM & PM) ----- 11.12.26 Head's whole-school CofW 3rd Sunday – Gaudete Sunday 14.12.26 Head's whole-school CofW ----- 16.12.26 Mass: end of term ----- 18.12.26 Head's whole-school CofW	
From fourth Sunday of Advent to the Epiphany of the Lord	Christmastide		Yr B Wk 1 Christmastide: family Yr B Wk 2 Christmastide: epiphany	1. I try to love others as I love myself. 2. I try to follow our school and classroom rules. 3. I know I belong in a community that includes my school. 4. I know we are happiest when we are united. 5. I listen to what you say. I show that I am listening to you. 6. I cooperate with others in work and play. 7. I try to use words that make the world a better place. 8. I try to appreciate the beauty and the wonder in the world around me. 9. I know that it is ok for me to make mistakes. 10. I can learn from my mistakes and failures. 11. I try to keep going when things are difficult and not give up hope.	Faith Simplicity Love / Charity Forgiveness	4.1.27 Head's whole-school CofW (Virtues) ----- 6.1.27 Mass: new term ----- 8.1.27 Head's whole-school CofW 11.1.27 Head's whole-school CofW 15.1.27 Head's whole-school CofW 18.1.27 Head's whole-school CofW ----- 22.1.27 Class 3 CofW ----- 25.1.27 Head's whole-school CofW 29.1.27 Head's whole-school CofW 1.2.27 Head's whole-school CofW ----- 5.2.27 Class 4 CofW ----- 8.2.27 Head's whole-school CofW ----- 10.2.27 Mass: Ash Wednesday ----- 11.2.27 Head's whole-school CofW 22.2.27 Head's whole-school CofW 26.2.27 Head's whole-school CofW 1.3.27 Head's whole-school CofW 5.3.27 Head's whole-school CofW 8.3.27 Head's whole-school CofW 12.3.27 Head's whole-school CofW 15.3.27 Head's whole-school CofW ----- 17.3.27 Mass: end of term ----- 19.3.27 Class 2 CofW ----- 22.3.27 Head's whole-school CofW 25.3.27 Head's whole-school CofW	Focus: Baptism <i>Jesus comes among us. What does it mean to belong to Christ?</i>
Spring term 2027 From the Baptism of the Lord to Ash Wednesday	Ordinary Time		Yr B Wk 1 OT: baptism Yr B Wk 2 OT: discipleship Yr B Wk 3 OT: scripture Yr B Wk 4 OT: leadership Yr B Wk 5 OT: diversity Yr B Wk 6 OT: healing			25.1.27 Head's whole-school CofW 29.1.27 Head's whole-school CofW 1.2.27 Head's whole-school CofW ----- 5.2.27 Class 4 CofW ----- 8.2.27 Head's whole-school CofW ----- 10.2.27 Mass: Ash Wednesday ----- 11.2.27 Head's whole-school CofW 22.2.27 Head's whole-school CofW 26.2.27 Head's whole-school CofW 1.3.27 Head's whole-school CofW 5.3.27 Head's whole-school CofW 8.3.27 Head's whole-school CofW 12.3.27 Head's whole-school CofW 15.3.27 Head's whole-school CofW ----- 17.3.27 Mass: end of term ----- 19.3.27 Class 2 CofW ----- 22.3.27 Head's whole-school CofW 25.3.27 Head's whole-school CofW	Focus: Baptism and Confirmation <i>Jesus calls me to be his disciple. How does the Holy Spirit help me?</i>
From Ash Wednesday to Palm Sunday	Lent		Yr B Wk 1 Lent: prayer Yr B Wk 2 Lent: fasting Yr B Wk 3 Lent: almsgiving Yr B Wk 4 Lent: sacrifice Yr B Wk 5 Lent: journey			17.3.27 Mass: end of term ----- 19.3.27 Class 2 CofW ----- 22.3.27 Head's whole-school CofW 25.3.27 Head's whole-school CofW	Focus: Reconciliation <i>What needs to change in me? How does God forgive and restore me?</i>
	Palm Sunday Holy Week Paschal Triduum		Yr B Wk 6 Lent: passion				Focus: Eucharist <i>Jesus gives</i>

							<i>himself completely for us. How do we respond to his love?</i>
From Easter Sunday Summer term 2027	Eastertide (seven weeks)		Yr B Wk 1 Eastertide: alleluia Yr B Wk 2 Eastertide: mercy Yr B Wk 3 Eastertide: faith Yr B Wk 4 Eastertide: vocation Yr B Wk 5 Eastertide: witness Yr B Wk 6 Eastertide: example Yr B Wk 7 Eastertide: communication	1. I know what humility means. 2. I know when and who to ask for help. 3. I can recognise comfortable and uncomfortable feelings. 4. I know how to help others when they are in trouble. 5. I understand what trust means. 6. I try to forgive people when they hurt me. 7. I try to accept forgiveness from others. 8. I know how to show I am sorry. 9. I understand the importance of peace. 10. I understand what human dignity means and I show that I respect others. 11. I stand up for people who are being treated unfairly.	Resilience / Perseverance	14.4.27 Head's whole-school CofW (Virtues) 16.4.27 Head's whole-school CofW 19.4.27 Head's whole-school CofW ----- 21.4.27 Mass: new term ----- 23.4.27 Head's whole-school CofW 26.4.27 Head's whole-school CofW 30.4.27 Head's whole-school CofW ----- May: Month of Mary ----- 1.5.27 Melwood Pilgrimage ----- 4.5.27 Head's whole-school CofW ----- 5.5.27 May Procession ----- 6.5.27 Mass: Ascension Day ----- 7.5.27 Head's whole-school CofW ----- SATs Week ----- 14.5.27 Head's whole-school CofW 17.5.27 Head's whole-school CofW ----- 21.5.27 Class 4 CofW ----- 24.5.27 Head's whole-school CofW 28.5.27 Deputy Head's whole-school CofW ----- 29.5.27 Mass: St Winefride's Shrewsbury (PGL Residential) ----- 6.6.27: Feast Day: Saint Norbert ----- 7.6.27 Head's whole-school CofW ----- 9.6.27 Mass: in honour of Saint Norbert ----- 11.6.27 Head's whole-school CofW ----- 13.6.27 First Holy Communion ----- 14.6.27 Head's whole-school CofW ----- 19.6.26 Class 4 CofW ----- 18.6.27 Head's whole-school CofW	Focus: Baptism and Eucharist <i>Christ is risen. What does new life in Christ look like?</i>
From Pentecost to the end of term	Pentecost		Yr B Wk 1: Pentecost		Service		Focus: Confirmation <i>The Holy Spirit sends us to be witnesses to Christ.</i>
	Ordinary Time		Yr B Wk 1 after Pentecost: trinity Yr B Wk 2 after Pentecost: eucharist Yr B Wk 3 after Pentecost: missionary discipleship Yr B Wk 7 OT: authority Yr B Wk 8 OT: belief Yr B Wk 9 OT: care Yr B Wk 10 OT: community Yr B Wk 11 OT: evangelise Yr B Wk 12 OT: awe and wonder Yr B Wk 13 OT: fortitude Yr B Wk 14 OT: teaching Yr B Wk 15 OT: gratitude Yr B Wk 16 OT: celebration				Focus: Eucharist and vocation <i>Having received Christ, how do I give myself in love and service?</i>

						21.6.27 Head's whole-school CofW 25.6.27 Head's whole-school CofW 28.6.27 Head's whole-school CofW ----- 25.6.27 Class 3 CofW ----- 29.6.27 Mass: Feast of Saints Peter and Paul ----- 2.7.27 Class 2 CofW ----- 2.7.27 Head's whole-school CofW 5.7.27 Head's whole-school CofW ----- 9.7.27 Mass: Leavers / end of term ----- 12.7.27 Head's whole-school CofW ----- 16.7.26 Class 5 CofW ----- 19.7.27 Head's whole-school CofW 21.7.27 Head's whole-school CofW	
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Appendix 2



Weekly Plan of Provision - Typical

Class	Daily Rhythm	Monday	Tuesday	Wednesday	Thursday	Friday
Early Years	Morning prayer	Whole-School Celebration of the Word Focus: - Word of the Week - Statement to Live by	Prayer	Joint Worship (child-led) – alternate weeks: - Class ‘a’ leading, Class ‘b’ capturing evidence and evaluating. - Class ‘b’ leading, Class ‘a’ capturing evidence and evaluating.	Prayer and hymn celebration	Whole-School Celebration of the Word Families may be invited to participate
Class 3: Y1/2	Prayer before lunch		Prayer		Prayer and hymn celebration	
Class 4: Y3/4	Prayer to begin afternoon session		Prayer	Joint Worship (child-led) – alternate weeks: - Class ‘a’ leading, Class ‘b’ capturing evidence and evaluating. - Class ‘b’ leading, Class ‘a’ capturing evidence and evaluating.	Prayer and hymn celebration	
Class 5: Y5/6	Prayer to end the day		Prayer		Prayer and hymn celebration	



Skill Strategy

Prayer and Liturgy Progression at St Norbert's

Year group	Outcomes for young people	Resources	Other forms of prayer	Evaluation	Key Vocabulary	Staff
Foundation stage	- Children use Let Us Pray proforma and resources to plan and lead liturgies, facilitated and supported by an adult. All children have an opportunity to plan and lead a liturgy by the summer term. - Whole class to evaluate liturgy, recorded on proforma. - Teacher to explicitly model liturgy to children a least once a term. - Advent/Lent Term – whole class planning - Pentecost Term – group planning	Let us Pray cards and liturgy box Classroom resources Every child has a Lion's Bible	Vocal prayer: Join in with simple repeated prayers and responses; learn simple prayers such as the Sign of the Cross, Our Father and Hail Mary. Spontaneous prayer: Begin to use their own words to talk to God, supported by an adult. Scriptural prayer: Listen attentively to short Scripture passages and respond through silence, words, movement or art. Lectio Divina: Experience a short, adult-led encounter with Scripture, focusing on listening and wondering. Meditation: Experience short periods of stillness and guided reflection using words, music, images or objects. Contemplative prayer: Begin to experience quietness and stillness in God's presence. Prayer through music and song: Join in simple hymns, songs, actions and responses. The Rosary and Marian prayer:	EYFS (Early Years Foundation Stage) Drawing and Sharing: After a prayer session, provide children with paper and crayons and ask them to draw something they remember from the prayer time. Encourage them to share their drawings and explain what they drew. This allows them to express their experience and understanding in a non-verbal way.	EYFS (Early Years Foundation Stage) Pray: To talk to God Amen: So be it / I believe Thank you: Expressing gratitude to God Love: God's love for us and our love for God and others Listen: Paying attention to God's word Sing: Praising God with music Friends: We are all friends in God's family Kindness: Showing God's love through our actions Peace: The calmness we feel	When planning and delivering collective worship, staff should foster an environment of affirmation where children feel valued and encouraged. Staff should model and set the tone for respectful behaviour and engagement during worship, creating a positive culture where everyone feels welcome to participate. As role models, staff should lead by example, demonstrating reverence and enthusiasm for the worship experience. Providing children with discreet areas of choice empowers them to take ownership of their worship experience, encouraging deeper engagement. Staff should take the lead on scripture, providing clear explanations and context to help children understand its relevance. Using open-ended questioning techniques stimulates thoughtful reflection and discussion,

			Become familiar with Mary and participate in simple Marian prayers or songs. Thanksgiving: Express simple thanks to God for people, experiences and creation. Intercession: Pray for people known to them, supported by an adult. Petition: Ask God for help with simple needs and concerns. Sorrow/repentance: Say sorry and recognise that God forgives. Angelus: Become familiar with the words and rhythm of the prayer. Prayer with Saints: Hear stories of saints and respond with simple prayer. Prayer with liturgical seasons: Experience prayer connected to Advent, Christmas, Lent and Easter. Prayer before/after Eucharist: Experience reverence and simple prayer before and after Mass.		when we are with God 10. Blessing: God's special gift to us	fostering a deeper connection to the worship experience.
Early Phase (KS1)	- Children to use Let Us Pray proforma and resources to plan and lead liturgies, facilitated by adult. - Children to plan and prepare focal point for worship according to	Let us Pray cards and liturgy box Classroom resources Every child has a KS1 Bible Blank cards	Vocal prayer: Learn and confidently join in with traditional Catholic prayers; understand that prayers can be spoken together or individually. Spontaneous prayer: Offer simple spontaneous prayers of thanks, praise, sorry and asking. Scriptural prayer:	Year 1 Simple Question and Answer: Engage children in a brief conversation about the prayer time. Ask simple questions like, "What did you like about our prayer today?" or "What did you learn about	Year 1 Worship: Showing our love for God Hallelujah: Praise the Lord Gospel: The Good News about Jesus	Staff should create a positive and supportive environment for their classes when planning and delivering collective worship. They should use affirmation to build children's confidence and encourage participation. Scaffolding should be used to provide support

	liturgical season/RE topic. - Beginning of Yr1 onwards, all children to plan liturgies in groups, facilitated by an adult. - Yr2 to generate their own way of gathering to begin the liturgy. - Whole class to evaluate liturgy, recorded on proforma.	Access to music	Listen to Scripture and identify something that particularly speaks to them; begin to respond to God's Word in prayer. Lectio Divina: Experience simple guided Lectio Divina, particularly from Year 2, responding to a word or phrase that stands out. Meditation: Participate in short guided periods of silence and meditation. Contemplative prayer: Experience being quiet and still in prayer and begin to understand that prayer does not always require words. Prayer through music and song: Sing familiar hymns and prayer songs with increasing confidence; recognise music as a way of praising God. The Rosary and Marian prayer: Learn about Mary as the Mother of Jesus and participate in simple decades of the Rosary with support. Thanksgiving: Offer prayers thanking God for particular people, gifts and experiences. Intercession: Pray for family, friends, their school and people who need help. Petition: Express simple requests to God and understand that prayer can include asking for help. Sorrow/repentance:	God?" This helps them reflect on their experience and articulate their thoughts in a basic way. Year 2 The 'Thumbomiter': After a time of prayer, Using any simple scale or indicator (such as thumbs up thumbs down) to target specific sections of the Celebration, such as the things you included to see, hear, think and Do, or the Gathering, Word, Response, Mission sections. Then, invite a few children to explain why they gave a thumbs up or thumbs down for that particular element. This provides a quick and easy way to gauge their overall impression and encourages young people to target and evaluate more specific elements linked to skill development.	Holy: Special and set apart for God Cross: A symbol of Jesus' love Candle: Represents Jesus, the light of the world Forgive: Asking God to pardon our mistakes Sorry: Saying we are sorry for our wrongdoings Share: Caring for others as Jesus taught us Community: We belong to God's family Year 2 Liturgy: The way we worship God together Altar: A special table for worship Bible: God's holy book Sacrament: A special way God shows his love	and guidance, allowing children to focus on their growth and development. Pre-planning is crucial, and staff should offer suggestions and options to empower children to take ownership of the planning process and develop their leadership skills. Staff should also lead on scripture choices, providing expertise and guidance to ensure that the chosen texts are appropriate and meaningful for the children.
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			Use simple prayers of sorrow and forgiveness; understand that God calls us to forgive others. Angelus: Participate in the Angelus with support and recognise its connection to Mary and the Incarnation. Prayer with Saints: Pray with and about saints, recognising them as examples of following Jesus. Prayer with liturgical seasons: Recognise that the Church's prayer changes according to the liturgical season. Prayer before/after Eucharist: Participate respectfully in prayer around the celebration of Mass.		5. Baptism: Welcoming us into God's family 6. Eucharist: The bread and wine that become Jesus' body and blood 7. Peace: The gift Jesus gives us 8. Reconciliation: Saying sorry to God and being forgiven 9. Saint: A holy person who followed Jesus 10. Angel: God's messenger	
Middle Phase (Y3&4)	- Yr3 to generate their own way of gathering to begin the liturgy, and plan their own mission for children to complete the liturgy. - Whole class to evaluate liturgy, recorded on proforma. - Yr4 – Children to generate their own way of gathering to begin the liturgy, a response to the word, and plan their own mission for	Let us Pray cards and liturgy box (move away from cards) Classroom resources Every child has a Good News KS2 Bible Blank cards Access to music Extra-Ordo-Nary Liturgical Calendar (yr4)	Vocal prayer: Develop a repertoire of traditional prayers and understand their meaning; lead familiar prayers for others. Spontaneous prayer: Compose and lead spontaneous prayers appropriate to a particular situation or theme. Scriptural prayer: Use Scripture as a source for personal and communal prayer; begin to select appropriate passages with support. Lectio Divina: Participate in the stages of Lectio Divina with increasing independence; share a word, phrase or insight that has touched them.	Year 3 Sentence Starters: Provide children with sentence starters like, "I felt..." or "I learned..." to help them express their feelings and thoughts about the prayer time in writing. This encourages more structured reflection and helps them develop their writing skills. Year 4 Group Sharing Circle: Gather children in a circle	Year 3 1. Celebration: A special time to worship God 2. Scripture: The Bible readings we hear at Mass 3. Symbol: Something that represents something else 4. Bread and Wine: Become the body and blood of Christ	Staff should create a positive and supportive environment where children feel affirmed and encouraged to participate in collective worship. Staff will provide some scaffolding and guidance, offering suggestions and helping the young people make more connections to scripture to help children understand the themes and messages. Staff will begin to work in partnership with children, fostering independence while modelling respectful and thoughtful engagement. Staff will

	children to complete the liturgy. Children to use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning of class liturgies from Pentecost Term (if suitable). Whole class to evaluate liturgy, recorded on proforma.	Open Bible access (yr4)	Yr3 – Lectio Divina scripture sourced by adult, linked to liturgical year or RE topic, facilitated by adult. Yr4 – pupils select scripture linked to liturgical year or RE topic for Lectio Divina, led by children, supported by adult. Meditation: Sustain periods of silence and use guided meditation to reflect on Scripture, an image, music or a theme. Contemplative prayer: Develop the ability to remain prayerfully still and attentive to God's presence. Prayer through music and song: Select and use appropriate hymns, chants and music to enhance prayer and liturgy; understand that music can express different forms of prayer. The Rosary and Marian prayer: Pray the Rosary with increasing familiarity and understand that it is a way of reflecting on the life of Jesus with Mary. Thanksgiving: Recognise thanksgiving as an important dimension of Catholic prayer and lead prayers of thanksgiving. Intercession: Compose and lead intercessions for people and situations in the local and wider community. Petition: Formulate appropriate prayers of petition for themselves and others. Sorrow/repentance: Explore the relationship between sin, forgiveness, reconciliation and prayer.	and invite them to share one thing they appreciated or learned from the prayer time. This fosters a sense of community and allows children to hear different perspectives from their peers.	5. Holy Spirit: God's power that helps us 6. Trinity: Father, Son, and Holy Spirit - one God 7. Intercession: Praying for others 8. Thanksgiving: Giving thanks to God for his blessings 9. Praise: Expressing our love and admiration for God 10. Reverence: Showing respect for God and holy things Year 4 1. Penance: Another name for Reconciliation 2. Advent: Preparing for Christmas 3. Lent: Preparing for Easter 4. Easter: Celebrating Jesus' resurrection 5. Pentecost: When the Holy Spirit	allow sufficient time for reflection and evaluation , ensuring that collective worship is a meaningful experience for all.
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			Angelus: Pray the Angelus confidently and understand its place within Catholic tradition. Prayer with Saints: Use the lives and words of saints as inspiration for prayer and discipleship. Prayer with liturgical seasons: Explain how different forms of prayer are appropriate to different liturgical seasons and celebrations. Prayer before/after Eucharist: Understand that the Eucharist is central to Catholic worship and develop appropriate prayerful responses.		came to the disciples 6. Salvation: God's plan to save us 7. Kingdom of God: The world as God wants it to be 8. Disciple: A follower of Jesus 9. Mission: Sharing God's love with others 10. Faith: Believing in God and trusting in him	
Upper Phase (Y5&6)	- Children to use Extra-Ordo-Nary Liturgical Calendar to support planning of class liturgies. Children to use Open Bible online resource to select a reading linked to the theme provided on liturgical calendar. Pupils to then find the passage in Bible to add to their prayer focus. - Children to generate their own gather, response, word and mission according to the theme. They may use songs, actions, prayers, classroom resources within the liturgy.	Open Bible link on home screen Every child has a Good News KS2 Bible Liturgy box Extra-Ordo-Nary Liturgical Calendar Prayer area resources Access to YouTube/music NDCYS planning document School Evaluation document	Vocal prayer: Confidently select and lead appropriate traditional prayers; understand that vocal prayer can express praise, thanksgiving, sorrow, petition and intercession. Spontaneous prayer: Develop confidence in spontaneous prayer; recognise and respond to the needs of others and the wider world through prayer. Scriptural prayer: Independently select Scripture for prayer and reflect on how God's Word speaks to their lives and calls them to action. Lectio Divina: Lead Lectio Divina for others; move beyond identifying a significant phrase towards prayerful reflection on what God may be saying and an appropriate personal response. Meditation:	Year 5 "Celebration & Growth": Ask children to write down two things they liked about the prayer time (celebration and one thing they would like to change or improve (one thing for next time). This provides positive feedback while also identifying areas for growth and improvement. Year 6 Reflective Journaling: Encourage children	Year 5 Paschal Mystery: Jesus' suffering, death, and resurrection Transfiguration: When Jesus' glory was revealed Ascension: When Jesus went up to heaven Beatitudes: Jesus' teachings on how to be happy Commandments: God's laws to help us live good lives	When planning and delivering collective worship, staff should work with their classes in a way that affirms their inherent worth and potential. They should also stretch and challenge children to go beyond their comfort zones, encouraging them to explore new ideas and perspectives. Staff should act as facilitators, guiding the process rather than dictating the outcome, and focusing on the process of discovery and learning. It's essential to encourage children to ask why, fostering a spirit of enquiry and critical thinking. Above all, the goal is to inspire children,

	We encourage active participants throughout. • This is overseen by an adult, and guided only when necessary. • Evaluation is recorded on School Evaluation Sheet following whole class discussion. Children are encouraged to give reasons for their responses and recommendations.		Independently use silence and meditation as a form of prayer; recognise the value of stillness and create an appropriate environment for others. Contemplative prayer: Appreciate contemplative prayer as being intentionally present to God; increasingly use silence without needing constant adult direction. Prayer through music and song: Make thoughtful choices about music for prayer and liturgy; lead singing or musical prayer and explain how music contributes to worship and reflection. The Rosary and Marian prayer: Confidently lead the Rosary and understand the mysteries as a means of contemplating key events in the life of Christ. Thanksgiving: Develop more reflective prayers of thanksgiving, including gratitude for creation, relationships, the Church and God's love. Intercession: Develop intercessions that demonstrate awareness of local, national and global needs; understand intercession as praying for others before God. Petition: Reflect on the nature of petition, recognising that prayer is not simply about asking God for things; develop mature prayers in response to difficulty, uncertainty and hope. Sorrow/repentance:	to keep a prayer journal where they can write down their thoughts and feelings about collective worship experiences. This promotes deeper reflection and helps them track their spiritual growth over time.	6. Covenant: God's special agreement with us 7. Incarnation: God becoming man in Jesus 8. Redemption: Jesus saving us from sin 9. Sanctuary: A holy place for worship 10. Vocation: God's calling for our lives Year 6 1. Eucharistic Prayer: The central prayer of the Mass 2. Consecration: When the bread and wine become Jesus' body and blood 3. Tabernacle: Where the Blessed Sacrament is kept 4. Liturgical year: The cycle of seasons in the Church 5. Ordinary Time: The season focusing on Jesus' teachings	creating an environment where they feel excited and engaged in collective worship. Finally, staff should always strive to find a way to say yes to new ideas and explorations, creating a space where creativity and curiosity are celebrated.
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		Understand prayer of repentance within the wider Catholic understanding of reconciliation and conversion; use prayer to reflect honestly on choices and relationships. Angelus: Lead the Angelus and explain its significance within the Church's devotional life and rhythm of prayer. Prayer with Saints: Explore the spiritual wisdom of saints and use their prayers, writings and examples to deepen personal prayer and discipleship. Prayer with liturgical seasons: Independently select appropriate forms of prayer, Scripture, symbols and music according to the liturgical season and occasion. Prayer before/after Eucharist: Demonstrate mature reverence and understanding of prayer surrounding the Eucharist, including thanksgiving and reflection.		6. Doxology: A prayer of praise to the Trinity 7. Chalice: The cup used for the wine at Mass 8. Paten: The plate used for the bread at Mass 9. Corporal: The cloth on which the Eucharist is placed 10. Acolyte: A person who helps the priest at Mass	
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