



A Guide to Progression in Collective Worship

This document is intended as a guide for members of staff so that we can promote pupil leadership of collective worship, relative to children's age and stage of development. How independently should children be leading collective worship by the end of each phase? What prayers and resources might you expect them to use? How much involvement should staff have?

Class Collective Worship				
Year Group	Expectations for Young People	Resources	Staff How will we move from co-leading to facilitating?	Other forms of prayer to explore
Foundation stage	<p>Children to use Let Us Pray 2gether resources and simple planning proforma to plan and lead liturgies, facilitated and supported by an adult. All children to have opportunity to plan and lead a liturgical prayer during the Pentecost Term.</p> <p>Whole class to evaluate liturgical prayer, recorded on proforma after each Tuesday liturgical prayer.</p> <p>Teacher to explicitly model liturgical prayer to children a least once a term.</p> <p>Advent/Lent Term – whole class planning Pentecost Term – group planning</p>	<p>Let us Pray 2gether cards and liturgy box</p> <p>Classroom resources Lion's Bible</p>	<p>Staff will still lead the majority of liturgical prayer and help to underpin and connect various liturgical elements. They will help the children take responsibility for small sections or part of the liturgical prayer independently or with less support, depending on need.</p>	<p>1 minute meditation or silence facilitated by adult</p> <p>Encourage opportunities for spontaneous prayer e.g. linked to lunch time prayer – something to be thankful/asking/sorry/</p> <p>Traditional prayer – Begin to learn the Our Father, Hail Mary and Glory be</p>
Year	Expectations for Young People	Resources	Staff	Other Forms of Prayer to

Group				explore
Early Phase (KS1)	<p>Children to use Let Us Pray 2gether resources and liturgy planning proforma to plan and lead liturgical prayer, facilitated by adult. Children to plan and prepare focal point for worship according to liturgical season/Come and See topic.</p> <p>Beginning of Y1 onwards, all children to plan liturgical prayer in groups, facilitated by an adult. Y1 to begin to generate their own ideas for gathering from the Lent term onwards.</p> <p>Y2 – as above, plus in the Lent term, they are to generate their own Mission linked to the theme.</p> <p>Whole class to evaluate liturgy, recorded on proforma.</p>	<p>Let us Pray 2gether cards and liturgy box</p> <p>Classroom resources</p> <p>KS1 Bible</p> <p>Blank cards</p> <p>Access to music and familiar hymns</p>	<p>Staff will lead a lot of collective worship and model good practice. Where ability allows, staff will start to encourage independence and make focused interventions to build skill in different liturgical areas. Staff will expose young people to a wide variety of liturgical elements and help them to embed their understanding of basic principles such as see, hear, think, do and liturgical structure.</p>	<p>2 minutes meditation facilitated by adult</p> <p>Lectio Divina introduced from Year 2, (sitting quietly listening to the scripture sourced by adult, linked to liturgical year or Come and See topic, discussion after facilitated by adult)</p> <p>Encourage opportunities for spontaneous prayer before lunch.</p> <p>Traditional prayer to be consolidated so that children can pray these prayers independently – Begin to learn the Our Father, Hail Mary and Glory be</p>
Middle Phase (Y3&4)	<p>Children to use Let Us Pray 2gether resources and liturgy planning proforma to plan and lead liturgical prayer.</p> <p>Y3 to increase their variety of ways of gathering to begin the liturgical prayer and increase the variety of mission ideas with a strong link to the theme. Whole class to evaluate liturgy, recorded on electronic proforma.</p> <p>Y4 (as above) but also to generate their own ideas for 'response to the word' that is linked to the theme.</p> <p>Children to use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning of class liturgies from Pentecost Term (if suitable). In the Pentecost term, children move away from whole class evaluation to small group evaluation, recorded on electronic proforma.</p>	<p>Let us Pray 2gether cards and liturgy box (Allow children to create own cards to add)</p> <p>Classroom resources</p> <p>KS2 Bible</p> <p>Access to music and familiar hymns</p> <p>Extra-Ordo-Nary Liturgical Calendar (Y4)</p> <p>Open Bible access (Y4)</p>	<p>Staff will start to allow young people more freedom and encourage young people to begin to link and connect liturgical elements - using scripture as a foundation. Staff will still need to scaffold delivery of liturgy until young people are comfortable but should be aiming to increase independence and a deeper understanding of the liturgical process.</p>	<p>3 minutes meditation or silence</p> <p>Y3 - Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated by adult. Listening to the scripture, meditate on it, adult facilitated discussion)</p> <p>Y4 – Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated by adult. Listening to the scripture, meditate on it, paired talk leading to whole class discussion)</p> <p>Encourage opportunities for spontaneous prayer before lunch.</p>

				Continue to pray the Our Father, Hail Mary and Glory be. Introduce 'The Angelus' to be said for the lunchtime prayer on a Wednesday. During the months of October and May, the children are to pray a decade of the rosary on a daily basis. Children to make their own decades of the rosary.
Upper Phase (Y5&6)	<p>Children to use Extra-Ordo-Nary Liturgical Calendar to support planning of class liturgical prayer. Children to use Open Bible or a Bible 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.</p> <p>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. We encourage active participants throughout. This is overseen by an adult, and guided only when necessary.</p> <p>Evaluation is recorded on NDCYS proforma following whole class discussion. Children are encouraged to give reasons for their responses and recommendations.</p>	<p>Open Bible link on home screen</p> <p>KS2 Bible Liturgy box</p> <p>Extra-Ordo-Nary Liturgical Calendar</p> <p>Prayer area resources</p> <p>Access to YouTube/music folder of familiar hymns</p> <p>NDCYS planning document</p> <p>NDCYS evaluation document</p>	<p>Staff should be facilitating high levels of independence with young people by supporting themes through the creative process and allowing young people to take the lead and to take risks. Staff should focus on enabling young people to own the liturgy and to drive the content themselves. The ultimate goal is fully independent leadership and delivery.</p>	<p>4-5 minutes meditation led by anyone in class (children may begin writing their own meditations)</p> <p>Lectio Divina scripture sourced by pupils based the scripture already selected (by pupils) from Tuesday's liturgical prayer. This is linked to liturgical year or Come and See topic.</p> <p>Listening to the scripture, meditate on it, paired talk leading to whole class discussion). Y5 Y6 – Child led the stages of Lectio Divina</p> <p>Encourage opportunities for spontaneous prayer</p> <p>Continue to pray the Our Father, Hail Mary and Glory be. Introduce 'The Angelus' to be said for the lunchtime prayer on a Wednesday. 'Hail Holy Queen' to be learned and to</p>

				be said at the end of the Rosary during the months of October and May. (This will need to be learned therefore in September and April in preparation. Children to be presented with their own rosary beads.
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Lectio Divina to take place on the first Wednesday of each month – not until the 2022/2023. This will be pre-recorded by RSP/JLo