

Collective worship – Skill Strategy

Phase	Context & Outcomes for young people What will our young people encounter and what do we expect our young people to be able to do?	Resources / Scripture What specific resources will we use and how we will present and explore scripture?	Staff role and responsibilities How will we move from co-leading to facilitating? What role will staff play?	Other forms of prayer. What elements will we encounter?	How will we evaluate? What techniques will we use?	Key Vocabulary What terms and phrases will we use?
EYFS / Reception Encounter and Exposure	In Early Years Foundation Stage (EYFS), collective worship aims to foster an understanding that prayer and liturgy is different and special . Children will be introduced to the concept of rituals and symbols , exploring why certain objects or actions hold significance. They will become familiar with the structure of worship , developing a sense of routine and predictability. In the nursery setting, this will involve creating awareness of designated prayer tables or spaces . Additionally, young people will become familiar with liturgical colours and these will be used to enhance the sensory experience and create a rich and stimulating environment for the young people.	A designated prayer table: This should be set up in a quiet area of the classroom and include a few carefully chosen sacred objects, such as a cross, a candle, and a statue of Mary. Objects should be introduced slowly, to avoid overwhelming the children. The Rosary: This can be used to help children learn about Mary and to pray for others. Liturgical cloths: These can be used to decorate the prayer table and to create a sense of reverence. Celebration of the Word books: These books can help to demonstrate the connections between prayer and liturgy and the children's everyday lives. Adaptive planning sheet: To ensure that activities are tailored to the children's individual needs and developmental stages. Scripture: Should be single lines taken from a full translation then underpinned and developed using age appropriate texts	When planning and delivering collective worship, staff should foster an environment of affirmation where students 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 students 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 students understand its relevance. Utilising open-ended questioning techniques stimulates thoughtful reflection and discussion, fostering a deeper connection to the worship experience.	Meditation	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 we are with God Blessing: God's special gift to us



Year 1 & 2 Making Decisions	In Year 1/2, collective worship will provide a variety of inclusive and engaging experiences for all students, enriching their spiritual and moral development. Activities will be seasonally relevant and will focus on one key aspect at a time, differentiating them from regular classroom instruction and ensuring a distinct and meaningful experience for all. Students will experience diverse styles and approaches, such as storytelling, music, art, and reflection, In year 1/2 students will be able to secure key skills and principles from EYFS and begin to take more ownership of individual elements.	Word of the Week: Select a key word or phrase from the Gospel reading and explore its meaning through discussions, artwork, and writing activities. Creative objects: Use objects like stones, shells, and fabric to stimulate prayer and reflection. Seasonal music: Incorporate hymns and songs relevant to the liturgical season to enhance prayer experiences. Adaptive planning sheet: Differentiate activities to cater to the diverse learning needs and styles of the children. "Let us pray" box and cards: Encourage children to suggest prayer intentions by providing a dedicated box and cards. This promotes active participation and a sense of ownership in their prayer life. Scripture: Should be one or two lines taken from a full translation underpinned and developed using age appropriate texts where necessary.	Staff should create a positive and supportive environment for their classes when planning and delivering collective worship. They should use affirmation to build students' confidence and encourage participation. Scaffolding should be utilized to provide support and guidance, allowing students to focus on their growth and development. Pre-planning is crucial, and staff should offer suggestions and options to empower students 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 students.	The Rosary	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 God?" This helps them reflect on their experience and articulate their thoughts in a basic way. Year 2 The 'Thumbsometer': After a time of prayer, Use a simple scale or indicator (such as thumbs up thumbs down) to target specific sections of the Celebration, such as the things you '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.	Year 1 Worship: Showing our love for God Hallelujah: Praise the Lord Gospel: The Good News about Jesus 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 Baptism: Welcoming us into God's family Eucharist: The bread and wine that become Jesus' body and blood Peace: The gift Jesus gives us Reconciliation: Saying sorry to God and being forgiven
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Year 3 & 4 Making Links	In year 3/4 we look to develop the language of the senses and we explore the importance of the see, hear think and do elements of our collective worship. Young people will start to need less support and begin showing more independence in both planning and leading. Young people will begin to work in partnership with the adult to plan and lead others. Young people should move towards taking ownership of scripture choices and start to link them clearly to the different elements of prayer and liturgy. Young people's work will begin to clearly show evidence of the evaluation process and creativity, variety	Full translation/reading on display: Display the full text of the Gospel reading, using a clear and accessible translation. This helps children follow along and engage more deeply with the text. Key words and themes: Identify and highlight key words and themes from the Gospel reading. Explore these through discussions, creative activities, and written reflections. More scripture-based prayers: Introduce children to more structured forms of prayer, such as traditional prayers from different Christian denominations. Encourage them to learn and recite these prayers, while	Staff should create a positive and supportive environment where students 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 students understand the themes and messages. Staff will begin to work in partnership with students, fostering independence while modelling respectful and thoughtful engagement. Staff will allow sufficient time for reflection and evaluation, ensuring that collective worship is a meaningful experience for all.	Lectio Divina	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 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	Year 3 Celebration: A special time to worship God Scripture: The Bible readings we hear at Mass Symbol: Something that represents something else Bread and Wine: Become the body and blood of Christ Holy Spirit: God's power that helps us Trinity: Father, Son, and Holy Spirit - one God Intercession: Praying for others Thanksgiving: Giving thanks to God for his blessings



	and confidence will continue to grow.	also providing opportunities for spontaneous prayer. Meaningful objects linked to Scripture: Use objects with strong connections to the Gospel reading to stimulate reflection and deeper understanding. For example, use bread and grapes when exploring the Last Supper. PowerPoint structure demonstrations: Use PowerPoint presentations to visually present the structure of different liturgical celebrations, such as Mass or a prayer service. This helps children understand the flow and meaning of these celebrations. Scripture: Should be full passages taken from a full translation informed by the liturgical season.			different perspectives from their peers.	Praise: Expressing our love and admiration for God Reverence: Showing respect for God and holy things Year 4 Penance: Another name for Reconciliation Advent: Preparing for Christmas Lent: Preparing for Easter Easter: Celebrating Jesus' resurrection Pentecost: When the Holy Spirit came to the disciples Salvation: God's plan to save us Kingdom of God: The world as God wants it to be Disciple: A follower of Jesus Mission: Sharing God's love with others Faith: Believing in God and trusting in him
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Year 5 & 6 Building Agency	In year 5/ 6 we want to create a real sense of ownership and an understanding for the young people of why they do what they do. There will be strong links to scripture throughout all aspects of liturgical practice and the scripture chosen will be informed by the liturgical season We want to build confidence in leadership and create a tangible connection with heart through real and meaningful experiences which are inclusive of all. Want to foster an environment of creativity and we want our young people be brave, to take risks, and to learn from their evaluation.	Ordo: Familiarize children with the Ordo to help them understand the liturgical year and its seasons. Traditional prayers and practices: Explore a wide range of prayers from various Christian traditions, including petition, intercession, thanksgiving, and praise. Technology: Integrate technology to enhance prayer experiences, utilizing online resources, interactive simulations, and multimedia presentations. Curriculum links: Connect prayer and liturgy to RE and other subjects, exploring how Gospel themes relate to topics in history, geography, or literature. . Meaningful symbols and rituals: Deepen understanding of the symbolism and rituals in liturgical celebrations, encouraging reflection on their meaning. Scripture: Should be full passages, used in context taken from a full translation informed by the liturgical season. Use the ESV Translation along side the GNT to help young people develop and deepen their understanding of the scriptures.	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 students 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 students to ask why, fostering a spirit of inquiry and critical thinking. Above all, the goal is to inspire students, 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.	Visio Divina	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 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.	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 Covenant: God's special agreement with us Incarnation: God becoming man in Jesus Redemption: Jesus saving us from sin Sanctuary: A holy place for worship Vocation: God's calling for our lives Year 6 Eucharistic Prayer: The central prayer of the Mass Consecration: When the bread and wine become Jesus' body and blood Tabernacle: Where the Blessed Sacrament is kept Liturgical year: The cycle of seasons in the Church Ordinary Time: The season focusing on Jesus' teachings Doxology: A prayer of praise to the Trinity
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