

St Wilfrid's RC Primary, Hulme



Gemma Hickey

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Hulme, Manchester



Inner-city Manchester

High deprivation

Top 1% of most deprived
postcodes





High crime

Gang, drug and knife
culture

County lines

Single parent families

Fragmented homes

Benefits

High unemployment





Culturally diverse

42% Catholic

5 other faiths

32 different first languages



16% SEND

Educational Health Care Plans

Summary of key findings

What the school does well

- Catholic leadership across the school is outstanding. Under the inspirational leadership of the head teacher an ambition to achieve one's full potential permeates every aspect of school life. This leads to the children seizing every opportunity to excel with confidence and achieve high standards.
- This Catholic school thrives as a result of the strength and cohesiveness of the staff team who are willing to work so hard for the children. They teach from the heart. They create a culture in which pupils flourish and are happy. They support each other collectively in their ministry, making a huge difference to the lives of the pupils they care for.
- The school's mission statement, recently reviewed, is alive in the school. Not only do the children know it, they live by it. Their sense of social justice is exemplary and they know that they have the power to make the world a better place to be. Relationships are exceptionally strong. The children are eloquent, assertive, beautifully behaved and fully deserve to be proud of their achievements.
- Religious education is outstanding and fully reflects the high standards elsewhere in the school. Pupils achieve extremely well across the board. Their knowledge of sacred scripture is impressive – and how this relates to their own lives. They develop a competent use of religious language and take great pride in their work.
- High quality and varied opportunities for prayer and liturgy are well embedded in the school. Pupils engage in these enthusiastically and they are able to express with confidence how both personal and collective prayer is so important to them. Using links with sacred scripture is a key strength, reinforcing the children's knowledge of the Bible and the meaning of Gospel Values in their lives.

Catholic Life and Mission

The header consists of a solid blue rectangular area at the top. Below this rectangle, there are several overlapping, wavy, light blue shapes that create a sense of movement and depth, extending across the width of the slide.

Catholic Life and Mission

* Mission Statement

“At the heart of this outstanding school is the recently reviewed mission statement. Pupils, staff and the wider community were involved in this evaluation. It promotes and reflects what happens at St. Wilfrid’s.”

Catholic Life and Mission



Our Mission

Our school is a Catholic Christian environment inspired by, and rooted in, the values of the Gospel, where everyone is encouraged to grow in faith and moral responsibility. Our school strives to be a place where everyone, through hard work and service to others, can reach their full potential and be formed for their eternal destiny.

Our Ethos

- As a Catholic school we aim to develop the full potential of each unique individual in the light of the teaching of Christ and the Gospels.
- To provide effective, professional teaching within a loving Catholic Christian environment; and to use praise, encouragement and forgiveness as motivating factors in our school life.
- To provide a safe and healthy environment for children and adults.

Teaching and Learning

- We aim to develop a range of skills, concepts and attitudes relevant to children now and in the future; and to enable children to communicate well in spoken and written means in a digital age.
- To provide a creative broad curriculum and to deliver the aims of the Every Child Matters principles: to be healthy; to stay safe; to enjoy and achieve; to make a positive contribution; and achieve economic well-being.
- To address and develop children's individual needs, abilities and aptitudes.
- For children to collaborate well with others, and be able to develop good teamwork and people-skills.

Our Pupils

- We aim for our pupils to develop enquiring minds, become inventive thinkers and to be able to express a love of the creative arts.
- To provide opportunities for personal success and to give equal opportunities for it.
- To develop self-discipline, self-respect and respect for others; and to foster an atmosphere of co-operation, concern and tolerance throughout the school.
- To prepare each child for later education and for adult life.

Our Community

- We aim for the school to work in partnership with children's families, our parish and our local communities.
- To ensure that the school complies with all statutory requirements.



Our Mission

Our school is a Catholic Christian environment inspired by, and rooted in, the values of the Gospel, where everyone is encouraged to grow in faith and moral responsibility. Our school strives to be a place where everyone, through hard work and service to others, can reach their full potential and be formed for their eternal destiny.

Catholic Life and Mission



At St Wilfrid's...

We know that Jesus is always with us.

We are called to do God's work.

We are a family that celebrates the uniqueness of everyone.

We work hard to develop our gifts so we can use them to show love for one another and to care for our common home.



LIVING OUR MISSION



At St Wilfrid's...

We know that Jesus is always with us.

We are called to do God's work.

We are a family that celebrates the uniqueness of everyone.

We work hard to develop our gifts so we can use them to show love for one another and to care for our common home.



**"Where two or three gather in my name,
I am there among them"**

Matthew 18:20

— At St Wilfrid's we strive to live our mission —

We work hard to develop our gifts so we can use them to show love for one another and to care for our common home



Catholic Life and Mission

- * Pupil leadership

Eco-warriors team

Chaplaincy team

School council

‘Amigos’

Playground leaders

Junior PCSOs

Debate team





Catholic Life and Mission

* Charity

St Vincent de Paul

Macmillan

St. Joseph's Penny

Cornerstone

Recycling initiatives

Cafod

Action Aid

Sponsored events for charity







Litter picking

COP27





Meeting local councillors

Raising awareness of Biodiversity



St Wilfrid's RC Primary School 227 Trees Planted for Biodiversity

THIS CERTIFICATE IS AWARDED TO PRIVILEGED AND DISTINGUISHED PARTNERS
OF ONE TREE PLANTED WHOSE CONTRIBUTIONS HAVE BEEN AND CONTINUE TO
BE ESSENTIAL TO THE REFORESTATION, CONSERVATION, AND PROTECTION OF
ENDANGERED FORESTS AROUND THE WORLD.

Matt Hill

MATT HILL

CHIEF ENVIRONMENTAL EVANGELIST



July 18, 2022

DATE

YOU CHANGED THE WORLD

Macmillan Coffee morning

THANK YOU

St. Wilfrids RC Primary School

Thank you all so much for your kind donation of £407.05 to Macmillan in 2022. We really appreciate your support. It means we can do more to help people with cancer live life as fully as they can.

With best compliments from your Macmillan team





Food donations

Eco team





Prayers for
Ukraine



Toast sales for Salima

Catholic Life and Mission

* Leading Parent Partnership Award

Families in crisis

Housing support

Free uniform/Pre-loved uniform sales

Financial assistance

Food parcels



Religious Education

The header features a solid blue background with the title 'Religious Education' in white. Below the blue area, there are several overlapping, wavy, light blue shapes that create a sense of movement and depth, transitioning into the white background of the main content area.

Religious Education

“The curriculum is well-designed, appropriately resourced and allows for the staff to be inventive and industrious. It is planned in line with the Religious Education Directory – religious education is clearly a priority at the school. It takes its place at the centre of all that happens.”

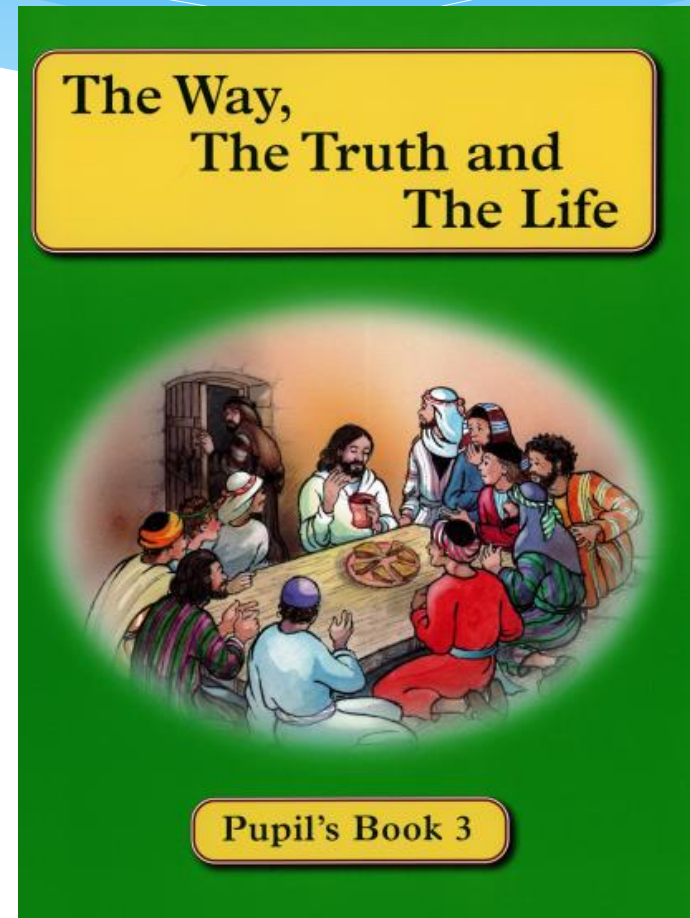
Religious Education

- * Curriculum

The Way, The Truth, The Life

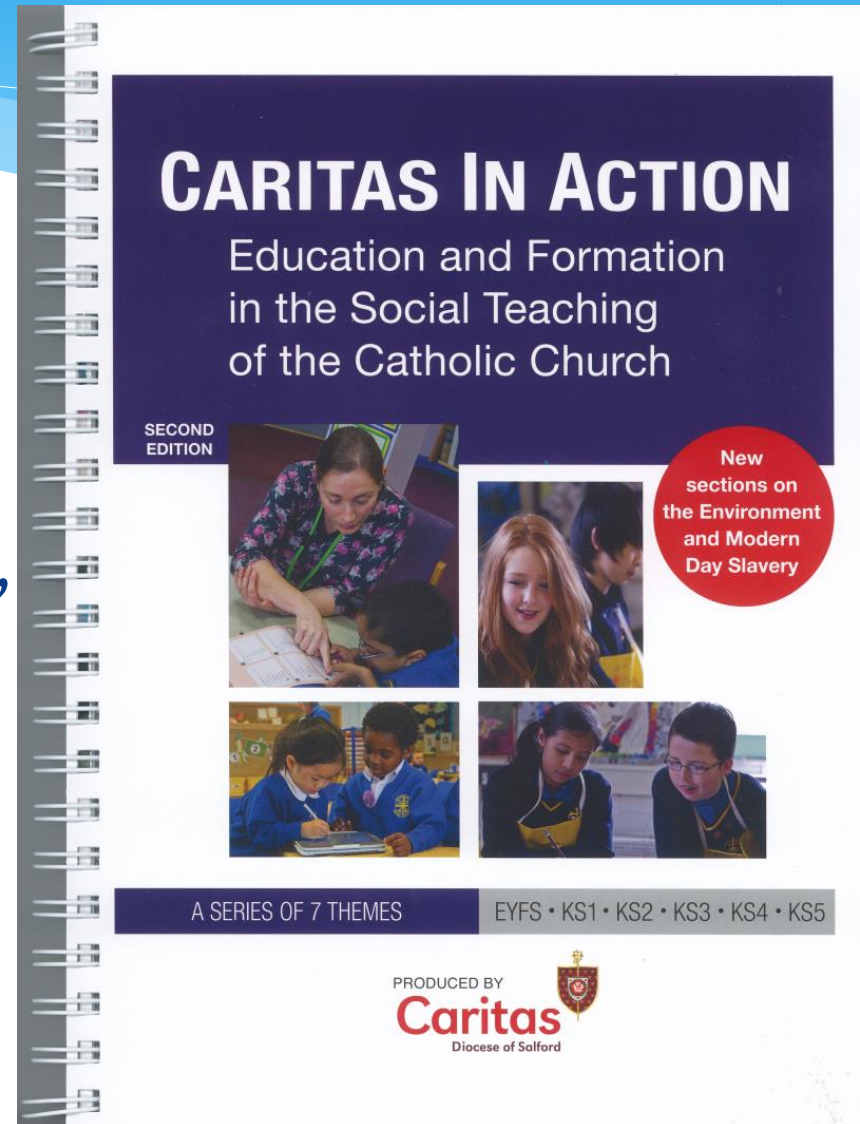
Salford Diocese training-
Lat Blaylock and Adam Robertson

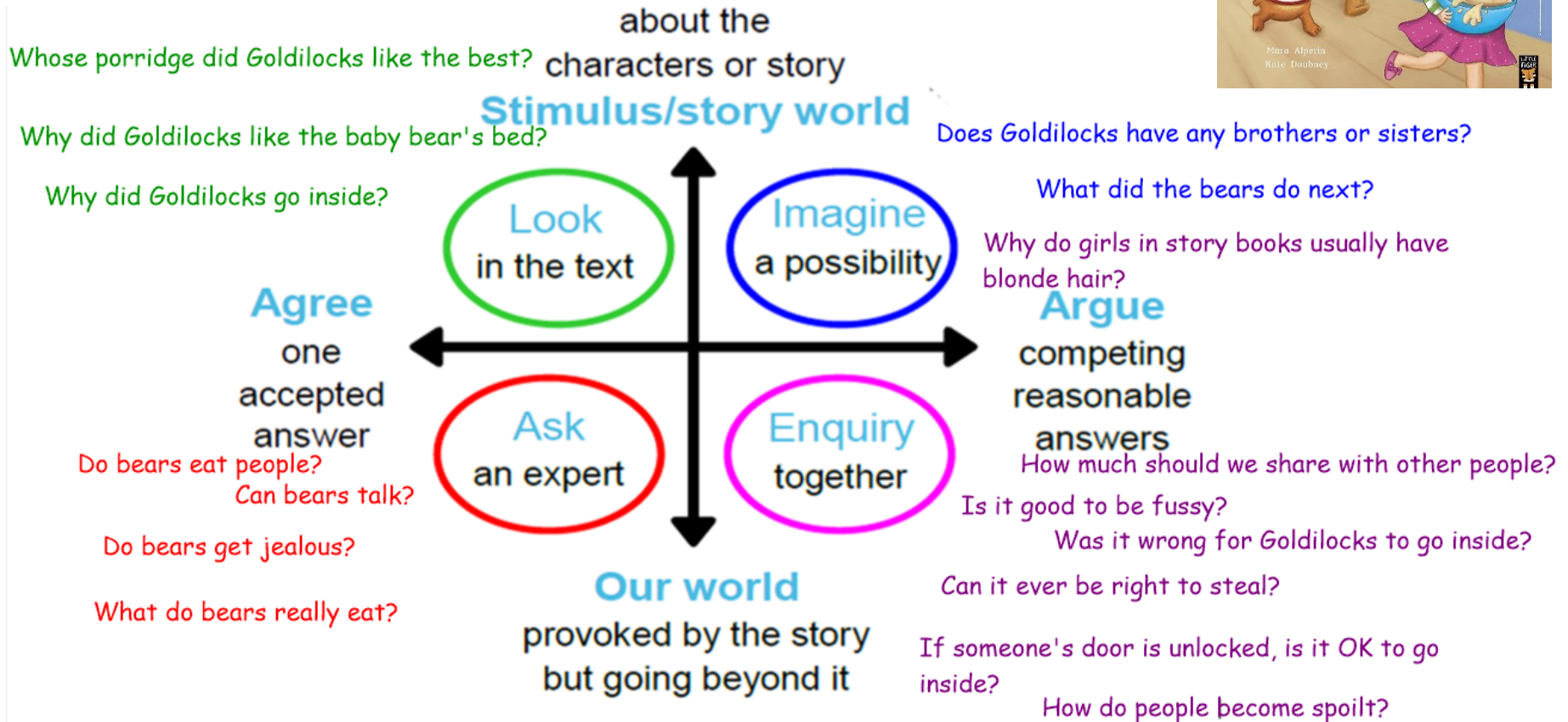
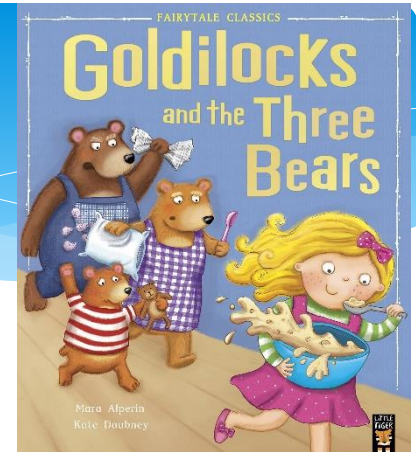
Caritas in Action to teach SMSC/P4C



Religious Education

“Through activities such as Philosophy for Children (P4C) and exploring the ‘big questions’ the pupils become articulate deep thinkers.”







How much should we share with other people?

Was it wrong for Goldilocks to go inside?

Can it ever be right to steal?

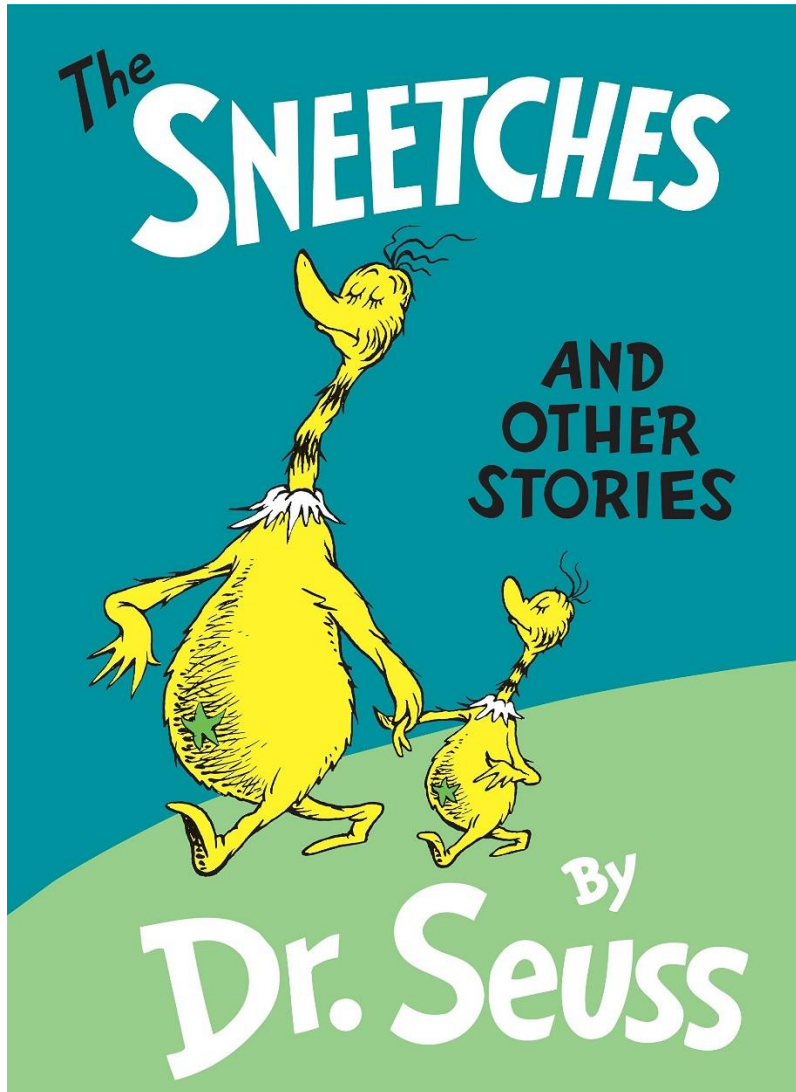
If someone's door is unlocked, is it OK to go inside?

How do people become spoilt?

Is it good to be fussy?

Option for the Poor and Vulnerable

EYFS	KS1	KS2
God's gifts are for everyone (food, clothing, education, medical, etc.)	Some of God's family have plenty of food, toys and clothes. Some don't.	Why are some parts of our area richer or poorer than others?
Learning to share our toys and food with our friends so that everybody has enough	Exploring the feelings of those who have plenty and those who have little.	What are the needs of those in a poor area compared with those in a rich area?
Helping everybody to be happy by playing, sharing and learning together	Working together to make our family happy. Exploring fairness and justice.	Helping each other to see brothers and sisters, not strangers, in need. Raising awareness locally and nationally.
Using our gifts to help others	Who needs our help? How can we help?	Being Christ's voice in our area for those who need us the most



Why do some people always want to be better than others?

Is it OK to treat people differently?

Should you change the way you look because of others' opinions?

Is it OK to make money off people who are looking for help?

The dignity of the human person

EYFS	KS1	KS2
God made me and loves me very much	God loves us equally as His children	We are all equal in God's eyes and loved
God made me and all my friends very beautiful	We are all different and amazing	I have been given a special gift for the world
We show our love for each other	We love and look after each other because we are brothers and sisters	Each person is unique and irreplaceable- everyone matters
We thank God for loving	Loving each other makes us strong	People matter more than possessions



Unless someone like you
cares a whole awful lot,
Nothing is going to get better.
It's not.

-Dr. Scott, The Love

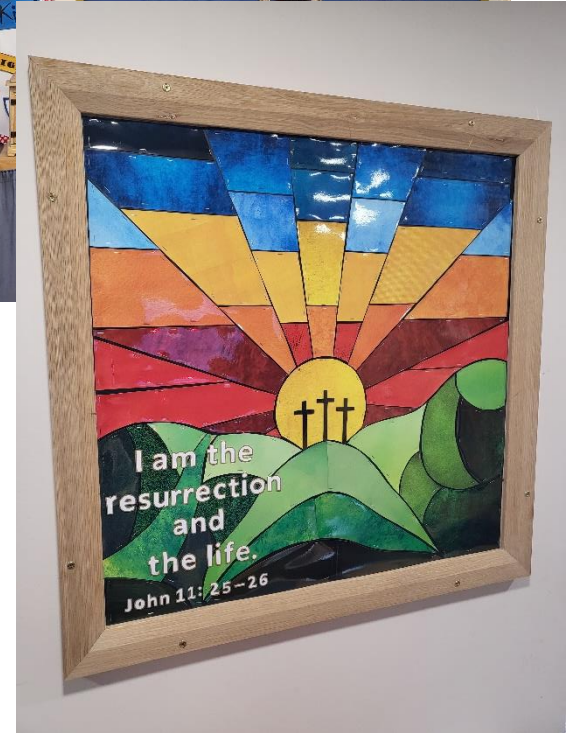
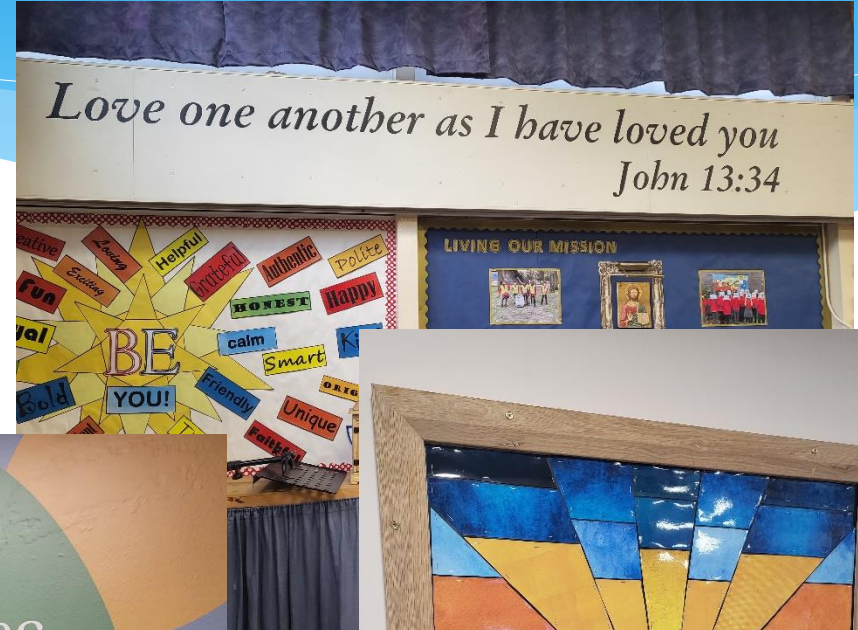


Religious Education

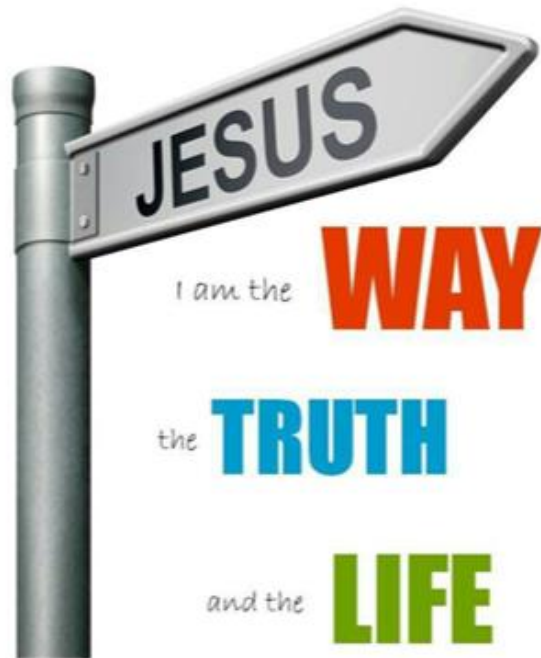
- * Scripture

“They have a well- developed knowledge of sacred scripture and apply this readily with meaning to their own lives.”

Religious Education



Religious Education



Jesus said to him, "I am the way, and the truth, and the life. No one comes to the Father except through me."

John 14:6

Religious Education

- * Planning and assessment

“Teachers have high expectations of themselves as a collective group and also of the children.”

“Teachers are ambitious for the children and plan very effectively to ensure that they grow and thrive.”

Religious Education

3.1 THE CHRISTIAN FAMILY

CONCEPTS: Church, Sacrament

About this unit

This unit is designed to develop the children's knowledge and understanding of the Sacrament of Baptism. Through the unit children explore what it means to belong to a family and the Christian family.

Where this unit fits in

This unit builds on previous learning in Year One during the unit 1.3 'Families & Celebrations' which helped the children reflect on what it means to belong to a family. It builds on the importance of the Holy Spirit in the Year Two units 2.2 'Mysteries' and 2.6 'The Church is Born'.

Prior learning

Children will know about special celebrations in the family and in Church.

Key Words

Belong, Christian, Family, Church, Parish, Priest, celebrate, Baptised, Christian name, sign of the cross, baptismal font, anointed, godparents, baptismal promises, child of God, water, white garment, baptismal candle, Paschal Candle, oil, Our Father, Holy Spirit, Sacrament

Links to 'God's Story' and 'Church's Story'

God's Story 2, pp. 72-73

Church's Story 2, pp. 5-37

Church's Story 3, pp. 12-15; 24-25; 36-43

KEY SCRIPTURE

Isaiah 49: 16 'I have written your name on the palms of my hands.'

Mark 2: 1-12 (Jesus heals the paralysed man)

See the Scripture referred to in the Teacher Book pp. 10-15

KNOWLEDGE SEQUENCE

- Belonging to a family is important because a family provides love, care and helps give a sense of who you are (identity)
- The Church is a family of people called Christians who love God by following Jesus
- A Sacrament is a very important gift from Jesus when we receive special help from the Holy Spirit.
- The Sacrament of Baptism makes someone a member of the Church
- In Baptism, signs are used to show what Christians believe
- Promises made in Baptism are important to keep

WTL LEARNING OBJECTIVES

- Know that we all belong to a family
- Think about how we can help our family

- Reflect on what it means to be a part of a family
- Understand that the Church is the family of God
- Reflect on what it means to be part of the Christian family
- Reflect on how the family of the Church helps us
- Know that we join this family when we receive the Sacrament of Baptism
- Know what happens at a Baptism
- Know the signs used in Baptism and why they are used
- Know the promises made by parents and godparents at Baptism
- Know that Baptism is a sacrament
- Think about the importance of keeping promises
- Experience a liturgical celebration

BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:

Ask and respond to questions about their own and others' experience of family life	Describe different forms of family, community and the community of the local Church (diocese and parish)	Give examples of how you live as a member of your family and other communities you belong to	Listen to another's view of family life and give their own view
Know what a sacrament is and that Baptism is a sacrament. Describe how each sign is used in Baptism, (water, chrism oil, candle, white garment)	Give a reason why, at least, three signs are used in Baptism	Make a link in their work between Baptism and what it tells Christians about living a Christian life (welcoming others, being a 'light' to others, making promises)	Ask and respond to questions about whether baptism has anything to say to them about belonging, promises and commitment by answering questions like, 'What shows that you belong to your family?' 'Why is it a good idea to make a promise when you have a baby?' 'What do you think it means to belong to God?' 'What do people who belong to God do?' 'Why do Catholics baptise their babies and not wait until they are older?'
Use religious words like, Church, Christian, Baptism, Sacrament, God parent, Promise, Font, water, oil, anointed, white			

Religious Education



Year 3

3.1 The Christian Family



	Achieved?
Age related expectations:	
Ask and respond to questions about their own and others' experience of family life	
Know what a sacrament is and that Baptism is a sacrament. Describe how each sign is used in Baptism, (water, chrism oil, candle, white garment)	
Describe different forms of family, community and the community of the local Church (diocese and parish)	
Give a reason why, at least, three signs are used in Baptism	
Give examples of how you live as a member of your family and other communities you belong to	
Listen to another's view of family life and give their own view	
Ask and respond to questions about whether baptism has anything to say to them about belonging, promises and commitment by answering questions like, 'What shows that you belong to your family?' 'Why is it a good idea to make a promise when you have a baby?' 'What do you think it means to belong to God?' 'What do people who belong to God do?' 'Why do Catholics baptise their babies and not wait until they are older?' *	
Use religious words like, Church, Christian, Baptism, Sacrament, God parent, Promise, Font, water, oil, anointed, white garment, Paschal candle, priest	
Greater depth:	
Make a link in their work between Baptism and what it tells Christians about living a Christian life	

* bold indicates GD

Religious Education

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Bible	Trust in God	Jesus, the Teacher	Jesus, the Saviour	The Early Christians	The Church
Key Learning Outcomes	<ul style="list-style-type: none"> • know that the Bible is one story told through many different books • <i>Know that the Bible is an account of God's relationship with His people</i> • Know that the Bible is a living book through which God speaks to us and explore how the Bible helps us • Know how to find a Bible reference • Know the stories of the Bible, including Abraham, Moses, David, Joseph and Jonah • <i>Think about the challenges and blessings Abraham experienced</i> • <i>Reflect on what we can learn from Moses' experience</i> • <i>Reflect on David's trust in God</i> • Know that the Bible is a story of God's love and concern for us • Know what God is telling us about himself in the Bible and reflect on some things God tells us 	<ul style="list-style-type: none"> • Understand the importance of trusting in God and Jesus' teaching on the importance of trusting him • Know that it is not always easy to trust in God • Reflect on times we have found it difficult to trust • Know the story of Zechariah • <i>Reflect on how Zechariah had to trust in God</i> • Know that Mary trusted in God and the promise God made to Mary at the Annunciation • Know how Joseph put his trust in God when the angel appeared to him • Reflect on how Mary and Joseph placed all their trust in God • Know that God fulfilled his promise to Mary when Jesus, the Son of God, was born; reflect on the importance of keeping promises • <i>Know why God sent Jesus to earth; reflect on who Jesus is for us</i> 	<ul style="list-style-type: none"> • know that Jesus was born a Jew • Know the story of the presentation of Jesus in the Temple • <i>Reflect on how Mary and Joseph found Jesus in the Temple</i> • <i>Know that Jesus attended synagogue as a child and as an adult and read the Torah</i> • Know the story of Jesus' Baptism and reflect on what this means for us • Know that Jesus called people to follow him • Know that Jesus travelled around teaching people about God and His kingdom • Understand why Jesus used parables to teach people • Know and understand some of the parables Jesus told • Appreciate the relevance of the parables for us today • <i>Know that Jesus came to show us the way to live. (The Beatitudes)</i> • <i>Think of ways in which we can be true followers of Jesus.</i> 	<ul style="list-style-type: none"> • know, and appreciate, that Jesus is truly God and, as man, truly human; we can share in His life. • know that Jesus came to show us the way to live • know that when Jesus died on the cross he took away our sins • know what happened in Holy Week • Palm Sunday – Jesus entering Jerusalem • Holy Thursday – The Last Supper, Garden of Gethsemane and Peter's Denial • Good Friday – The Crucifixion and suffering of Jesus Christ • Easter Sunday – The Resurrection of the Lord • <i>Think about the importance of Holy Week for us</i> • <i>Reflect on the suffering of Jesus.</i> • <i>Begin to understand why Jesus died on the Cross.</i> • <i>Think about what this means for us</i> • <i>Reflect on the importance for us of the resurrection of Jesus</i> 	<ul style="list-style-type: none"> • Know that Peter was chosen by Jesus to lead the disciples (become the Head of the Church) in the mission to spread the Good News • Know that the Church began at Pentecost when Jesus sent his Holy Spirit to help his disciples • Know how St Peter and St Stephen helped to spread the Good News by their lives and deaths • <i>Reflect on how God brings good out of evil</i> • Know how Saul became Paul and worked to spread the Good News • <i>Know about the challenges of being an apostle</i> • <i>Know about Paul's missionary journeys, including his faith and courage</i> • <i>Know some of the teachings of the apostle</i> • <i>Reflect on how this teaching helps us today</i> 	<ul style="list-style-type: none"> • Understand that the Church is a family and that we belong to the Church community • Know that there are different types of communities • Understand that the Church is 'good news' for people and be aware that this is good news for us • Know that we join the Church when we are baptised • Know about the different seasons/celebrations in the Church's year and know why these times are important for us • <i>Know about the Communion of Saints and the Holy Souls and how they can help us</i> • To know about God's call to individuals and to reflect on their responses. • <i>Deepen our understanding of Mary and how she helps us</i>
WT ARE						
GD						

Religious Education

Year 3

Year 2

		By the end of the year, children working at ARE should:
AT1	Developing Knowledge and Understanding	Recognise religious stories.
		Retell, in any form, a narrative that corresponds to the scripture source used.
		Recognise religious beliefs.
		Recognise that people act in a particular way because of their beliefs.
		Describe some of the actions and choices of believers that arise because of their belief.
		Recognise key figures in the history of the People of God.
		Describe the life and work of some key figures in the history of the People of God.
		Recognise key people in the local, national and universal Church.
		Describe different roles of some people in the local, national and universal Church.
		Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
AT2	Religious and Specialist Vocabulary	Use religious words and phrases.
		Meaning and Purpose
		Say what they wonder about.
		Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.
	Beliefs and Values	Talk about their own feelings, experiences and the things that matter to them.
		Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.

		By the end of the year, children working at ARE should:	Evidence	Achieved
AT1	Developing Knowledge and Understanding	Begin to retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.		
		Begin to describe, with increasing detail and accuracy a range of religious beliefs.		
		Begin to describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs.		
		Begin to describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God.		
		Begin to describe, with increasing detail and accuracy different roles of people in the local, national and universal Church.		
		Begin to describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.		
	Making Links and connections	Begin to make links between beliefs and sources, giving reasons for beliefs.		
		Begin to make links between beliefs and worship, giving reasons for actions and symbols.		
		Begin to make links between beliefs and life, giving reasons for actions and choices.		
	Religious and Specialist Vocabulary	Begin to use a range of religious vocabulary.		
AT2	Meaning and Purpose	Begin to ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.		
	Beliefs and Values	Begin to make links to show how feelings and beliefs affect their behaviour and that of others.		
AT3	Use of sources as Evidence.	Begin to use a given source to support a point of view.		
	Construct Arguments.	Begin to express a point of view.		
	Make Judgements	Begin to express a preference.		

Year 4

children working at	Evidence	Achieved
accurate in its sequence and details and that corresponds to the scripture source used.		
Begin to describe, with increasing detail and accuracy a range of religious beliefs.		
Begin to describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs.		
Begin to describe, with increasing detail and accuracy the life and work of key figures in the history of the People of God.		
Begin to describe, with increasing detail and accuracy different roles of people in the local, national and universal Church.		
Begin to describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.		
Begin to make links between beliefs and sources, giving reasons for beliefs.		
Begin to make links between beliefs and worship, giving reasons for actions and symbols.		
Begin to make links between beliefs and life, giving reasons for actions and choices.		
Begin to use a range of religious vocabulary.		
Begin to ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.		
Begin to make links to show how feelings and beliefs affect their behaviour and that of others.		
Begin to use a given source to support a point of view.		
Begin to express a point of view.		
Begin to express a preference.		

Religious Education

- * Moderation

“Standards attained are well above those expected for their age both in religious education and their English books.”

Prayer and Liturgy

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Prayer and Liturgy

- * Continue to develop pupil leadership in prayer and worship in order to embed the work of the recently established pupil chaplains to enrich the children's faith experience.

2015



Prayer and Liturgy

- * Flippin' Praise
- * Maria Hall training
- * Jack in the Box (EYFS)



Prayer and Liturgy

“There is a great variety of prayer experiences including silence, personal reflection and meditation, class assemblies, whole school liturgies and frequent times of prayer throughout the day.”

Prayer and Liturgy

- * Personal reflection and meditation

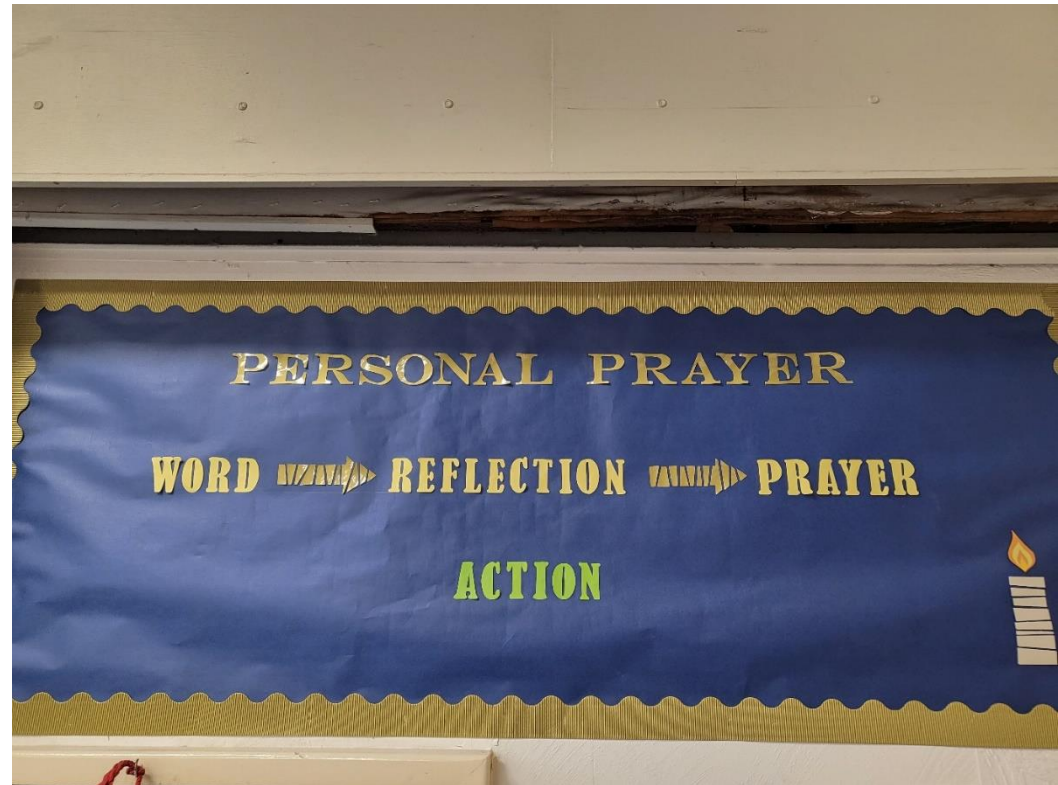
Gather

Word

Reflect

Prayer

Action



Prayer and Liturgy

* Class assemblies



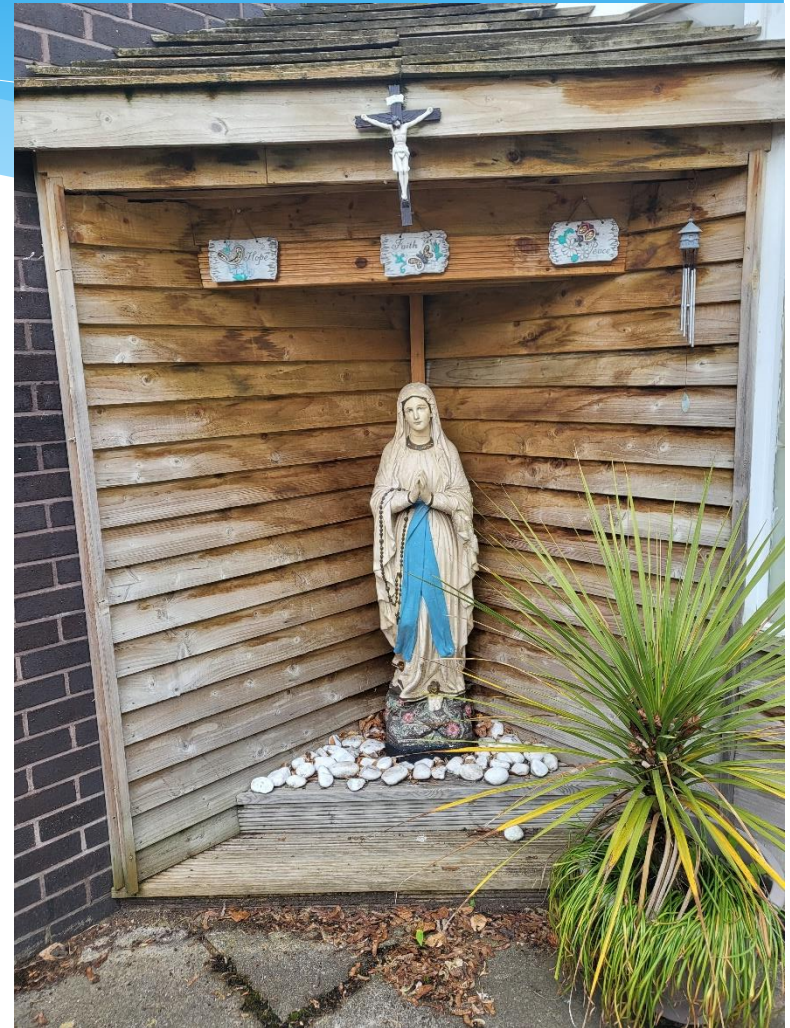
Prayer and Liturgy

* Whole school
liturgies



Prayer and Liturgy

* Prayer garden



Prayer and Liturgy

“Children prepare and lead liturgies and are very keen to present in these the issues which really matter to them.”

Wednesday
24th May 2023

Good News for Families

1 Enjoy reading this Sunday's Gospel

In the evening, the disciples were gathered in a room. They had locked the doors because they were afraid of the people who had crucified Jesus. Jesus came and stood among them. "Peace be with you," he said to them. He showed them his hands and his side. Then the disciples were filled with joy when they saw the Lord. "Peace be with you," Jesus said to them again. "As the Father has sent me, so I now send you." When he had said this, he breathed on them. "Receive the Holy Spirit," he said to them. "If you forgive the sins of anyone, then they are forgiven. If you do not forgive them, they are not forgiven."

Taken from the Gospel of Sunday 28th May 2023, John 20:19-23 (Pentecost Sunday, Year A)

Which words stood out for you in this Gospel, and why? What does the picture make you think about? Now enjoy exploring this Wednesday's word, which is **PENTECOST**.

To colour the picture for this Sunday's Gospel, please see the back page.

2 Wednesday's Word PENTECOST

"May we be united to one another, by the power of love which the Holy Spirit pours into our hearts." Pope Francis

Why did Jesus breathe on the disciples? This coming Sunday the Church celebrates Pentecost. This is the feast of the gift of the Holy Spirit to the Church - a gift which we now receive at Baptism, Confirmation and at Mass. Ask your child what they know about Pentecost. It may help your child if you tell them something that you know about Pentecost. The word "Pentecost" means 'fiftieth day'. On this day (fifty days after Easter) the apostles were filled with the Holy Spirit.

"The extraordinary outpouring of Pentecost continues. The Holy Spirit transforms us and wants to transform the world." Pope Francis

Pentecost is not just a historical event. The Holy Spirit is alive and active today. Each of you choose one of the following qualities that you would like to ask the Holy Spirit for today: Courage, Joy, Peace, Patience, Gentleness, Kindness, Goodness, Faithfulness or Self-Control. Why did you choose that quality? In what ways could growing in that quality help you or help those around you? As the Church prepares to celebrate Pentecost Sunday, let's be open to receiving the many priceless gifts which the Holy Spirit offers to enrich our lives.

Simply repeating the words 'Come, Holy Spirit' is a great prayer to say at Pentecost, and also each day throughout the year.

SMARTSEARCHES FIND THESE EIGHT WORDS EITHER ACROSS OR DOWN

PENTECOST GATHERED

DOORS LOCKED

JESUS APPEARED

BREATHED SPIRIT

SUPERSEARCHES FIND THE WORDS BACKWARDS OR DIAGONALLY

LOKDRJESUSEJ
OHGDOHEDPNEM
LNRSSOODISSBH
OPTZDORNUGRD
CAEMSIHSAED
EPHNMTIEHTR
DEHTACRJEHA
LANDEKCOLREE
SRDOORCONEDP
DEREHTACSDHP
PDSRSPITIGA

Cross out the letters **u m k** in the 4 puzzle words to find 4 real words.

Hukomly samokid mubreakthed Supmirkit
Jesus _____ on them. "Receive the _____," he _____ to them.

Pentecost Sunday is popularly known as the birthday of the Church. This was the day when Jesus' disciples were filled with the Holy Spirit, and the mission of the Church really began - almost 2000 years ago.

Write a promise and then draw a big smile on Sunday.

This week I will try my best to _____

CAFOD Catholic Agency for Overseas Development

Collective worship planner

no one beyond reach

Date: _____ Class _____ Theme/focus _____

		Think about...
 We gather	<p>We come together as part of God's family. Make everyone welcome!</p>	<ul style="list-style-type: none"> Liturgical colours (Green, purple, white/gold, red) Prayer focus table Bible Cross Symbols/ objects/ pictures/ photos Candle Music Sign of the cross
 We listen	<p>God speaks to us and we listen</p>	<ul style="list-style-type: none"> Bible Reading
 We respond	<p>We respond to the Word of God.</p>	<ul style="list-style-type: none"> Prayer Singing Reflection Sacred Silence Dance Gesture/ action CAFOD story Drama Picture / photo Create
 Going Forth	<p>We want to share the Good News!</p>	<ul style="list-style-type: none"> Gospel phrase Song Learn about CAFOD Tell others about CAFOD Action Campaign Prayer card Artefact Picture Big question

How did it go?

Prayer and Liturgy

“The children have deep knowledge of the liturgical year and speak with confidence about how this is reflected in their day to day worship.”



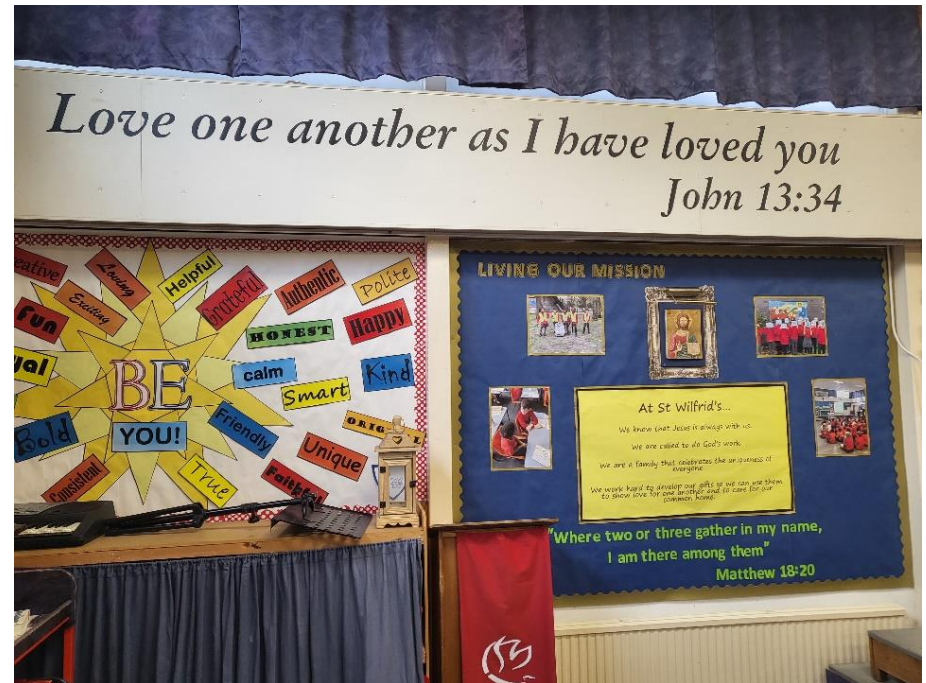
Prayer and Liturgy

“Parents talk positively about the ways school supports family prayer life.”



Prayer and Liturgy

“They have the ability to draw on their knowledge of the gospels and the life and example of Our Lord Jesus Christ ... the visible examples of sacred scripture around the school strongly reinforce this.”



Prayer and Liturgy

“Staff work hard to ensure that the liturgical year is celebrated throughout and that all the children are knowledgeable and familiar with it.”

- * Nativity
- * Lent in a Bag
- * Stations of the Cross
- * Rosary



Prayer and Liturgy

“The school plays a strong role in supporting the sacramental programme.”



St Wilfrid's RC Primary, Hulme



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