

St Martin's CE (Aided) Primary School
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Collective Worship Policy

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Signed:

Position:

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St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make God's world a better place.

Our School Values

Respect – valuing each other and celebrating our differences.

Friendship – showing kindness and compassion to everyone.

Courage – being brave enough to try our best and do what we know is right.

Creativity – using our individual talents to make our world a better place.

Collective Worship Policy

Rationale

*‘Worship the LORD with gladness; come before him with joyful songs’
Psalm 100*

This policy is an agreed statement of the values and aims of collective worship at St Martin's CE (Aided) Primary School. Collective worship is valued as a central aspect of life in our church school, through which children grow spiritually, emotionally, morally and culturally.

Legal status of collective worship

In a Church of England school, worship must be in line with the trust deed of the school (Appendix 1) and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

We believe that worship in our school should:

As worship:

- be at a level to enable children and adults to explore their own understanding of God within a Christian framework;
- explain and promote the core Christian values of our school;
- have integrity as acts of Anglican worship whilst being invitational, inclusive and inspirational;
- be based on Biblical text or themes;
- be central in importance to the life of our school community, which is part of a wider community that embraces the whole world;
- mark the seasons and festivals of the Christian year;
- develop understanding of Anglican traditions such as the lighting of a candle or use of a cross.

For people:

- develop personal spirituality within the setting community through a range of experiences including individual and collective prayer;
- celebrate the God given gifts and talents of individuals;
- make a significant contribution to the overall spiritual, moral, social and cultural development of members of the school community;
- consider the beliefs and values of others, especially those within our school.

To comply:

- reflect our trust deed (Appendix 1);
- be clearly outlined on the school website and shared with prospective parents;

- involve children and adults in planning, leading and evaluating collective worship e.g. through acting our stories;
- be monitored and evaluated by governors for the impact it has on the school community .

Aims

Through a daily act of collective worship, we aim:

- to promote the joy of worship as engaging, inspiring and transformative;
- to develop spirituality, morality, social and cultural values;
- sometimes to provide a peaceful environment enabling stillness, reflection and prayer;
- sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics;
- to give an opportunity to experience faith as revealed in the Bible;
- to understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year;
- to facilitate a deeper understanding of the Christian story narrative, from creation to the present day;
- to appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them;
- to develop children's sense of self-worth and to provide opportunities to celebrate achievements;
- to develop a caring attitude to others and a sense of community and loyalty;
- to provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship;
- to invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship.



We also use worship to develop children's understanding of global injustice, to equip them to tackle this and become courageous advocates for change. We are currently working towards our silver level Global Neighbours accreditation.

How we achieve our aims

We aim to promote collective acts of worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- creating a sense of occasion and reverence;
- providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience;
- arranging worship at different places when possible, different times with different people and groupings, involving all members of the setting community at some time;
- planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; festivals and celebrations, our Christian values;
- using a wide range of resources, artefacts (from religious and secular sources), music, art, drama and external visitors to engage children's interest;
- encouraging children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgy;
- providing opportunities for children and adults to reflect, contemplate their own thoughts, feelings and beliefs;
- using the centrality of prayer – personal silent prayer, personal shared prayers, collective prayers, writing prayers; all prayer will be invitational;
- involving young children and members of the wider community to participate in collective worship and activities within the parish;
- presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions.

Central attributes of an act of worship

At St Martin's School, we will endeavour to fulfil the following 'central attributes' of worship:

| | |
|------------|--|
| Gathering | Making worship a special time of the day |
| Engaging | Using the best available techniques to stimulate interest in the content |
| Responding | Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways |
| Sending | Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship |

Collective worship should be planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is led by a variety of people that include school staff, children, representatives from the parish church, members of different faith communities and members of the local community.

Prayer

Prayer is an integral part of our ethos at St Martin's. We aim to ensure that:

- children understand the nature and purpose of prayer;
- children understand the part prayer may play in their lives and the life of the community;
- prayer contributes to the spiritual development of individuals and the whole community;
- there will also be appropriate opportunities for prayer and other worship activities, including reflection, outside of collective worship.

We provide a variety of different ways for all members of our school community to engage with prayer. During the collective worship, there is time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in an invitational prayer, offered spontaneously by a child or adult, read out or recited.



Worship table

We have a worship table in the school hall which we use as a focus, for all whole school and team worships. Each classroom also has a worship table, which has a number of resources to support children in prayer.

Prayer pebbles

There are prayer pebbles in every classroom, in the staff room and in the school entrance. We have gold pebbles to represent thank you, green pebbles to represent please, purple pebbles to represent sorry and blue pebbles to represent mixed prayers. All members of the school community are invited to take one of these pebbles and add it to the basket in whole school worship if they wish to say a private prayer.

Prayer wall

There is a prayer wall in our school hall. The coloured ribbons match the colours of our prayer pebbles. All members of the school community are able to write a prayer and add it to this wall. These are then reviewed once a half term in whole school worship and then kept in our special prayer book.

Outside prayer space

There is an outdoor prayer space in the nature area which children can access at play time and lunch time. It has a prayer wall and prayer pebbles for them to use.

Prayer books

At the start of each academic year, each class produces a class prayer book, which all the children contribute to. This is then used throughout the year within class worship.

School prayer

We have also developed a school prayer which was written by the children in the summer of 2019. This is displayed throughout the school and used regularly in collective worship (Appendix 2).

Planning

Collective worship is planned systematically, so there is continuity, variety and clear focus on Christian beliefs and festivals. Every half term, we produce a worship planning support document, which defines our Christian value, identifies key dates (both religious and non-religious) for the half term, identifies possible bible stories, stories from other religions and books, possible songs and hymns, links with other Christian values, links with British values and links with SMSC and advice for the Year 6 children planning worship. An example of this document in Appendix 3.

Worship is led by a variety of people that include school staff, pupils, governors, representatives from the parish church, members of different faith communities and members of the local community, all of whom use the planning support document when planning their worship. Worship reporters keep a record of what is covered in each worship and what they are going to do as a result of the worship.

Organisation

We ensure that all children take part in a meaningful act of worship every day. Throughout the week we ensure children experience worship with a range of different people including class worship, team worship and whole school worship.

When children first join us in year R, they have class worship every day. This allows us to tailor workshops so that they are age appropriate and support our youngest children in understanding our school values and ethos. As they get used to worship at St Martin's and we feel they are ready for larger collective workshops, they begin to join lower school worship and celebration worship and finally whole school worship.

| | | |
|------------------|--|-----------------------------------|
| Monday | Whole school worship | Led by HT/Year 6 pupils |
| Tuesday | Upper School worship Lower School class worship | Led by class teachers |
| Wednesday | Whole school worship | Led by DHT/Year 6 pupils |
| Thursday | Lower school worship Upper school class worship | Led by class teachers |
| Friday | Celebration worship | Led by HT or DHT, parents invited |

Please note that this is reviewed every year.

Worship groups

In order to support all children in fully engaging with collective worship and sharing their thoughts and opinions we have established worship groups. Each group includes a child from each year group from year 1 – 6 and these groups are used regularly during whole school worship when children are asked to discuss ideas or share their response to something.

Responsibilities

The normal expectation within our church school is for all staff to view collective worship as an important part of their own well-being and spiritual development as human beings. The school expects all classroom staff to attend collective worship.

At interview, all applicants are asked how they could support the Christian ethos of our school. They are informed that we hold acts of collective worship that promote the Christian ethos and values of the school. The normal expectation will be that staff will participate in and lead collective worship on a regular basis.

Mrs K Bartlett is responsible for co-ordinating the programme of induction and training for staff.

Mrs M Rennison is responsible for planning and organising collective worship.

Working with parents and carers

We aim to work in partnership with parents and carers in all aspects of school life, including worship. We share with parents and carers our Christian value at the start of each half term and invite them to attend our celebration worship once a week.

Section 241 of the Education Act 1993 grants parents and carers the right to withdraw their child from certain sessions in school, which are as follows:

| Subject | Right to Withdraw |
|-------------------------|--------------------------|
| Relationships Education | No |
| Sex Education | Yes |
| RE | Yes |
| Science | No |
| Collective Worship | Yes |

If a parent or carer wishes to withdraw their child from any session in school, an appointment must be made to discuss the matter with the Headteacher. Following this discussion, if the parent still wishes to withdraw his/her child, a withdrawal statement must be signed

Any child withdrawn from all or part of a session will be provided with an alternative activity whilst the session(s) take place. It is the class teacher's responsibility to make these alternative arrangements and to ensure that the child does not feel discriminated against.

Please be aware that if a child is withdrawn from collective worship, this does not mean that they will be exempt from the Christian ethos of our school, which underpins our teaching, learning and relationships.

Monitoring and evaluation

- The governing body are responsible for developing, reviewing and ratifying this policy every three years.
- The Headteacher is responsible for ensuring collective worship is delivered according to this policy.
- The Collective Worship manager is responsible for producing the planning support document each half term and supporting all those who lead collective worship.
- All leaders of collective worship are responsible for delivering worship in line with this policy. We expect them to evaluate continuously, reflect after every worship, to develop and improve their practice.

Appendices

Appendix 1 – Terms of Union for St Martin's CE (Aided) Primary School

Appendix 2 – St Martin's School Prayer

Appendix 3 – Example of half termly planning support document

Appendix 4 – SIAMS grade descriptors for collective worship

Appendix 5 – Collective worship observation form and a practical guide to evaluating collective worship

Appendix 6 – Liturgical Colours and seasons of the Christian year

St Martin's Church of England Primary School Founded 3 January 1857



Terms of Union with the National Society

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

The governing body will ensure that the school is led by a headteacher who is committed, with the help of staff, to preserve and develop the Christian character of the school in its day to day activities and in the curriculum.

The governing body will endeavour to ensure that the staff of the school include teachers who are practising members of the Church or of Christian religious denominations with which the Church enjoys good relations and ecumenical co-operation.

The governing body will offer a school life that incorporates the values of the Christian faith.

The governing body will ensure that all pupils each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church.

The headteacher and the governing body will ensure that religious education is given at least five per cent of curriculum time and that such religious education is consistent with the faith and practice of the Church.

The school should observe the major Christian festivals and, where those of other faiths are present in the school, ensure that they are able and encouraged to mark their major festivals with integrity.

The school should maintain and develop an active and affirming relationship with the parish church of the parish in which the school is situated or a parish church of one of the parishes which the school serves.

The school should proclaim that it is a Church school on its external signboard and on its stationery and make appropriate use of Christian symbols inside and outside the school.

**Produced by the Portsmouth and Winchester Diocesan Board of Education
to mark the 200th anniversary of the National Society in 2011.**

References in these Terms of Union to 'the Church' are to the Church of England in respect of schools situated in the Province of Canterbury or York.

The governing body and the trustees of the school must declare that the school is designated by the Secretary of State under section 66 of the School Standards and Framework Act 1998 (or any successor legislation) as having a religious character that is Church of England.

The instrument of government of the school should describe its ethos in the manner set out above or in words to the same effect.

Our St Martin's School Prayer

Dear God,

Thank you for our school.

Let it be a peaceful, safe and happy place.

Let there be friendship, learning and lots of fun.

We are sorry for the mistakes we make, but we know that with your help, we can put them right.

Help us to be kind and caring, and to always remember our school values.

Give us faith and courage to be the best person we can be.

We ask this through Jesus Christ our Lord,

Amen

Appendix 3 – Autumn 2023 Worship Planning Support Document (as an example)



St Martin's School

Collective Worship Planning Support
Autumn 1 2023
Half Term Theme – Courage



Definition

The Christian faith believes that God is always present, in every situation, which leads to great acts of courage; facing danger or opposition, overcoming fear, making a stand for what is right, encouraging others to persevere. Through prayer, Christians find the strength to be courageous.

| Key Dates - Religious | Key Dates – non-religious | Possible Bible Stories (linked to Values from Life, taken from the Lion Bible for Children, retold by Murray Watts) | | |
|--|---|--|---|---|
| Sept 15 th – Rosh Hashanah (Jewish) Sept 23 rd – Autumn Equinox Sept 24 th – Yom Kippur (Jewish) Sept 26 th – Milad un Nabi (Mawlid) (Islamic) Sept 29 th – Sukkot (Jewish) Sept 29 th – Pitru Paksha (Hindu) Oct 4 th – The Feast of St Francis of Assisi (Christian) Oct 15 th – Navaratri (Hindu) Oct 24 th – Dussehra – (Hindu) | Sept 8 th – World Literacy Day Sept 9 th – World First Aid Day Sept 15 th – International Day of Democracy Sept 21 st – World Gratitude Day/World Alzheimer Day/International Day of Peace Sept 28 th – World Maritime Day Sept 26 th – European Day of Languages Sept 27 th – World Tourism Day Oct 1 st – Black History Month starts Oct 1 st – International Day of Older Persons Oct 2 nd – World Habitat Day Oct 4 th – World Animal Day Oct 5 th – World Teachers Day Oct 10 th – World Mental Health Day Oct 12 th – World Sight Day Oct 16 th – World Food Day Oct 18 th – Anti-Slavery Day Oct 24 th – United Nations Day | Bible story | page no | Bible reference |
| | | A Miraculous Crossing Moses and the Burning Bush Rahab and the Spies The Battle of Jericho Two Brave Women Escape! David spares Saul A Test of Courage Gabriel visits Mary The Garden of Gethsemane Spreading the Good News To Rome at Last | 86 78 99 101 107 134 135 200 213 283 318 341 | Exodus 14,15 Exodus 2-4 Joshua 2 Joshua 3,5,6 Judges 4,5 1 Samuel 18,19 1 Samuel 23,24 Esther 2-9 Luke 1 Matthew 26, Luke 22 Acts 9,11,13 Acts 28, Timothy 4 |
| Possible Literacy Links/Texts | Possible stories from other religions | Songs to choose from | | |
| The Huge Bag of Worries – Virginia Ironside Sitting Ducks – Michael Bedards Jack's Big Race – Michael Foreman The Owl who was afraid of the Dark – Jill Tomlinson | Buddist Stories – A Ganeri: Angulimala, the Robber Hindu Stories – A Ganeri: Rama Rescues Sita | Harvest songs – tbc St Martin's Day songs: When a Knight won his spurs When I needed a neighbour | | |

| | | |
|--|--|--|
| <p>The Gruffalo – Julia Donaldson The Selfish Crocodile – Charles and Terry Ringo the Flamingo – Neil Griffiths Private Peaceful – Michael Morpurgo The Magic Paintbrush – Julia Donaldson Really Brave Tim – John Prater</p> | <p>Durga and the Buffalo Demon Sikh Stories – A Ganeri: The Founding of the Khalsa Jewish Stories - A Ganeri: Judah saves the Jews</p> | <p>Peace is flowing My Lighthouse https://www.youtube.com/watch?v=IFBZJGSgyVQ Slingshot (choir song last year) https://www.youtube.com/watch?v=nLgkGKiwDIA Speak your name https://www.youtube.com/watch?v=uTPIaSDZWjo</p> |
|--|--|--|

| Christian Values | | British Values | SMSC |
|--|---|--|---|
| <p>Courage Creativity Peace Trust Forgiveness Justice Thankfulness Compassion Friendship</p> | <p>Hope Wisdom Perseverance Service Responsibility Truthfulness Humility Generosity Respect (and Reverence)</p> | <p>Democracy Individual liberty The rule of Law Mutual Respect Tolerance and Respect (of opinions and diversity)</p> | <p>Spiritual Moral Social Cultural</p> |

Y6 children planning worship – the next steps!

How else could you convey the important message you want to share?

- 1) Consider using drama/a poem/a story/music/pictures/props
- 2) Consider not using a PP – PowerPoints aren't everything! (although they do help you to remember every part of your plan)
- 3) Consider less reading out loud, and more *talking* – this way, the children get more of YOU! Don't be afraid to just talk about the information or idea. If you get tongue-tied – just catch Mrs Rennison's eye and she'll help you out – but it happens to all of us!
- 4) Consider giving the children MORE explanation – e.g. when you want them to discuss ideas in worship groups, discuss it with them first, rather than just reading out loud 'now get into your worship groups and talk about how you can help'. More detail = more detailed answers!
- 5) Consider the 'SEND' part of a worship – what important message/task/thought do you want the children to leave your worship with?
- 6) Challenge: 'What would Jesus do?'

We'd like to focus more worships towards this idea, so that children begin to think about what Jesus would do, and relate that to what they themselves can do, to be more like Him and to act in the way that He would have done.

- 1) You could set the question at the beginning for children to think about, within the idea of your worship e.g. 'While we read you this story, we'd like you to think – what would Jesus do?'
- 2) You could stop in the middle of your story/drama/poem/activity and ask the question e.g. 'If Jesus was there, what would he do? What would you do?'
- 3) You could ask it at the end e.g. 'If Jesus had been there, what might have been different? What would he have said or done? What could you do to be more like Him?'

Good Luck!

Appendix 4 - SIAMS Grade Descriptors for Collective Worship

Strand 6: The Impact of Collective Worship

In a Church school collective worship should be inclusive, invitational and inspiring.

In a Good Church school which enables pupils and adults to flourish:

Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All those who wish to do so will have regular opportunities to pray and reflect. Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful. As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

Statutory obligations are met in context.

Worship is creative and pupils talk about how it often inspires them to action. It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist. Most staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes. Worship ensures pupils develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.

Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world. Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.

An effective shared approach to planning allows appropriate opportunities for pupils to gather, engage and respond. The planning, monitoring and evaluation of collective worship involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.

The local church community is regularly involved in collective worship, providing practical support and encouragement.

Requires Improvement: it is not yet Good.

Excellent: it is better than Good. For example:

- The school community recognises and values worship as the heartbeat of the school. Pupils and adults talk with enthusiasm about worship and explain how it influences their lives, both in and out of school.
- School leaders work proactively with the local church community or diocese who provide innovative and appropriate support for collective worship. Pupils take a considerable lead in the development of worship within the school. Staff are well supported to lead engaging tutor group and classroom worship.
- Pupils articulate an informed and evaluative understanding of the value and use of prayer and reflection. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.
- Pupils are enabled to engage with the Eucharist in creative and innovative ways, and this ensures a range of age and context appropriate opportunities for pupils to explore the Eucharist in ways that respect the integrity of the pupils.

Appendix 5 – Collective worship observation form

Setting _____

Leader: _____

Observer: _____

Worship Theme: _____

Time Allocation: _____ minutes

Collective worship in Church of England Settings should at its simplest create a time and space where we can come closer to God and God can come closer to us.

| CRITERIA | ASPECT | COMMENT |
|--|--|---------|
| <p>Central Attribute 1</p> <p>Gathering</p> | <p>Is there a real sense of a very special time in the day?</p> <p>Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.</p> | |
| <p>Central attribute 2</p> <p>Engaging</p> | <p>Does the worship leader capture the attention of the children and staff so they become actively engaged in the content?</p> <p>Excellent - well expressed, stimulating or poor communicator</p> <p>Convincing, enthusiastic, warm or lack of rapport.</p> | |
| <p>Central attribute 3</p> <p>Responding</p> | <p>Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?</p> | |
| <p>Central attribute 4</p> <p>Sending</p> | <p>Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way?</p> <p>Clear summary, learners given opportunity to reflect or unclear what the message was.</p> | |
| In addition | | |
| <p>Content</p> | <p>Clear Christian / Biblical content and teaching.</p> <p>Woolly, lack of structure, largely secular.</p> | |
| <p>Summary</p> | | |

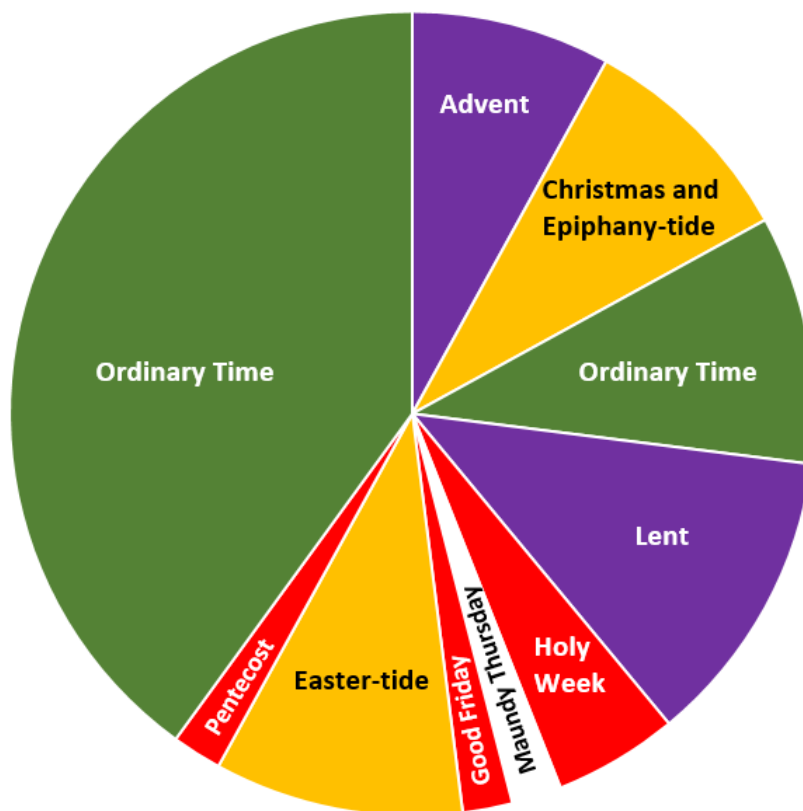
Observation form pointers for consideration - NB not a check list.

Collective worship in Church of England Settings should at its simplest create a time and space where we can come closer to God and God can come closer to us.

| | | |
|----------------------|--------------------------|---|
| Gathering | Music (entry/exit) | appropriate / random, linked to theme, creates atmosphere, delivers a message |
| | Welcome | whether greetings exchanged and introduction made |
| | Atmosphere | extent to which act of worship is portrayed as special and important |
| Engaging | Focus | table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information |
| | Awe and Wonder | sense given of marvel of world / creation |
| | Conviction | extent to which message is clear and compelling or words lack power and appear as paying lip service |
| Responding | Participation | extent to which learners involved in responding, partner talk, opportunities for some to participate directly |
| | Singing | whether there was appropriate hymn / song, quality, enthusiasm of participation |
| | Reflection | learners given time to pause and reflect |
| | Prayers | extent to which prayers are appropriate and learner friendly, whether learners are invited to respond |
| Send | Dismissal | whether the person takes charge, smiles, engages with some learners, says 'thank you' |
| Other aspects | Distinctively Anglican | clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit |
| | Inclusive | the worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith |
| | Dynamism & Theatricality | was it a performance rather than an act of worship |
| | Open or Closed | does the leader give room for the children to build their own meanings / connections / links or are they told what to think? |
| | Age Appropriateness | are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest? |

Appendix 6 - Liturgical Colours and seasons of the Christian year

Liturgical colours and seasons



| Season | Liturgical Colour | Description |
|----------------------|-------------------|--|
| Advent | Purple | The period covering the four Sundays before the 25th December: Period of preparation for Christmas. |
| Christmas-tide | White or Gold | 25 th December to 2 nd February |
| Gap Between | Green | Gap of Green until Tuesday before Ash Wednesday |
| Lent | Purple | The 40 days of preparation for Easter |
| Maundy Thursday | White or Gold | The Last Supper |
| Good Friday | Red | The Crucifixion |
| Easter-tide | White or Gold | Easter Day until Pentecost |
| Pentecost | Red | 50 Days after Easter (lasts a week) |
| The Rest of the Year | Green | From Pentecost to Advent |

| | | |
|------------------------|---------------|--|
| Meaning of the colours | Purple | Penitence, preparation |
| | White or Gold | Joy, purity, innocence, Saints who are not martyrs |
| | Red | Fire & Blood, therefore Holy Spirit and Martyrdom |
| | Green | Everything else |

| | | |
|----------------|------|--|
| In some places | Blue | The Blessed Virgin Mary |
| | Pink | Mothering Sunday (4 th in Lent) and 3 rd in Advent |