



OUR LADY OF FATIMA

CATHOLIC PRIMARY SCHOOL

Prayer and Liturgy Policy

2025-2026

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The policy will be reviewed as part of the regular cycle of policy review conducted by
the governors

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School Mission

At Our Lady of Fatima Catholic Primary School, our Mission is:

We welcome everyone into our community to live, love and learn together
in the light and example of Jesus Christ.

Prayer and Liturgy links to our Mission

Through prayer and liturgy, we strive to build a rich relationship with God so that we can live, love and learn together in Jesus' example and light. Through our prayer and liturgy, we view ourselves as Pilgrims of Hope and aim to use kind hearts in our words and our actions. Through our prayer and liturgy, we use questioning minds and show a thirst for knowledge. Through our prayer and liturgy, we show that we have a hunger for justice and that we show dignity for all.

1. The Aim and Purpose of Prayer and Liturgy

At Our Lady of Fatima Catholic Primary School, Jesus Christ is central to every aspect of school life. We aim to be a loving community which is inspired by the life of Christ and the teachings of the Church, rooted in Gospel values and Catholic virtues. We are confident that visitors and community members can feel the sense that we are a distinctly Catholic community upon entering the school premises.

Acts of worship may take place at any time during the day. It may take the form of a single act of worship with the whole school community or separate acts of worship in phase/year/class groups. When we gather for prayer and liturgy, we are open to God's presence among us.

Prayer and liturgy in our school is an integral part of our ethos, aims and relationships. It is a way of deepening our relationship with God together and individually. Though worship takes many forms within our school, we strive to grow in spiritual, moral and liturgical understanding. We allow ourselves to grow in understanding of our living faith tradition and then develop a sense of wonder and inspiration in the person of Christ. It is through prayer and liturgy that we share each other's faith experiences and learn the skills of prayer and reflection.

The five key principles of liturgy are that it:

- i. gives glory to God and we are made holy;
- ii. is an action of the Holy Trinity;
- iii. calls us to full, conscious, and active participation;
- iv. is future-orientated and keeps our eyes on the Kingdom of Heaven;
- v. is an exercise of the priestly prayer of Jesus Christ to the Father.

We aim to:

- develop an awareness and understanding of the mystery and presence of God in everyone's lives;
- allow each child to develop their conscience and make sound moral judgements based on commitment to their own, individual faith journey;
- unite our worshipping with the Eucharistic community through the celebration of the solemnities and feast days within the liturgical year;
- promote sacramental life and encourage all members of the community, both in and out of school to play a part in the preparation and celebration of the of the sacraments of Reconciliation, Holy

Communion and Confirmation;

- foster school-parish links, to successfully live out our school mission statement, to ensure that our children remain exposed and committed to the Catholic faith, experiencing liturgy and worship beyond the school setting;
- give regular opportunities for each child and staff member, to develop the skills of reverence, contemplation, reflection, interpretation, empathy and meditation which will enable their relationships with God to be deepened.

2. 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.

At Our Lady of Fatima Catholic Primar School, we endorse the belief that prayer and liturgy takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in Church;
- Those for whom school may be their first and only experience of Church;
- Those from other Christian traditions, or none;
- Those from other faith backgrounds.

It will be an activity or experience to which all can contribute and from which all can gain. Prayer and liturgy in this school is an integral part of school life and central to the Catholic tradition.

3. 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; 70) 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 recognise 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 fulfil 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.

4. 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
- 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
- there is a budget for prayer and liturgy that reflects its centrality to the life of a Catholic school.

(b) Headteacher

The headteacher, as the spiritual leader of the school as a Catholic community, ensures 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
- they work in partnership with the leader(s) for prayer and liturgy
- those responsible for prayer and liturgy in the school have been given appropriate training and formation to ensure that all guidance is followed and adhered to
- there are suitable resources for prayer and liturgy in the school.

(c) 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
- there is an Annual Plan of Provision 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 daily planned prayer for all pupils, appropriate to age and ability, as outlined in the Prayer and Liturgy Directory
- 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 Advisory Service and others is maintained to ensure they keep updated with best practice.

5. Overview of Prayer and Liturgy Provision

The PLC works with the SLT, pupils, staff, parish priest and governors to ensure a cohesive response to develop the community spiritually.

Both prayer and liturgy take place weekly with prayer taking place at least four times per week and mass taking place at least once fortnightly for all children.

Prayers are said in class four times each day – in the morning, before lunch, after lunch and at the end of the day (following the patten of prayer within the Church). (*Appendix 1 – Year Group Prayers appropriate for Phases*)

Monday

- Whole school Gospel Assembly led by SLT – based on the liturgy of the word from the

previous Sunday. (*Celebration of the Word*)

- Routine prayers in classes are said: morning; before lunch; after lunch and end of day – following the pattern of prayer within the Church. These prayers are KS specific with KS2 prayers being age appropriate.

Tuesday

- Teacher Prepared Prayer. This is almost always Celebration of the Word and is prepared and usually delivered by the class teacher. The format of: Gather, Word, Respond and Mission is usually used for this. The seasons of the Church's year is followed for this and if there is a relevant saint's memorial or feast that week, the prayer may be linked to that saint's writings, teachings or life. (*Appendix 2 for the planning of this prayer*)

Wednesday

- The children attending mass on Friday in any particular week will join in with hymn practice on the Wednesday of that week. This is NOT considered to be 'prayer' however, it is essential in preparing the children for worshipping God with song and for the Friday mass.

Thursday

- Pupil Prepared Prayer. A group of children have the opportunity to prepare (and often choose to lead) prayer in their class weekly. The children are in small groups and the groups are on a rota – ensuring that each child has a chance to prepare prayer for his or her class. The seasons of the Church's year is followed for this. The children are encouraged to link the prayer to any relevant saint's writings, teaching or life whose feast or memorial is in that particular week.

In phases, this is what Pupil Prepared Prayer will look like:

EYFS

- can choose the theme of the prayer and articulate this to the teacher. E.g. "This week, I would like us to pray for our friends."
- can select the right liturgical colour of cloth and be able to name the season. E.g. "Today we are using a purple cloth because we are in Advent."
- can select artefacts to help them focus on the prayer. E.g. "I would like to put a Bible and a candle in the middle." Some children may be able to give reasons for their decisions.
- may need adult support to prepare the focus physically placing the artefacts chosen.
- can use resources they have made themselves as a focus during prayer. E.g. a piece of material made by the children using a hand print or foot print or pictures they have drawn could be displayed.

Key Stage 1

- can make decisions on the theme or focus of their prayer and can articulate this. "This week, we should pray for peace because at the moment, there is a lot of conflict in our world and people are fighting and Jesus tells everyone to be peaceful."
- can plan prayer opportunities to pray with support from an adult, using the Pupil-Prepared Prayer planner and planning resources.
- can help to choose the songs sung with guidance, so they fit in the theme of the Worship
- can choose the artefacts needed and the correct liturgical cloths
- can be supported by their teacher to plan appropriate response activities and may have the teacher's help when delivering this.
- can act out a story of passage of scripture used.
- can read from the Bible (depending upon complexity of passage and reading ability of the child, this may also be supported by the teacher.)

Key Stage 2

- can plan simple acts of prayer, reflecting on the four aspects Gather, Word, Respond and Mission.
- can select which reading from scripture to use as a focus and can think about the type of response that would be the most appropriate *e.g John the Baptist, using holy water and inviting each child to bless themselves in response to a meditation read.*
- can deliver all elements of prayer independently and evaluate their act of prayer with a staff member once complete.
- can receive minimal staff member support, if and when it is required. Staff should aim to support the children to be independent in their planning, but should intervene if the authenticity, accuracy or prayerful experience would otherwise be compromised.

(Appendix 3 – for planning of this prayer)

(Appendix 4 – progression in planning prayer)

Friday

- Mass. Fr. Long attends school on Fridays to celebrate mass. In the first and last week of each term, the mass is for the whole school. Other weeks, the classes alternate (Y1, Y3, Y5 one week, YR, Y2, Y4, Y6 the other).
- Each week, a class is chosen to lead the mass; the pupils proclaim the word, read the prayers of the faithful, serve and take part in the offertory procession. Also, children from the class greet parents and parishioners into school. In the whole school masses, teachers carry out these roles.
- Some of the masses are have an extra focus for us through the year. Eg. Thanksgiving Masses the weeks after First Holy Communion and Confirmation, Mass of Illumination for Y6 before their Confirmation.
- On one of the Fridays during the autumn term each year, KS2 walk to Our Lady of Fatima's parish church and join the parish, daily 10 o'clock mass, leading it.

Occasional Sundays

- In the autumn term each year, there are two masses of enrolment at Our Lady of Fatima's parish church. The first is led by Y3 and is an enrolment for the sacraments of First Reconciliation and First Holy Communion. The second is led by Y6 and an enrolment for the sacrament of Confirmation.

Sacraments

- Year 3 prepare for the sacraments of First Reconciliation and First Holy Communion in their RE. lessons. Both Sacraments takes place at Our Lady of Fatima's parish church at weekends suitable to both Fr. Long and the school.
- Year 6 prepares for the sacrament of Confirmation in their RE. lessons and the sacrament takes place at Our Lady of Fatima's parish church in an evening suitable to the bishop.
- During both Advent and Lent, Fr Long comes into school to hear confession to Catholics who have already received their First Reconciliation.
- Children who have received their First Holy Communion, receive the Eucharist fortnightly at school masses.

Prayer Bags

- Each class has a Prayer Bag. A child takes it home for a week so that the family has the opportunity to pray together with foci from the bag.
- Through the course of the year, every child in each class will have taken it home.

- Families feed back to the Prayer and Liturgy Co-ordinator by way of an evaluation sheet. Parents or the child themselves comment how they have used the contents of the bag, whether they found it to be a supportive resource and whether they feel that there is anything further that they need from school in the bag to support prayer in their home.
- Where possible, the Prayer and Liturgy Co-ordinator will act on any suggestions/requests.

Staff Prayer

- Prayer and reflection forms part of the weekly Staff Meeting each Wednesday. Members of staff take it in turns to lead this prayer and/or reflection in whichever form they wish eg. formal prayers, open prayer, Lectio Divina, Visio Divina, silent prayer etc..

Patronal Feast

- The feast of Our Lady of Fatima (13th May) is marked in school. If it is not possible to have mass on that day then we endeavour for mass to take place during that week. Children celebrate the feast day with activities and work related to Our Lady of Fatima along with Lúcia dos Santos, Francisco Marto and Jacinta Marto.
- Other feast days and solemnities of Our Lady are also noted eg. The Nativity of Our Lady

Progression of Skills of Engagement, Participation and Preparations

- For Prayer – Celebration of the Word – in class, the teacher prepared Prayer times are models for the pupils' prepared prayer: giving the children ideas through which they can explore a variety of ways to pray to God, reflect and meditate on scripture and finally to live their lives as a reflection of Jesus' teachings.
- Pupil prepared prayer will be progressive through the school and will show a deepening of their relationship with God as the pupils move through the school. As the children grow in age and confidence, they can take a more active part in the planning and delivery of Prayer.

Links with the Parish Community

- At the beginning of each year, Year 6 children will produce invitations to be given out at the Sunday, parish mass. They invite the parishioners to come to our school masses on Fridays.

As previously mentioned:

- Each Friday at school, children from the class leading the mass greet parents and parishioners into school.
- Whenever a school mass or sacrament takes place at Our Lady of Fatima Church, we are joined by parishioners at the church.
- On one of the Fridays during the autumn term each year, KS2 walk to Our Lady of Fatima's parish church and join the parish, daily 10 o'clock mass, leading it.

6. Raising Awareness of Prayer and Liturgy

- As a Catholic School, we recognise the importance of positive role models and examples within the school community. As such, it is important to promote, inform and report to stakeholders about Prayer and Liturgy.
- The Principal's report to Governors includes an overview of Prayer and Liturgy. This is reported half termly.
- The school newsletter highlights the importance of Prayer and Liturgy within our School Community and examples of this is celebrated within school.

7. Prayer Areas

Prayer Areas (Appendix 5)

- Each classroom has a prayer focus area to help pupils in their prayer life and to use in acts of class worship.

- It has reminders of liturgical themes and colours as well as important saints and inspirational figures.
- It also contains RE curriculum foci eg. crucifix, electric candles, statue and bible.

Through the seasons of the Church's year.

- The cloth on the prayer tables in each classroom changes with the liturgical seasons of the year.
- During Advent and Lent, One Life Music's 'Open' for both of these liturgical seasons will be used.
- The Rosary will be prayed in both October and May and will be a voluntary club open for all children and staff to attend.
- Children are invited through November, at lunch times to contribute to a 'Remembrance Tree' by writing on a leaf, the name of a deceased member of their family or friends.

Other Prayer

- One Life Music live-streaming events are watched and taken part in either by the school as a whole in the hall or by individual classes in their classrooms.
- Any live-streamed events held by the Birmingham Diocesan Education Service
- During Advent and Lent, One Life Music's 'Open' for both of these liturgical seasons will be used.
- The Rosary will be prayed in both October and May and will be a voluntary club open for all children and staff to attend.
- Children are invited through November, at lunch times to contribute to a 'Remembrance Tree' by writing on a leaf, the name of a deceased member of their family or friends.

Music

- There is a selection of music and hymns saved on Teams, covering a variety of themes, to support prayer and liturgy. Music can be used directly or used as background music for quiet moments or meditation. The internet also has a wealth of religious music which we can access for prayer and liturgy.
- The music chosen would reflect the liturgical season and/or the theme for the Mass and would be chosen carefully.
- Members of staff encourage children to take sing in the classroom and for assemblies or masses.
- During Mass, a PowerPoint is prepared so that everyone has access to the songs and so that the congregation are able to participate.
- Both SMC and CP lead hymn practices playing the piano and guitar respectively.

8. Planning a Mass

Music

See section above on Music.

Scripture Readings

- The readings proclaimed at mass will be the readings of the day 'feria' but where there is a solemnity or feast day, those reading will be used. If there is a memorial for a saint/s, the readings for that memorial will only be used if the saint is a patronal saint or if the saint has a particular importance for our school.
- Through their Mass preparation, children learn how to approach the Altar, and how to leave, in a reverent manner.

- The daily readings can be found in the Lectionary, (the book that contains all of the readings for the Mass). 'Universalis' is a website/app which also contains the readings of the day.
- When using the lectionary, staff follow the liturgical season for their class Mass (i.e. Ordinary Time; Advent; Lent; or Easter) and the Cycle the readings are in (Cycle i or ii for week day masses). The cycle changes on the 1st Sunday of Advent.

Conduct and Behaviour expectations

All children, regardless of age should:

- speak clearly and wait for the responses, if appropriate;
- the altar reverently, bowing head to and standing smartly – when proclaiming the word or reading the Prayers of the Faithful;
- remain reverent and respectful throughout mass;
- engage fully when singing and responding.

The member of staff preparing the mass needs to:

- ensure that the (Bdes) plan (*Appendix 6*) (including readings, titles of hymns, whether the mass setting is spoken or sung, Prayers of the Faithful) is emailed to Father Long the Friday before the date of the mass. The Prayer and Liturgy Co-ordinator (SMc) needs to be copied into this email.
- support the children who are helping to lead the mass;
- sit strategically within the hall, e.g. someone to click through PP and operate music, someone to oversee the readers, someone to oversee the offertory, someone to sit with each class to encourage good behaviour and active participation, someone to signal to children when and where to receive Communion, someone to sit with children with additional needs to help them regulate, if required.
- a member of staff, who is a Extraordinary Minister, may be needed to distribute Communion.

9. Resourcing

- Prayer and liturgy are central to the school's understanding of itself as a Catholic school which is reflected in the annual budget allocation and available resources.
- Staff time – The PLC has been given management time for things such as writing the APoP.
- Budget has been put aside for dedicated spaces around the school for prayer and liturgy to:
 - ensure that the Catholic character of the school is reflected in religious artefacts and images on display throughout the building;
 - update spaces around the school to reflect the Church's liturgical season;
 - ensure that the upkeep of these resources are maintained.

10. 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 (eg. ECTs, teachers new to teaching in Catholic Schools, teachers new to teaching sacrament years etc.) 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.

11. Monitoring and Evaluation

- Each type of prayer and liturgy will be evaluated at least once each term. The Bdes monitoring and evaluating proformas will be used. (*Appendix*)
- Monitoring and evaluation of the quality and impact of prayer and liturgy will involve a variety of key stakeholders: pupils, parents, staff, clergy, and governors.
- Areas for development will be identified.
- Identified areas for development will be addressed as relevant CPD – as a staff meeting where needed or with individuals or small groups where needed.

12. Mini Vinnies

- Prayer groups give the children more ownership and understanding of this central aspect of their faith and it helps support them to live out their faith with practical action.
- Mini Vinnies work with the staff to prepare for, plan and celebrate school liturgies.
- They monitor prayer tables in classrooms and the prayer areas around school.
- They help oversee the class prayer bags which go home during key liturgical points throughout the year.
- They lead on Catholic Life and outreach projects including fundraising opportunities.

13. Parental Involvement

- Prayer groups give the children more ownership and understanding of this central aspect of their faith. Liturgies, celebrations and events related to the Catholic Life of our school are shared in school newsletters and are published on the school website.
- Parents and families are regularly invited to join the school community in Masses, assemblies, workshops and fundraising activities.
- Pupils have the opportunity to take home a Prayer Bag, promoting opportunities for children and their families to talk and pray together.

14. Sacramental Preparation

- In Year 3, pupils receive the Sacraments of Reconciliation and First Holy Communion.
- In Year 6, pupils receive the Sacrament of Confirmation.
- In school, children will learn about the Sacrament they are receiving primarily through RE lesson.
- We celebrate the Sacraments in school as a whole school community through prayer and assemblies.
- Catholic children who join our school in non-Sacramental years above Year 3 are welcome to receive the sacraments with the cohort that academic year. E.g. A new pupil starting in Year 5, is welcome to make their Sacraments of Reconciliation and First Holy Communion with the year 3 cohort. Parents must make contact with the headteacher, class teacher or RE Lead to request this so that arrangements can be made for their adequate preparation.

15. Equal Opportunities

- We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these. Policies are reviewed regularly in this regard.
- The fair and equal treatment of all individuals irrelevant of race, creed, disability or gender, are integral to the Gospels' Revelations and the Church's message and is central to our school mission statement.
- All children are given equal access to the Religious Education curriculum, promoting their understanding to their full potential.
- A variety of prayer and worship activities are used to try to meet all children's different needs e.g. whole School, whole class, group, pair and individual prayer, also different styles of prayer from formal liturgies to private reflective prayer.

16. Governing Body

- RE, Catholic Life and Prayer and Liturgy are always a key part of the School Development Plan, and are reported upon half-termly as part of the Head Teacher's Report to Governors.
- Governors are also invited to conduct learning walks and join with other members of the whole school community in the celebration of Mass and attend INSET Days relating to the Catholic Life of the School.
- Governors monitor the Catholic Life, prayer and RE teaching that takes place in school through termly Curriculum committee meetings.

17. Monitoring and Reviewing of this Policy

- SLT, together with the RE lead, will monitor the implementation of this policy.
- All staff will be involved in evaluating the effectiveness of this policy in helping to improve standards within the school. This evaluation will inform the process for reviewing this policy.
- Pupils will be involved in reviewing and evaluating liturgy in school with the RE leads.

- The Governance Board are aware of their legal responsibilities in regard to prayer and liturgy, taking account of the requirements of the Education Reform Act 1988, Education Act 1996 and the school standard framework 1998. It is the overall responsibility of the Governance Board, in consultation with the Principal, to ensure that the legal requirements are met and opportunities for quality prayer and liturgy are being delivered. Those responsible will ensure that acts of worship are in accordance and consistent with the rites and practices of the Catholic Church. This policy is monitored by the RE Leader and is evaluated and reviewed by the whole school staff every two years. The Local Governing Body (LGB) should review reports on the prayer life of the school.

18. Communication

This policy will be communicated to:

- All members of the school community;
- Parish priests or members of pastoral areas as appropriate;
- New members of staff and will form part of their induction;
- New parents, to promote positive attitudes towards prayer and liturgy.

This policy should be accessible via the school website.



Appendix 1: Year Group Prayers

Prayers which should be known and used

There is a long Christian tradition of learning prayers and scripture by heart. Originally a necessity in pre-literate societies, memorising core texts also enables people to recall important prayers when needed. We speak of learning prayers “by heart” so they can come naturally from the heart. As St Paul VI noted in *Catechesi Tradendi*, faith and piety cannot grow in a “memory-less catechesis.” Memorised texts must be gradually understood deeply, becoming a source of Christian life both personally and communally.

This means Catholic pupils not only learn common prayers but are also helped to appreciate how each prayer draws them into a relationship with Jesus, forming a foundation for their ongoing prayer life. The introduction of these prayers should be gradual and age-appropriate, sensitive to pupils’ development and capacity. Even when prayers are memorised, support may still be needed in contexts like the Sacrament of Penance and Reconciliation.

Catholic pupils should be familiar with the prayers and responses of the Mass. While individual recall may vary, the community collectively remembers and confidently recites these texts during liturgy. Pupils should also encounter a wide range of prayers during their school years, including those from the Catholic tradition and various styles and languages of prayer.

With sensitivity to age and development, pupils should learn the key prayers listed below:

| Age phase | 5–7 (KS1) | 7–9 (Lower KS2) | 9–11 (Upper KS2) | 11–14 (KS3) |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prayers | <ul style="list-style-type: none">• The Sign of the Cross• The Lord’s Prayer• Hail Mary• Glory be• Grace before meals• Grace after meals | <ul style="list-style-type: none">• The Apostles’ Creed• An Act of Contrition• Angel of God• Come, Holy Spirit• The Prayer of St Richard of Chichester | <ul style="list-style-type: none">• Morning Offering• The Rosary• The Magnificat• Act of Faith• Act of Hope• Act of Love | <ul style="list-style-type: none">• The Benedictus• The Angelus• Hail Holy Queen• The Memorare• Jesus, Mary and Joseph, I give you• Eternal Rest |



Prayers to be known:

The Sign of the Cross

*In the name of the Father
and of the Son
and of the Holy Spirit. Amen.*

The sign of the cross is both an action and a statement of faith.
A physical reminder of our redemption in the cross and an expression of faith in the Trinity.

The Lord's Prayer

*Our Father who art in heaven,
hallowed be thy name.
Thy kingdom come.
Thy will be done on earth,
as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us,
and lead us not into temptation,
but deliver us from evil.*

The Lord's Prayer 'is truly the summary of the whole of the Gospel'. (CCC 2761.)

The Hail Mary

*Hail, Mary, full of grace,
the Lord is with thee.
Blessed art thou among women
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.*

The first part of the Hail Mary is biblical, drawn from Gabriel's greeting to Mary at the Annunciation and Elizabeth's greeting at the Visitation. The second part of the prayer has its origins in 15th-century Italy.

Glory be to the Father

*Glory be to the Father
and to the Son
and to the Holy Spirit,
as it was in the beginning
is now, and ever shall be
world without end. Amen.*

The doxology is a short expression of praise of the Trinity dating back to the early Church.
It is used extensively in the Liturgy of the Hours and in devotions such as the Rosary.

Grace before meals

*Bless us, O Lord, and these your gifts
which we are about to receive from your bounty.
Through Christ our Lord.
Amen.*

Grace after meals

*We give you thanks, Almighty God,
for all your benefits,
who live and reign, world without end.
Amen.*



The Apostles' Creed

*I believe in God,
the Father almighty
Creator of heaven and earth,
and in Jesus Christ, his only Son, our Lord,*

At the words that follow, up to and including the Virgin Mary, all bow.

*who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
he descended into hell;
on the third day he rose again from the dead;
he ascended into heaven,
and is seated at the right hand of God the Father almighty;
from there he will come to judge the living and the dead.*

*I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting. Amen.*

Based on baptismal documents of the 8th century
but related to texts of an earlier origin.

Act of Contrition

*O my God,
because you are so good,
I am very sorry that I have sinned against you,
and with the help of your grace
I will not sin again.*

One of the forms of the Penitent's Prayer of Sorrow found in the Rite of Penance.

Angel of God

*Angel of God,
my guardian dear,
to whom God's love commits me here,
ever this day be at my side,
to light and guard, to rule and guide.
Amen.*

The prayer is based on one by Reginald of Canterbury in the early 12th century.

Come, Holy Spirit

*V. Come, Holy Spirit, fill the hearts of your faithful.
R. And kindle in them the fire of your love.
V. Send forth your Spirit and they shall be created.
R. And you will renew the face of the earth.*

*Let us pray
O God, who by the light of the Holy Spirit,
did instruct the hearts of your faithful,
grant that by that same Holy Spirit,
we may be truly wise, and ever rejoice in your consolation,
Through Christ our Lord.
Amen.*

This prayer is a compilation of a number of liturgical texts drawn from the
Mass and Office of Pentecost and the Votive Mass of the Holy Spirit.

Prayer of St Richard of Chichester

*Thanks be to you, my Lord Jesus Christ,
for all the benefits which you have given me,
for all the pains and insults which you have borne for me.
O most merciful Redeemer, friend and brother,
may I know you more clearly,
love you more dearly,
and follow you more nearly,
day by day.
Amen.*



● ● ● Our journey with Christ

Morning Offering

*O Jesus,
through the most pure heart of Mary,
I offer you all my prayers,
thoughts, works and sufferings of this day
for all the intentions of your most Sacred heart.*

The Rosary

For each mystery or decade, one Our Father, ten Hail Marys and the Glory be is recited.

The Joyful Mysteries

(Recited Monday and Saturday)

The Annunciation (Luke 1:26–38)

The Visitation (Luke 1:39–45)

The Nativity (Luke 2:1–7)

The Presentation in the Temple (Luke 2:22–35)

The Finding in the Temple (Luke 2:41–52)

The Mysteries of Light

(Recited Thursday)

The Baptism of Jesus (Matthew 3:13–17)

The Wedding Feast of Cana (John 2:1–12)

The Proclamation of the Kingdom, with the call to Conversion (Mark 1:14–15; 2:3–12)

The Transfiguration (Luke 9:28–36)

The Institution of the Eucharist (Matthew 26:26–29)

The Sorrowful Mysteries

(Recited Tuesday and Friday)

The Agony in the Garden (Mark 14:32–42)

The Scourging at the Pillar (Matthew 27:15–26)

The Crowning with Thorns (Matthew 27:27–31)

The Carrying of the Cross (John 19:15–17; Luke 23:27–32)

The Crucifixion (Luke 23:33–38, 44–46)

The Glorious Mysteries

(Recited Wednesday and Sunday)

The Resurrection (Matthew 28:1–8)

The Ascension (Acts 1:6–11)

The Descent of the Holy Spirit (Acts 2:1–12)

The Assumption (1 Thessalonians 4:13–19)

The Coronation of Mary Queen of Heaven and Earth (Revelation 12:1; 14:1–5; Isaiah 6:1–3)



Prayer concluding the Rosary

[Hail, Holy Queen, etc. as above]

V. Pray for us, O holy Mother of God.

R. That we may be made worthy of the promises of Christ.

Let us pray.

O God, whose only-begotten Son,
by his life, death and resurrection,
has purchased for us the rewards of eternal life,
grant, we beseech thee,
that meditating on these mysteries
of the most holy Rosary of the Blessed Virgin Mary,
we may imitate what they contain
and obtain what they promise,
through the same Christ our Lord.
Amen.

The Magnificat

My soul proclaims the greatness of the Lord,
and my spirit rejoices in God my Saviour,
for he has looked upon his handmaid in her lowliness;
for behold, from this day forward,
all generations will call me blessed.

For the Almighty has done great things for me,
and holy is his name.
His mercy is from age to age
for those who fear him.

He has made known the strength of his arm,
and has scattered the proud in their conceit of heart.
He has cast down the mighty from their thrones
and has exalted those who are lowly.
He has filled the hungry with good things,
and has sent the rich away empty.

He has helped his servant Israel,
mindful of his mercy,
even as he promised to our fathers,
to Abraham and his descendants for ever.

Glory be to the Father and to the Son
and to the Holy Spirit,
as it was in the beginning, is now,
and ever shall be, world without end.
Amen.

Mary's song of praise was first sung to her cousin Elizabeth (Luke 1:46-55).
It is sung daily at Evening Prayer.

Act of Faith

My God, I believe in you
and all that your Church teaches,
because you have said it,
and your word is true.

Act of Hope

My God, I hope in you,
for grace and for glory,
because of your promises,
your mercy and your power.

Act of Love

My God, because you are so good,
I love you with all my heart,
and for your sake,
I love your neighbour as myself.

The Benedictus

Blessed be the Lord God of Israel:
for he has visited his people and redeemed them;
he has raised up for us a horn of salvation
in the House of David his servant,
as he spoke through the mouth of his holy ones,
his prophets from ages past:

To grant salvation from our foes,
and from the hand of all who hate us,
showing mercy to our fathers,



Our journey with Christ

*remembering his holy covenant;
the oath he swore to Abraham our father,
To grant that freed from the hand of our foes,
we may serve him without fear
in holiness and righteousness
all the days of our life.*

*And you, little child, will be called
the Prophet of the Most High,
for you will go before the Lord
to make ready his ways:
to grant knowledge of salvation to his people
by the forgiveness of their sins;*

*Through the tender mercy of our God,
the Dawn from on high will visit us,
to shine on those who sit in darkness,
and those in the shadow of death;
to guide our feet into the way of peace.*

*Glory be to the Father and to the Son
and to the Holy Spirit,
as it was in the beginning, is now, and ever shall be,
world without end.
Amen.*

The Canticle of Zechariah, father of John the Baptist, is taken from Luke's Gospel (Luke 1:68–79).
It is sung daily at Morning Prayer.

The Angelus

*V. The Angel of the Lord declared unto Mary.
R. And she conceived of the Holy Spirit.*

*Hail, Mary, full of grace, the Lord is with thee.
Blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.*

*V. Behold the handmaid of the Lord.
R. Be it done unto me according to thy word.
Hail Mary.*

*V. And the Word was made flesh.
R. And dwelt among us.
Hail Mary.*

*V. Pray for us, O holy Mother of God.
R. That we may be made worthy of the promises of Christ.*

*Let us pray;
Pour forth, we beseech thee, O Lord,
thy grace into our hearts;
that we, to whom the Incarnation of Christ, thy Son,
was made known by the message of an angel,
may by his Passion and Cross be brought to the glory of his Resurrection.
Through the same Christ, our Lord.
Amen.*

The Angelus is traditionally said three times a day: at 6am, 12 noon, and 6pm.

Hail, Holy Queen (Salve Regina)

*Hail, Holy Queen, Mother of Mercy,
Hail our life, our sweetness and our hope!
To thee do we cry, poor banished children of Eve,
To thee do we send up our sighs,
mourning and weeping in this valley of tears!
Turn, then, most gracious Advocate,
thine eyes of mercy toward us,
and after this, our exile,
show unto us the blessed fruit of thy womb, Jesus.
O clement, O loving,
O sweet Virgin Mary.*

The Salve Regina is one of the Marian Anthems sung at Night Prayer.

The Memorare

*Remember, O most gracious Virgin Mary,
that never was it known that anyone who fled to thy protection,
implored thy help, or sought thy intercession, was left unaided.
Inspired by this confidence I fly unto thee,
O Virgin of virgins, my Mother.
To thee do I come, before thee I stand, sinful and sorrowful.
O Mother of the Word Incarnate, despise not my petitions,
but in thy mercy hear and answer me.
Amen.*

A 16th-century version of a longer 15th-century prayer.

Jesus, Mary and Joseph

*Jesus, Mary and Joseph, I give you my heart and my soul.
Jesus, Mary and Joseph, assist me in my last agony.
Jesus, Mary and Joseph, may I breathe forth my soul in peace with you.*

Eternal Rest

*Eternal rest grant unto them, O Lord,
and let perpetual light shine upon them.
May they rest in peace. Amen.*

Based on the Entrance Antiphon of the Mass for the Dead.



Appendix 2 - Planning for Prayer

A number of useful resources can also be found in the staff planning area through SharePoint, such as: *Practical Prayer Ideas for The Classroom* booklet, useful websites, *Practical Prayer Ideas* booklet. Staff can also utilise school's *Ten:Ten* subscription.



Celebration of the Word Planner

| | |
|----------------------------------|-------------------------------------------------|
| Date & Time | [Enter here] |
| Liturgical Season / Feast | [e.g. Ordinary Time / Trinity Sunday] |
| Group | [e.g. EYFS, Y8, Staff who will be present etc.] |
| Location | [e.g. Hall / Chapel etc.] |

Preparation & Organisation

| Gather <i>Transforming the space for prayer</i> | |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <i>What is happening?</i> | <i>What needs to be prepared & by whom? What formation is required to help pupils?</i> |
| | |
| Word <i>What is being proclaimed? Who is proclaiming it? How will it be proclaimed?</i> | |
| <i>What is happening?</i> | <i>What needs to be prepared & by whom? What formation is required to help pupils?</i> |
| | |
| Respond <i>How will participants respond? What prayer will be used? Will any other actions or hymns/songs be used?</i> | |
| <i>What is happening?</i> | <i>What needs to be prepared & by whom? What formation is required to help pupils?</i> |
| | |
| Mission <i>How will participants think and live differently because of what they have encountered in this prayer?</i> | |
| <i>What is happening?</i> | <i>What needs to be prepared & by whom? What formation is required to help pupils?</i> |
| | |



Appendix 3
Pupil-Prepared Prayer Planning Template



Gather



Word



Respond



Mission



**New Testament
Scripture**



**Old Testament
Scripture**

THE LORD IS MY
Light
AND
Salvation

PSALM 27:1

Psalm



Act out the word

Word
Does my choice
match the liturgical year?



**Reflection on the
Word**



**Social Media
Response**



Open Prayer



Creative Response



**Individual Post it
response**

Respond



Meditation

silent

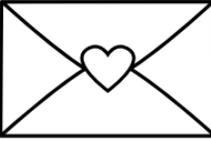
Listen to God's voice



● ● ● Our journey with Christ

“ —
—
— ”

Remember a sentence



Take something to share at home



Special Challenge

Empty dashed green box for notes.

Mission

Large empty dashed green box for notes.



Appendix 4 - Progression in Planning and prayer

| Year | Provision | Faith Leader Teams |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS | <p>Adult-Led Prayer / Celebration of the Word</p> <p>Teacher to explicitly model high-quality in-class collective worship during Autumn 1.</p> <p>Using the Pupil-Prepared Prayer planning sheet (see Appendix 3), adults give children (whole class, group and/or individual) two activities from each of the four elements (G, W, R, M) to choose from. This increases throughout the year until children are choosing from all options and they begin to suggest their own activity ideas.</p> <p>Throughout the academic year, children become more confident/independent in creating the prayer focal point.</p> <p>This develops into being able to self-choose appropriate religious objects, including consideration of the liturgical season (with adult guidance)</p> <p>The teacher plans and coordinates all Masses and class assemblies, distributing scripture, prayers etc. to children.</p> | <p>YR and Y1 Faith Leaders 'Faith Leaders' will explore their role by attending FL meetings, closely supported by faith leaders from older classes and the Subject Lead. They will input into class collective worship by feeding back from/into FL meetings, with support. They will be responsible for looking after prayer areas and resources within their classroom. They will try to be collective worship role models in their class.</p> |
| Year 1 | <p>Adult-Directed Prayer / Celebration of the Word (i.e. adults lead planning with child input and then direct children in leading)</p> <p>Teacher to explicitly model high-quality in-class collective worship during Autumn 1.</p> <p>Using the Pupil-Prepared Prayer planning sheet (see Appendix 3), children (whole class, group and/or individual) choose activities from each of the four elements (G, W, R, M). Children are encouraged to suggest their own activities (<i>adults could use the Practical Prayer Ideas for The Classroom booklet to inspire</i>) so that by the Spring Term, they are confident in doing this mostly independently.</p> <p>Children lead different elements of the Prayer / Celebration of the Word as directed by an adult. At the beginning of the academic year, each element (G, W, R, M) will be focussed on for children to lead and understand how to do so appropriately (<i>e.g.: Spring 1 may be a focus on the 'Respond' element and the teacher ensures children truly understand how to proclaim the word of God</i>) Children should be given sufficient time to practise.</p> <p>The teacher plans and coordinates all Masses and class assemblies, distributing scripture, prayers etc. to children.</p> | |



| | | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Year 2</p> | <p>Adult-Directed Prayer / Celebration of the Word (i.e. adults facilitate planning and then direct children in leading)</p> <p>Teacher to explicitly model high-quality in-class collective worship during Autumn 1.</p> <p>Using the Pupil-Prepared Prayer planning sheet (see Appendix 3) and adult-selected focus, children (whole class, group and/or individual), with direction (<i>e.g.: if the child plans to play music for the 'Gather' section, the adult selects the specific hymn/song</i>), plan the Prayer / Celebration of the Word for each of the four elements (G, W, R, M). Children use a combination of the planning template-suggested activities and their own (<i>adults could share the Practical Prayer Ideas for The Classroom booklet to inspire</i>).</p> <p>Children lead all elements of the Prayer / Celebration of the Word as co-ordinated by an adult. Children should be given sufficient time to practise.</p> <p>The teacher plans and coordinates all Masses and class assemblies, distributing scripture, prayers etc. to children. Through teacher-facilitated discussion, children begin to contribute towards planning.</p> | <p>Y2 Faith Leaders will play an active role in class worship opportunities. They will contribute to the development of these opportunities by feeding back from/into FL meetings. They will be responsible for looking after prayer areas and resources within their classroom and begin to make choices about the resources to be used. They will try to be collective worship role models in their class.</p> |
| <p>Year 3</p> | <p>Pupil-Prepared Prayer / Celebration of the Word (with adult support in planning and delivery)</p> <p>Teacher to explicitly model high-quality in-class collective worship during Autumn 1.</p> <p>Using the Pupil-Prepared Prayer planning sheet (see Appendix 3) and adult-guidance for the focus, children (whole class, group and/or individual), with support (<i>e.g.: if the child plans to play music for the 'Gather' section, the adult helps to identify the specific hymn/song</i>), plan the Prayer / Celebration of the Word for each of the four elements (G, W, R, M). Children use a combination of the Pupil-Prepared Prayer planning template-suggested activities and their own (<i>adults share the Practical Prayer Ideas for The Classroom booklet to inspire</i>). Adults model making planning choices that are linked to the chosen scripture and justifying these choices</p> <p>Children lead all elements of the Prayer / Celebration of the Word supported by an adult. Children should be given sufficient time to practise.</p> <p>The teacher plans and coordinates all Masses and class assemblies, distributing scripture, prayers etc. to children. Through teacher-facilitated discussion, children begin to contribute towards planning.</p> | <p>Y3 Faith Leaders will play an active role in class worship opportunities by modelling leadership for other pupils. They will proactively contribute to the development of these and other opportunities by feeding back from/into FL meetings and overseeing development (with support). They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used. They will be collective worship role models in their class</p> |



Our journey with Christ

| | | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Year 4</p> | <p>Pupil-Prepared Prayer / Celebration of the Word (with adult support in planning)</p> <p>Teacher to explicitly model high-quality in-class collective worship during Autumn 1.</p> <p>Adults decide the theme of worship opportunities and support children in deciding upon relevant scripture. Children work independently at the planning stage, but prior to delivering their worship opportunities (or during planning), their planning is checked/directed to ensure its relevance to the chosen scripture and theme. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma (Pupil-Prepared Prayer planning template)</p> <p>The teacher plans and coordinates all Masses and class assemblies, distributing scripture, prayers etc. to children. Through teacher-facilitated discussion, children increase their contribution towards planning.</p> | <p>Y4 Faith Leaders will play an active role in class worship opportunities by modelling leadership for other pupils as well as beginning to support others when leading. They will proactively contribute to the development of these and other opportunities by feeding back from/into FL meetings and overseeing development. They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used. They will be collective worship role models in their class.</p> |
| <p>Year 5</p> | <p>Pupil-Prepared Prayer / Celebration of the Word (with adult support)</p> <p>Teacher to explicitly model high-quality in-class collective worship during Autumn 1.</p> <p>Children plan mostly independently are able to justify their planning choices when challenged to do so. Creativity is encouraged. Adults may help to direct more complex parts of worship, such as questioning, so as to ensure themes are explored in depth. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record worship opportunities by completing main planning pro forma</p> <p>The teacher plans and coordinates Masses and class assemblies, distributing scripture, prayers etc. to children. Through teacher-facilitated discussion, children further increase their contribution towards planning.</p> | <p>Y5 Faith Leaders will play an active role in class worship opportunities by supporting other children when planning and leading worship. They will proactively contribute to the development of these and other opportunities by feeding back from/into FL meetings, overseeing development and suggesting next steps. They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas. They will be role models in their class.</p> |



Year 6

Pupil-Prepared Prayer / Celebration of the Word (independent)

Teacher to explicitly model high-quality in-class collective worship during Autumn 1.

By the end of Year 6, most children will be able to plan and deliver creative liturgy and other worship opportunities independently, including selection of a liturgically-relevant theme and scripture. Their choice of supporting resources and artefacts will show creativity and resourcefulness, underpinned by liturgical awareness. They will be able to justify their planning and choice of activities by linking these to their chosen scripture – and make this explicit during delivery (e.g. “We have chosen to display the symbol of the dove because...”).

In addition, more able children will be able to:

- lead meaningful, structured discussion of scripture, etc. independently, seeking contributions from their peers and responding to these in a meaningful way.
- Be particularly creative and resourceful in their planning of worship opportunities.
- Support peers and younger children in planning worship.
- Help evaluate collective worship opportunities and make suggestions for future developments.
- Have considered what collective worship might be like in their future, beyond primary school, and have ideas about how they might wish to pursue it.

The teacher plans and coordinates Masses and class assemblies, distributing scripture, prayers etc. to children. Through teacher-facilitated discussion, children contribute towards planning.

Y6 Faith Leaders will play an active role in class worship opportunities by supporting other children (across the school when possible) when planning and leading worship. They will contribute to the development of these opportunities by collaboratively deciding the agenda for FL meetings, monitoring development at whole school level and suggesting ways to implement next steps. They will be responsible for looking after prayer areas and resources within their classroom, suggesting new resources to be used, as well as supporting children from younger classes in the development of their prayer areas.

The Y6 FL will play a proactive role in planning, setting up for and delivering whole school worship opportunities. They will be exemplary and prominent role models in all forms of collective worship. They will have responsibility for gathering and recording child and adult feedback after worship opportunities. They will contribute to and influence whole school worship development through regular contact with SLT, including working with the subject leader in developing new worship ideas. At some points during the year, Y6 FL will join worship opportunities across the school, conduct pupil voice questionnaires and contribute to the monitoring and evaluation of worship and action plan for the next school year.



Appendix 5 - BDES Guidance for Prayer Areas

Prayer Areas



Position the prayer areas as a focal point of the room.

EYFS & Key stage 1 children should be able to gather around the prayer area.

Key Stage 2 children should be able to easily face towards the prayer area.

Permanent items in a prayer area should include a crucifix, a Bible and a candle. You may also include a religious statue.

Ensure that an age-appropriate Bible/Bible story is enthroned upon the table.

Prayer areas can display prayers of the Church at different times of the liturgical year.

(The specific prayers the children are learning)

You could include opportunities for children to share their own prayer intentions in a box, basket or book etc.

The area should reflect other key events, commemorations and celebrations of the Liturgical Year Church at appropriate times e.g. during the month of October a statue of Mary or Rosary Beads can be placed.

Additional items may include images, quotes, poems, hymns, Catholic religious symbols and other objects reflecting seasonal prayer intentions of the Church e.g. harvest and creation.



- Involve children to help create the area.
- Ask a colleague to come and view your prayer area to offer guidance and support.
- Ensure you know when the Liturgical times of the year change and you know where the appropriate cloth is.
- Change the items on the table to match the liturgical seasons.



- Place the prayer area in a place where it is likely to be brushed against/damaged.
- Place religious symbols and iconography pertinent to other faiths - This is a Catholic prayer area.
- Have all the prayers for the whole year up.
- Clutter your prayer area – Sometimes less is more.



Liturgical Colours for Prayer Areas

| | |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advent - Purple | <p><u>4 weeks of Advent (Four Sundays before Christmas)</u></p> <ul style="list-style-type: none"> Prayer areas during this season will be covered with a purple cloth and should include an Advent Wreath (to be lit at prayer time), an Advent Calendar (counting the days from the first day of Advent to Christmas), figures of Mary & Joseph waiting in the stable, journeying Wise Men and a Jesse Tree (Y4). An image of Mary on the Diocesan Feast of the Immaculate Conception may also be displayed on 8 December. |
| Christmas - White and Gold | <p>Christmas Season from the Vigil Christmas Eve Mass until the Feast of the Baptism of the Lord.</p> <ul style="list-style-type: none"> During the season of Christmas, prayer areas should be adorned in white and gold cloths to celebrate the birth of Christ. Flowers may also be placed in the prayer space (a Poinsettia has significant symbolism). The crib would include a star, the figures of the nativity and then finally the Wise Men on Epiphany (6th January). Symbols of baptism (cross, white garment, oil, water, light) may also be included on the Feast of the Baptism of Our Lord. |
| Ordinary Time 1 Green | <p>Ordinary time after the Feast of the Baptism of the Lord until Shrove Tuesday (Pancake day!)</p> <ul style="list-style-type: none"> During this period of Ordinary Time, prayer areas will be covered in a green cloth. The figures of Mary, Joseph and Jesus in the crib can remain until February 2nd (The Presentation of Our Lord) and new candles which may have been blessed at Mass on this date may also be added. |
| Lent – Purple | <p>Lent - beginning on Ash Wednesday until the Vigil Mass on Easter Saturday Evening.</p> <ul style="list-style-type: none"> In the season of Lent, the prayer area will be covered in a purple cloth. A 40 Days calendar to represent the time Jesus spent in the desert may also be added. Sand and stones could be used to recreate the emptiness of the desert. A bowl of ashes on the prayer space would serve as reminder of the ashes placed on the forehead on Ash Wednesday, the start of this season. The Diocesan Feast of St. Chad is March 2nd, a St. Chad's Cross could be added to the prayer area to celebrate this Feast Day. |
| Holy Week- Purple | <ul style="list-style-type: none"> During Holy Week the prayer area will continue to be covered in purple cloth and palm crosses may be added on Palm Sunday. Images of the Stations of the Cross could be added as a reminder of the events of Jesus' arrest to his death. A crucifix should also be included as a reminder of Jesus' crucifixion on Good Friday. Symbols of Holy Week could also be added to the prayer space. |
| Easter Season - White and Gold | <p>Easter Season from Easter Sunday until Pentecost (The birthday of the Church)</p> <ul style="list-style-type: none"> During the season of Easter, the prayer area should be adorned in white and gold cloth as a celebration of Jesus' resurrection on Easter Day. An Easter Garden could be added as a joyful reminder of the empty tomb which was discovered signifying Christ's resurrection on Easter Sunday. The word 'Alleluia' should feature prominently as a reminder that Christ is risen. Images of the risen Christ as well as a Risen Jesus crucifix would be appropriate. Flowers and symbols of new life including eggs would also celebrate this joyful time. Year 1 in particular should include a Paschal Candle/Easter Candle and lit to signify the light of Christ. An image of the Ascension could be displayed on the Feast of the Ascension. A statue or image of Our Lady for May, the month of Mary could be added. |
| Pentecost- Red | <ul style="list-style-type: none"> On the Feast of Pentecost, the priest's vestments and cloths in church will be red. Symbols of the Holy Spirit (dove, wind, fire) could be displayed. This is the church's birthday and therefore sharing birthday cake would be a joyful sign of this. Images of Pentecost could be used on prayer areas. |
| Ordinary Time 2 - Green | <p>Ordinary Time following Pentecost Sunday until the Solemnity of Christ the King (the Sunday before Advent begins).</p> <ul style="list-style-type: none"> During this second period of Ordinary Time, the prayer area would be covered in a green cloth. • Images of Our Lady for her birthday (9th September) could be displayed. During the Harvest festival celebrations, objects of creation and offerings for the harvest festival could be displayed on the prayer area. In the month of October, images of the Mysteries of the Rosary and Rosary beads can be displayed and used in prayer time. Images of the saints on November 1 (the saint of the school or class saint names if relevant) could be displayed. During the month of November (the Month of the Holy Souls), a book of prayer intentions could be included for those who have died. Images of Christ the King could be displayed on this Feast Day, the week before Advent begins which is also National Youth Sunday. |



Appendix 6

Date

Type

Congregation

Staff overseeing preparation

WELCOMERS

Pupils who welcome the congregation & distribute Mass resources

LITURGY OF THE WORD

Readers to walk together, stand in a line in front of the altar, bow together, and proceed to the lectern

| | | | |
|----------------------------------|--|----------------|--|
| First Reading | | Proclaimed by: | |
| Psalm | | Proclaimed by: | |
| Second Reading <i>(Optional)</i> | | Proclaimed by: | |
| Gospel Acclamation | | Proclaimed by: | |
| Gospel | | | |

THE PRAYER OF THE FAITHFUL

Readers to walk together, stand in a line in front of the altar, bow together, and proceed to the lectern

| | | |
|-----------------------------------------------------|---------|--|
| 1. For the needs of the Church: | Reader: | |
| 2. For the world: | Reader: | |
| 3. For those in need: | Reader: | |
| 4. For the local community: by God the Holy Spirit. | Reader: | |
| 5. For those who are sick or have died (optional) | Reader: | |
| 6. Hail Mary | Reader: | |

OFFERTORY BEARERS

| | | | |
|----------------------|--|---------------------|--|
| Gift bearer (bread): | | Gift bearer (wine): | |
|----------------------|--|---------------------|--|

ALTAR SERVERS

Please ask experienced altar servers

PARTS OF THE MASS

Singing the parts of the Mass should be prioritised over singing hymns. Hymns should be linked to the liturgical year and used in the correct part of the Mass. [Click here for guidance](#)

| | |
|-------------------------------|-------------------|
| Parts of the Mass to be sung: | Hymns to be sung: |
| | |

Slides for the PP



A reading from the book of

The word of the Lord.

Psalm

The response is:

Please stand to greet the Gospel.

Alleluia, alleluia! (sung)

Alleluia! (sung)

The Lord be with you.

And with your spirit.

A reading from the gospel according to

Glory to you O Lord.

The Gospel of the Lord.

Praise to you, Lord Jesus Christ.

Prayers of the Faithful:

1.

Lord in your mercy,

2.

Lord in your mercy,

3.

Lord, in your mercy,

4.

Lord, in your mercy,

5. We ask Our Lady of Fatima, our patron to pray with us and for us as we say:

Hail Mary ...

Let us now pray for a few moments in silence for our own intentions.



● ● ● Our journey with Christ

Academic Year

Person(s) completing document

| | Catholic life & mission | Religious education | Prayer & liturgy |
|------------|-------------------------------|-------------------------------|-------------------------------|
| Autumn n 1 | • Link to CSI | • Link to CSI | • Link to CSI |
| Autumn n 2 | • Link to CSI | • Link to CSI | Link to CSI |
| Spring 1 | • Link to CSI | Link to CSI | Link to CSI |
| Spring 2 | • Link to CSI | Link to CSI | Link to CSI |
| Summer 1 | • Link to CSI | Link to CSI | Link to CSI |
| Summer 2 | • Link to CSI | Link to CSI | Link to CSI |



● ● ● Our journey with Christ

Academic Year

PLC

Half-term

| Findings | | Action | Impact |
|--------------------------|---|------------------------------------------|----------------------------------------------|
| Strengths & developments | | What needs to be done? By whom? By when? | How has school changed due to these actions? |
| Class-based | | Date of monitoring: | Person monitoring this: |
| | | • | |
| KS / Phase | | Date: | Person monitoring this |
| | | | |
| Whole school | | Date: | Person monitoring this |
| | | | |
| Mass or liturgy | • | Date: | Person monitoring this: |
| | | • | • |
| Staff | • | Date | Person monitoring this: |
| | | • | |
| Prayer areas | • | Date | Person monitoring this: |
| | | • | |
| Voluntary | • | Date | Person monitoring this |
| | | • | |



Date & Time

Who is being observed

Observer

Theme / focus

Follow-up

Key points from previous observation(s)

Is there evidence that these have been addressed in this provision?

CSI Framework links

CW1: Outcomes

| | Y/N | Prompt | How do you know? |
|-----|-----|--------|------------------|
| 1.1 | | | ● |
| 1.2 | | | |
| 1.3 | | | |
| 1.4 | | | |
| 1.5 | | | |

CW2: Provision

| | Y/N | Prompt | How do you know? |
|-----|-----|--------|------------------|
| 2.3 | | | ● |
| 2.4 | | | |
| 2.7 | | | |
| 2.8 | | | |
| 2.9 | | | |



Pupil Interview on Prayer & Liturgy

| Findings | |
|-----------------------------------------------------|---------------------------------------------------|
| Strengths | Developments |
| <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |
| Action | |
| <i>What needs to be done? By whom? When?</i> | |
| <ul style="list-style-type: none">• | |
| Impact | |
| <i>How has school changed due to these actions?</i> | |
| | |



Pupil Interview on Prayer & Liturgy

| | |
|-------------|---------------------------------------------------|
| Date | [Enter here] |
| Pupil Group | [e.g. Y7 leaders, KS1 random, Chaplain Team etc.] |
| Interviewer | [Enter here] |

| | | | | | |
|----|--|--|--|--|--|
| | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3a | | | | | |
| 3b | | | | | |
| 4 | | | | | |
| 5a | | | | | |
| 5b | | | | | |
| 6 | | | | | |
| 7a | | | | | |
| 7b | | | | | |
| 8 | | | | | |



Pupil Interview on Prayer & Liturgy

| Findings | |
|-----------------------------------------------------|---------------------|
| <i>Strengths</i> | <i>Developments</i> |
| | |
| Action | |
| <i>What needs to be done? By whom? When?</i> | |
| | |
| Impact | |
| <i>How has school changed due to these actions?</i> | |
| | |

Date of next monitoring: