

St Catherine's Catholic Primary School



Prayer and Liturgy Policy

MISSION STATEMENT

GROWING IN FAITH

*Our vision at St Catherine's Catholic Primary School
and all we do, and aspire to be,
is centred on the love, life and teaching of Jesus,
and rooted in the faith of the Catholic Church.*

AIMING FOR EXCELLENCE

*Our aim is to build a loving, happy, safe and welcoming school where
everyone has the opportunity and support to recognise, celebrate and
develop
their God given gifts and talents, learning in a creative and friendly school
family.*

LEARNING FOR LIFE

*Journeying together with each other,
we work in harmony
to provide outstanding Catholic Education
for all our pupils preparing them to fulfil their mission
to the world in which we live.*

Policy Adopted: November 2024

To be reviewed: November 2025

STATEMENT - COLLECTIVE WORSHIP

Collective Worship is our loving response, in words and actions, to God's invitation to enter into a relationship with Him. It is concerned with giving glory, honour, praise and thanks to God. It is an integral part of school life here at St Catherine's Catholic Primary School. We have a school prayer, which is framed, around our school values and personal to our setting.

The term Collective Worship is the legal term to describe gathering together for Prayer and Liturgy. Both terms are used interchangeably within this document. The content of this document reflects the requirements and guidance of the Prayer and Liturgy Directory 2023, 'To love You more dearly.'

Legal Requirements

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups. We acknowledge that collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be clear in the planning and provision.

The act of worship is not designated curriculum time under regulations and will not be subsumed under any part of the curriculum, including Religious Education.

Parents have a legal right to withdraw their child from Collective Worship. However, given the importance of Collective Worship in a Catholic school, parents and prospective parents will be made aware of the fact that it can never be confined to 'timetabled slots' but may take place in a variety of contexts other than those which are specifically structured, within the Religious Education curriculum.

At St Catherine's, Collective Worship is far more than a statutory requirement. It is crucial to the spiritual life of the school and to pupils' moral and spiritual development. Collective Worship is an integral part of our Catholic school and is central to our distinctive ethos.

Prayer and Liturgy in the Life of St Catherine's Catholic School

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

Aims of Prayer and Liturgy

Our collective aim is to provide opportunities for all pupils and staff:

- To grow spiritually
- To unite our worshipping community
- To contemplate the mystery of God

- To develop the prayerful skills of reverence, reflection, empathy and meditation
- To deepen our sense of awe and wonder and reflect upon our own faith journeys
- To reflect on spiritual and moral issues
- To explore personal beliefs
- To respond to and to celebrate life
- To experience a sense of belonging and to develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To pray using prayers which are part of the Catholic tradition
- To participate fully

Principles

All acts of worship at St Catherine's will:

- Give glory and honour to God
- Enable pupils to develop skills so that they can participate, prepare, organise and lead worship
- Give pupils varied and positive liturgical experiences, appropriate to their age, ability and experiences

Organisation of Collective Worship - Please see Appendix 1 (Weekly Timetable)

All Acts of Collective Worship follow the pattern below:

- Gathering - coming together, setting the environment, music, candles, statues, cross/crucifix
- Listen - scriptures chosen appropriately
- Respond - prayers, reflections, discussions, hymns/songs
- Go Forth/Mission - children have something to reflect/act upon from their experience, something to take into their daily lives - a mission

We have formal prayers taught to all the children including the Our Father, Hail Mary and Glory Be. The children are encouraged to participate in spontaneous prayer (spoken and silent forms) and meditation within their own class on a regular basis as well as during collective worship.

Liturgy Team

A group of pupils from Years 2 – 6 work together to help prepare the Gospel Assembly. They also take the lead in delivering whole school and class based liturgies for parents/carers and for the class below them, under the guidance of staff. The Liturgy Team members are invited into this role by their class teachers and the SLT and change every year.

Masses and Liturgies - Please see Appendix 2 (APOP Yearly Calendar)

- Masses/liturgies take place regularly and feast days are celebrated
- Diocesan, Deanery and Parish Celebrations are attended by representatives from St Catherine's
- During the months of October and May, the Rosary (often the short version or a decade) is prayed regularly
- We take every opportunity to host celebrations at St Catherine's, e.g. Deanery Masses and events

- Spirituality Week takes place every year with a specific whole school focus e.g. Holy Week, Saints, Pentecost
- Each class has an annual Class Liturgy to which parents/carers are invited to join us in this time of prayer and reflection

Opportunities for Prayer

- There are opportunities for staff to pray together
- Children participate in learned and/or traditional prayers on three occasions each day
- We have a 'Prayer Tree' in the lobby so that spontaneous prayers may be 'posted' by anyone within our school community and similar opportunities exist in classrooms
- At the start of the school year parents/carers are invited to compose a prayer or to record their hopes on a leaf template, for their child that year, these are then displayed on the class prayer tree on the prayer table
- All prayer tables contain interactive prayer resources where private prayers can be said/spoken or silent
- Regular Meditation
- Planned Spiritual Journaling
- Year 4 visit to The Life of Christ
- Year 6 Retreat Day prior to transition to Secondary Schools

Learning Environment

A range of statues, symbols and images of the Catholic faith are displayed throughout the school. These remind and help the school community and visitors to experience the uniqueness of our learning environment and be an outward sign of the school's ethos. Prayer tables and displays in each classroom reflect both the liturgical season and the current RE branch of learning (see Appendix 4 for the monitoring proformas).

Resources

The RE leader has a bank of resources to support staff in planning and leading Prayer and Liturgy. Each classroom has a number of resources including liturgical seasonal items, which are updated as required.

Responsibilities

Governors

Our Ethos link governor ensures that spirituality and prayer is nurtured and developed. The link governor is responsible, along with the SLT, for monitoring and evaluating the provision of collective worship and its effectiveness. They report to the full governing body and challenge and question the school leadership team on the standards of spirituality, prayer and worship.

Headteacher

The Headteacher ensures the implementation of this policy and its integration into school life. The Headteacher and foundation governor responsible for collective worship appoint an appropriately trained prayer and liturgy leader who must be a practising Catholic as this is a key role in a Catholic school. The leader is responsible for the provision, careful monitoring and evaluation of collective worship and resources used.

Prayer and Liturgy Leader

At St Catherine's the lead teacher for prayer and liturgy must be a practising Catholic, this leader also has responsibility for RE. Along with governors and the Headteacher, the leader for prayer and liturgy ensures that the prayer and liturgy policy is adhered to, reviewed and updated regularly. The lead teacher for prayer and liturgy is responsible for overseeing training and support for all teaching staff, liaises with any external visitors and leads the monitoring and evaluation of any provision and resources that are utilised to deliver liturgy.

At St Catherine's, all school staff are responsible for nurturing and further developing prayer and liturgy in the school. Teachers and all staff will:

- ensure Christian values are held at the core of all learning
- create positive relationships where a high level of self-esteem is fostered
- provide a safe, secure and stimulating environment for all
- have the opportunity to discuss and contribute towards the school's approach to worship
- keep parents/carers informed of any class celebrations and invite them to share in these when appropriate
- acknowledge moments of awe and wonder when they occur

Monitoring and Evaluation


We take in account the elements in the Diocesan Collective Worship/Prayer Life Grid (Appendix 3) when evaluating our provision. Following monitoring, training needs and/or support requirements are identified and appropriate CPD is put in place.

Policy Monitoring and Review

This policy is monitored by the RE leader and is evaluated and reviewed by governors every two years.

Appendix 1 Annual Plan of Provision

Whole School
Key Stage
Class


CLASS PRAYER & LITURGY WEEKLY/MONTHLY OVERVIEW					
	DAILY PRAYERS	TRADITIONAL PRAYERS	OTHER FORMS OF PRAYER	CELEBRATION OF THE WORD	
Whole School	Morning Prayer School Prayer (developmental according to age) Lunchtime Prayer	End of Day Our Father- Monday & Thursday Hail Mary – Tuesday & Friday Glory Be - Wednesday	Each week 3 x Meditation (after lunch) 1 x Life to the Full – Scripture and Prayer according to the Session 1 x Prayer through Hymns Optional Spontaneous Prayer	Each week: 1 x Teacher-Led RED Celebration – EYFS, Years 1,2, 5 & 6 1 x Spiritual Journaling Years 3 & 4	Every Monday: Gospel Celebration of the Word/Liturgy Every Thursday: September – Lectio Divina (Class) October – The Rosary (Key Stage) November – CST (Key Stage) December – Visio Divina (Class) January – Prayer through Music/Journaling (Class) February – Guided Meditation (Key Stage) March – The Stations of the Cross (Key Stage) April – Praying through Nature (Class) May – The Rosary (Key Stage) June – Prayer Stations/Spontaneous Prayer (Rotating) July – Protected Characteristics (Key Stage)



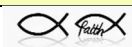
Appendix 2 Annual Plan of Provision cont

WHOLE SCHOOL PRAYER & LITURGY YEARLY OVERVIEW

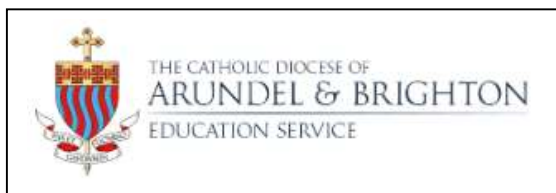
N.B. Where Holy Days fall on a Sunday, a Celebration of the Word using the scriptures will be held for the whole school during the Gospel Assembly

	SCHOOL MASSES, with Eucharist	OTHER MASSES & HOLY DAYS	SACRAMENTS	LITURGIES	OTHER PRAYER OPPORTUNITIES
SEPTEMBER	New Year Mass				Class Home Prayer Bag (x1 pupil per class each week)
OCTOBER				Mission Statement Value – Love Harvest Liturgy Anti-Bullying & Friendship – Messages from the Bible	Class Home Prayer Bag (x1 pupil per class each week) Lunchtime Rosary in the Prayer Garden – Key Stage 2
NOVEMBER		All Saints & All Souls Day		St Catherine's Feast Day Liturgy	Class Home Prayer Bag (x1 pupil per class each week)
DECEMBER			Reconciliation Service Reconciliation – Key Stage 2	Mission Statement Value -Forgiveness Deanery Advent Service Key Stage 1 Nativity Key Stage 2 Carol Concert Christmas Reflection	Class Home Prayer Bag (x1 pupil per class each week)
JANUARY	Epiphany Mass			Mission Statement Value -Courage St John Bosco	Class Home Prayer Bag (x1 pupil per class each week)

				Feast Day	
FEBRUARY	Ash Wednesday Mass			Our Lady of Lourdes Liturgy Ash Wednesday Service	Class Home Prayer Bag (x1 pupil per class each week)
MARCH			Reconciliation Service Reconciliation - Key Stage 2	Mission Statement Value - Patience Holy Week Reflections	Class Home Prayer Bag (x1 pupil per class each week)
APRIL				Mission Statement Value - Respect	Class Home Prayer Bag (x1 pupil per class each week) Stations of the Cross
MAY	Mary our Mother Mass			Month of Mary	Class Home Prayer Bag (x1 pupil per class each week) Lunchtime Rosary in the Prayer Garden – Key Stage 2
JUNE	Parish First Holy Communion Masses	St Peter & St Paul Missio Day of Many Colours	First Holy Communion School Celebration	Mission Statement Value –Service	Class Home Prayer Bag (x1 pupil per class each week)
JULY	Year 6 Leavers Mass				Year 5 – Deanery Conference Year 6 Retreat Day
ANNUALLY	<p>Each Class Invites their Parents/carers to join them in a Class Liturgy which both reflects and celebrates their learning in RE – this is planned with Teachers and pupils and pupils take leading roles according to their ages and experiences</p> <p>Each Class – pupils are invited to join their Class Teacher and the RE leader in planning and leading a liturgy for the Year Group below them – they spend 2 weeks planning and resourcing and then present this liturgy to the focus class on the third week during Praying through Hymns time– pupils are encouraged to work with scripture that they are familiar with</p>				



Appendix 3



COLLECTIVE WORSHIP/PRAYER LIFE GRID

School:

Year Group:

Teacher:

Date:

Collective Worship	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Gather Set-up and atmosphere	Pupils and/or staff have been able to create an atmosphere conducive to prayer through the skilful use of prayer focuses, music and silence.	Pupils and/or staff have been able to create an atmosphere conducive to prayer, using silence and visual prompts.	The ability of pupils and/or staff to create an atmosphere conducive to prayer is limited and whilst attempts are made to use silence and other visual aids to create the right atmosphere, this has mixed success.	Pupils and/or staff are unable to create the correct atmosphere for prayer; the space for prayer is untidy and/or distracting.
Themes and purpose	The act of Collective Worship has a clear purpose, message and direction. The themes chosen for worship reflect a deep understanding of the liturgical season and the Church's mission in education.	The act of Collective Worship is centred on clear themes and messages. Chosen liturgical themes are consistent with the season and the Catholic character of the school.	The act of Collective Worship is themed but the message conveyed is unclear or confused. Whilst key seasons of the Church's Year are recognised and other religious festivals acknowledged, there is a lack of depth and breadth in responding to the liturgical seasons.	The act of Collective Worship is incoherent in the communication of its purpose and message. Themes chosen do not reflect the liturgical season or the Church's mission.
Pupil engagement	Act of worship engages all pupils' interest and inspires in them deep thought and heartfelt response. There is a palpable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers.	Pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence.	Pupils take part in act of worship, although not always readily. They participate in opportunities to sing, to pray quietly and to join in community prayers although not all pupils are engaged.	The majority of pupils are not engaged by the act of Collective Worship
Peer to peer engagement	The worship opportunity created by pupils is imaginative, varied and inspirational. Most other pupils are visibly uplifted by the worship opportunity created by their peers.	The worship opportunity created by pupils is varied and well-planned. Other pupils are engaged by the worship opportunity planned by their peers.	The worship opportunity created by pupils is formulaic, lacking variety or interest both for those who plan it and for those who participate in it.	If pupils do lead collective worship, they do so with evident reluctance. The worship opportunity is at best merely tolerated by their peers.

Inclusivity	Themes chosen for worship include the spiritual aspirations of all pupils.	Themes chosen for worship are responsive to the religious diversity among pupils.	There is a limited acknowledgement of the diversity of pupil backgrounds in selecting themes for worship.	The faith backgrounds of pupils are largely ignored in acts of Collective Worship.
Pupil leadership	Pupils have taken the initiative in leading the community in prayer. They have been creative and resourceful in their planning of the worship opportunity and they want it to be the best it can be.	Pupils lead worship with confidence, enthusiasm and a degree of independence.	Pupils' preparation is superficial, has not engaged pupils creatively and is overly reliant on the adults in school.	Pupils have had no input into the planning and delivery of Collective Worship.
Variety	Worship demonstrates a variety of approaches to prayer such as prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary.	Worship demonstrates a variety of approaches to prayer which include scripture, religious artefacts, liturgical music and other forms of prayer.	Worship demonstrates only a basic variety of approaches to prayer and whilst prayer may include scripture, artefacts or music, the selection of these is limited and repetitive.	Worship does not use of a variety of approaches to prayer. Prayer has become monotonous.
Liturgical understanding	Worship demonstrates that those planning the liturgy have an excellent understanding of the Church's liturgical year, its seasons and feasts. Accordingly they have prepared collective worship which reflects this understanding.	Worship demonstrates that those planning the liturgy have a good understanding of religious seasons and feasts and the different demands this makes on the planning of appropriate worship opportunities.	Worship demonstrates that those planning the liturgy have a limited understanding of the Church year and have little appreciation of the effect of this on planning appropriate types of worship.	Worship demonstrates that those planning the liturgy are almost wholly ignorant of the Church year and have no liturgical expertise in planning worship appropriately

Notes

Signed:

Appendix 4

Monitoring of Prayer Corner/Focus

Year Group:

Date:

Focus	Areas to celebrate	Actions Required
The prayer corner/area is prominent in the classroom		
It reflects the current religious education topic		
It looks clean, fresh and well presented		
The focus is changed regularly to reflect the liturgical time of the year		
Do pupils help to assemble and care for the area?		
The Bible is prominently displayed YES / NO (turned to the Scripture reading of the day/theme)		



A selection of religious objects, items for reflection and cloths are available and brought out at different times		
The prayer area is used interactively e.g. by using prayer intention cards		
Interesting stimuli are used e.g. incense, music, wind chimes, running water		
The prayer area is used regularly by teachers and pupils		





Appendix 5

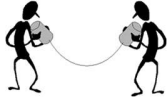





CLASS LITURGY GUIDANCE

As leaders of Liturgy, our ministry is to open the hearts of the children to the word of God and allow them to respond to God's word in prayer and life.

<p>Environment - Setting the scene</p>  <p>The prayer focus could be set up as the start of your time together</p>	<ul style="list-style-type: none"> • The aim is for our classes to share a time of prayer and reflection with their families/friends • Consider how you wish the children to be seated • Plan how you would like the parents/carers seated so that they feel part of this special experience • Consider lighting e.g. dimmed • Play quiet/reflective music before you begin, as the parents/carers arrive and are seated • Ensure your prayer display is central - it must include the Bible and Candle - other items can be displayed which link with your scripture • The cloth must be linked with the Liturgical Season/Theme • An image should be displayed that draws them into the scripture that will be proclaimed - a statue, a vase of flowers etc. • A small item maybe presented to each person at the start to aid their thoughts and prayers
<p>Gather & Welcome</p> 	<ul style="list-style-type: none"> • The class teacher should provide the welcome and context • Begin with an invitation to make the Sign of the Cross • A pupil should light the candle - a real candle and long lighter must be used at this time and be fully supervised

<p>The Liturgy of the Word</p> 	<ul style="list-style-type: none"> • Choosing scripture that is fully accessible is key - this will often be taken from one of the 4 gospels • Use scripture from your current RED Branch or 'Come and See' Topic • It may also be appropriate to use scripture from a Gospel assembly or seasonal liturgy
<p>Proclaiming the Word</p> 	<ul style="list-style-type: none"> • When reading the scripture, it must be read from a Bible (even if there is a paper copy inside) • Pupils proclaiming the word must be clear readers and confident in their role - this will require practise and refining • A Reading from the Gospel of ... Glory to you O Lord • ††† (Let me think like Jesus, Speak like Jesus, Love like Jesus) • The Gospel of the Lord ... Praise to you Lord Jesus Christ • Scripture can be retold orally and a series of pertinent objects used to draw people in and make the retelling memorable - 'Godly Play'/Story Sack style
<p>Responding to the Word</p> 	<ul style="list-style-type: none"> • What do the readings tell us about Jesus? What do the readings tell us about God's way? • Consider ways to encourage an emotional response to scripture through reflection and - words, poems, art and music • Pupils could be invited to say how the scripture made them feel or a response to certain words - this can be planned or spontaneous • Pupils and parents/carers could be given a themed piece of paper to record a word//phrase that spoke to them • It may be a short film clip or extract from a book or the life of someone famous/influential • It could be a ritual, e.g. washing feet, dropping a stone in water, flower in the vase, sharing a loaf of bread etc.
<p>Intercessions</p> 	<ul style="list-style-type: none"> • Prayers begin with one of the following, Let us pray for ...', 'We pray for ...' 'We pray that ...' or simply 'For ...' • Each prayer has the following foci - <ul style="list-style-type: none"> ○ For the needs of the Church (the spreading of God's word) ○ For public authorities and the salvation of the whole world; (those who lead countries and peace and harmony in the world) ○ For those burdened by any difficulty; (the sick and disabled, the sad and lonely)

	<ul style="list-style-type: none"> ○ For the local community; (the people who live, work and learn in our local community) • Opportunities could be offered for spontaneous prayer • An object could be passed e.g. the hold cross and prayers could be silent or spoken
<p>Silence/Meditation</p> 	<ul style="list-style-type: none"> • Use the mediation bowl to begin and end this time - a pupil can take this responsibility (1 minute is ideal) • A time of stillness • Optional - music or not • End with a traditional prayer that all gathered join in with - Our Father, Hail Mary or Glory Be
<p>Music</p> 	<ul style="list-style-type: none"> • A Hymn should be sung that the pupils are familiar and confident with - it can be a verse and chorus - perhaps some musical instruments • Reflective music should feature at the start and end • Music can be a feature of mediation time
<p>Mission</p> 	<ul style="list-style-type: none"> • The time of prayer must end with a 'Mission' message - this is taken from the scripture teaching and must be applicable to the daily lives of the pupils • You can present this in a creative manner e.g. an image for each person, a scripture quote, the mission message etc.
<p>Sharing RE work</p> 	<ul style="list-style-type: none"> • Quiet/reflective music should be playing

Prayer and liturgy offer participants a wide range of engaging and creative experiences of the breadth and richness of the Catholic tradition.

Appendix 6



PRINCIPLES OF LITURGY WITH CHILDREN

Liturgy of the Word with Children General Principles of Liturgy

- ❖ Liturgy is the praise and worship of God.
- ❖ Liturgy is the source and summit of the life of the People of God.
- ❖ Liturgy is the right and duty of all the baptised, both children and adults.
- ❖ The function of liturgy is to build up the members of Christ's body, to strengthen them in preaching Christ.
- ❖ Liturgy is action and symbol; it speaks to the whole person, it involves all the senses: sight, touch, sound, taste and smell.
- ❖ Participating in liturgy forms our habits because we are ritual people and learn through repetition and copying.
- ❖ In liturgy we discover the riches of prayer, though word and gesture, silence and stillness.
- ❖ The purpose of adapting liturgy for children is to lead them into full, conscious and active participation in the liturgy of the parish.
- ❖ Liturgy with children, as with adults, demands dignity, clarity and simplicity.

Appendix 7 – this Booklet is in the process of being completed
– full details to follow

