

St Anne's and St Joseph's RC Primary School, a Voluntary Academy

Prayer and Liturgy Policy (Spring 2025)

Approved by:	LGB	Date: January 2025
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Last reviewed on:	January 2025
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Next review due by:	31.08.2025
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With love and faith, we achieve together.

For we are nothing without Christ.

Nihil Sine Christo

1. 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.)

2. Statement of requirement

The law requires all maintained Catholic schools to provide an act of daily Prayer and Liturgy (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; 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.

3. 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.

4. Overview of prayer and liturgy provision

The Timetable of Celebration of the Word is a below.

Opportunities for collective Prayer and Liturgy are arranged as follows at 3.00pm each day:

<i>Day</i>	<i>Prayer and Liturgy Session</i>	<i>Led by:</i>
Monday	Whole school Liturgy/Singing Praise	SLT
Tuesday	Assemblies in age phases*	Teaching Staff
Wednesday	Class based staff led	Teaching Staff
Thursday	Class based pupil led	Chaplaincy Team (EY/KS1), Pupils (KS2)
Friday	Praise Assembly (celebrations, singing)/ Stay, Pray and Learn	SLT Classes (timetabled fortnightly)

*linked to Picture News x-ref protected characteristics and British Values and linked to school Gospel Values.

**Alternating fortnightly; refreshments to be offered after each one; assembly/liturgy to start at 2.30pm

In addition to this, the Chaplaincy Team plan, prepare and lead a weekly broadcast which is recorded and shared with all classes.

We attend Mass at St Anne's with Fr Francis at least once a month; these dates are planned around the Annual Plan for Provision in line with the liturgical calendar.

Celebration of the Word is recorded on planning sheet (Appendix 2) and a staff guide is available to support with this. Staff are asked to evaluate the liturgical sessions led and record all contributions in floor-books/scrapbooks. Children's contributions should be added to prayer displays and may also be added to whole school resources within Peace and Prayer Space. Photographs and videos can be added to Class Dojo.

5. Resourcing

Prayer and liturgy are central to the school's understanding of itself as a Catholic school, and this is reflected in the annual budget allocation and available resources, including staff time, chaplaincy provision, and dedicated spaces for prayer and liturgy. The Catholic character of the school is reflected in religious artefacts and images on display

throughout the building. Dedicated spaces for prayer and liturgy will be furnished and maintained as such, and updated to reflect the Church's liturgical season. Staff training and formation costs will be funded separately to ensure that all staff are able to fulfil their responsibility to contribute to the prayer and liturgical life of the school.

- Ten Ten resources used; all staff have logins
- Mark 10 Mission <https://www.themark10mission.co.uk/missions>
- Wednesday Word <http://www.wednesdayword.org/school/index.htm>
- Jack in the Box (EYFS/Y1)

6. 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 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.

7. Monitoring and evaluation

Monitoring and evaluation of the quality and impact of prayer and liturgy will take place regularly, and at least annually, and involve all key stakeholders: pupils, parents, staff, clergy, and governors. Areas for development will be identified and issues raised will be actioned and evidenced as appropriate.

8. Review

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

Appendix I - The Role of the Lead for Prayer and Liturgy

- Formulating a written policy for Prayer and Liturgy in line with the Prayer and Liturgy Directory
- Ensuring that there is a development plan for Prayer and Liturgy included in the school improvement plan
- Ensuring that Prayer and Liturgy is appropriate to the age, aptitudes and faith backgrounds of pupils
- Ensuring that Prayer and Liturgy takes account of the religious and educational needs of all who share in it and is rooted in the principles of the 'Directory for Masses with Children'
- Organising themes for Worship
- Assisting the governors and Headteacher to carry out their legal responsibilities with regard to Prayer and Liturgy including withdrawal from Prayer and Liturgy
- Developing staff confidence and expertise e.g. through modelling different prayer styles

Planning, recording, monitoring and evaluating

- Maintaining and developing effective procedures and documentation
- Observing Celebrations of the Word and providing feedback
- Informing the Senior Leadership Team and link governor of standards and developments in Prayer and Liturgy

Communication

- Communicating to members of the school community the significance and content of Prayer and Liturgy
- Reporting to and consulting with the governors and senior leadership team regarding matters of concern and development
- Acting as consultant to colleagues
- Encouraging positive attitudes towards Prayer and Liturgy
- Informing newly appointed colleagues of school policy regarding Prayer and Liturgy
- Communicating with parents, governors and the parish community
- Liaison with the parish priest
- Liaison with the Diocesan Department for Education

Professional development/Ongoing formation





- Leading and organising in-service training and ongoing formation for Prayer and Liturgy
- Attending appropriate in-service courses, reporting back and leading staff training
- Keeping up to date by personal reading

Resources

- Evaluating existing resources.
- Developing the resources available for Prayer and Liturgy including visual aids, artefacts, drapes, music, visitors, leaders, new and relevant books, posters etc.
- Budgeting efficiently.

Appendix 2a - Prayer and Liturgy Guidance for staff

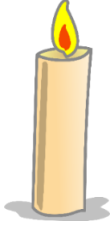



There are a number of online resources available for you to use as a starting point. These include CAFOD, Wednesday Word, Ten Ten, and Mark 10 Mission. Please adapt resources to suit your class.

	Our plans	Age Range adaptations
<p>We gather....</p> 	<p style="text-align: center;">We come together as part of God's family. <i>How will you make everyone feel welcome?</i></p> <ul style="list-style-type: none"> • Set up your prayer focus for the collective worship – use a low table if you have one or choose something as a focal point. Consider how you will seat the children to help them focus. <ul style="list-style-type: none"> ○ look at the Liturgical Calendar for the correct liturgical colour (green, purple, white/gold, red) ○ display the Bible and a cross – use a Romero cross if you have one ○ display a photo to go with focus of your collective worship ○ light a candle (all classes have battery operated tea-lights and <u>battery operated</u> column candles. • Start with the sign of the cross (ensure children are supported with this) 	<p>EYFS/KS1: can support setting up the prayer focus; you may choose prayer leaders for each week to support with this KS1/LKS2: May lead this part and support peers to <u>participate</u>; when planning they may start choosing resources UKS2: should plan and select all resources</p>
<p>We listen.....</p> 	<p style="text-align: center;">God speaks to <u>us</u> and we listen! <i>Don't forget to model good practice for listening to the Gospel; ensure everyone understands and feels included.</i></p> <ul style="list-style-type: none"> • Choose a bible reading – please read from the Bible and not from photocopied/printed pages. Children should be reminded of how we respond when listening to the Word of <u>God</u>; display prompts if appropriate. • You may choose to display the reading at the same time; ensure <u>these match</u>. • Caution: If using online resources, ensure these are appropriate and relevant to the children; there are many <u>poor quality</u> videos online which should be avoided. 	<p>EYFS/KS1: use picture prompts where available to engage children. KS1/LKS2: choose children to help read and ensure key vocabulary is displayed UKS2: allow children to choose and read.</p>
<p>We respond.....</p> 	<p style="text-align: center;">We respond to the Word of God <i>Consider how we can involve everyone in our response.</i></p> <ul style="list-style-type: none"> • Choose one or two ways to respond to the bible reading – this could include: <ul style="list-style-type: none"> ○ Song/dance ○ Story ○ Prayer ○ Meditation/reflection ○ Story linked to the reading (link to their own experiences) 	<p>EYFS/KS1: ensure all children are included in the response. KS1/LKS2: support them to choose appropriate ways to respond UKS2: Pupils independently choose ways to respond and lead these with children</p>
<p>Our Mission....</p> 	<p style="text-align: center;">We want to share the Good News. <i>How can you take the Mission out to the wider community, e.g. school, home, beyond?</i></p> <ul style="list-style-type: none"> • Choose one or two ways to go forth and share the Good News. Here are some ideas: <ul style="list-style-type: none"> ○ Distribute prayer cards to other classes ○ Display words on prayer space to motivate and inspire others ○ Generate and share acts of kindness. ○ Display an object on prayer table to focus on all week. ○ Pose a Big Question ○ Use CAFOD or Mark 10 Mission for ideas and resources 	<p>EYFS/KS1: keep the mission simple and accessible; all children should be able to respond KS1/LKS2: give them something which can go home and invites responses UKS2: choose the mission and gather responses to share and record (website/whole school display)</p>

Appendix 2b – Planning sheet for Celebration of the Word

Appendix 2b - Planner and Prompts

Class/Year Group	
Date:	
Theme/Focus:	
Context (group/room):	

	Our plans	Think about....
<p>We gather....</p> 	<p>We come together as part of God's family. <i>How will you make everyone feel welcome?</i></p>	<ul style="list-style-type: none"> • Liturgical colours • Prayer focus table/basket • Bible • Cross/Crucifix • Symbols/objects/pictures/photos • Candle • Music • Sign of the Cross • How we sit
<p>We listen.....</p> 	<p>God speaks to us and we listen! <i>Don't forget to model good practice for listening to the Gospel; ensure everyone understands and feels included.</i></p>	<ul style="list-style-type: none"> • Scripture directly from the Bible • Model the responses
<p>We respond.....</p> 	<p>We respond to the Word of God <i>Consider how we can involve everyone in our response</i></p>	<ul style="list-style-type: none"> • Prayer – traditional and spontaneous • Singing • Reflection • Sacred silence • Meditation • Dance • Gesture/action • Drama • Picture/photo
<p>Our Mission....</p> 	<p>We want to share the Good News. <i>How can you take the Mission out to the wider community, e.g. school, home, beyond?</i></p>	<ul style="list-style-type: none"> • Gospel phrase • Song • Action • Campaign • Prayer card • Artefact • Picture • Big question • Mark 10 Missions

<p>Evaluation How did it go? What would you do differently? What are you proud of?</p>