

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



*Rooted in faith
Growing in love
Learning for life*

PRAYER AND LITURGY POLICY

This prayer and liturgy policy has been approved and adopted by the governing body in September 2024 and will be reviewed annually.

Our Christ Values

Compassion Humility Responsibility Inspiration Solidarity Truth

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.)

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; 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.

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) Head Teacher

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.

Overview of prayer and liturgy provision

Daily provision of prayer and liturgy

- Children participate in the Lord's Prayer and the Hail Mary at the beginning of every day (appendix 1).
- Children participate in the before lunch prayer (appendix 1).
- Children participate in the after lunch prayer (appendix 1).
- In KS2, children participate in the end of day prayer (appendix 1).

Weekly provision of prayer and liturgy

- On Monday, the Head Teacher leads prayer and liturgy with the whole school through a Gospel Assembly. Themes of these assemblies include links to the Liturgical Year, Sunday's Gospel and the principles of Catholic Social Teaching (appendix 9).
- On Tuesday, each class will lead an assembly on their current learning in RE or a Feast Day close to the date. Each House is named after the Patron Saints of the UK and their Feast Days are celebrated through class assemblies. In addition to a class assembly, each class will lead a class-led liturgy every year.
- On Wednesday, KS1 attend Hymn Practise which begins with opening prayers. KS2 participate with the Mark 10 Mission Little Liturgies in their classrooms.
- On Thursday, KS2 attend Hymn Practise which begins with opening prayers. KS1 participate with the Mark 10 Mission Little Liturgies in their classrooms.
- On Friday, the Head Teacher leads a whole school assembly to celebrate that week's achievements. This begins with opening prayers and ends with a hymn.

Annual Mass provision

During the academic year, we celebrate Mass in school with a Priest from our local parish. The children are formed and take on the responsibility for proclaiming the Word of the Lord, leading in the singing of the psalm and hymns, the offertory procession and as altar servers.

If the following Mass dates fall within a school holiday, parents will be informed if they are Holy Days of Obligation.

- Start of the Year Mass – September
- St Francis of Assisi Feast Day Mass – 4th October
- Epiphany Mass – 6th January
- Ash Wednesday Mass – February/March
- Ascension Day Mass – May
- First Holy Communion Going Forth Mass – June
- End of the Year Mass – July
- Year 6 Leavers Mass at The Friary Church – July

The Sacrament of Reconciliation

All children who have received their First Holy Communion will be offered the opportunity to take the Sacrament of Reconciliation in school twice a year. This is during the season of Advent and the season of Lent. A Priest from the Crawley Parish attends school for this Sacrament.

May Procession

During the month of May, the school will hold a May Procession for all children and parents/carers. During this Procession, the children will hear the 5 Glorious Mysteries. They will also participate in praying the Lord's Prayer, Hail Mary and Glory Be (appendix 1).

Rosary

During the months of October and May, the children will have the opportunity to attend a session to pray part of the Rosary with the Head Teacher, RE Coordinator or Prayer and Liturgy Coordinator. These sessions will be held during break or lunch times.

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.

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.

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.

Subject leader time

When required, the Prayer and Liturgy Coordinator can ask for release time to fulfil the responsibilities of the role.

Review

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

APPENDIX 1

The Sign of the Cross

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

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.
Amen.*

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.*

Glory Be

*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.*

Before Lunch Prayer

*Bless us O Lord,
Bless this food,
And those who have prepared it for us.
Amen.*

After Lunch Prayer

*Thank you, Lord, for the food we've eaten.
Thank you for our family and friends.
Help us to open our hearts to the needs of
others.*

End of the Day Prayer (KS2 only)

*In quietness we remember,
the day which has passed.
We give thanks for the times of joy,
fulfilment and peace.
We ask forgiveness for those words,
thoughts and actions which we regret.
We place our past, our present and our future
into the loving hands of God. Amen.*

APPENDIX 2

Pupil-lead Prayer and Liturgy Progression of Skills

Year	Liturgy	Prayer
YR	Recognising liturgical cloth colours Choosing a religious picture/statue/artefact for a prayer table	Making the Sign of the cross
Y1	Showing reverence and quiet when praying Closing eyes or hands together – beginning to recognise why we do this.	Joining in a traditional prayer e.g. Our Father Suggesting things to praise/ask for in prayer
Y2	Setting up a prayer table with appropriate liturgical cloth, religious artefacts, Bible and candle. Beginning to retell why we do this.	Learning one traditional prayer. Choosing and reading prayers from prayer books.
Y3	Choosing an appropriate theme for a Liturgy – based on the Liturgical year or world or class events. Showing Understanding of why this theme is appropriate. Choosing appropriate music or hymns for a liturgical theme	Learning a range of traditional prayers e.g. Our Father, Hail Mary, Glory Be,
Y4	Choosing a scripture reading for a Liturgy with adult training and support based on a theme from a range of given options. Showing understanding of why it is appropriate. Beginning to lead parts of the Liturgy e.g. reading the scripture – after adult training and support. Showing appropriate reverence.	Beginning to lead or write spontaneous prayers.
Y5	Planning and leading one part of a Liturgy with adult training and support – Either - <ol style="list-style-type: none"> 1) Gather - A prayerful way to gather – possibly to music and in a different way to a lesson 2) Listen - A relevant piece of Scripture to be read – based on the theme. 3) Respond - Lead a planned appropriate response – e.g. a drama, piece of artwork, question and response, a reflection, a prayer, etc. 4) Go Forth - Plan and lead an appropriate Go Forth activity to hold onto the experience – including preparing resources and following up any further response. Beginning to Explain why they made these choices in relation to the purpose of the Liturgy.	Join in a traditional set of prayers e.g. a decade of the Rosary or Examen or Lectio Divina
Y6	Planning and leading one (or more) part of a liturgy independently – either:-	Leading a decade of the Rosary or a Lectio Divina or

	<p>5) Gather - A prayerful way to gather – possibly to music and in a different way to a lesson</p> <p>6) Listen - A relevant piece of Scripture to be read – based on the theme.</p> <p>7) Respond - Lead a planned appropriate response – e.g. a drama, piece of artwork, question and response, a reflection, a prayer, etc.</p> <p>8) Go Forth - Plan and lead an appropriate Go Forth activity to hold onto the experience – including preparing resources and following up any further response.</p> <p>Explain why they made these choices in relation to the purpose of the Liturgy.</p>	Examen Prayer.
GDS Y6 or Trained Liturgy Leader groups.	<p>Independently planning a whole liturgy using the Gather, Listen, Respond, Go Forth format. Planning each stage appropriately based on a theme. Including:</p> <ul style="list-style-type: none"> - A prayerful way to gather – possibly to music and in a different way to a lesson - A relevant piece of Scripture to be read – based on the theme. - Lead a planned appropriate response – e.g. a drama, piece of artwork, question and response, a reflection, a prayer, etc. - Plan and lead an appropriate Go Forth activity to hold onto the experience – including preparing resources and following up any further response. <p>Self- Evaluate their choices in response to engagement of participants.</p>	Exploring and experiencing other Catholic prayer traditions e.g. Adoration, Divine Mercy, Visio Divina, Patron Saints.

APPENDIX 3
Child-led liturgy Stem Questions

KS1

What happened?

Who was in this story?

What didsay?

How do you feel about..?

Can you remember/retell?

What can you do...?

LKS2

What happened in the scripture?

What didsay?

What do you think s/he meant?

How is this scripture linked to today's theme?

What do you think this scripture means
for Christians?

What do you think this scripture means
for you in your life?

UKS2

Why was this scripture chosen?

What was said and why do you think
it was said?

What do you think s/he meant?

Which key vocabulary links with
today's theme?

What do you think this scripture means in
Catholic life (worship/Sacraments and actions)?

What do you think this scripture means
for you in your life?

APPENDIX 4
Monitoring of Adult-led Prayer

Monitoring of Adult-led Prayer		
Engagement: How did the prayer experience allow all to lift their hearts and minds to God?		
Invitation: How did the leader allow all pupils to feel invited and accompanied to experience Jesus?		
Senses: How did the leader engage the senses to allow pupils to experience awe and wonder?		
Encounter: Were there opportunities for some pupils to deepen their relationship with Jesus further?		
Mission: Was there an invitation for some to take forth some element of mission into their lives?		
How was the space made sacred?	Links to church season:	Impact:

APPENDIX 5
Monitoring of Adult-led Celebrations of the Word


Monitoring of Adult-led Celebrations of the Word		
Engagement: How did the prayer experience allow all to lift their hearts and minds to God?		
Invitation: How did the leader allow all pupils to feel invited and accompanied to experience God through the scripture?	Season: Was the scripture linked to the season of the church?	
Senses: How did the leader engage the senses to allow pupils to understand the key messages of the Scripture?	Formation: How did the celebration allow for some pupils to participate or lead?	
Encounter: Were there opportunities for some pupils to deepen their relationship with Jesus further through the scripture message?	Formation: How well were those proclaiming scripture formed to do this?	
Mission: Was there an invitation for some to take forth some element of mission into their lives?	Ritual: How was the scripture greeted, introduced and concluded?	
How was the space made sacred?	Welcome:	Impact:

APPENDIX 6

Monitoring of Child-led Prayer and Celebrations of the Word

Monitoring of Child-led Prayer or Celebrations of the Word	
Some questions to consider when monitoring pupil-led prayer or liturgy celebrations:	
<ul style="list-style-type: none">Have the children been supported in linking the celebration to the liturgical year?	<ul style="list-style-type: none">Have the children been well formed in posing questions to help engage the other children in contemplating the meaning or prayer or scripture shared?
<ul style="list-style-type: none">Have the children been supported in choosing appropriate artwork, music, film clips etc to engage children in the prayer or scripture theme?	<ul style="list-style-type: none">Have the pupils been well formed in how to prepare sacred space for prayer or celebrations of the word?
<ul style="list-style-type: none">Have the children been well formed in how to lead prayer correctly – using appropriate words, gestures and postures and leading the other children in these?	<ul style="list-style-type: none">Has appropriate time and resources been given to the planning and training of the pupils for this ministry?
What is the impact of leading prayer and liturgy on the pupils own spiritual development?	

APPENDIX 7
Planning Prayer Proforma

Planning Prayer			
<p>Sacred Space</p> 	<p>Words</p>	<p>Gestures</p>	<p>Senses</p>
<p>Season:</p>	<p>Pupil Participation:</p>	<p>Formation needed:</p>	

APPENDIX 8
Planning Celebrations of the Word Proforma

Planning Celebrations of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
Season:		Pupil Participation:		Formation needed:

APPENDIX 9

Catholic Social Teaching

At St Francis, we follow the Caritas Rooted in Love resource to teach the pupils about Catholic Social Teaching. This resource breaks the Catholic Social Teaching Principles into 6 themes which are taught in each of the 6 half terms. This breakdown is as follows:

Half term	CST Theme
Autumn 1	Care of Creation
Autumn 2	Preferential Option for the Poor
Spring 1	Solidarity and Peace
Spring 2	Community and Participation
Summer 1	Dignity of Workers
Summer 2	Human Dignity

This resource is produced by the Diocese of Westminster Education Service and can be found: [Diocese of Westminster Education Service \(rcdow.org.uk\)](http://rcdow.org.uk)