

St Bernadette's Catholic Primary School

Prayer and Liturgy Policy

Our Mission

“At St. Bernadette's Catholic School you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.”

Introduction

Collective worship is a vitally important element of life at St Bernadette's School. In worship we acknowledge God's presence in our lives and we respond to this through prayer. This Policy is concerned with communal acts of prayer and the liturgical celebrations of the Church that will form part of everyday life at St. Bernadette's Catholic school. We recognise that 'the quality of prayer and liturgy in school gives honour to God and forms the spiritual and ethical life of pupils and staff alike.' (To Love you more dearly 2023)

“For me prayer is a surge of the heart; it is a simple look toward heaven it is a cry of recognition and of love, embracing both trial and joy.”

(St Therese of Lisieux, Story of a Soul)

Definition of terms

Prayer

This has traditionally been described as 'lifting up of the hearts and minds to God' meaning it involves the whole person – our head and our heart. There is a fundamental understanding that God is interested in what goes on in our lives and responds to us when we express our needs. Communal prayer in school occurs daily, it is a time when staff and children come together to offer thanks or to offer their needs to God. Prayer times have a very simple structure and might include reciting traditional prayers or prayers written for an occasion, spontaneous prayer and meditation. The focus and the format of prayer will vary and maybe influenced by the liturgical season.

Celebrations of the word

This would include celebrations that are created for the school community and not taken directly from the liturgical books. The common element of this is scripture. This might include an assembly or a carol service for example.

Liturgy

The most common form of liturgy celebrated in school will be the Mass and the Sacrament of Reconciliation. The missal and the lectionary will dictate the structure that needs to be followed, the words spoken and the gestures to be performed.

Roles and responsibilities

Governors

- To ensure a policy for Prayer and Liturgy is created for school which reflects the Catholic life and mission of the school.

- To ensure the policy is reviewed and revised as necessary.
- Ensure daily prayer and liturgy is provided for all staff and pupils.
- Ensure all staff receive appropriate professional development which focuses on liturgical formation and where relevant the planning of prayer and liturgy.
- Allocate sufficient funding.

Head Teacher

- Ensure the Prayer and Liturgy Policy is implemented throughout the school.
- Ensure prayer and liturgy is organised and led effectively providing support for staff and pupils as necessary.
- Update the school website with information that is relevant to parents and carers.

RE Lead

- Keep staff, parents and carers informed about the prayer and liturgical life of the school.
- Monitor and evaluate the effectiveness of prayer and liturgy across the school.
- Lead the training for staff on planning prayer and liturgy.

Class teachers

- Facilitate the prayer and liturgy for pupils, teaching them how to pray and to grow in their faith.
- Provide formation for pupils so they can organise, lead and evaluate prayer in a variety of contexts.

Intentions of Prayer and Liturgy

Prayer and Liturgy at St Bernadette's Catholic School should provide an opportunity for every member of the school community to:

- Pray by giving praise thanks and intercession to God using traditional prayers of the Catholic Church and many other sources of prayer that will enable this to take place.
- Come to know and acknowledge the presence of God who is revealed to us as Father, Son and Holy Spirit.
- Continue to nurture a relationship with God through words, symbols, song, gestures and silence.
- Develop a sense of wonder and awe at the presence of God amongst us and the gift of life itself.
- Acknowledge joys and sorrows, the ordinary and darker side of life as part of a relationship with God.
- Learn how the Liturgy of the Church is structured and the meaning of the different parts of the liturgical rites.
- Foster school-parish links to ensure our children remain exposed and committed to the Catholic faith experiencing liturgy and worship beyond the realms of the school curriculum.

Legal Requirements

Circular 1/94 sets out the current legal criteria for providing Collective Worship in schools. This states that a daily act of worship should take place at any time during the day either as a whole school or phase or class activity. Parents have a legal right to withdraw their child from acts of worship and the school is duty bound to accept this right. However, liturgy and prayer are such an

integral part of school life that parents and indeed prospective parents need to be made aware that it can never be confined to “timetabled slots” but may take place in a variety of contexts other than those specifically structured. It is the responsibility of the governing body to make arrangements for Collective Worship after consultation with the head teacher.

In a Catholic Voluntary Aided School, governors must also take account of the School Trust Deed which states that acts of Collective Worship shall be consistent with the rites and practices of the Catholic Church. Foundation governors have a particular responsibility for seeing, so far as is practicable, that the Catholic character of the school is reflected in Collective Acts of Worship.

The daily Act of Worship is not designated curriculum time under regulations and should not be subsumed under any part of the curriculum. It must be distinctive and be able to be identified as such if it is to meet legal requirements. The governing body also has the discretion to allow Collective Worship to take place outside of the school for example in the church for special occasions.

CSI inspections are required to report on whether the school fulfils its statutory responsibility for Collective Worship. The content of Collective Worship will be inspected by the CSI team.

Diocesan Requirements

The policy of the Archdiocese has always acknowledged that Prayer and Liturgy in schools must be planned to meet local needs of the school community. It is the responsibility of the head teacher and governing body to discover the best possible provision that could be made for the school community. In making those decisions the following needs to be carefully considered.

- Opportunities on a regular basis for the whole school to gather together for Prayer and Liturgy.
- Opportunities for phase and class acts of Prayer and Liturgy to take place.
- Prayer to be integral part of the beginning and end of each day for all members of the school community.
- Prayer and Liturgy is rooted in the Liturgical Calendar of the Church. This should include seasons, solemnities, feasts, memorials of saints and the ferial celebration of the Church’s Liturgy.
- Prayer in the classroom and in assemblies should always include the use of symbols and a focal point for prayer which should be appropriate to the liturgical season and content of that time of prayer.
- Staff at all levels of the school community should be involved in leading and participating in Prayer and Liturgy.
- Pupils should actively participate in prayer and liturgical actions and where appropriate lead the time of worship.
- Prayer and Liturgy is sometimes influenced by aspects of the RE Curriculum and other areas of the National curriculum. This reminds us that whilst Prayer and Liturgy is always concerned with nurturing our relationship with God it also takes on an important educational dimension.
- The celebration of Mass should be a regular part of the school’s provision for Liturgy. In the Eucharist the school celebrates its Catholic identity and acknowledges that the source and summit of its life is found in the offering of Jesus Christ.
- Provision for Prayer and Liturgy should take into consideration the age and maturity of the students and appropriately provide for their different needs.
- Opportunities for Prayer and Liturgy should provide the school community with a chance to experience a variety of forms of prayer that help each individual foster their own relationship with God in the school community.
- Ensure that at least fifteen minutes each day is set aside for Prayer and Liturgy.

Prayer and Liturgy at St Bernadette's

Prayer takes place in school daily, staff and pupils are encouraged to pray with thoughtfulness and with respect through a variety of prayer experiences. Children are expected to learn specific prayers in each year band which would be traditional prayers. These are listed in the Appendix B. Children will lead the prayer in class each morning and will often allow time for silent reflection. They have the opportunity to devise prayers of their own in school and at home, when they take the class prayer bag home with them. Every half term, children will create a prayer service of their own which may link directly to the liturgical season, or to a unit of work they are covering in class. This will be planned by the children, delivered by the children and evaluated by the children. A planning grid (Appendix C) is used for this purpose. Appendix E shows the expectations of how each year group will involve the children in planning and leading acts of Collective Worship. Each class will also lead a Stay and Pray session once a year, which parents will be invited to attend. The children plan this session with their teacher, choosing the scripture readings and any hymns that maybe included.

Whole school, Key stage and Year band Masses take place roughly every fortnight. These will follow the liturgical year and include appropriate feast days. They may also encompass Gospel Values and Virtues, Catholic Social Teaching, world events and world faiths to enable pupils to appreciate their place in society and respect those around them.

Pupil's gather together weekly, as a year band, to worship together during Assembly time. Key Stage Assemblies also take place during key times in the year e.g. Advent, Christmas, Holy Week, Remembrance Day.

Each class has a prayer bag with resources inside that they can use at home to develop their home/school prayer life. Inside is a class prayer book that children can write in at home so they can share their prayers, thoughts and reflections. These can also be shared later when they return to school.

Structuring Prayer and Liturgy

In every act of communal Prayer and Liturgy a four-fold structure is to be observed. The structure is based upon the principals of gathering together, listening, responding and going forth.

Gathering together

In our coming together for Prayer and Liturgy we acknowledge the presence of Christ with us in our act of gathering together. 'For where two or three are gathered in my name, I am there among them' (Matthew 18:20) Our time of prayer is not simply personal, based upon our individual relationship with God, but it is also communal, for our life of faith is shaped through the faith we share in the community of the Church.

- Music, song, lighting of candles, use of incense, procession, blessing with holy water can all contribute towards helping the community enter into a time of Prayer together.
- The use of a psalm as a gathering prayer should be considered. Psalms 145 – 150 are particularly appropriate as they remind us that our duty is to praise God when we come together to pray.
- Consideration should be given to seating and posture for prayer and Liturgy so that the community has an awareness that it has gathered together to pray.
- The use of the focal point connected to the seasons of the Church's year and the appropriate feast day will be helpful in support of the gathering together to pray.
- The leadership of the time of Prayer and Liturgy may be shared, where appropriately with the students.

Listening

Our time of Prayer and Liturgy is about deepening our relationship with God and with one another.

- In every act of communal Prayer and Liturgy God's Word should be proclaimed.
- In class prayer time, assemblies and other non-Eucharistic liturgies, consideration should be given to using scripture readings outlined in the Morning and Evening Prayer of the Church or from the Mass of the day or a reading closely associated with the current liturgical season, feast day or memorial.
- The Word of God should be proclaimed from the Bible or the appropriate liturgical text books including the Lectionary and the Book of Gospels.
- The reader should always have a good understanding of the meaning of the text. The reading in its entirety should be proclaimed by one reader, unless it is to be broken down into speech parts for the different voices in the reading.
- Consider other ways in which the reading can be effectively proclaimed. It might be accompanied by sign language, symbols or perhaps using images using interactive ICT.
- The reader should always clearly announce where the reading comes from and should use the appropriate liturgical conclusion to which the assembly makes the appropriate response. If the gospel is proclaimed it should be accompanied by the action of making the sign of the cross on the forehead, lips and heart.
- A few moments of silence should be given following the reading to allow everybody to reflect on what they have just heard.
- During assemblies and whole school non-Eucharistic liturgies the lectern might be used to proclaim the Word of God.

Responding

One of the oldest and best definitions of prayer is: *“raising the mind and heart to God.”* This definition reminds us that at the heart of our communal Prayer and Liturgy is a relationship with God who has been made known to us as a relationship, Father, Son and Holy Spirit. In our responding to God's presence in our gathering together and listening to the Word of God, we use a variety of forms of prayer. These include praise, thanks, intercession and contrition.

- Use a variety of forms of prayer that provide opportunities to give praise and thanks to God for the many blessings God bestows on us. The prayer of Zachariah and the prayer of Mary in the Magnificat are examples of praise and thanks.
- Look at a variety of traditional prayers of the Church and those of the saints and highlight those which have moments of praise and thanksgiving. The Canticle of creation by St. Francis of Assisi is a classic example, but there are many more in the treasury of the Church.
- Use interactive images with ICT to help younger children appreciate the wider world to give praise and thanks for and also intercession.
- Ensure that prayers of intercession are not limited to personal needs. The formulae used for the general intercessions in the celebration of the Mass may be very helpful. To pray for the Church, the world, other needs and local needs.
- Prayers of contrition can be based around the different traditional prayers of the Church including the various forms of the penitential rite used at the celebration of Mass and the psalms, especially Psalm 50.
- Responding should include some time for personal reflection and silence. Providing opportunities for groups of students to learn simple listening and breathing skills will be good in helping them to enter into meditative and reflective prayer. Good posture for this

type of prayer also needs to be taught. Indicating the need to sit in an upright position with feet firmly of the ground and hands held comfortable in the lap.

- Using guided meditations taking scenes from the gospels can aid this type of prayer and help students enter into a scene from the life of Christ and let the words of the gospel speak to them in a new way.
- The use of appropriate background music and a symbolic focus is also beneficial to reflective prayer.
- The prayer of the Rosary can also be introduced through this type of reflection and meditation. Encouraging those taking part in the time of prayer to think about the scene reflected in the mystery and to use the traditional prayers that accompany it as background to the meditation and reflection that takes place.
- The use of symbols, actions and other gestures including song and where appropriate, liturgical dance is encouraged to emphasise the response that we make in prayer to the action and presence of God in our lives.

Going Forth

Considering ways in which we help those present take the message away with them, this may be using a prayer card, a picture or a common action.

Celebration of the Eucharist

The celebration of the Eucharist is given a place of great importance in the life of St Bernadette's Catholic School.

The Eucharist is celebrated on a regular basis, typically every fortnight and during special liturgical feasts and celebrations. It should not be merely seen as a liturgical highpoint at certain times during the year, but as an essential ingredient to the life of a Catholic community and therefore, Year Bands also attend Mass on selected Wednesdays throughout the year.

In planning when the celebration of the Eucharist should take place the following is considered

- The beginning and end of the academic terms and school year as moments of dedication and thanksgiving to God.
- The major liturgical seasons of the Church year especially Advent, Lent, Eastertide and Pentecost.
- Holy days of Obligation and other Feasts of the Lord
- Patronal or School Feast days
- Opportunities to participate in a ferial (weekday) celebration of Mass from time to time

Whole school Masses are often celebrated at Holy Family Church with children walking to Church with their 'Prayer buddy'. Parents are invited to these masses and the parish community. Parents are also invited to the Year band masses that take place in school. Other Masses take place at school at various times in the Year (usually Key Stage Masses; Year Band Masses; Year 3 Enrolment Mass, The Inscription Mass; the Going Forth Mass and the Leavers' Mass).

If the Eucharist is to be celebrated in school this will mean that the hall will be used for the celebration. Care and consideration will need to be given to the layout of the room, the positioning of the altar, lectern, cross and the seating arrangements. All the appropriate symbols associated with the celebration of Mass will need to be present. These will include candles, lectionary, altar cloths, sacred vessels, vestments and appropriate liturgical books.

Planning the Celebration of Mass

Which Mass should be celebrated?

In making preparations for the celebration of the Eucharist in school consideration should always be given to when the celebration is actually taking place within the liturgical year. The choice of readings and the prayers used for the Mass should take into consideration the season of the year, whether the day for the celebration of Mass is a solemnity, a feast day, a memorial of a saint or an ordinary weekday.

What Readings should be used?

On a day designated as a solemnity or feast the readings and prayers should always be proper for that day. This enables the community gathered together to appreciate that the Eucharist is being celebrated within the liturgical time of the year. Memorial days provide an opportunity to honour the lives of the saints and seek their intercession. The use of liturgical prayers associated with these saints is encouraged. On ferial days there is an opportunity to consider the use of other prayers and readings. However, we should never simply ignore the readings that have been set aside for the current day of the week.

The Directory for Masses with Children indicates that the Apostles Creed can be used at Masses on Solemnities where children make up the majority of people participating in the celebration of Mass.

The General Intercessions that accompany the Liturgy of the Word at Mass should follow the formulae outlined in the General Instruction of the Roman Missal.

- The intention should be for the Church, the world, other needs and local needs.
- The intention to pray should be announced followed by a period of silence and the response then made.

What Music should be used?

The use of music during the celebration of Mass needs serious consideration to be given to it. Planning music for Mass should not begin with favourite hymns known by the students, but by singing the parts of the Eucharistic Liturgy that should always be sung. These always include the Gospel Acclamation, Holy, holy, Memorial Acclamation and the Amen at the end of the Doxology. It is also desirable that the responsorial psalm is sung as psalms are a book of songs and not simply poetry that is to be read.

Against this background other music for the celebration of Mass can be chosen.

- If a gathering song is used at the beginning of the Mass it should be appropriate to the season and reflect what is being celebrated in the Mass.
- Different forms of hymns, songs should be used reflecting our cultural heritage as well as those which students find easy to sing.
- The Gloria should be sung on Holy Days of Obligation, Feasts of the Lord and other important feast days. It should not simply be sung at any Mass.
- The Lamb of God can be sung especially when it covers the fraction of the sacred host for Holy Communion.

- The choice of hymn and music at Holy Communion should always reflect what is taking place at this time and the presence of Christ in the Eucharist.
- Adding music and hymns to parts of the Mass where it has not been appointed should be avoided as this can detract from the gesture and prayer of that moment.

Pupils play an active part in each Mass, through reading, praying, singing, altar serving and taking part in offertory processions.

Participation in the liturgy.

Liturgical ministries

The church desires that participation in the liturgy should be 'full, conscious and active' For prayer and liturgy to take place, specific people need to assist with particular roles, for example as a server, reader or musician. Their involvement requires more of them than the routine performance of a task. Such roles are acts of service to the praying community and to the liturgy. It is therefore appropriate to speak of them as ministries.

Formal and Traditional Prayer

Pupils are encouraged to develop their individual prayer life through daily participation in our formal prayers such as our school prayer, morning prayer, grace before and after meals and evening prayer. Formal prayers, appropriate to the age and maturity of the year group are taught through the RE strategy, each class teacher has a copy of the prayers that their class are expected to learn in each year.

Hymn Practice

The pupils participate in weekly hymn practices, where they learn mass responses and sing both traditional and modern hymns. Music is a central part of worship in our school.

Respecting differences

We understand that pupils from other religious traditions and their families make a vital contribution to life of our school. They will bring to prayer in school their hopes joys and sorrows and will, together with those children from a Christian faith reflect in silence on their needs and the needs of the world. At the same time, we respect the religious integrity of our non Christian pupils by refraining from asking them to say the responses and prayers or to perform gestures that do not correspond to their own faith.

Jesuit Values and Virtues

Each half term, the children develop their understanding of two new virtues and strive to apply these to their everyday lives. An assembly at the beginning of the half term explains what they are and highlights examples of them from scripture.

Prayer Areas

We have a dedicated prayer area focus in each classroom. It has reminders of liturgical themes and colours as well as saints and inspirational figures. It also contains traditional prayers and RE foci.

Sacramental preparation

Parents are involved in preparing the children in Year 3 for the sacrament of Reconciliation and their First Holy Communion. There are three workshops throughout the year which parents and children attend. These are held after school. The children attend one parish enrolment mass at the

beginning of the school year and the First Holy Masses take place over two weekends at Holy Family Church.

In preparation for Confirmation, parents are actively involved. There are two meetings held in school for parents as well as an Inscription mass where the children commit themselves to the process of making their Confirmation.

The school supports this sacramental preparation through retreats and visits.

Vocational Life

We hold a Vocations day every year and invite speakers into school from every walk of life to talk to children about their vocation, enabling the children to be inspired as to how they can use their God given talents for the benefit of others.

Monitoring and Review

The RE leader will monitor the implementation of this policy. All staff will be involved in evaluating the effectiveness of this policy in helping to improve standards of collective worship within school.

Appendix A

Planning and Preparing a Mass

It is an expectation that teachers in Catholic schools should be able to plan and prepare a Mass. Before you begin check the Ordo (the Diocesan book which contains the calendar for Mass also available online) to see on which day the Mass is being celebrated and whether it is a Solemnity, Feast, Memorial or Feria. Don't forget to check which season it is. The Ordo will also indicate the colour of the vestments to be worn on each day.

Children do need to be given readings in advance in order to practice. However, Mass is not a performance and should not be over rehearsed.

Do ensure that all the children have washed their hands before going to Mass.

Check List	Check the Ordo before you start planning to find out what the readings of the day are.	
Sunday Mass & Holy Days		Weekday Mass
INTRODUCTORY RITE		
Entrance Procession:	Entrance Procession: Consider which liturgical objects and other symbols are to be carried in the procession. It is at this point of the Mass that you might wish to bring symbolic gifts (such as workbooks) to be placed on the Sanctuary. Such things must never be part of the Offertory Procession. Make sure that all participants know how to process with reverence. All those in the procession should bow their heads to the altar before going on to the Sanctuary and before returning to their seat.	√
Music/hymn <i>Please note that hymns used in Mass (Entrance, Offertory, Holy Communion, Recessional) are entirely optional and are not the same as other parts of the Mass which can be sung. There are a number of different Mass settings for the sung responses and it is useful to have a different setting for each season.</i>	If choosing an Entrance Hymn it should be about gathering or relate to the theme of the days readings and the season.	optional
Penitential Act	There are three options to choose from: A) The Confiteor B) A short prayer to which the people respond taken from penitential psalms C) A series of prayers to which the people respond. The form is that of a Litany.	√
Lord Have Mercy (sung/said)	If A or B is selected this is followed by the Lord have Mercy. If C is selected the Lord Have Mercy is already incorporated into that prayer.	
Gloria (Not used during Advent or Lent)	The Gloria should ideally be sung as it is a song of praise. It is not normally used at a weekday Mass	x
LITURGY OF THE WORD		
First Reading	It is permissible to use readings from the children's lectionary. Readings should not be split up with different readers for different parts as the reading becomes disjointed and loses its flow. You may edit i.e. shorten a reading but you must not adapt, modify or paraphrase it in any way. In editing the text ensure that you do not lose the meaning of the	√

	<p>text. You need to show any editing to the Parish Priest. If the readings are not being read from the Lectionary they must be presented in an appropriate dignified form. Presentation folders are useful for this.</p> <p>Before stepping on to the Sanctuary the readers should bow to the altar. If an archbishop/bishop is present then the bow should be towards him.</p> <p>Readers need to allow a “brief, prayerful silence” to allow the assembly time to absorb what they have heard. This can be achieved by the reader delaying moving away from the ambo/lectern (Liturgy Office)</p>	
Psalm (sung/said)	Ideally this should be sung. Sometimes the refrain is sung whilst the verses are read.	√
Second Reading	Not usual at a weekday Mass	x
Gospel Acclamation (said/sung) <i>No Alleluia during Lent</i>	Alleluia can be said or sung. The verse can also be said or sung.	√
Gospel	Only read by the priest or deacon.	√
Creed In this prayer we profess our faith. The Creed is not said during Lent	Not usual at a weekday Mass	x
Prayers of the Faithful <i>We offer our prayer intentions always in the following order:</i> <i>For the Global Church</i> <i>For the world</i> <i>For those in need</i> <i>For the local community</i> <i>It is a tradition in England for a final prayer asking Our Lady to intercede for us which is then followed by the Hail Mary</i>	<p>The Structure of the Prayer of the Faithful:</p> <ul style="list-style-type: none"> - Invitation to Prayer (by the Priest) - Silence - Intentions - Intention (Let us pray for...) - Silence for prayer - Response (e.g. ‘Lord in your mercy’ or ‘Lord Hear Us’) - Prayer to Our Lady - Concluding Prayer (by the Priest) <p style="text-align: right;">(Liturgy Office)</p> <p>It is permissible for children to write the intentions to be used in Mass.</p> <p>The prayers never begin by directly addressing God/Jesus (no ‘Dear Lord/God’) as we address God at the end of each prayer.</p> <p>Remember to make sure the prayers are presented in a dignified form (not on scraps of paper).</p> <p>The readers need to leave a moment of silence between the intention and the response to allow the assembly to absorb what/who they are praying for.</p>	√
LITURGY OF THE EUCHARIST		
Offertory Procession <i>Only the bread and wine and gifts for the poor may be included in the procession</i>	Children may carry the offertory Gifts. They should bow to the altar before returning to their places.	√
Hymn/music	The hymn should be about the offering of bread and wine	optional
Holy, holy (said/sung)	<p>The Sanctus should be sung</p> <p>If the Mass is taking place in Church it is appropriate for KS2 to kneel down. If KS1 can see the altar when kneeling then you may decide that they also should kneel.</p>	√
Memorial Acclamation (said/sung)	Choose one of the three options available	√
Great Amen said or sung		√
COMMUNION RITE		
Our Father (said)		√
Sign of Peace	Whilst it is important that we have the time to make peace with one another before receiving Holy	√

	Communion it is important that children know only to make the Sign of Peace with the people immediately around them so that the peaceful and calm tone is maintained.	
Lamb of God (said/sung)		√
Communion Procession	<p>The Communion Procession should be dignified and reverend. It is appropriate to have adults guide the assembly out in turn.</p> <p>On returning to their place in Church the children should continue to kneel until the tabernacle doors have been closed.</p> <p>The Communion Hymn should be about the Holy Eucharist. It is also appropriate to play music at this point of the Mass. The hymn at communion should be part of the procession to Holy Communion and not simply after Holy Communion.</p> <p>Holy Communion can be followed by a post-communion prayer/reflection.</p> <p>There should be a few moments of silence after Holy Communion to allow people to pray. It is useful if the priest/deacon can lead the assembly into this quiet period of prayer.</p>	√
Eucharistic Ministers	Only those who have been specifically asked DDDDD may distribute Holy Communion.	
Hymn/music	This should be about the Blessed Sacrament.	optional
CONCLUDING RITE		
Procession	<p>The children should not begin to leave the Church until those on the altar have left.</p> <p>The children should genuflect to the tabernacle before they leave. This can be done together in their pew or alternatively as they leave one by one.</p>	√
Recessional Hymn/music	This should be about spreading the Good News	optional

Appendix B

Prayers that should be known

EYFS

- Sign of the cross
- Our Father
- Hail Mary
- Grace before meals
- Grace after meals
- Morning Prayer
- Prayer at the end of the day

Year 1

All of the above plus

- Act of Faith, Hope & Love
- Glory be
- Prayer to the Guardian Angel

Year 2

All of the above plus

- Act of Faith
- Act of Hope
- Eternal rest
- Prayer of St Francis of Assisi
- The Joyful Mysteries

Year 3

All of the above plus

- Act of Love
- Act of sorrow/contrition
- The Angelus
- The Luminous Mysteries

Year 4

All of the above plus

- Prayer to the Guardian Angel
- Prayer of St. Richard of Chichester
- The Memorare
- The Sorrowful Mysteries

Year 5

All of the above plus

- Regina Caeli
- The Magnificat
- The Glorious Mysteries
- Diocesan Prayer for Vocations

Year 6

All of the above plus

- Hail Holy Queen
- Prayer to the Holy Spirit
- The Rosary
- The Stations of the Cross

Appendix C

St Bernadette's Prayer & Liturgy Planner

Date & Time	
Year Group / Class	
Theme	
Planned by	
Led by	
Where	

<u>Gather</u>	<u>Listen</u>
<u>Respond</u>	<u>Go Forth/Mission</u>

[Record pupil voice here]

[Insert a picture here]

[Record pupil voice here]

Appendix D

Diocesan Education Service Observing Acts of Collective Worship

Date:	Start Time: Finish Time:	Observer:	Theme:	
Location:	Class	Phase	Prepared by	Led by
	Key Stage	Whole School		

Preparation

There is recorded evidence of planning? Yes/No

There is evidence of children's involvement in elements of the planning? Yes/No

There is a prominent focal point for prayer? Yes/No

The focal point relates to the Liturgical Season and/or theme? Yes/No

The environment creates a space which is conducive to prayer? Yes/No

GATHER

The children enter in a reverent manner? Yes/No

The Act of Collective Worship starts on time? Yes/No

Appropriate words, rituals and gestures are used to welcome and start? Yes/No

LISTEN & RESPOND

Prominence is given to the Word? Yes/No

The resources are age appropriate? Yes/No

The delivery has variety and engages and sustains the children throughout? Yes/No

Media, props and artefacts are used appropriately and effectively? Yes/No

The children were able to respond in a variety of ways? Yes/No

There were opportunities for SMVSC development? Yes/No

Worship is the main focus? Yes/No

The children were able to practise, develop, and/or learn new forms of prayer? Yes/No

Staff are engaged and act as role models? Yes/No

Children were involved in leading elements? Yes/No

GO FORTH

The children knew and understood the message? Yes/No

The children leave in an appropriate manner? Yes/No

WWW	EBI
-----	-----

Appendix E

Child-led Collective Worship at St Bernadette's

Below are the expectations of how each year group will involve the children in leading collective worship: Each year is building upon the previous years' expectations.

EYFS:

The majority of the plan will be completed by the teacher with a class discussion beforehand. Children will help to choose items for the central prayer focus e.g. cloth, cross, candle from a selection of resources provided

Year 1:

The theme of the collective worship will be predominantly based on the work the children have been completing in their RE lessons or the Liturgical Year. With adult support, the children will complete the listen section, e.g. choosing an appropriate scripture reading from a selection provided. Suitable resources for the prayer focus will be provided for children to choose from.

Year 2:

The theme of the collective worship will be predominantly based on the work the children have been completing in their RE lessons or the Liturgical Year. Under adult guidance, the children will complete the listen and respond section. Suitable resources for the prayer focus will be provided for children to choose from.

Year 3:

Under adult guidance, the children can complete the gather, listen, respond and go forth (mission) sections with the theme being decided by the teacher in discussion with the children. They will be able to write their own prayers of intercession and evaluate the what went well elements of the service.

Year 4:

Under adult guidance, the children can complete the gather, listen, respond and go forth (mission) sections with the theme being decided by the teacher in discussion with the children. They will be able to select from a group of objects items that they think are appropriate. They will be able to include in their prayer service one of the Catholic virtues and can compose their own prayers of intercession. They will be able to identify what went well in the service

Year 5:

The children will be able to plan the four aspects of their collective worship: Gather, Listen, Respond, Go forth. They will be able to pick their own theme. They will be able to find the prayer resources they need/want either within the classroom or from other areas around school. With some support they will be able to evaluate their prayer service, identifying what went well and any areas for improvement.

Year 6:

The children will be able to plan the four aspects of their collective worship: Gather, Listen, Respond, Go forth. They will be able to lead a prayer service with a good degree of independence at key points in the Liturgical Year such as Easter and Christmas. They will be able to select appropriate scripture readings at this time of year and will select from a choice of reading at other points in the year. They will be able to find the prayer resources they need/want either within the classroom or from other areas around school. They will be able to evaluate their service, verbally discussing their choice of music and readings and identifying what went well and any areas for improvement.

