



PRAYER AND  
LITURGY  
POLICY

*“Growing in Love, in the Spirit of Christ, for the Benefit of All.”*

## **Intent**

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum, developing the Catholicism and spirituality of our pupils.

We believe that prayer and liturgy is an essential part of children's faith development. It enables children to come together and participate fully in giving glory and honour to God, through a range of worship opportunities such as in-class celebrations of the Word, whole-school celebrations of the Word and Mass both in school and in church. Children are able to develop their understanding of both planning and leading celebrations of the Word, resulting in time to reflect on social and moral issues, reinforce positive attitudes and contemplate the mystery and wonder of God.

This policy outlines the structure, organisation and monitoring of prayer and liturgy. It is based on directives from the Catholic Education Service.

These are the core values upon which we have based our prayer and liturgy curriculum:

- We give glory and honour to God.
- Prayer and liturgy is a quality activity, fundamental to the life of the school and its Catholic character.
- Children deserve positive liturgical experiences, appropriate to their age, aptitude and backgrounds.

Through this, we aim to:

- Explore beliefs
- Respond to and celebrate life and meaningful life events
- Experience a sense of belonging and develop community spirit
- Grow in liturgical understanding and development
- Reinforce prayers which are part of Catholic tradition
- Reinforce our multicultural community
- Take time to wonder, come to terms with and give worth to lived experiences.

## Implementation

Children are given daily opportunities to take part in prayer and liturgy. The following timetable is used to guide this.

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Each class takes it in turns to lead a whole-school Celebration of the Word.</i>	<i>Whole school hymn practice.</i>	<i>Each individual class is led by an adult in a Celebration of the Word.</i>	<i>Each individual class is led by a group of children in a Celebration of the Word.</i>	<i>Mass in school or in Church.</i>
<i>This is based on the Word of the Week which is also linked to the Sunday Gospel.</i>		<i>This is based on the Word of the Week which is also linked to the Sunday Gospel.</i>	<i>This is based on the Word of the Week which is also linked to the Sunday Gospel.</i>	<i>OR</i> <i>Whole school celebrations.</i>

The theme of the Celebration of the Word or other liturgical celebration is based on the Word of the Week. These words are carefully chosen to allow children to explore their faith meaningfully, to link with the Sunday Gospel and to reflect liturgical seasons. **The Annual Plan of Provision document should be referenced for more detail.**

## Foundation Stage

In Foundation Stage (FS), children begin to think about their senses when planning celebrations of the Word. They also start to suggest how and where they could gather, identifying which coloured cloth is appropriate, with support. They are expected to join in with all elements of worship as active and willing participants and to be able to state what they liked or would change next time.

In FS, adults are expected to support children in most parts of planning, leading and evaluating their celebrations of the Word, modelling this process to the children.

## Key Stage 1

In Key Stage 1 (KS1), children continue to develop their skills in planning, leading and evaluating prayer and liturgy with confidence and with less adult support. They begin to take more responsibility for creating prayer spaces and giving input to ways to gather, appropriate missions and prayers.

## Key Stage 2

The children's skills continue to develop throughout Key Stage 2, building up incrementally until, by Year 6, they are expected to plan, lead and evaluate their celebrations of the Word with independence.

For full details of progression, see the **Prayer and Liturgy progression document**.

In all phase groups, Let Us Pray boards are used to support the planning of prayer and liturgy. These provide colour coded ideas which are linked to themes and scaffolds children to make liturgically appropriate choices in their planning. This is then used to fill in the planning sheet, shown below. This also includes a section for evaluation.

The image shows a planning sheet divided into two main sections: 'Celebration of the word' and 'Evaluation'. The 'Celebration of the word' section is further divided into 'Scripture' and 'Do' (Action) sections. The 'Evaluation' section is titled 'Celebration & Growth' and includes sections for 'Things to celebrate...', 'Ways to grow...', 'One idea for next time...', 'Did you find?', and 'Comments & thoughts...'. The sheet is color-coded and includes various icons and checkboxes.

**Celebration of the word**

Theme / Event / Season  
Time / Date  
Space  
Group

**Scripture**

Reference  
Key themes  
Key words / quotes

**Do**

**Evaluation**  
Celebration & Growth

Things to celebrate...

Ways to grow...

One idea for next time...

Did you find?

- Signs of the Cross
- Scripture
- Responses
- Silence
- Seasonal prayers
- Altarment & actions
- Signs & symbols
- Liturgical colours
- Music & song
- Links to scripture
- Responses included
- A call to mission

Comments & thoughts...

## Other Forms of Prayer and Liturgy

Children also participate in other forms of prayer and liturgy including Mass and spontaneous prayer. These acts of worship also involve the children in planning, leading and evaluating them with adult support where needed.

## **Children with Special Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, based on an accurate understanding of the strengths and gaps in learning which may exist, we may do so.

If a child has a special need which has an effect on their ability to plan and lead prayer and liturgy, further resources are used to support them in their learning. For example, giving children a choice of Scripture, ways to respond etc. can be useful in scaffolding their learning. Alternatively, it may be that children are grouped to plan prayer and liturgy in such a way that those with special needs are peer supported.

### **Impact**

Our curriculum has ambition for high achievement of all pupils irrespective of background and starting point.

The teaching and learning process is cyclical, therefore adults ensure that they observe children's ability to plan and lead forms of prayer and liturgy, noting when children encounter challenges. They can then step in to guide them, addressing misconceptions and solving them before the child plans and leads another celebration of the Word.

Additionally, monitoring is regularly used within school to observe both adult and pupil led prayer and liturgy to ensure that these acts of worship are of a high standard and follow the agreed policy and progression document. There is also time to review prayer books which contain evaluations. Lastly, adults talk to children, both those who are and are not part of the chaplaincy team, to gauge their understanding of what it means to be part of prayer and liturgy opportunities and how it enhances their Catholic identity.

## **Roles and Responsibilities**

- The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:
- The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- Governors monitor the success of the curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

**Reviewed:** September 2024

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