



ST CLARE

Catholic Multi Academy Trust

Sheffield Catholic Schools Partnership

Prayer and Liturgy Policy



St Wilfrid's Primary – A Catholic Voluntary Academy

‘Everybody Matters’

Review Date: July 2027

Date Shared with Staff: July 2025

‘Everybody Matters’

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.’

(Bishop Marcus Stock ,2012, Christ at the Centre)

2. 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.

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 are two named people who is responsible for prayer and liturgy in the school (the Prayer and Liturgy Coordinators – Mary Wilde and Hannah Flint)
- 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 place of Prayer and Liturgy in the Life of our School

As a Catholic school, Prayer and Liturgy plays a fundamental part in our daily school life and enables us to all join together as one in prayer. Prayer can link to our liturgical year (e.g. Lent), Catholic social teaching (e.g. solidarity, creation and the environment, the common good), our Catholic values and virtues (e.g. kindness, peace, equality), a special feast day (e.g. feast of St Wilfrid) or the wider world (e.g. Harvest Fast Day).

We believe that prayer and worship 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.
- Prayer and worship will be an experience to which all can contribute and from which all can gain.

Pupils are taught and encouraged to pray in different ways according to their age and personal development. They are taught traditional prayers and are encouraged to use their own words for prayer. During Celebrations of the Word and lessons there are times set aside to be still, to reflect in an atmosphere of peace and tranquillity. Children are introduced to a variety of different ways of praying:

- Quiet reflection / meditation;
- Praying together;
- Writing own prayers;
- Prayers through music;
- Prayers through art;
- Learning traditional Christian / Catholic prayers.

The Role of the Teacher

We believe that leading pupils in prayer is a vital and essential part of Catholic education. Staff are encouraged to pray with children, and to be an example for them. Through prayer we endeavour to develop our relationship with God. It is expected that teachers will:

- Provide opportunities for pupils to pray
- Provide pupils with meaningful prayer experiences
- Assist pupils to develop the language of prayer

- Teach pupils the traditional prayers of the Church
- Help pupils to develop habits of prayer
- Facilitate and support the pupils to lead their own prayer

What Prayer and Liturgy Look Like at St Wilfrid's?

We use a four-stage model for Celebration of the Word, taking the mass as a perfect example of this.

1. Gather – We welcome everyone and prepare ourselves to get closer to God.
2. Word – We experience a piece of scripture using methods such as drama, art, music, movement, silence, story, song and poetry to bring it to life.
3. Response – We consider what we have seen and heard and how it relates to us.
4. Mission – We rejoice and go forth to live out the Gospel of the Lord in our lives.

All classrooms will have:

- Let us Pray cards with examples of Gather, Response and Mission
- Access to TenTen online resources
- Interactive resources, such as stones, shells, plants and music to use on prayer table
- Annual Plan of Provision to support themes and styles of prayer throughout the year
- Resources related to the me of Liturgical year (Rosary beads in October, wreath during Advent etc.)
- Children's Bible and/or Good News Bible

Evaluations

Celebration of the Word (whether they be class based, key stage based, or whole school) will be periodically evaluated based upon direction from the RE leader and Headteacher, and the children will be involved in the evaluation process.

Child-led Celebration of the Word should be evaluated using the proformas available in class.

Chaplaincy Team

We have an enthusiastic and thriving Chaplaincy Team, made up of parent volunteers and two children from each key stage 2. The Chaplaincy Team meets weekly to help prepare whole school and class based Celebrations of the Word. They lead lunch me prayer groups and support the wider Catholic Life of the school.

Parental Involvement

Parents are invited to our class assemblies, productions and celebrations. They are invited to all masses. We encourage parents to a end as we believe that this promotes the community spirit of the school and is a demonstration of home and school working together to support the children. Parents are encouraged to join in with all prayers and hymns during assemblies to lead by example in their involvement. Parents are invited to join our Chaplaincy Team and support the forma on and development of faith for our pupils.

Weekly overview of Prayer at St Wilfrid's

	Monday	Tuesday	Wednesday	Thursday	Friday
Whole school	Gospel Assembly	Hymn Practise	PSHE/ RSE assembly	Lunchtime prayer club (optional)	Celebration Assembly
Class	Whole school Morning prayer on the yard with parents Lunchtime prayer End of day prayer/ Celebration of the Word (Teacher / Child led using the Extra Ordo)	Whole school Morning prayer on the yard with parents Lunchtime prayer End of day prayer/ Celebration of the Word (Planned and led by a small group of children)	Whole school Morning prayer on the yard with parents Lunchtime prayer End of day prayer/ Celebration of the Word (Using Ten:Ten resources Child or teacher led)	Whole school Morning prayer on the yard with parents Lunchtime prayer End of day prayer/ Celebration of the Word (Prepared by the whole class / larger group of children)	Whole school Morning prayer on the yard with parents Lunchtime prayer End of day prayer/ Celebration of the Word (Planned and led by a small group of children)
Chaplaincy Team			Meeting and prayer with RE Lead	Lead Prayer Club	Lead Prayer in class
Staff	Weekly reflection email	Prayer at PDM	Prayer at briefing		
Home	Ten:Ten Parent portal - Prayer and Liturgy resources to use at home	Parents invited to Seasonal reflections in class e.g., Advent, Lent	Ten:Ten Parent portal - Prayer and Liturgy resources to use at home	Ten:Ten Parent portal - Prayer and Liturgy resources to use at home	Weekly reflection in the Newsletter

Calendar of masses

September	Welcome Mass
October	Family Mass in the parish – Mother of God
November	Family Mass in the parish – St Williams
December	First Week of Advent Mass
January	New Year Mass
February	Ash Wednesday Mass
March	Family Mass in the parish – Mother of God
April	Family Mass in the parish – St Williams
May	Mass to celebrate Our Lady
June	First Holy Communion Mass in school
July	Y6 Leavers Mass

Other key whole school events

Date	Celebration
October	Harvest Festival (CAFOD)
October 12th	St Wilfrid's Feast Day
November	Service for the Blessing of the Advent Wreaths
Advent	Parents invited to daily class Advent services
Lent	Sacrament of Reconciliation Daily Lenten reflections
May	May Procession

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.

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

Appendix A



Celebration of the Word –Progression of Skills

At St Wilfrid's School, we believe that Prayer, Liturgy and Celebration of the Word are important ways to develop our relationship with God, develop ourselves spiritually, and gain confidence through leading worship.

We use a four-stage model for Celebrations of the Word, taking the mass as a perfect example of this.

1. Gather – We welcome everyone and prepare ourselves to get closer to God.
2. Word – We experience a piece of scripture using methods such as drama, art, music, movement, silence, story, song and poetry to bring it to life.
3. Response – We consider what we have seen and heard and how it relates to us.
4. Mission – We rejoice and go forth to live out the Gospel of the Lord in our lives.

All classrooms will have:

- Let us Pray cards with examples of Gather, Response and Mission
- Interactive resources, such as stones, shells, plants and music
- Resources related to the time of Liturgical year (Rosary beads in October, wreath during Advent etc.)
- Children's Bible and/or Good News Bible
- Class Prayer books

Year	Expectations – teacher	Expectations – children	Prayers
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<p>FS2</p>	<p>Four-stage model explicitly modelled and explained in all teacher-led sessions.</p> <p>Teacher to choose scripture for all Celebrations of the Word using the Liturgical planner as a guide and openbible.info/topics to help select scripture with a particular theme.</p>	<ul style="list-style-type: none"> • Create sacred space with guidance • Listen to Scripture • Take part in repeated prayers or circle prayers □ Participate in short pieces of silence <p>Children supported to explain the purpose behind gathering together, lighting a candle, displaying the crucifix, and making the sign of the cross.</p> <p>All children to have the opportunity to lead a part of the Celebration of the Word over the year.</p> <p>All children to evaluate Celebrations of the Word and be able to say what they enjoyed and found helpful, and how to improve.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • Recognise religious stories • Recognise religious signs and symbols used in worship • Describe some religious symbols and the steps involved in religious actions and worship 	<p>Sign of the Cross Hail Mary Grace Before Meals End of Day Prayer</p>
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Year	Expectations – teacher	Expectations – children	Prayers
<p>Y1</p> <p>&</p> <p>Y2</p>	<p>Four-stage model explicitly modelled and explained in teacher-led sessions.</p> <p>Teacher to guide children to use the Let Us Pray resources to plan Celebrations of the Word.</p> <p>Teacher to choose scripture for all Celebration of the Words using the Liturgical planner as a guide and openbible.info/topics to help select scripture with a particular theme.</p> <p>Teacher to guide children to choose religious stories that they know for Celebration of the Word.</p>	<p>As above, and increasing;</p> <ul style="list-style-type: none"> • pupil’s role in creating sacred space • period of silence • pupils reading scripture <p>Children supported to explain the purpose behind gathering together, lighting a candle, displaying the crucifix, and making the sign of the cross.</p> <p>All children to have the opportunity to lead a part of the Celebration of the Word All children to contribute to planning a Celebration of the Word, including choosing and reading a religious story.</p> <p>All children to evaluate Celebration of the Word and be able to say what they enjoyed and found helpful, and how to improve.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • Recognise religious stories • Recognise religious signs and symbols used in worship • Describe some religious symbols and the steps involved in religious actions and worship • Recognise that people act in a particular way because of their beliefs • Describe some religious beliefs over the year. 	<p>As above and introduce</p> <p>Our Father</p> <p>Glory Be to the Father</p> <p>Act of Contrition</p> <p>A litany – ‘Pray for us’</p> <p>The Rosary</p>

Year	Expectations – teacher	Expectations – children	Prayers
<p>Y3</p> <p>&</p> <p>Y4</p>	<p>Four-stage model explicitly modelled and explained in teacher-led sessions.</p> <p>Teacher to guide children to choose religious stories that they know for Celebration of the Word and consider what the story means to them.</p>	<p>As above, and increasing;</p> <ul style="list-style-type: none"> • Creating sacred space with greater independence • Selecting theme for Scripture • Responding to Scripture • Improvising own circle prayer/ repeated prayer/ selecting prayers for use. • Use ICT for images to aide reflection • Increasing periods of comfortable silence. <p>All children to have the opportunity to lead a full Celebration of the Word over the year, planned with support from an adult and delivered with limited support from an adult.</p> <p>Children evaluate all child-led Celebration of the Words.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs • Describe, with increasing detail and accuracy, religious symbols and the steps involved in religious actions and worship • Make links between beliefs and life, giving reasons for actions and choices 	<p>As above and introduce:</p> <p>Eternal Rest The Angelus Come, Holy Spirit</p>

Year	Expectations – teacher	Expectations – children	Prayers
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<p>Y5 & Y6</p>	<p>Four-stage model explicitly modelled and explained in teacher-led session at least once a half-term.</p> <p>Teacher to guide children to choose a theme for their Celebration of the Word and a religious story that fits that theme.</p> <p>Four-stage model explicitly modelled and explained in teacher-led session at least once a half-term.</p> <p>Teacher to guide children to choose a theme for their Celebration of the Word and a religious story that fits that theme.</p>	<p>As above, and increasing;</p> <ul style="list-style-type: none"> • Creating sacred space independently and being creative • Select reading and prayers • Compose prayers in different styles to match given needs • Prayers becoming more detailed • Creating ICT aids • Invent own symbolic actions • Increasing periods of comfortable silence. <p>All children to have the opportunity to lead a full Celebration of the Word over the year, planned with limited support from an adult and delivered independently.</p> <p>Children evaluate all child-led Celebration of the Words using the selfpeer-self approach.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used • show understanding by making links between beliefs and life • use religious vocabulary widely, accurately and appropriately <p>All children to have the opportunity to plan and lead a full Celebration of the Word independently.</p>	<p>As above and introduce</p> <p>The Magnificat The Apostles Creed Act of Faith Act of Hope Act of Love</p>
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