



Prayer and Worship Policy

AIMS

So that our school is authentically and distinctively Catholic, we are called to witness as 'A Worshipping Community.' We provide rich and varied worship opportunities throughout the year, in small, class based and larger groups, including with parents, parish and wider community. These create a strong sense of community and service to each other. Our inclusive worship helps pupils to grow in confidence in prayer and develop a personal relationship with God. The Word of God is always central to our prayers and celebrations.

We gather together regularly as a whole school to celebrate together and to show the glory and active presence of God in our lives. Through this worship we are led to reflect, meditate and pray, developing the spirituality of our whole school community. Celebrations of the Word are a significant part of every week and we benefit from a flourishing relationship with our parish, offering opportunities to participate in Mass regularly.

As a school we aim:

- To contemplate something of the mystery of God
- To reflect on spiritual and moral issues
- To explore their own beliefs
- To really 'hear' the Word of God
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To reinforce prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'

At St Teresa's, prayer and worship is at the heart of our school life.

- Daily prayers at the beginning, lunchtime and at the end of each day
- Daily Collective Worship. On Mondays, this is in the form of a 'Gather' Key Stage Celebration of the Word and on Fridays the whole school comes together.
- Once a week, a planned celebration of the Word is planned and shared in each class, following our Gather/ Word/ Respond/ Go forth structure. All pupils are developed as leaders of prayers and there is an expectation that in KS2 at least part of the Celebration of the Word is entirely planned and delivered by the children. By Year Six, our children have developed in knowledge, understanding and confidence and can plan and lead a reflective and responsive Celebration of the Word for their peers. See planning scaffolds in the appendix.
- Whole school masses on significant occasions, for example at the start and end of each term; on Holy days of Obligation and to mark/ celebrate significant events such as St Teresa's feast day, liturgical seasons or something significant for our school family. We also work with the parish for partnership masses.
- Class Masses are on a rota and each KS2 class will also lead a mass for the parish at least once a term.
- Additional services linked to the liturgical calendar, for example Las Posadas and Carols around the Tree in Advent, Stations of the Cross and our Easter Service are highlights of our Prayer and Worship calendar and shared with our parish community. These are often led by our GIFT team.
- Sacrament of Reconciliation for staff and pupils during Advent and Lent
- Sacramental programme events including Sunday liturgies.
- Weekly rosary with a parishioner at lunchtimes
- Our GIFT team also plan and lead small celebrations at lunch times in our prayer room and every half term lead a creative prayer station session for the younger children.

Prayers should be:

- Personal. Children should be allowed to pray on their own and in silence; Spontaneous prayers will always be welcomed including as a response during Celebration of the Word.
- Common, so said within classes, as a school and with the parish.
- A balance of traditional prayers from our Catholic tradition and modern including our school prayer.
- Sometimes reflective and sometimes joyful. Prayers can also be supported with our singing of hymns to God. Singing is an important part of prayer life at St Teresa's.

Class Prayer Point

All classes contain a focal point for prayer and worship, updated regularly to ensure it is in line with the RE curriculum and Liturgical Season. It is in addition to the RE curriculum wall.

The prayer focus will always have the Word of God, a candle and a cross. These are our three chosen common symbols that we use for Celebration of the Word. It will also have an invitation to respond to the Scripture in a personal way.

The prayer focus may also display prayers (including those offered by the children), statues, children's work, flowers or anything that the class feels will help them to focus and/ or develop spiritually.

Please see appendices for St Teresa's Celebration of the Word structure, helpful supports, lists of resources, traditional prayers used etc.

We acknowledge the legal requirement that there must be a daily act of worship for all pupils.¹ (This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.) We acknowledge that collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear. These acts of worship are not designated curriculum time under regulations and will not be subsumed under any part of the curriculum, including religious education. As a rule, acts of worship will take place on the school premises. However, the governing body has the discretion to allow acts of worship to be held elsewhere e.g. church, "on a special occasion".

In this school, as with any Voluntary Aided School, responsibility for arranging Collective Worship rests with the Governing Body after consultation with the Head teacher.

MONITORING AND EVALUATION

Planning for Class Celebration of the Word is saved in t:/Religion/ Celebrations of the Word.

- Through displays, collections of pupils' contributions, prayers, reflections, photographs, videos etc.
- Pupil Voice

Leaders model good practice in leading and participating in Worship. They join different class' celebration of the Word and other teachers are encouraged to do the same. The Head Teacher and RE lead meet regularly to discuss/ monitor the school's provision and it is regularly revisited as a priority at staff meetings.

Governors are invited to monitoring afternoons that include the provision of prayer and worship. It is reported on each term as part of Catholic Life and Mission in HT reports.

Provision for development

- Continued Collective Worship Training throughout the school year during staff CPD and relevant training provided by Salford Diocese and through our BOSCEP partnership.
- Training and support for new staff related to planning and provision
- Leaders to model good practice
- Learning walks to ensure consistency to our structure across classes.
- Sharing good practice, class teachers to watch good examples of children leading a collective worship session.
- Priority spend on resources for Prayer and Worship.

Reviewed by Governors: Autumn Term 2024

Signed: (Chair of)

Review Date: ... Autumn Term 2025

¹ Parents have a right to withdraw their child from Collective Worship. However, given the importance of Collective Worship in a Catholic school, parents and prospective parents need to be made aware of the fact that it can never be confined to 'timetabled slots' but may take place in a variety of contexts other than those which are specifically structured.

APPENDIX one: Example of Planning Proformas for Celebration of The Word. Word documents found
T:/ Religion/ Celebration of the Word/ planning models

Celebration of the Word	
Themes	Dates
Resources / room preparation:	
<p>Gather</p> 	
<p>Word</p> 	
<p>Respond</p> 	
<p>Go forth</p> 	

Celebration of The Word Plan

Year Group:

Theme:

ORDER OF LITURGY	DETAILS	NOTES
GATHER	OPENING RITES	Gathered as one in God's Holy Name
Opening Song:		
Greeting and intro (incl the sign of the cross)		
Opening Prayer	The Lord be with you Candle – Bible – Cross –	And with your spirit
LISTEN	LITURGY of the WORD	Acclaim/Proclaim/Explain
Acclamation		
Reading	Reference / Verse Quote	
Reflection	Short Responsory Refrain	Response:
RESPOND		Affirm / Accept / Ask
Prayer / intercessions		Response:
Song or Refrain Symbolic Action		
MISSION	CLOSING RITES	sent out to live what we've received
Closing Prayer		
Blessing (incl the sign of the cross)		
Final song:		

There are many books to help with planning liturgies stored on the shelves in the office



GATHER is about forming community, coming together as one and getting ready to listen. It should bind us and help us identify as The Body of Christ.

1) SONG

Begin with a song; ideally something short, familiar and repetitive.

Gather! Gather!

Gather in the light of his flame




Gather! Gather!

Shout! Praise! Glorify his name!

2) RESPONSE PRAYER (DIALOGUE) & SYMBOLS

Dialogue prayer can be structured around three common symbols (Bible, candle, cross) and should be written TO God, not about. The symbols could be already on the prayer focus, or be processed and placed ceremonially. The placing is ritual movement and should also be modelled; it should have special significance. The responses to the dialogue prayer may be three different responses or may repeat. The symbols can be in any order and might change for a different season (eg the cross to the crib).

A Lenten example:

	Jesus, you called everyone to repent and listen to your message. <i>Help us open our hearts and follow you.</i>
	Show us the way like a light in the darkness. <i>Help us open our hearts and follow you.</i>
	By your cross, you have set us free. <i>Help us open our hearts and follow you.</i>

Other responses throughout the year could include: Be our guiding light; Thank you for your love; Come Lord Jesus, come to us in Love; Let us rejoice and be glad; I will praise the Lord at all times; You are the Light of the World; Let all creation sing your name; ETC!

The children could also write/ choose their own. Inspiration can be found in their chosen sacred scripture, known responses from mass or perhaps in the hymns.

You are my light in the darkness.
God, may Your light guide my day, and your spirit bring me peace
Make us instruments of Your peace.
Help us love one another as you asked us to.
With You all things are possible.
Father, lead us not into temptation.
Here I am, I come to do Your will.
I will not be afraid as You go before me.
The people who walked in darkness have seen a great light
God is our refuge and our strength.
Lord, pour your love into our lives once again.
When I am afraid, I put my trust in thee.
I will go where you will lead me.
Blessed are those that seek peace.
I can do all things in him who strengthens me
Thy word is a lamp to my feet and a light to my path
Trust in the Lord with all your heart
Give thanks to the Lord and proclaim his greatness. Let the whole world know what he has done.
Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you
What awesome things He has done to the earth!
Seek the Lord and his strength, seek his presence continually
Give thanks to the Lord, for he is good! His faithful love endures forever.
May we be united in your love
Rejoice in your hope, be patient in trials, be constant in prayer.



The Word should always be acclaimed. Again, a short and familiar acclamation should be used such as Halle, Halle, Halle. (Remember, no 'Alleluia' in Lent!).

Glory and praise to you Lord, you are the Word of Life.

A choice of reading. This might be from your Come and See unit. It could be the readings of the day or from the Sunday gospel (See UNIVERSALIS) or it may be specifically chosen for your theme. When planning, support the children by offering choices and encourage them to collect readings that 'speak' to them for future worship. You may also accompany it during the service with a picture to focus on.

Suggestions for Lent: **Gospels**

Jesus teaches the disciples to pray: Luke 11: 1 - 13

Jesus is tempted in the desert: Matthew 4: 1 - 11

Jesus sends out the 12: Matthew 10

Jesus and Zacchaeus: Luke 19

Jesus and the Tax collector: Matthew 9

The Beatitudes: Matthew 5

Fast in secret: Matthew 6

Seek ye first the kingdom of God: Matthew 6:33

The New Testament Letters

Romans 12: Be joyful in hope, faithful in prayer

The Old Testament:

Book of Jonah: Jonah and the Whale

Psalm 25: show me your way Lord, teach me your paths.






Psalm 27: Wait for the Lord

Isaiah 40: Those that hope in the Lord will soar like eagles

Do leave a short silence afterwards. God speaks in the silence also.

APPENDIX FOUR: PPT SCAFFOLD FOR PLANNING CELEBRATIONS OF THE WORD

Found T:/ Religion/ Celebration of the Word/ CW staffmeetings 2023

<p>Gather</p> <p>Opening song & welcome</p> <p>1</p>	<p>Reader</p> <p>response</p>  <p>2</p>	<p>Reader</p> <p>response</p>  <p>3</p>
<p>Reader</p> <p>response</p>  <p>4</p>	 <p>Halle Halle, lu-jah Halle, Halle Halle, lu – jah Halle, Halle Halle, lu –jah Hallelujah, Hallelujah!</p> <p><i>Glory and praise in Lent</i></p> <p>5</p>	
 <p>Moses said to God, "I am nobody. How can I go to the king and bring the Israelites out of Egypt?" God answered, "I will be with you."</p> <p>6</p>	<p>RESPONSE Maybe a picture, a prayer, a candle, a song – something to inspire. Something to look at; something to hold.</p> <p>Questions – something to make them think or help them reflect.</p> <p>Something Creative to respond to what they have heard.</p> <p>A traditional prayer or one you have written together.</p> <p>Spontaneous prayers – could you give the first few words eg Thank you for OR Guide me to be a peacemaker etc</p> <p>7</p>	<p>Prayers of intercession</p> <p>Lord in your mercy... hear our prayer.</p> <p>8</p>
<p>This is our school. Let it be full of love. Love of one another. Love of life itself. But most of all.... The Love of Jesus Christ our Lord AMEN</p> <p>9</p>		<p>Go forth</p> <p>Title , Statement (You...).</p> <p>Help me. . . Help us. . . . Blessing/ closing sentence. AMEN</p> <p>10</p>

This scaffold is used to help guide and assist the planning process, if required. Sometimes it may be used during the celebration of the Word, sometimes not!

APPENDIX 5:

Pupil Planning and Leading Celebration of the Word

EYFS & KS1

Developed appropriately according to their age, experience and ability, children in EYFS and KS1 will co-plan some of the aspects of their celebration with their teacher. This may involve them choosing different responses from a selection provided or making suggestions about how to 'respond' to the scripture.

LKS2: Throughout Year 3 and 4, with the help of good adult models, scaffolds, quality resources and guidance from others the children will take responsibility for independently planning and leading part of the class celebration of the Word. As a class or group, the teacher will support them to reflect on what they have done and how they may change it next time.

UKS2: By the end of Year 6, pupils will have grown in understanding, knowledge and confidence to be able to plan and lead a celebration of the word in a small group for their class. They will use the structure provided if they wish. They will be guided to evaluate their thoughts and what they have done so we can continually build on the spiritual development of our whole school family.



Appendix 6:
Traditional Prayers

As a Catholic school we have the responsibility to teach prayers which are part of the Catholic tradition. On Wednesdays, we will *always* use a traditional prayer as part of our class worship. They will also be shared during Celebration of the Word and Liturgies.

It is agreed that children should become familiar with or know the following prayers:

Year Groups	Prayers
Early Years	Sign of the Cross Morning Prayer Dinner Time Prayer End of Day Prayer Our School Prayer
Key Stage 1	Our Father Hail Mary Glory Be
Lower Key Stage 2	Act of contrition Eternal Rest Mass responses including the Gloria
Upper Key Stage 2	The Confiteor (I confess to almighty God) The Creed The Magnificat The Angelus

Class Prayer Stations - An invitation to prayer.

A prayer station is a place set up to facilitate prayer. It can be as simple or as elaborate as you like. The appearance is *not* the important part of a prayer station. Why? Jesus demonstrated a lifestyle of prayer. He often slipped away for private time and He also taught His disciples to pray at all times and not give up. Prayer stations with clear directions are an easy way to help children learn to pray Scripture, look deeper into their own hearts, and take steps to draw closer to our Lord.

- **Links to liturgical season – colour**
- **Key scripture passage.** This will likely be from your Come and See unit but may be something significant to your class/ an event/ theme or season of the year.
- **Religious symbols - including cross and candle**
- **Spiritual inspiration** – this may be a) Scripture b) Introspection (things to consider) or c) Action (ways to pray, actions to take)



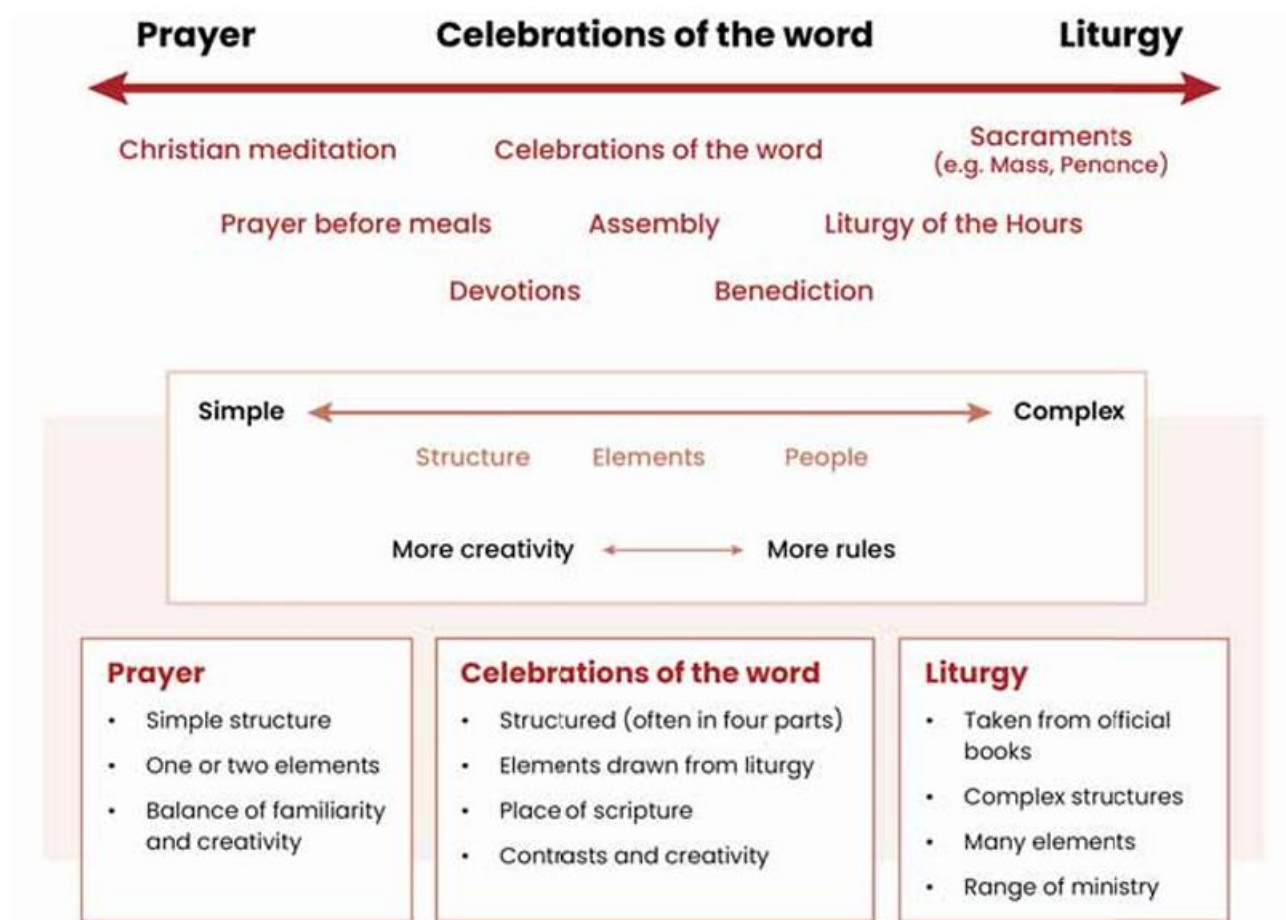
St Teresa's Liturgical Calendar

Liturgies including Mass that are ALWAYS part of our school year. Other events can – and will – be additional to this including Class masses each term with the parish, Sunday partnership Masses with the parish and celebrations such as prayer stations led by the GIFT team.



Appendix Nine:

An understanding of the breadth and variety of collective worship within school.



Appendix Ten:

Plan for ministries

The effective celebration of prayer and liturgy needs individuals and groups to assist with liturgical ministries in different ways. For those who assist to lead/pray/sing/serve worthily and well, they will require not only immediate preparation for the task in hand, but also longer-term formation to undertake these roles. A key dimension of the role of a liturgical minister is to help engage the participation of the liturgical assembly, that is, all those who are gathered to celebrate.

Those who assist in the liturgy, whether by leading, reading, or singing, serve by facilitating the participation of all who are present at the liturgical assembly. They should be well formed and properly prepared because it is important in our worship of God that we offer something which is worthy. Those who assist with a liturgical ministry are themselves, first and foremost, members of the liturgical assembly; so when they are not undertaking their role they model good participation, for example, by listening attentively to the readings.

Ministerial formation has three dimensions:

- Fostering an age-appropriate appreciation of the liturgy and especially of the elements involved in a person's particular role.

Time is dedicated during Key Stage Two to the formation and rehearsal of liturgies – particularly the class mass. Each class has the opportunity to lead a parish mass every term. This entails discussion and understanding of the different parts of the mass and the children assisting in writing for example, the introduction (having discussed the scripture of the day) or the bidding prayers following the Church's structure. Understanding parts of the Mass and sacraments is also developed through the Religious Education curriculum.

Father Heakin and the parish catechists continue to support the crucial formation of children during Year Three and the sacramental programme. The children and their families meet in Church regularly and Father also comes to speak to the children making their First Holy Communion regularly in school.

- Developing the necessary technical skills to perform that role.

It is essential that we support the children in developing the necessary technical skills and confidence to be successful in their service and take their roles seriously. For example, readers will talk through the meaning of their piece of scripture so they understand which parts are important to emphasise and where it is important to pause. As we celebrate Mass regularly, the children also have opportunities to put their skills into practice.

During singing worship, the children are encouraged to recognise where the hymns link to scripture and what we are singing about. This supports them to participate and lead the singing with confidence and a growing sense of spirituality.

Once the children have made their First Holy Communion, regularly church attendees are encouraged to join the alter servers. This important role is supported by training with Father Heakin and the parish. The children also serve for school and class masses.

- Encouraging a person's understanding of service and prayerful engagement for their role in the liturgy. A key part of this is the shared reflection as a follow-up to liturgy. This helps our children to think about the experience of the celebration and invites them to consider any implications for their life of faith and action in the world.

Appendix Eleven: **St Teresa's Hymnody**

By no means is our singing restricted to this list and we are learning new hymns all of the time!

Hymns have been organised into general themes to support staff and children when planning Collective worship.

Hymns about community

He's got the whole world in his hands
All are welcome, all belong.

Hymns of joy and praise

Sing Hosanna!
This is the day
If I were a butterfly
Jesus Love is very wonderful
Our God is so big!

Hymns about love and service

The Servant King
This is my body
Peace perfect peace
Bind us together
Father I place into your hands
Give me Joy (sing hosanna)
One more step along the world I go

Hymns about forgiveness

Oh Lord All the world belongs to you
Freely Freely (God Forgave my sin)
Sing it in the Valleys!

Hymns about Mission/ sharing the Good News

Colours of Day
Here I am Lord
God's Spirit is in my heart
Follow me!
This little light of mine

Hymns about God's presence and strength

God hears me when I pray (including signing)
I will be with you
Be not afraid
My Lighthouse
Here I am to worship

Lent and Easter

The Servant King
Sing Hosanna
Were you there when they crucified
my Lord?
This is the day
Lord of the Dance

Advent and Christmas

It was on a starry night
Away in a manger
Little Donkey
Come and Join the celebration
Silent Night