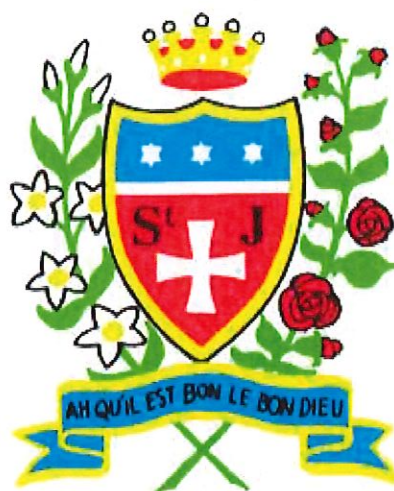


ST JULIE CATHOLIC PRIMARY SCHOOL

ECCLESTON



Prayer and Liturgy Policy

Date of policy	June 2026
Written by	Helen Slocombe
Review date	June 2027
Ratified by	RE lead m. markey

ST JULIE CATHOLIC PRIMARY SCHOOL

MISSION STATEMENT:

A caring, family school where we learn, grow and walk in the footsteps of Jesus.

In consequence of our school mission it is a fundamental aim of St Julie's to be an inclusive school. To be a school which: -

- Has a sense of community
- Provides equal opportunities
- Offers partnership between school parents and parish
- Reflects upon the teachings of Christ and puts them into practice
- Values all members of the school community
- Its members show respect for themselves and each other
- Is a caring community.

We define an inclusive school as one where...

- Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
- All members of the school community are given the opportunity and support to achieve their true potential,
- All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
- Everyone feels empowered to play a full and effective role in the school.

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.' (Marcus Stock (2012), Christ at the Centre, Catholic Truth Society, 23.)

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; 70 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 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) 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 for prayer and liturgy

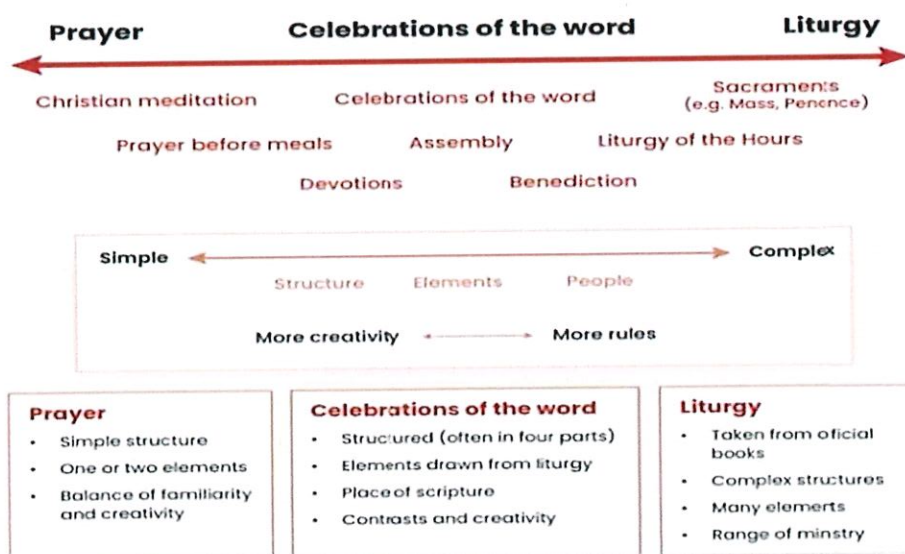
- those responsible for prayer and liturgy in the school have been given appropriate training and formation to ensure that all guidance is followed and adhered to
- there are suitable resources for prayer and liturgy in the school.

(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



Taken from, 'To love you more dearly' The Prayer and Liturgy Directory for Catholic Schools in England and Wales 2023

Setting

The setting should be conducive for prayer, reflection, and celebration. Sometimes worship will be quiet and contemplative and at other times it will involve music, dance, and joy. The mixture needs to be creative and varied, joyful and reverent, penitent and spirit filled.

Celebrations of the Word

'Sing psalms, hymns and sacred songs; sing to God with thanksgiving in your hearts'. Col 3:16

Celebrations of the word carried out as a distinct section of an assembly or within individual classrooms. These celebrations are a coming together of the school community. They provide an opportunity to extend, enhance and support the programme (Come and See or Religious Education Directory) used in the classroom.

Our celebrations can be a time of greeting, reflection, praise, thanksgiving, meditation, and celebration, and take place each week along with a celebration of the week.

Whole school celebration of the word takes place on Monday and a member of the SLT will lead this assembly and will introduce the Gospel of that week. Class celebrations of the word take place in classes and are supported by Worship Welcomers.

Structure

All forms of Celebration of the word follow the accepted four-fold structure of:

- Gather
- Listen
- Respond
- Go Forth

All Prayer and liturgy must contain some form of scripture, weekly themes for Prayer and Liturgy are planned by the RE lead.

Prayer

'Be still and know that I am God'. Ps 46:10

Prayer has been traditionally described as 'lifting up of the hearts and minds to God

Throughout the day there are opportunities for short times of prayer. These often mark the time of day and the rhythm of the school timetable. The timing of the prayer can be flexible and can be at any time of the day, so as to ensure it is a meaningful and prayerful opportunity for all participants.

Beginning and ending of the day

"There is a time for everything, and a season for every activity under the heavens". Ecclesiastes 3:1

To begin and end each school day in prayer helps to put the whole day into perspective. There are three basic models of prayer. Each usually begins and ends with the sign of the cross and includes a pause for silence. Always consider the current liturgical season and how it might affect the prayer. The three basic models are:

- A single prayer, suitable for the time of day and prayed from memory.
- A simple structured pattern of prayer, with perhaps a short reading or psalm verse, prayer for others and a concluding prayer.
- A time of prayer which has some more spontaneous elements, such as improvised prayers or intercessions.

Grace before and after meals

This is a good Catholic tradition thanking God for the food provided and remembering those in need

Classroom prayer

Where there is a prayer focus within the classroom or other space, this may provide an aid to prayer. These may be formal times of prayer, or pupils could be encouraged to use the space as the focus of their personal prayer.

Additional Celebrations

During for example feast days, advent, lent etc whole school and phase celebrations of the word will be planned. These will aid the children in a deeper understanding of the liturgical pattern.

- Introductory Rites -simple welcome to celebration
- Penitential rite / Gloria / Opening prayer - Although all three aspects can be incorporated, it is better to choose one and preference might be given to one liturgical season, e.g. Gloria during Easter season.
- Using various methods i.e., pictures, simple responses, children can be encouraged to reflect upon God's message to his people.

Forms of prayer and devotion

The Church has a long and varied tradition of devotions to Our Lord Jesus Christ, the Blessed Virgin Mary, and the Saints. We plan specific celebrations of the word to highlight this.

- Advent wreath
- Christmas crib
- Easter garden

Spontaneous Prayer

'Do not let your hearts be troubled, trust in God' John 14:15

Prayer is a spontaneous expression of joy, sadness, and other emotions, and leads to a growing awareness of self and others in the world, and our relationship with God. Informal prayers can arise from children's simple everyday experiences, and this can encourage them to be focused, still, quiet or joyful.

Our children will be encouraged to, 'whisper in their heart' and pray aloud for personal intentions and to give thanks. Opportunities for spontaneous prayer will be built into classroom prayer sessions and

spirituality days. Children are also encouraged to write their own prayers and if they feel comfortable doing so, sharing them with others.

Common Prayers

Common prayers are introduced gradually throughout their time at St Julie's. Children will become familiar with them through hearing them said and joining in. They may focus on phrases which are appropriate to topics or sing simple prayers and phrases set to music.

Participation and Progress in leading Prayer and Worship. The experience of worship across the school is progressive

Age phase	EYFS	(KS1) 5-7	7-9 (Lower KS2)	9-11 (Upper KS2)
Prayers	Sign of the cross Grace Before Meals Prayer at the start and end of the day.	Sign of the cross Grace Before Meals Prayer at the start and end of the day. Hail Mary Our Father	Sign of the cross Grace Before Meals Prayer at the start and end of the day. Hail Mary Our Father Glory Be Act of Contrition	Sign of the cross Grace Before Meals Prayer at the start and end of the day. Hail Mary Our Father Glory Be Act of Contrition Eternal Rest

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 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.
Policy Ratified (date) : Review (date):