

# Pope Paul Catholic Primary School

***‘Learning in the Light of Christ’***



## **Mission Prayer**

**We believe that we are all God’s work of art.**

**We strive to respect and care for each other  
and to use our talents to do our best, to build a better world.**

**By doing this, we are:**

**‘Learning in the Light of Christ.’**

**Amen.**

## Prayer and Liturgy Policy



# October 2025

## Pope Paul Catholic School



*'Learning in the Light of Christ'*

*Validation grid*

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| <b>Title</b>                                    | Prayer and Liturgy Policy      |
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| <b>Associate Author/s</b>                       | Donna Carey                    |
| <b>Target Audience</b>                          | All stakeholders               |
| <b>Stake holders consulted</b>                  | All staff & Governors          |
| <b>Curriculum / non curricular</b>              | Prayer and Worship Provision   |
| <b>New Policy or Review of existing policy.</b> | Review                         |
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Signed ...Liz Heymoz.....Headteacher      Date.....

Signed.....      ...Chair Of Governors      Date.....

## **1. Introduction**

The purpose of this policy is to define how prayer and liturgy are central to the Catholic ethos of Pope Paul Catholic Primary School and its mission to develop each child spiritually, morally, socially, culturally, and intellectually. Prayer and liturgy are integral to fostering a meaningful relationship with God, rooted in the living traditions of the Church and the values we hold.

## **2. Responsibility**

The governing body, headteacher, and RE Coordinator have joint responsibility for ensuring the effective implementation of this policy.

Governors are responsible for overseeing the promotion, monitoring, and evaluation of prayer and liturgy within the school. They ensure that the policy reflects the Catholic ethos and meets the requirements set by the Diocese, as well as supporting the professional development of staff in prayer and liturgical formation.

The headteacher ensures that the policy is implemented across the school and that prayer and liturgy are integrated into the school's daily life. The headteacher works closely with staff and the Prayer and Liturgy Coordinator to ensure all elements of prayer and liturgy are well-planned, inclusive, and appropriate for the age and development of pupils.

The RE Coordinator takes the lead in organising and facilitating prayer and liturgical activities, ensuring that staff and pupils are supported with resources and training. They liaise with diocesan advisors and ensure the school remains up-to-date with best practices. They also coordinate pupil involvement in liturgical leadership, ensuring the celebrations are meaningful and aligned with the liturgical calendar.

Together, these roles ensure that the liturgical life of the school is central to its mission and reflects the principles of Catholic worship.

## **3. School Vision for Prayer and Liturgy**

At Pope Paul Catholic Primary School, we believe that prayer and liturgy offer transformative encounters with the living God. Our prayer and liturgical experiences are designed to deepen faith, foster a sense of community, and guide children in their spiritual journey, in line with the seasonal rhythms of the Church and key Catholic Social Teaching (CST) themes.

We also believe that the diversity of our community enriches our shared worship, which values inclusivity and reflection on key aspects of Catholic life.

## **4. Structure of Collective Worship**

We ensure daily opportunities for meaningful prayer, whether through whole-school collective worship, classroom prayers, or personal reflection. All forms of prayer are designed to:

Foster individual spiritual growth

Reflect the Gospel values

Encourage personal responses to God through scripture, silence, and song

Collective worship is centred around the Sunday Gospel and follows a structured cycle running from Thursday to Wednesday, ensuring pupils encounter the Gospel at least four times:

1. **Thursday: Mark10Mission** : Children engage with the Gospel visually and reflectively by watching Mark10Mission.
2. **Friday: Celebration of the Word:** The headteacher leads a Celebration of the Word, revisiting the Gospel and embedding its messages.
3. **Monday: Celebration of the Word:** Liturgy Leaders, supported in preparation by the parish deacon, lead a Celebration of the Word for KS1 and KS2.
4. **Tuesday: Classroom Celebration of the Word:** Pupils work in small groups to plan and lead liturgical celebrations, progressively taking more responsibility as they move through the school. By Upper Key Stage 2, children plan and lead the celebrations independently
5. **Wednesday:** Prayer Through Song: Pupils join together to prayer through singing and learning songs related to the liturgical season or particular Gospel theme.

All Celebrations of the Word explicitly follow the liturgical structure:

- **We Gather:** We come together in God's presence, ready to pray. This time includes making the Sign of the Cross, listening to music, or focusing on a meaningful artefact, preparing our hearts and minds to meet with God.
- **We Listen:** God's Word is proclaimed through Scripture.
- **We Respond:** In this moment, we talk back to God through prayers, petitions, reflective silence, artwork, or meditative activities, sharing our thoughts and love with Him.
- **We Go Forth:** We are sent out to live the Gospel's message in our daily lives, showing kindness and love to others and sharing God's light with the world

## 5. Daily Prayer and Liturgy

We ensure daily opportunities for meaningful prayer, whether through whole-school assemblies, classroom prayers, or personal reflection. Practices include:

- **Morning Prayer:** A short gathering prayer to start the day.
- **Lunchtime Prayer:** Gratitude for God's gifts.
- **End-of-Day Prayer:** Reflection on the day's blessings.

## 5.Inclusive and Creative Approaches

Our policy reflects the belief that prayer should engage the senses, drawing on diverse methods such as:

- Scripture readings and sacred stories
- Music, dance, and drama
- Creative silence and meditation

- Use of sacred artefacts and focal points (crucifix, candles, icons)
- Links to saints, current events, and school themes

This variety helps ensure that prayer experiences are accessible and meaningful for all, deepening pupils' engagement and understanding of their faith.

### **7. Pupil Leadership in Prayer and Liturgy**

We nurture leadership in prayer and worship by encouraging pupils to take an active role. As children progress through the year groups, they are expected to assume greater ownership of pupil-led collective worship. See progression of skills document Appendix 1

Through these expectations, pupils develop a sense of ownership and responsibility in their faith development, fostering a supportive and engaging environment for worship.

### **8. Key Celebrations**

Key liturgical celebrations at Pope Paul Catholic School include:

- Whole-school Masses for major feast days
- Spirituality Week, where children engage with prayer stations and various forms of prayer
- Class assemblies and class Masses, tied to liturgical seasons or class topics

Through these, pupils learn to integrate their faith into everyday life, allowing them to reflect on God's presence in their studies, relationships, and actions.

### **9. Assessment and Evaluation**

We regularly evaluate our prayer and liturgy using the following criteria:

- Levels of pupil participation and engagement
- Atmosphere and thematic relevance
- Contribution to school ethos and personal development
- Teacher and pupil feedback

## Appendix 1

### Progression of Key Skills and Knowledge

#### Reception Class to Year 6 Planning and Leading Collective Worship

| <u>Year Group/Keystage</u> | <u>Expectations Progression of Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>End of Year Expectations</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Provision: Worship Opportunities</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Resources</u>                                                                                                                                                                                            |
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| <b>Reception</b>           | <p><b>Adult-led worship</b><br/>During Reception, children explore varied adult and older child-led worship opportunities.</p> <p>Creativity is encouraged. They begin to express preferences for different opportunities e.g. "I like to sing about God." and these preferences are used by staff to inform worship provision.</p> <p>Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> | <p>By the end of Reception, most children will recognise some worship opportunities and know how to engage in simple prayer (e.g., joining hands, Sign of the Cross, etc.).</p> <p>They can answer simple questions during worship and are beginning to make simple, creative suggestions about worship opportunities when asked (e.g., "we could sit in a circle to say our prayers").</p> <p>They explore the liturgical year by celebrating key events in the Church's calendar.</p> | <p>EYFS will explore their role by attending KS1 and whole school assemblies, observing children from older classes and the Year 6 Leadership groups.</p> <p>They will input into class collective worship by feeding back from what they have seen, with support.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom.</p> <p>They will try to be collective worship role models in their class.</p> <p>They will attend prayer through song worship in KS1</p> | <p>Class Bible</p> <p>TenTen – I Can Pray</p> <p>RED planning document</p> <p>Liturgy Group</p> <p>Wednesday Word</p> <p>Class Prayer Table</p> <p>Little Liturgies</p> <p>Prayer and Liturgy resources</p> |

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| <b>Year 1</b> | <p><b>Adult-directed worship (i.e., adults lead planning and then support children in leading some areas)</b></p> <p>During Year 1, children continue to explore varied worship opportunities and begin to understand the 4 components of a liturgy.</p> <p>For example, each component part of the liturgy may be explored in depth over a half term (From Spring) and the children given opportunity to lead that section.</p> <p>Creativity is encouraged.</p> <p>Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> | <p>By the end of Year 1, most children will begin to recognise the four sections of a liturgy and be able to give some creative ideas for these sections, with support.</p> <p>They will be able to work in an adult-directed small group lead class liturgies.</p> <p>During worship, they will answer questions and, at the end, provide simple oral feedback.</p> <p>They are beginning to show liturgical awareness by being able to talk about celebrating some key events in the liturgical year (e.g., Christmas and Easter).</p> | <p>Year 1 will explore their role by attending KS1 and whole school Assemblies, whole school Mass and other whole school liturgies (e.g. May Procession and Lent), observing children from older classes and the Year 6 leadership groups.</p> <p>They will input into class collective worship by feeding back from what they have seen, with support.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom.</p> <p>They will try to be collective worship role models in their class.</p> <p>They will attend prayer through son worship in KS1</p> | <p>Class Bible TenTen – RED planning document</p> <p>Liturgy Leaders Wednesday Word</p> <p>Class Prayer Table</p> <p>Little Liturgies Prayer and Liturgy resources</p> |
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| <p><b>Year 2</b></p> | <p><b>Adult-directed worship (i.e., adults lead planning and then direct children in leading)</b><br/> During Year 2, children continue to explore varied worship opportunities and develop their understanding of the component parts of a liturgy.</p> <p>They will explore varied worship opportunities and take an active role and leading liturgies and other worship opportunities.</p> <p>Creativity is encouraged. Children, supported by adults, decide the theme and (often) the relevant scripture. Adults model making planning choices that are linked to the chosen scripture and justifying these choices. Children will generate their own way of gathering to begin the liturgy, and plan their own mission for children to complete the liturgy.</p> <p>Children will begin to share worship opportunities with younger children.</p> <p>Evidence of Collective Worship will be evidenced in class Prayer and Liturgy book.</p> | <p>By the end of Year 2, all children will recognise the four components of a liturgy and be able to give some creative ideas for these sections independently.</p> <p>They will be able to work in small, adult-directed groups to plan liturgies with increasing independence.</p> <p>They will engage in simple discussions during worship and provide simple written feedback afterwards.</p> <p>They show a basic awareness of the liturgical year e.g. "Our prayer cloth is purple because it's Advent. Purple is for preparing – we are preparing for Christmas."</p> <p>They will start to contribute to KS1 assemblies</p> | <p>Y2 will play an active role in class worship opportunities.</p> <p>They will contribute to the development of these opportunities with support.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom and begin to make choices about the resources to be used.</p> <p>They will try to be collective worship role models in their class.</p> <p>They will attend prayer through song worship.</p> | <p>Class Bible<br/> TenTen – I Can Pray<br/> RED planning document<br/> Pupil chaplains<br/> Wednesday Word<br/> Class Prayer Table<br/> Little Liturgies<br/> Prayer and Liturgy resources</p> |
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| <p><b>Year 3</b></p> | <p><b>Child-led worship (with adult support in planning)</b></p> <p>During Year 3, children continue to explore varied worship opportunities and take an active role in planning and leading liturgies and other worship opportunities.</p> <p>Creativity is encouraged. Children, supported by adults initially, decide the theme and (often) the relevant scripture.</p> <p>Adults model making planning choices that are linked to the chosen scripture and justifying these choices.</p> <p>Children will generate their own way of gathering to begin the liturgy, and plan their own mission for children to complete the liturgy.</p> <p>Where possible, children will share worship opportunities with other classes.</p> <p>Evidence of Collective Worship will be evidenced in class Prayer and Liturgy book.</p> | <p>By the end of Year 3, most children will be able to work as a small group creatively to plan and deliver a liturgy, with adult support.</p> <p>They will engage in adult-led discussions during worship (for example reflecting on scripture lessons).</p> <p>Their planning shows developing liturgical sensitivity e.g., by choosing the correct colour liturgical cloth and relevant religious artefacts, etc.</p> | <p>Y3 will play an active role in class worship opportunities by modelling leadership for other children.</p> <p>They will proactively contribute to the development of these with support.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used.</p> <p>They will be collective worship role models in their class.</p> <p>They will attend prayer through song worship in KS2</p> | <p>Class Bible TenTen – RED planning document Liturgy Group Wednesday Word Class Prayer Table Mark 10 Mission Prayer and Liturgy resources on Teams Caritas/Cafod Resources</p> |
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| <p><b>Year 4</b></p> | <p><b>Child-led worship (with adult support in planning)</b><br/> During Year 4, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence.</p> <p>Creativity is encouraged.</p> <p>Children decide the theme of worship opportunities and support children in deciding upon relevant scripture.</p> <p>Children work independently at the planning stage, but prior to delivering their worship opportunities (or during planning), their planning is checked/directed to ensure its relevance to the chosen scripture and theme.</p> <p>Where possible, children will share worship opportunities with other classes.</p> <p>Evidence of Collective Worship will be evidenced in class Prayer and Liturgy book.</p> | <p>By the end of Year 4, most children will be able to work creatively as a small group to plan and deliver a liturgy, with brief adult support at the beginning of the task regarding selection of theme and scripture.</p> <p>Prior to delivering the liturgy/during planning, adults will check-in with children to ensure relevance of activities to the chosen scripture.</p> <p>Adults will also help elaborate upon sections (e.g., discussion in response to scripture) during delivery.</p> <p>Children will demonstrate secure liturgical awareness by selecting fitting resources, such as the correct colour liturgical cloth, or will be proactive in seeking support with this.</p> | <p>Y4 will play an active role in class worship opportunities by modelling leadership for other children as well as beginning to support others when leading.</p> <p>They will proactively contribute to the development of these opportunities and oversee their own development.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used.</p> <p>They will be collective worship role models in their class.</p> | <p>Class Bible<br/> TenTen – I Can Pray<br/> RED planning document<br/> Liturgy Groups<br/> Wednesday Word<br/> Class Prayer Table<br/> Mark 10 Mission<br/> Prayer and Liturgy resources<br/> Caritas/Cafod Resources</p> |
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| <p><b>Year 5</b></p> | <p><b>Child-led worship (with minimal adult support)</b></p> <p>During Year 5, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence.</p> <p>They are able to justify their planning choices when challenged to do so.</p> <p>Creativity is encouraged. This is overseen by an adult, and guided only when necessary.</p> <p>Adults may help to direct more complex parts of worship, such as questioning, so as to ensure themes are explored in depth.</p> <p>Where possible, children will share worship opportunities with other classes.</p> <p>Evidence of Collective Worship will be evidenced in class Prayer and Liturgy book.</p> | <p>By the end of Year 5, most children will be able to work creatively as a small group to plan and deliver a liturgy independently, with minimal adult support regarding selection of theme and scripture.</p> <p>They will demonstrate secure liturgical awareness through their choice of supporting resources (e.g., liturgical cloth and artefacts) and will be increasingly resourceful and creative in their choices (e.g. by asking for/making items not provided).</p> <p>Children should be able to justify choices of activities by linking these to their chosen scripture.</p> <p>Minimal adult support should be needed during delivery of the liturgy, although adults may interject to extend discussion.</p> | <p>Y5 will play an active role in class worship opportunities by supporting other children when planning and leading worship.</p> <p>They will proactively contribute to the development of these opportunities by overseeing their own development and suggesting next steps.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas.</p> <p>They will be collective worship role models in their class.</p> | <p>Class Bible<br/>TenTen – I Can Pray<br/>RED planning document<br/>Liturgy Leaders<br/>Wednesday Word<br/>Class Prayer Table<br/>Mark 10 Mission Prayer and Liturgy resources<br/>Caritas Resources</p> |
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| <p><b>Year 6</b></p> | <p><b>Child-led worship (Independent)</b></p> <p>During Y6 children continue to explore varied worship opportunities, planning and leading these with complete independence.</p> <p>Creativity is encouraged.</p> <p>Children to use Bibles to support planning of liturgies.</p> <p>They select a reading linked to the theme provided on the liturgical calendar. Children to then find the passage in Bible to add to their prayer focus. Where possible, children will share worship opportunities with other classes.</p> <p>Evidence of Collective Worship will be evidenced in class Prayer and Liturgy book.</p> | <p>By the end of Year 6, most children will be able to plan and deliver creative liturgy and other worship opportunities independently, including selection of a liturgically relevant theme and scripture.</p> <p>Their choice of supporting resources and artefacts will show creativity and resourcefulness, underpinned by secure liturgical awareness.</p> <p>They will be able to justify their planning and choice of activities by linking these to their chosen scripture – and make this explicit during delivery (e.g., “We have chosen to display the symbol of the dove because...”).</p> <p>In addition, more-able children will be able to:</p> <ul style="list-style-type: none"> <li>• lead meaningful, structured discussion of scripture, etc. independently, seeking contributions from their peers and responding to these in a meaningful way.</li> </ul> | <p>Y6 will play an active role in class worship opportunities by supporting other children when planning and leading worship.</p> <p>They will set the standard for the whole school and act as role models for the younger children to guide them.</p> <p>They will proactively contribute to the development of these opportunities by overseeing their own development and suggesting next steps.</p> <p>They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas.</p> <p>They will be collective worship role models in their class, school, Parish Church and local community too.</p> | <p>Class Bible<br/>TenTen – I Can Pray<br/>RED planning document<br/>Liturgy Leaders<br/>Wednesday Word<br/>Class Prayer Table<br/>Mark 10 Mission Prayer and Liturgy resources<br/>Caritas Resources</p> |
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|  |  | <ul style="list-style-type: none"> <li>• Be particularly creative and resourceful in their planning of worship opportunities.</li> <li>• Support peers and younger children in planning worship.</li> <li>• Help evaluate collective worship opportunities and make suggestions for future developments.</li> <li>• Have considered what collective worship might be like in their future, beyond primary school, and have ideas about how they might want pursue it.</li> </ul> | Prayer Through Song KS2 |  |
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## Appendix 2 Prayers of the School Day



### Lunchtime Prayer

Bless us O God as we sit together.  
Bless the food we eat today.  
Bless the hands that made the food.  
Bless us O God.  
Amen.



### Lunchtime Prayer

For food in a world where many walk  
in hunger;  
for faith in a world where many walk  
in fear;  
for friends in a world where many  
walk alone,  
we give you thanks, O Lord.

*Amen.*



### Prayer for the end of the school day

God, our Father,  
I come to say,  
Thank you for your love today.  
Thank you for my family,  
and all the friends you give to me.  
Guard me in the dark of night,  
and in the morning, send your light.  
Amen.



Lord Jesus, light of the world,  
give us your light tonight.  
Light to see the truth clearly,  
Light to see ourselves as we are.  
Light to see the way we should go.  
Amen



### **Prayer for All The Faithful Departed**

Eternal rest grant unto them, O  
Lord, and let perpetual light shine  
upon them.

May their souls and the souls of all  
the faithful departed, through the  
mercy of God, rest in peace.

Amen.



### **The Hail Mary**

Hail Mary, full of grace, the Lord is  
with thee.

Blessed art thou among women, and  
blessed is the fruit of thy womb,  
Jesus.

Holy Mary, Mother of God, pray for  
us sinners now, and at the hour of  
our death.

Amen



### **The Sign of the Cross**

In the name of the Father, (touch  
forehead)  
and of the Son, (touch chest)  
and of the Holy (touch left shoulder  
then right shoulder) Spirit.

Amen.



### **The Lord's Prayer**

Our Father, who art in heaven, hallowed be  
thy name;

thy kingdom come, thy will be done, on  
earth as it is in heaven.

Give us this day our daily bread, and  
forgive us our trespasses,  
as we forgive those who trespass against  
us,

and lead us not into temptation,  
but deliver us from evil.

Amen



### **Glory Be To The Father**

Glory be to the Father and to the Son  
and to the Holy Spirit,  
as it was in the beginning,  
is now and ever shall be,  
a world without end.  
Amen



### **Act of Sorrow**

O my God, because you are so good,  
I am very sorry that I have sinned  
against you  
and by the help of your grace  
I will try not to sin again.

Amen