

Our mission is to **RECOGNISE** the original gifts of our young people, preparing them for **SERVICE** in the common good for the transformation of society and we aim for academic **EXCELLENCE** for all, for the sake of the dignity of the individual.

Together, through our words and actions, our work and play
We point towards Christ each and every day.

St. John the Baptist Catholic Primary School, Floral Way, Andover.



Prayer & Liturgy Policy

This policy has been approved and adopted by the Governing Body in November 2023 and will be reviewed in November 2026.

Signed by Chair of Governors:

A blue ink signature, appearing to be 'C. Whatley', written over a horizontal line.

Signed by Headteacher:

Catherine Whatley

Date	Reason & Changes Made	By
10/10/23	First version using Prayer & Liturgy directory model policy	Catherine Whatley Headteacher

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.)

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.

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(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.

Overview of prayer and liturgy provision

Prayer reflects a personal relationship with God.

At St John the Baptist Catholic School we assist pupils to explore a variety of methods from private, individual prayer as well as group prayer in both formal and informal styles and settings. The document, 'The gift of prayer', details how SJB approaches child led prayer, fostering independence in prayer within our pupils (App. A)

During our time of prayer, it is important to:

- Create the right atmosphere and setting.
- Make the best possible use of silence and music.
- Support the children to lead (age & stage appropriate) a meaningful experience.
- Enable the children to pray with spontaneity and openness.
- Have the courage, as adults, to share with the children.
- Always respect their right to listen and be silent.
- Instil in pupils a sense of reverence.
- Share traditional prayers in a meaningful way.
- Give pupils an understanding of the value of prayer, and its importance in the Christian faith and other religions.
- Ensure that our prayer reflects the essence of our lives: joy and sorrow, a sense of belonging, a feeling of loneliness, celebration and peace, anger and upset.

Prayers will be sent home at the beginning of each key stage. Copies can be found in the Staff handbook and on the [school website](#).

(a) Prayer



Set Prayer Times	EYFS	Year 1/Year 2	KS2
Morning	Set prayer intentions on Monday Open Season liturgy or morning prayer	Set prayer intentions on Monday Open Season liturgy or morning prayer (Y1)/weekly morning prayer which changes with the liturgical season (Y2)	Set prayer intentions on Monday Open Season liturgy or weekly morning prayer which changes with the liturgical season (Y2)
Midday	Before lunch: Lunchtime prayer	Before lunch: Lunchtime prayer followed by Hail Mary	Before lunch: Lunchtime prayer After lunch: The Angelus, led by prayer leaders, on the playground as a key stage.
Evening	Before going home: Angel of God		Before going home: Prayer to our Guardian Angel & Angel of God

One Life Music

Open for...: Each class has access to short, weekday celebrations of the season for special times in the Church’s liturgical year – Creation, Advent, Lent, Mary

Streams: Each class will join live events, joined by children from across the UK, to celebrate special times in the liturgical year – Autumn, Advent, Lent, Easter, Summer

Class Prayer Intentions

Every Monday, the class teacher invites the children to write a prayer intention for that week. These may be personal intentions or it may reflect a national or international events. The class teacher will scaffold and model to ensure all children are able to offer an intention.

Other Forms of Prayer

- Lectio Divina - ministered by our parish deacon or by class teachers for children across KS2. A time to reflect upon the scripture and listen to the voice of God.
- Special Spots - a form of meditation using our beautiful school grounds.
- The Lunchtime Rosary - prayed during October and May to honour our Lady
- Prayer in meetings - every staff and governor meeting begins with a prayer. The children also begin their meetings with a prayer - House Meetings, School Council Meetings
- Blessing of the Lintels – Our parish deacon blesses our school lintel’s to mark the Epiphany and the start of the new year, supported by the Form Captains and Prefects

Expectation and Progression in Prayer

Our progression document is called “A Gift of Prayer”. Within this document, teachers are guided to support children as they develop independence in prayer. (App. A)

(b) Celebration of the Word



The prayer & liturgy co-ordinator will plan and share the chaplaincy calendar each term. This details the rhythm of liturgy and celebration of the word across the academic year, reflecting the liturgical year and celebrations unique to the school.

Celebration of the Word – Key themes			
September	Exaltation of the Cross	March	Lent
October	St Francis of Assisi; Our Lady of the Rosary	April	Holy Week;
November	Blessed John Bodey; All Souls/Day of the Dead; Christ the King	May	Mary our Mother
December	St Lucy; Nativity; Holy Family	June	Pentecost; Most Holy Trinity; Body and Blood of the Lord; Most Sacred Heart of Jesus; St John the Baptist
January	Blessing of the Lintels; Baptism of our Lord; Conversion of St Paul	July	St Martha; Assumption
February	Presentation of our Lord	August	St Rose of Lima

Celebration of the Word in our school may follow this structure or a variation of this structure:

- **Gathering** - how we come together, the setting, the environment (quiet/ reflective music, lighted candles, statues, sign of the cross, focus and examination of conscience etc.);
- **Word** - a reading from the Scriptures (or another suitable source), breaking the word, time to reflect on this and prayers to fit into the theme;
- **Action** - a ritual movement that everyone can join in with that fits with the theme (gestures such as shaking hands, holding hands, lighting a candle, prayers, responses to prayers, etc.);
- **Mission** - the sending out from the celebration, giving the children something to hold onto from the experience of the liturgy that they can take into their daily lives.

A typical week			
Monday	Celebration of the Word Whole School Theme: Sunday Gospel, ministered by the headteacher		
Tuesday	Class Celebration of the Word Theme: liturgical year, ministered by class teachers	or	Celebration of the Word Key stage or paired classes Community invited to join us Ministered by staff and pupils
Wednesday	Celebration of the Word Whole School Theme: Faith in Action/School Vision and Values, ministered by key stage leads		
Thursday	Celebration of the Word Whole School Followed by Prayer through Song Ministered by class teachers	or	Celebration of the Word Ministered by Pupil Prayer Leaders
Friday	Mission Celebration Community invited to join us Theme: Liturgical year, linked to Monday's mission message and vision/values of the school Ministered by senior leadership team		

Other forms of Celebration of the Word

- Advent Service - ministered by our KS2 children for family, friends, and parishioners in our parish church every Advent
- Remembrance Service - ministered by Year 6 for our school community in November
- May Procession - ministered by children from YR to Y6 in honour of May for our family, friends, and parishioners
- Stations of the Cross - ministered by our KS2 children for family, friends, and parishioners during Lent both at school and in the parish church.
- Class Celebration of the Word - planned and ministered by each class once per term, parents and friends are invited to join us

- Prayer Leaders - Children can apply to be a Prayer Leader each term. The Prayer Leaders plan, prepare, and lead Celebration of the Word for their class every fortnight.

Lay Ministers - Children

The principles of active and conscious participation are important during all liturgy, celebration of the word, and prayer opportunities provided for and celebrated with children. Everyone at SJB is invited to participate spiritually and prayerfully. Silence also has an important place and value in enabling participation.

Children are supported to take up different ministry roles during liturgy, celebration of the word, and prayer:

- Altar Servers
- Solo and group singing
- Providing recorded music or playing a musical instrument
- Reading scripture passages or a reflection
- Leading us in prayer
- Bringing up the gifts of bread and wine during the offertory
- Lighting the candles

Pupil Prayer Leaders plan, prepare, and lead celebration of the word for their class alongside adults.

Expectation and Progression in Celebration of the Word

Our progression document is called “A Gift of Prayer”. Within this document, teachers are guided to support children as they develop independence in participating, planning, preparing and leading celebrations of the word. (App. A)

(c) Liturgy



Liturgies	Holy Days of Obligation	Feast, Solemnities and Special Occasions		Holy Days of Obligation	Feast, Solemnities and Special Occasions
September		Welcome Mass	March		Reconciliation & Ash Wednesday
October			April		
November	All Saints		May	Ascension	
December		Advent Mass & Reconciliation	June	St Peter and St Paul	School Feast Day
January	Epiphany		July		Leavers' Mass
February			August		

Holy Days of Obligation

When a Holy Day of Obligation falls on a school day, Mass is celebrated in school. The timetable is paused as all pupils and staff come together to celebrate the sacrament of the Eucharist. Parents and parishioners are invited to join our school community.

Some Holy Days of Obligation do not fall on a school day so alternative arrangements are made to ensure these days are marked within the academic calendar.

Every Sunday – The Sunday Gospel is shared and reflected upon during Celebration of the Word every Monday. The whole school gathers together and the mission message of the week is shared. A class is chosen to record their mission reflections in the Mission Book.

Nativity of the Lord – The children of EYFS and KS1 plan, prepare and lead a retelling of the Nativity of our Lord. The children of KS2, family and friends are invited to join us as we remember the first Christmas.

Assumption – The Assumption of the Blessed Virgin Mary falls within the summer holidays. A celebration of the word during July, before the school closes for the summer, marks this Holy Day of Obligation.

Mass in the Parish

Children in KS2 walk to the parish church to join our parish in celebrating the Eucharist once every term. Family and friends are invited to join us either on the walk or at the church.

The Sacrament of Reconciliation

The Sacrament of Reconciliation is celebrated twice a year in school; at the beginning of Advent and the beginning of Lent. All KS2 pupils will participate in the reconciliation service which is then followed by confessions being heard by the parish priest and a visiting priest.

Benediction

Our parish deacon leads Benediction once a term with all children in KS2.

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.

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.

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.

The Gift of Prayer



Independent, Child-Led Prayer at



Why is prayer important?

"You need to speak to God to make your bond better" (Y4)

"Prayer is important because it helps me achieve my goals" (y6)

*"I know I
can tell
God
anything"
(Y4)*

"It is important because it's a peaceful time of day where you can tell God what you may be worried, sad or excited about" (Y6)

"It follows us closer to God" (Y2)

"If you don't say a prayer you might not be a good person" (Y1)

"The key that opens the door to faith is prayer" (Pope Francis)



At St John the Baptist, as a Catholic school, all children are supported in developing a close relationship with God, knowing that they are always loved and that He is always with them. Each child has uniqueness to be celebrated and developed. Using our talents and always trying to do our best links to our school mission statement. High teacher expectations and challenging RE lessons stimulate deep exploration and reflective thinking about the life of Jesus and the history of the people of God. Developing an independence in, and ownership of, class worship from an early age supports children to become their own architect in building their prayer relationship and thus their friendship with God. Children at SJB become aware of their own responsibility as stewards and how they can each make a positive difference to the world and indeed have a responsibility to do so. This awareness is strengthened by our focus on Gospel values and Catholic Social Teaching so that we can all become mini disciples of the Good News.

"You, mother, father! Teach your children how to pray, how to make the sign of the cross!" (Pope Francis)

As teachers and adults in loco parentis we have a responsibility to model prayer but more than this, we have a key role in enabling our children to develop independence in *leading* prayer. The Pope advises that prayer cannot be reduced to an hour on Sundays but suggests that a daily relationship with the Lord should be sought. Prayer at SJB permeates the fabric of daily school life and sets many of our rhythms for each day. We pray as a school family and as a class family. The Pope urges each family to 'rediscover family prayer' which helps to bring about 'mutual understanding and forgiveness'. Our children have a central role in our family and so should they in leading our prayers.

In taking a lead role in our prayer life children will rapidly develop ownership of, feel more comfortable with and confident in prayer and thus in their relationship with God. In this way and through this familiarity prayer will become second nature to them. They will have developed skills for a lifetime of prayer and this crucial practice will become as natural to them as breathing in and out.



"Breathing is made up of two stages, inhaling (intake) and exhaling (letting out). The spiritual life is fed, nourished, by prayer and is expressed outwardly through mission: inhaling and exhaling. When we inhale, by prayer, we receive the fresh air of the Holy Spirit" (Pope Francis)

We need to be careful however that as familiar as prayer becomes it does not become a habit that requires no thought, an activity that is almost automatic with no concentrated focus. Prayer needs to mean something.

Catholic Ethos Policy

"The Lord tells us: 'the first task in life is this: prayer.' But not the prayer of words, like a parrot; but the prayer of the heart: gazing on the Lord, hearing the Lord, asking the Lord," (Pope Francis).

When children take the lead in prayer it instantly becomes more meaningful to them. Inviting and supporting children from a young age to contribute their own personal petitions for prayer adds to this meaning. Our 'living' prayer tables with space for the children to represent their own petitions, lend a great personal meaning to our shared prayer. This encourages children to seek out the Lord in prayer when they face challenging times in their lives because no matter what they face in life God is the one constant who will always be with them and will never abandon them. Truly knowing this enables children to bring their problems to Him.

"Prayer helps me because it helps me not to be worried but I still get worried sometimes" (Y4)

"Praying takes away my nightmares" (Y4) "It makes me feel happy" (Y1)

"When I worry it helps me" (Y4) "We can tell our worries to God" (Y4)

"You can speak to God and tell Him your worries" (Y4)

"I can give my worries to God" (Y4) "For me it helps so you keep calm" (Y2)

"It helps you to calm yourself and ask for help" (Y4)

"Jesus is always with me so I can get out of my problems" (Y4)

"Cast you cares on Him for He has care of you" (1 Peter 5:7)

As the Pope further explains, prayer in the face of a problem, a difficult situation, a calamity, "is opening the door to the Lord so that He will come." Through developing this independence in and a familiarity with prayer in this way we are giving our children a life long gift, something they can rely on and seek comfort in when experiencing tough times whilst in our care and long beyond. It is a gift for their future a precious gift that our Year 6 children take with them out into the world, nurturing them and supporting their emotional and spiritual growth. So that in the face of 'wounds that hurt them and could otherwise lead to a hardness of heart' our children can 'dive into the sea of prayer, the sea of the boundless love of God to experience His tenderness' (Pope Francis).

At SJB our children are encouraged to develop a wider view of the world, this is evident in the many charities we support and the languages we welcome, celebrate and speak. We consider and explore other faiths and places of worship and make links between religious artifacts, beliefs and practices including prayer. This wider view is also evident in our commitment to the principles of Catholic Social Teaching and particularly in encouraging children to take very seriously their role as stewards of God's creation. It is through this stewardship that our children can realise their responsibility to make their little corner of the world a better place by seeking and using their talents and discerning their vocations. Pope Francis describes vocations as hearing a voice from a friend calling us, that friend is Jesus and the vocation is a perfect fit for just us. Each one of our children is unique and has their own set of unique talents, skills and abilities that they bring to our world and their own vocations to fulfil. Prayer is paramount in allowing children to discern their vocations and thus enabling them to live out their calling to social justice as stewards of creation, to make the world a better place.

"Vocations are born in prayer and from prayer and only in prayer can they persevere and bear fruit." (Pope Francis)

There are many interpretations of prayer and many ways we can pray. Prayer life is essential to the Christian life it is "a vital and personal relationship with the living and true God." (Catechism, 2558) Indeed without prayer, we are shutting

the door to God and our faith will suffer (Catechism, 2744). Prayer does not need to be complicated or challenging. We can find God in all the tasks of daily life, prayer can be a focus on doing small things with great love (St Therese of Lisieux) or in other words 'doing ordinary things with extraordinary love' (Jean Vanier). Prayer can therefore be simple and this simplicity should not be lost in unnecessary complications. Jesus himself held children up as an example of such clarity and honesty, unbounded and unburdened by social constructs or the details of 'rules' (Mark 10:13-16). As Saint Therese of Lisieux explains, 'For me prayer is a surge of the heart; it is a simple look turned toward heaven' Indeed, 'it is possible to offer prayer even while walking in public, strolling alone, in a shop or even while cooking' (St John Chrysostom)

When fostering independence in children to promote child-led prayer it can be helpful to consider prayer in a more structured way, however the spontaneity and simplicity of prayer should not be obscured. Important elements of prayer include perseverance, humility and faith. An attitude of *humility* and basic *faith* looks with confidence to God as the only source that can fulfill our needs and desires.

"Because I can be saved from sin by God if I ask Him" (Y4)

Compare the attitudes of the Pharisee and the tax collector in Jesus's parable from Luke's Gospel (Luke 18:9-14). The Pharisee is one of those who "trusted in themselves... and despised others." He lacked humility and really talks to himself rather than God. He loves himself, but not God or neighbour. His prayer is not true prayer — hence, Jesus says he is not 'justified'. In contrast, the tax collector's prayer is rooted in the humility of knowing he's done wrong, and in faith he looks to God's mercy. "God, be merciful to me a sinner!"

Perseverance is also necessary for learning how to pray. It shows our commitment to loving God even if we don't feel any particular benefit. Without perseverance, we won't keep praying. Through helping children build and develop their faith, humility, perseverance and trust in God, we foster independence in their relationship with God, so enabling them to more fully open up the gift of prayer.

"Prayer is a spiritual journey between me and God as you pray the more you tighten your bond with Him and you talk to Him" (Y4)

"I pray to God because I can spend a nice time just me and him" (Y4)

"I pray to God because my Grandma is sick and works hard" (Y4)

"I pray to God for the courage I need" (Y4) "I know I can tell God anything" (Y4)

"If you pray your life gets better and better" (Y2) "It helps me calm down and do hard stuff" (Y4)

"It helps to tell someone when you can't tell anyone else" (Y6)



Pupil Led and Pupil Expectations			School/Adult planned liturgies and prayers – different sized groups	Resources
Year Group	Prayer and Liturgical Prayer (Class based)	Liturgies/Masses (Wider group based)		
Early Years	<p>By Advent all children should be able to:</p> <ul style="list-style-type: none"> Lead the sign of the cross and any prayer the school regularly uses at the start of worship, e.g. the school prayer, welcome prayer. Join in the set morning, lunchtime and end of the day prayers Help in the setting up of the prayer focal point. <p>By the end of the Summer term all children should have the opportunity to:</p> <ul style="list-style-type: none"> Be involved in an aspect of class prayer e.g. passing around a symbol or prayer focus. Plan and set up the focal point for worship according to liturgical season/RE topic guided by an adult. Join in saying Our Father, Hail Mary and Glory be – led by an adult. Evaluate prayer times as a class, on the proporma guided by an adult. 	<ul style="list-style-type: none"> Children know the routine(s) for gathering. As a class plan a liturgy for Easter (or other key liturgical celebration) with children suggesting prayers and focal point with adult support. Evaluate liturgies as a class recorded by an adult on the proporma. 	<ul style="list-style-type: none"> Staff model reverence and school agreed "postures" and lead responses/prayers/singing e.g. during prayer - hands together/out-stretched Build to 30 secs silent reflection – children could be involved by ringing a bell as a signal to start. Encourage opportunities for spontaneous prayer. Pupils contribute to Class spiritual journey book or prayer baskets. Whole school prayer and liturgies throughout the year e.g. Remembrance, Harvest, Advent and Lent penitential liturgies, Holyday Masses and Liturgies, Ash Wednesday, beginning and end of year. 	<p>Prayer box of cloths, Bible, Candle, artefacts that is added to during the year.</p> <p>Proporma for evaluating liturgies</p> <p>Record pupil involvement in planning and preparing liturgies through photos.</p> <p>Home link e.g. prayer bag, travelling nativity</p>
Pupil Led and Pupil Expectations			School/Adult planned liturgies and prayers – different sized groups	Resources
Year Group	Prayer and Liturgical Prayer (Class based)	Liturgies/Masses (Wider group based)		
Years 1 and 2	<p>Children can</p> <ul style="list-style-type: none"> Plan and prepare focal point for worship according to liturgical season/RE topic initially guided by an adult Generate their own way of gathering to begin the liturgy. Lead the welcome including the Sign of the Cross and The Lord be with you... with children responding appropriately 	<ul style="list-style-type: none"> By Summer 2, Yr1 with support from an adult plan a class liturgy – choosing scripture and music with adults identifying theme. Evaluate liturgies as a class recorded by an adult on the proporma. 	<ul style="list-style-type: none"> Build to 1-2 minutes guided meditation and silent reflection. Encourage opportunities for spontaneous prayer beyond planned liturgy times Pupils contribute to Class spiritual journey book or prayer baskets. Whole school prayer and liturgies throughout the year eg Remembrance, Harvest, Advent and Lent penitential. 	<p>Prayer resources to include cloths, Bibles, prayer stones, relevant artefacts.</p> <p>Prompt card with welcome 'The Lord be with you' and 'In your spirit'</p> <p>Beginning/End of scripture</p> <p>Proporma for planning evaluating liturgies</p>

	<ul style="list-style-type: none"> Respond with spontaneous prayer (e.g. prayer pebbles) relevant to the theme of the liturgy. Lead Our Father, Hail Mary and Glory Be, morning, lunch and end of the day prayers Bow their head at the name of Jesus and Mary Participate in saying traditional beginning and end for readings and scripture. Evaluate liturgies as a class on the proporma guided by an adult 		<p>liturgies, Holyday Masses and Liturgies, Ash Wednesday, beginning and end of year.</p>	
--	--	--	---	--

Pupil Led and Pupil Expectations			School/Adult planned liturgies and prayers – different sized groups	Resources
Year Group	Prayer and Liturgical Prayer (Class based)	Liturgies/Masses (Wider group based)		
Years 3 and 4	<p>Children can</p> <ul style="list-style-type: none"> Ensure the class prayer space is liturgical correct Independently generate their own way of gathering to begin the worship and liturgy, including the welcome. Lead traditional beginning and end for readings and scripture Lead Our Father, Hail Mary and Glory Be, School Prayer, morning, lunch and end of the day prayers Bow their head at the name of Jesus and Mary, and the consecration Guided by adult plan and lead class prayer and worship including choosing scripture relevant to the liturgical year, a response to the scripture (explanation and links made to scripture), their own mission/going out for children to complete. 	<ul style="list-style-type: none"> Guided by adult plan and lead wider school liturgies including choosing scripture relevant to the liturgical year, a response to the scripture (explanation and links made to scripture) their own mission/going out for children to complete the liturgy. E.g. link to CST, appropriate music and focal point Work with Parish Priest/ RE leader/ headteacher/class teacher to reflect on the theme and readings of class/phase Masses and write Introduction and Prayers of Intercession relevant to the theme. Participate in prayers linked to sacramental preparation e.g. Act of Contrition, Eucharistic Prayer, Gloria or liturgical season e.g. The Rosary, Stations of the Cross. Genueflect when they enter/leave the church – end of peak Bow in front of the altar. 	<ul style="list-style-type: none"> Rosary – October and May Stations of the Cross 5 minutes guided meditation – children could be involved by ringing a bell as a signal to start Encourage opportunities for spontaneous prayer beyond planned liturgy times – as part of the liturgy response to joyful or sorrowful events (personal or wider community). Pupils contribute to Class spiritual journey book or prayer baskets. Join Parish Mass once per term. Support sacramental preparation e.g. First Holy Communion, Act of Contrition, Eucharistic Prayer, Gloria Whole school prayer and liturgies throughout the year e.g. Remembrance, Harvest, Advent and Lent penitential liturgies, Holyday Masses and Liturgies, Ash Wednesday beginning and end of year, Phase Mass Pupils are given opportunities to use their gifts to enhance the prayer and liturgies of the school 	<p>Prayer resources to include cloths, Bibles, prayer stones, relevant artefacts.</p> <p>Prompt card with welcome 'The Lord be with you' and 'In your spirit'</p> <p>Beginning/End of scripture</p> <p>Proporma for planning evaluating liturgies</p>

Catholic Ethos Policy

<ul style="list-style-type: none"> the liturgy e.g. link to Catholic social teaching, appropriate music and focal point Evaluate liturgies as a group and class on the propoma guided by an adult. 	<ul style="list-style-type: none"> Evaluate liturgies as a group and class, on the propoma guided by an adult. 		
--	---	--	--

Pupil Led and Pupil Expectations			School/Adult planned liturgies and prayers – different sized groups	Resources
Year Group	Prayer and Liturgical Prayer (Class based)	Liturgies/Masses (Wider group based)		
Years 5 and 6	<p>Children can</p> <ul style="list-style-type: none"> Plan and lead class prayer and worship including generating how they gather, choosing the form of the worship, the theme and appropriate scripture relevant to the liturgical year or to current events (school, local or world-wide) a response to the scripture (explanation and links made to scripture), quiet reflection time, key going forth message/ mission. (e.g. link to Catholic social teaching action), appropriate music and focal point Plan and lead guided meditation Lead Our Father, Hail Mary and Glory Be, the morning, lunch and end of the day prayers Bow their head at the name of Jesus and Mary, and the consecration Evaluate liturgies as a group and class giving reasons for their response and recommendations on the propoma – both guided by an adult and independently. 	<ul style="list-style-type: none"> Participate and respond appropriately during Mass Genuflect when they enter the church – end of pew Bow in front of the altar Plan and lead liturgies and worship beyond their own class or phase which reflect the liturgical season, e.g. Advent and Lent Prayer Stations within Penitential liturgies, Remembrance Service Train younger children to plan and lead prayer and liturgies. Plan whole school Masses and Liturgies alongside the school Chaplain and Parish Priest. Participate in traditional Catholic prayers, e.g. Eternal rest... Angelus, Hail, Holy Queen, Creed Lead traditional Catholic prayers e.g. The Rosary, for other children. Contribute to the planning and leading of liturgical events e.g. May Procession, Corpus Christi procession, Emmaus walk, Stations/May of the Cross, School Feast Day. Evaluate liturgies as a group and class, giving reasons for their response and recommendations on the propoma – both guided by an adult and independently. 	<ul style="list-style-type: none"> 10 -15 minutes Eucharistic Adoration/Guided Meditation Stations of the Cross Encourage opportunities for spontaneous prayer beyond planned liturgy times – as part of the liturgy response to joyful or sorrowful events (personal or wider community). Pupils contribute to Class prayer book/prayer tree. Prayer leaders – collect and return prayer resources to the RE cupboard/store. Join Parish Mass once per term. Whole school prayer and liturgies throughout the year e.g. Remembrance, Harvest, Advent and Lent penitential liturgies, Ash Wednesday. Holyday Masses and beginning and end of year. 	<p>Prayer resources to include cloths, Bibles, prayer stones, relevant artefacts.</p> <p>Prompt card with welcome 'The Lord be with you' and 'In your spirit'</p> <p>Beginning/End of scripture</p> <p>Traditional Catholic Prayers</p> <p>Propoma for evaluating liturgies.</p> <p>Planning propoma</p>

Appendix 2: School Prayers

School Prayers

Our Father

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.

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.

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 shall be world without end. Amen

Prayer to the Holy Spirit

Come, Holy Spirit, fill the heart of the faithful and kindle them in the fire of your love.
Send forth your spirit and they shall be created.
And you will renew the face of the earth.

(To be said by the teacher.)

O God who has taught the hearts of the faithful by the light of the Holy Spirit, grant us in the same spirit to be truly wise, and ever to rejoice in his consolation, through Jesus Christ Our Lord. Amen.

Grace before Meals

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.

Grace after Meals

Thank you, God, for the food we have eaten.
Thank you, God, for all our friends.
Thank you, God, for everything. Amen.

Acts of Hope

O my God,
I believe in you
and in all that your Holy Church teaches
because you have said it
and your word is true

Jesus, you are the Christ, the Son of the living God. You are my Lord and my God.
Lord, I believe; increase my faith.

Act of Hope

O my God, I put my hope in you,
because I am sure of your promises.
Deliver us, Lord, from every evil and grant us peace in our day as we wait in joyful hope for the coming of our Saviour, Jesus Christ.

Act of Charity

O my God, I love you with all my heart, with all my soul, and with all my strength.
Lord, increase our love.
Help us to love one another.

Confiteor

I confess to almighty God
and to you my brothers and sisters,
that I have sinned through my own fault
in my thoughts and in my words,
in what I have done and what I have failed to do; and I ask
blessed Virgin Mary, ever virgin,
and all the angels and saints,
and you, my brothers and sisters,
to pray for me to the Lord our God.

Act of Sorrow

O my God, I thank you for loving me. I am sorry for all my sins, for not loving others and not loving you. Help me live like Jesus and not sin again. Amen.

The Angelus

The angel of the Lord declared unto Mary,
And she conceived the Holy Spirit.
Hail Mary,
Behold the handmaid of the Lord.
Be it done unto me according to thy word.
Hail Mary,
And the word was made flesh
and dwelt among us.

School Prayers

Hail Mary,
Pray for us, O Holy Mother of God,
That we may be made worthy of the promises of Christ.

(To be said by the teacher.)

Lord,
fill our hearts with your love,
and as you revealed to us by an angel
the coming of your Son as man,
so lead us through his suffering and death
to the glory of his resurrection,
for he lives and reigns with you and the Holy Spirit,
one God, for ever and ever. Amen.

The Mysteries of the Rosary

The Joyful Mysteries

The Annunciation
The Visitation
The Birth of Our Lord
The Presentation of Our Lord in the Temple
The Finding of Our Lord in the Temple.

The Sorrowful Mysteries

The Agony of the Lord in the Garden
The Scourging at the Pillar
The Crowning with Thorns
The Carrying of the Cross
The Crucifixion and the Death of Our Lord

The Glorious Mysteries

The Resurrection of Our Lord

The Ascension of Our Lord into Heaven
The Descent of the Holy Spirit upon the Apostles
The Assumption of our Blessed Mother into Heaven
The Coronation of Our Blessed Mother in Heaven.

Let us pray: O God, whose begotten Son by his life, death
and resurrection has purchased for us the rewards of
eternal life; grant, we beseech you, that meditating on the
mysteries of the most holy Rosary of the Blessed Virgin
Mary, we may imitate what they contain and obtain what
they promise.

Through the same Christ our Lord. Amen.

The Apostles Creed

I believe in God, the Father almighty, creator of heaven and
earth. I believe in Jesus Christ, his only Son, Our Lord. He
was conceived by the power of the Holy Spirit and born of
the Virgin Mary. He suffered under Pontius Pilate, was
crucified, died, and was buried. He descended to the dead.
On the third day he rose again. He ascended into Heaven,
and is seated at the right hand of the Father. He will come
again to judge the living and the dead. I believe in the Holy
Spirit, the holy Catholic Church, the communion of saints,
the forgiveness of sins, the resurrection of the body, and
everlasting life. Amen.

Hail, Holy Queen

Hail, Holy Queen, Mother of mercy; hail, our life, our
sweetness and our hope.

To you we cry, poor banished children of eve; to you we
send up our sighs, mourning and weeping in this vale of

tears. Turn, then, most gracious advocate, your eyes of mercy
towards us; and after this our exile show to us the blessed fruit
of your womb, Jesus.

O clement, O loving, O sweet Virgin Mary,

Pray for us, O Holy Mother of God.

That we may be made worthy of the promises of Christ.

Evening Prayer

(Prayer to our Guardian Angel – KS2 only)

Angel sent by God to guide me,
Be my light and walk beside me,
Be my guardian and protect me,
On the paths of life direct me.



(Angel of God – KSI & 2)

Angel of God, my guardian dear,
To whom God's love commits me here,
Ever this night be at my side,
To light, to guard, to rule and guide.

Amen

RE Induction to St John the Baptist Catholic School
Timetable of Induction

Date	Activity	Staff
Term before employment.	Induction Meeting – <ul style="list-style-type: none"> • Supporting the Catholic Ethos in SJB school. • Religious Education Policy • Prayer & Liturgy Policy Ethos Walk Prayer list Chaplaincy Calendar Planning the first RE Unit of learning	RE Leader New Staff
First Three Weeks of Term	Book and Planning Scrutiny by RE leader. RE lesson observation New Staff to observe class celebration of the word delivered by more experience member of teaching staff	RE Leader New Staff
After Half Term	Support planning celebration of the word Class celebration of the word observation by RE leader and/or Head teacher Book and Planning Scrutiny by RE leader. RE lesson observation Moderation meeting and preparation for initial data drop.	RE Leader New Staff
Second Term & Third Term	Continue with whole school monitoring cycle (inclusive of RE as core subject) Planning meeting – RE and Prayer & Liturgy Moderation of RE books and preparation for data drops.	SLT RE Leader New Staff
Ongoing Support	Approx. monthly RE staff meetings led by RE leader to support subject knowledge and planning processes.	

Supporting the Catholic Ethos and Teaching Religious Education at St John the Baptist Primary School

Supporting the Catholic Ethos

Prayer is central to the daily life of our school. It is the heartbeat which moves the day forward but also allowing moments of stillness and reflection within a busy school life.

All prayers:

- Begin and end with the sign of the cross.
- Must not begin until all pupils have their hands joined (hands by your heart, fingers pointing to heaven) and are still.
- Are said together, facing the class crucifix and from Y2+ standing behind their chairs.
- During prayer it is expected that no-one will walk through the hall or continue an activity. Adults and pupils are expected to stand still and join their hands until the prayers have finished.

Daily Acts of Worship:

There is a daily act of worship – whole school, Key Stage or class (see Chaplaincy Calendar). These acts of worship will take place in different spaces around the school. All pupils and adults are expected to walk to and from this space with their hands joined (fingers pointing to heaven) and in reflective silence to show that they are entering a sacred space.

Class and Key Stage celebration of the word:

Class and Key Stage celebration of the word is timetabled on the Chaplaincy Calendar. Each class teacher will be expected to plan and lead a key stage celebration of the word as well as their own class celebration of the word.

Place the “We are Praying” signs on your classroom door or on the Serenity room door before prayer begins.

Liturgies

There will be Masses and Reconciliation liturgies held throughout the year. Some children in KS2 will be selected by class teachers to read the scriptures or write and/or lead us in prayer. In accordance to the Bishops of England and Wales Liturgy directive, these children must be able to read clearly and fluently, and be well practiced. They are not reading in an assembly but proclaiming the Word of our Lord.

Staff and pupils are required to show reverence during these celebrations. This can be achieved through ‘prayer hands’ and bowing of heads at appropriate points. The Order of Mass is always available to staff so the responses can be followed. All KS2 pupils will come forward during the Liturgy of the Eucharist either to receive Eucharist if they have made their Holy Communion (indicated by “prayer hands”) or to receive a blessing (indicated by arms crossed over the chest). There will then be an opportunity for staff to do the same – this is not compulsory.

Each Key Stage 2 class will join the parish in celebrating Mass once a term. They are expected to show the same reverence and respect during this time as they do at school. New children may need to be shown how to bless themselves with holy water on entering the church and genuflecting to the blessed sacrament in the tabernacle before entering the pews. Class teachers will need to check the “Walking to Church” risk assessment and gather parent volunteers to walk to the church with them. It is good practice to invite the parents of all children in the class to join us when celebrating Mass with the parish – personal cards or invitations written by the children.

Classrooms

Each class room must have a prayer table and RE board. The table and board must be dressed in the appropriate liturgical colours to reflect the season of the Church year.

Table – candle, bible (open on the page reflecting the scripture of that topic/week), small cross, any other artefacts/ornaments to reflect the learning taking place in the RE topic (small statues, rosary beads, prayer boxes...)

Board – Title of the topic, scripture quote taken from the key piece of scripture in the topic, key vocabulary (taken from God Matters Vocab list, key questions, image. Examples of pupils work can also be added as the topic progresses. RE boards should be regarded as working walls and added to as each unit progresses.

Spiritual Journey Book – This book is renewed each new academic year. It should reflect the journey taken spiritually and academically through the seasons of the Church and the RE topics covered.

Things to include could be:

- Liturgical colours
- Photographs of Liturgies, drama, art, prayer (annotated with reflections by the children)
- Prayers written by the children or studied/learnt as part of the topic (annotated by the children)
- The big question of the topic with children having the opportunity to record their thoughts/reflections/answers as the topic progresses

- Examples of homework/Advent and Lenten Promises.

Teaching and Learning RE

Long Term Planning: This is created by the RE Leader. It shows the order and length of topics, sacramental celebrations and liturgies, charity events which support diocesan directives and the local community and suggested topics for class and key stage worship.

Medium Term Planning: This is to be completed by the class teacher each term using the given format. It should include reference to the Attainment Statements, key scripture passages, key theology to be taught and a brief outline of lesson content.

Short Term Planning: This is to be completed by the class teacher using the core subject planning format. Planning for RE should be comparable to that of Maths, English and Science. It should include the initials of key groups of children identified as needing accelerated learning or for differentiated groups.

Each class should timetable 2.5 hours of RE per week – 10% of the curriculum timetable.

We use the God Matters diocesan scheme alongside the supplementary guidance provided by the diocese.

Assessment: There are four formal assessment points during the year which are identified on the Long Term Planning. Assessment data will be collected by the RE leader for each phase of learning, which will cover more than one unit. Assessments are made against the National Attainment Statements which are grouped as EYFS, KS1, lower KS2 and upper KS2. Progress should be monitored by the class teacher within all units. This can be achieved by highlighting the Attainment Statements on the Unit Sheet. Formal assessments will record the attainment using these codes:

WTS: Working Towards expected standard

EXS: Meeting expected standard

GDS: Working at Greater Depth within expected standard

The RE leader will analyse the data after each data collection point and provide each class teacher with a tracking document. This document should be used to support planning, differentiation, targeted groups and accelerated learning.

Books: All work within RE books should meet the same presentation and quality requirements of Maths, Science or English.

Each unit should begin with a Topic Sheet

- Topic Title
- Liturgical colours
- Scripture references
- Key Vocabulary
- Image

Each piece of work should have a Learning Objective and Steps to Success sheet as in other core subjects.

Marking: according to the Feedback policy. Avoid making comments based on Literacy objectives and focus marking on RE attainment statements.

Each topic should end with an evaluation – masters kept on teachers' pool.

Resources:

Supplementary Guidance: This is the main point of reference for the content of each topic. The RE Leader will hold a staff meeting at the beginning to each topic to reflect on the theology to be covered and answer any questions.

God Matters: This is the scheme of work. There are many useful ideas which are still relevant but if this is only used, many of the Attainment Statements will not be covered. The unit front cover provides lots of useful information about the main learning focus of each unit.

Catholic Ethos Policy

Deputy Head teachers Office: There are many good resource books in the DHT office for both curriculum RE and prayer and liturgy.

Websites: Be careful googling the answers! There are many American Catholic websites which do not adhere to the teachings of the Bishops of England and Wales.

These are some of the most useful websites:

www.cafod.org.uk

www.REonline.co.uk

www.loyolapress.org.uk

www.sacredspace.ie

<http://www.prayerspacesinschools.com/>

www.catholic-icing.com – an American website but great for craft ideas and projects.

If in doubt, ask the RE leader

