

St Mary's Catholic Primary School



Prayer and Liturgy Policy



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PRAYER AND LITURGY POLICY

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1. School Mission

At St Mary's Catholic Primary School our Mission is:

**TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.**

2. Aim and Purpose of Prayer and Liturgy

At St Mary's Catholic School, Jesus Christ is central to every aspect of school life. We aim to be a living, loving and sacramental community which is inspired by the life of Christ and the teachings of the Church, rooted in Gospel values. We are confident that from the minute you enter our school, you clearly see and feel that we are a Catholic community.

Acts of worship may take place at any time during the day. It may take the form of a single act of worship with the whole school community or separate acts of worship in phase/year/class groups. When we gather for prayer and liturgy, we focus on the Word of God, we use symbols and rituals and we are open to God's presence among us.

Prayer and liturgy in our school is an integral part of our ethos, aims and relationships, as Christian values permeate all aspects of school life and all relationships. It is a way of deepening our relationship with God together and individually. Through the many forms this worship takes, we grow in spiritual, moral and liturgical understanding. We allow ourselves to grow in understanding of our living faith tradition and then develop a sense of wonder and inspiration in the person of Christ. It is through prayer and liturgy that we share each other's faith experiences and learn the skills of prayer and reflection. This is a very important aspect of life at St Mary's.

We aim to:

- Develop an awareness and understanding of the presence of God in each individual child's life and to encourage a personal response to that presence
- Allow each child to develop their conscience and make sound moral judgements based on commitment to following Christ
- Offer opportunities to deepen their faith and foster attitudes of care and respect for each other
- Live, experience and understand the Liturgical life of the Church through the Liturgical Year together with Solemnities and Feast days
- Promote sacramental life of Christian families and to encourage parents to take an active part in the preparation of their children for the sacraments of Reconciliation, Holy Communion and Confirmation
- Foster school-parish links to ensure that our children remain exposed and committed to the Catholic faith, experiencing liturgy and worship beyond the school curriculum
- Enable each child to participate and respond to liturgy and worship in an appropriate way to their age and maturity

3. Opportunities for Acts of Prayer and Liturgy at St Mary's School

The RE lead works closely with pupils, staff and governors to ensure a cohesive response to the development of child and staff spirituality.

Prayer and liturgy takes place in school daily. Staff and pupils are encouraged to pray with thoughtfulness and with respect through a variety of prayer experiences: -

○ **Dedicated Class Time**

- Prayers will be said in class four times a day (Morning, Before Lunch, After Lunch and End of the Day). This follows the pattern of prayer within the Church.
- In KS2, all staff and pupils pray 'The Angelus' daily at midday.
- Children may be selected to lead prayers during class time.
- Special Intention Prayer Times will be delivered by Class Teachers, when appropriate, to respond to the needs of the community or to a key event.
- 'Child-Led Prayer' takes place weekly as a class act of prayer.
- Formal prayers, appropriate to the age and maturity of the year group, are taught through the RE Strategy. Each class teacher has a copy of the prayers that their class are expected to learn in each year.

○ **Liturgies and Collective Worship Assemblies**

- *Weekly Whole School Gospel Liturgy*

On a Monday, we have a high-quality scripture assembly which focuses upon the liturgical year with the relevant liturgy of the word. This is planned and led by SLT and supported by pupils e.g. Spiritual Council, CAFOD club, House Captains etc.

- *Weekly Key Stage Liturgy*

On a Tuesday, EYFS/KS1 gather for key stage assembly which is planned and led by the teachers on a rota basis. This is replicated for KS2 on a Thursday morning too. Again, staff plan opportunities for pupils to support in leading elements of the Collective Worship.

- *Year Group Collective Worship Assemblies*

Once a year, each year group comes together to plan and lead the other year groups in their phase, and their parents, in Collective Worship. This is planned by the teachers with links to the liturgical year and with key feast days/focus days in mind.

- *Termly 'God-given gifts' Celebration Assemblies*

At the end of each term, SLT lead a celebration assembly to mark the pupil's achievements that term, both in and out of school. This includes certificates for effort, attitude, resilience and also awards for living out the Gospel virtues and values. Pupils also bring in their awards from home including swimming, football and sporting achievements as well as success in other areas such as chess, reading and music. This is a real opportunity to celebrate the gifts that God has given us.

- **Masses**
 - Pupils celebrate Mass together with our parents and parish community on a weekly basis.
 - Pupils play an active part in each Mass, through reading, praying, singing, altar serving and taking part in offertory processions.
 - Each class takes it in turn to lead and prepare the celebration based on the liturgical year, focusing on solemnities, feast days and memorials of saints important to the children.
- **Whole Class Prayer Services (with parents)**
 - Each class leads a liturgical prayer service once a year to which parents are invited.
 - Children plan this alongside their class teachers following the 'Gather, Listen, Respond and Go Forth' structure.
 - Pupils are able to choose where they would like to gather e.g. in the hall, classroom or prayer garden.
- **Child led Collective Worship**
 - The children also have the opportunity to lead prayer services in their classes weekly, which they have ownership to plan and lead.
 - The level of independence the children have in doing this varies from year group to year group (see Child Led Prayer).
- **Meditation**
 - Children regularly take part in meditation (maranatha / pray as you go). This is at least once a week and usually after lunch.
 - From EYFS, the children are introduced to meditation as prayer, a way of being with God through listening, rather than talking, to Him.
 - It is a way of being silent in a very busy, noisy world and being open to the spirit of Jesus working in our hearts.
 - Children enjoy meditation and it attunes them to listening and being attentive.
- **Hymn Practice**
 - The pupils participate in hymn practices monthly, where they learn Mass responses and sing both traditional and modern hymns.
 - Music is a central part of worship in our school and hymns are used in all areas of worship from supporting themes within Masses and assemblies to providing atmosphere through chants and reflective music in collective worship.
 - The children enjoy singing and a number of them sing in the school choir, which has a very important part to play in Mass and liturgical celebrations.
- **Prayer Bags**
 - Prayer bags are sent home throughout the liturgical year e.g. during Advent, Lent and the month of May.
 - These are taken home and shared so that through examination of text, artefacts and prayer the family unit has the opportunity to pray together on a theme familiar to the child.

- **Staff Prayer**
 - On a weekly basis, there is an opportunity for staff to attend Staff Prayer. This takes place on a Monday, Wednesday and Friday morning to end staff briefing.
 - Prayer and reflection also forms part of the weekly Staff Meeting.
 - Extended Prayer or the celebration of Mass is always planned in to INSET days.
- **Staff and Pupil Retreat Days**
 - We aim to offer all students an off-site retreat experience during their time at St Mary's.
 - One Life Music visit school annually to lead a whole school retreat in which Staff and Governors are invited to attend.
 - Pupils and staff also have the opportunity to visit places of religious and spiritual significance such as St. Chad's Cathedral. These visits help pupils understand their faith history and experience how others worship.
 - SLT are offered the opportunity to form their own faith during EducareM organised retreats and events.
- **Raising Awareness of Prayer and Liturgy**
 - As a Catholic School, we recognise the importance of positive role models and examples in the school community. As such it is important to promote, inform and report to stakeholders about Prayer and Liturgy.
 - The Headteacher report to Governors includes an overview of Prayer and Liturgy (Collective Worship). This is reported half termly.
 - Staff use Social Media to celebrate the opportunities of Prayer and Liturgy presented to children.
 - The weekly newsletter also highlights the importance of Prayer and Liturgy within our School Community and examples of this is celebrated within school.

4. **Planning Prayer and Liturgy**

When planning any services, we use the Gather, Listen, Respond and Go Forth model. This model reflects the four parts of Mass and it is a good basis on which to plan prayer and liturgy. The 'Four Parts to Prayer' table later in the policy gives some suggestions on how to plan acts of prayer and liturgy based on this model.

When planning prayer and liturgy, staff ensure that the service reflects the theme, or liturgical season of the church where appropriate. *(For example: not singing Alleluia during a Lent worship and not using lively upbeat music for a Reconciliation service that has a reflective undertone.)* Children are allowed to feel differences in the mood of the Liturgical calendar and to experience a variety of prayer and liturgical opportunities in order to further their spiritual self.

○ **Child-Led Prayer**

Every Friday, when other forms of Collective Worship are not timetabled, Collective Worship takes place in the classroom and teachers plan opportunities for pupils to contribute to the planning of this session.

When not attending Mass on a Wednesday, teachers use this time to prepare the children to lead Collective Worship later in the week. Planning proforma to be used to plan child led collective worship attached below (see appendix B).

As the children grow in age and confidence, they can take a more active part in the planning and delivery of Prayer.

- Children in **EYFS**, can prepare the focus and think about how pupils will gather e.g. *selecting the right liturgical colour of cloth, placing a candle and a Bible in the centre, with the adult placing any additional props*. Child created resources may also be used where appropriate to support the prayer or liturgy e.g. *a piece of material made by the children using a hand print or foot print*.
- Children in **Key Stage 1** can plan prayer opportunities with support from an adult, using the child-led prayer planner and planning resources. Children help to choose the songs sung with guidance, so they fit in the theme of the Worship, choose the artefacts needed and the correct liturgical cloths as a teaching point or reinforcement and assist in planning and leading a response activity for other children to participate in during the act of prayer.
- Children in **Key Stage 2** can plan simple acts of prayer, reflecting on the four aspects Gather, Listen, Respond and Go Forth. The children select which reading from scripture to use as a focus and can think about the type of response that would be the most appropriate e.g. *John the Baptist, using holy water and inviting each child to bless themselves in response to a meditation read*. They deliver all elements of prayer independently and evaluate their act of prayer with a staff member once complete.

○ **Planning a Liturgy or Collective Worship**

When planning a liturgy with the class, or preparing a collective worship for the school, a similar format to the Mass can be used. We have a subscription to Ten:Ten, with resources to support the four key elements of collective worship: Gather, Listen, Respond and Go Forth. The materials are often linked to key celebrations in the Liturgical year and the Gospel from the Sunday.

In the appendix there is a suggestion for a liturgy and collective worship planner that can be used in planning a service. This follows the Gather, Listen, Respond and Go Forth format used in the table on the following page (see appendix A).

- **Displays/Prayer Areas**

Our prayer areas in school reflect the key Liturgical seasons. Colour is used to show the changes through the year reflecting the vestments and colours shown in Church, i.e. Green for Ordinary time and purple for preparation.

In addition, key symbols, icons or visual aids are used in our school displays and prayer areas e.g. bowl of water, pictures of the disciples, fishing net, fish to reflect on the Calling of the disciples.

- **Liturgical Music**

There is a selection of music and hymns saved on staff common, covering a variety of themes, to support prayer and liturgy. Music can be used directly in prayer and liturgy or used as background music for quiet moments or meditation. The internet also has a wealth of music (YouTube).

The music chosen should reflect the liturgical season and/or the theme for the Mass. It should be selected carefully. The music should also reflect the Congregation so that all can participate in the majority of the prayer or liturgy.

Members of staff should encourage children to take an active part in Worship leading the music or singing both in the classroom and for assemblies or Masses. This will also help the children grow in confidence and ability.

As part of our singing, we encourage the use of signing, so that all can feel that they are able to participate in collective worship.

- **Planning a Mass**

Scripture Readings:

- Scripture readings for each day of the year are already selected so when planning a Mass, staff and children are able to use the readings appropriate for their Mass. The children are given the opportunity to practice in the church/hall and use a live microphone. Through their Mass preparation, children learn how to approach the Altar, and how to leave, in a reverent manner.
- The daily readings can be found in the Lectionary, (the book that contains all of the readings for the Mass.) This is available in the Church. Universalis is a website/app which also contains the readings of the day.
- When using the lectionary, staff follow the liturgical season for their class Mass (i.e. Ordinary Time; Advent; Lent; or Easter) and the Cycle the readings are in (Cycle A, B, or C). The cycle changes on the 1st Sunday of Advent.





Music:

- Music chosen reflects the **Gospel** and Liturgy of the Mass. It can bring in the theme for the celebration or any focus made by the Church e.g. Youth Sunday.
- Staff are encouraged to choose both songs that the children are familiar with and to teach new hymns too.
- Children have input in to the songs chosen for their Mass and time is given to practice these songs before the Mass.
- A PowerPoint is prepared so that everyone has access to the songs and so that the Congregation are able to participate in the Mass.

- The children should speak clearly and wait for the responses if appropriate. The microphone/ sound system can be used and children have the opportunity to practice before.
- The children also practice how to approach the altar reverently, bowing head to the tabernacle and standing smartly with joined hands.
- Staff ensure that the plan/PPT for the Mass is communicated with the priest in advance.
- Staff sit strategically within the Church, i.e.:
 - Someone to oversee the readers
 - Someone to oversee the offertory
 - Someone to oversee the music
 - Someone to signal to children when to receive Communion
 - A member of staff, who is a Eucharist Minister, may be needed to give out Communion.

5. The Four Parts To Prayer

There are four distinct parts to the Mass and this can form the basis for any act of prayer or assembly. These are some suggestions:

3. Respond				4. Go Forth
Symbol	Significance	Activity/ action	Theme	
Water	Recalling Baptism Cleansing	Signing or washing hands with holy water (anyone can bless holy water with a simple prayer) Blessing each other with holy water	Christian unity Reconciliation Church Family Life	Renewal of baptismal promises Final prayer A "Mission" to take away Final hymn/ prayer/ poem to conclude  What will you do today to spread the Good News?
Ice	Coldness of heart Sin	A block of ice used (melts with the sin) individuals go and touch the ice after reconciliation, individuals bring up an ice cube	Reconciliation	
Light (candles)	Christ the Light, light of faith, hope, stillness, peace	Individuals light candle, Dimmed light and focus on candles around a cross, night lights (MP3 First Light)	Church, Christian unity	
Oil	Dedication, vocation, healing	Anointing of hands with oil, using oil on forehead	Church, thanksgiving	
Hands	Peace 	Making the sign of peace, laying of hands on one another (MP3 Break the Chains), paper hands placed by individuals as an offering of their own hands	Healing	
Prayers		Asking, thanking, silent prayers, use of music (e.g. Litany to the Father/ Lord May Your Kingdom Come)	Prayer/ intercession	
Incense	Prayer	Incense sticks burned as a fragrant offering	Prayer/ intercession	
Stone	Sorrow/ burden	Each person lays a stone at the foot of a cross		

6. Evaluating Prayer and Liturgy

Each class should evaluate their experience of prayer life.

Termly they will evaluate: -

- One whole school assembly
- One key stage assembly
- One Mass they have led

These termly evaluations will be identified on the Collective Worship timetable and should be sent to SLT and the adult who led the collective worship. These can then be acted upon before the next cycle of evaluation.

In addition to this, children will also evaluate: -

- One whole school Mass per year
- Their year group assembly
- Prayer and Liturgy they have led in class

These yearly evaluations will be used within the classroom, to improve classroom practice and a copy will be sent to SLT.

Children should use the evaluation proforma attached (see Appendix C).

In EYFS, evaluations should be completed as a class and scribed by the teacher.

In KS1, evaluations should be completed as a class or in small groups.

In LKS2, evaluations should be completed in small group or as individual, following discussion with the teacher.

In UKS2, evaluations should be completed individually.

7. Sacred Spaces/Prayer Areas

- Each classroom has a prayer focus area to help pupils in their prayer life and to use in acts of class worship.
- It has reminders of liturgical themes and colours as well as class saints and inspiration figures.
- It also contains traditional prayers and RE curriculum foci. We also have dedicated sacred spaces throughout the school, i.e. our prayer garden.

8. Prayer Groups e.g. Spiritual Council and CAFOD club

- Prayer groups give the children more ownership and understanding of this central aspect of their faith.
- Our group of pupils work with the staff to prepare for, plan and celebrate school liturgies.
- They lead classroom prayer.
- They monitor prayer tables in classrooms and the prayer areas around school.
- They also help oversee the class prayer bags which go home with each child for one week during key liturgical points throughout the year.

9. Vocational Life

Every year, we hold Vocations Week. Speakers from all different walks of life talk to the children about their vocation, both spiritually and career wise, which enables the children to be inspired on what they may use their God-given talents for. This is used to add depth to our RE teaching and inspire our worship.

Additionally, we have links with Oscott College – Seminarians.

10. Class Saints/House Saints

Each class has a saint which can be used as a focus for our prayer and spiritual development. They complete work about the saint and celebrate their feast day. They often refer to their class saint in times of class prayer.

Class	Saint	Saint Day for celebrating in school
RB	St. Bernadette	April 16th
RT	St. Teresa of Calcutta	September 5th
1L	St. Luke	October 18th
1F	St Francis of Assisi	October 4th
2G	St George	April 23rd
2E	St Edith of Polesworth	July 15th
3T	St Therese of Lisieux	October 1st
3L	St. Lucy	December 13th
4J	St. Josephine Bakhita	February 8th
4M	St. Martin De Porres	November 3rd
5F	St Faustina Kowalska	October 5th
5M	St. Maximilian Kolbe	August 14th
6R	St Rose (of Lima)	August 23rd
6Ó	St Óscar Romero	March 24th



Our house Saints were researched, presented and voted for by the children in January 2023. Our house system allows for children to work across phases, with the Saint as inspiration for how to treat one another and serve God.

11. Parish Links

- As part of the Church community, the school has strong links with the parish.
- Pupils and staff join the parish for regular Masses as well as parish celebrations.
- Our parish priests also visit the school regularly and support staff in implementing and teaching the RE curriculum.

12. Links with Parents

- Liturgies, celebrations and events related to the Catholic Life of our school are shared in school newsletters and on twitter and are published on the school website.
- Parents and families are regularly invited to join the school community in Masses, assemblies, Inspire Workshops and fundraising activities.
- Pupils in each class also have the opportunity to take home a Prayer Bag, promoting opportunities for children and their families to talk and pray together.

13. Sacramental Preparation

The Parish lead a strong programme on Sacramental Preparation. School supports the work of the parish and further prepare children for this. In school, children will learn about the Sacrament they are receiving through RE units, retreats and visits. We also celebrate the Sacraments in school as a whole school community through prayer and assemblies and by representing the children in their special Masses.

14. Equal Opportunities

- The fair and equal treatment of all individuals irrelevant of race, creed, disability or gender, are integral to the Gospels' Revelations and the Church's message and is central to our school mission statement.
- All children are given equal access to the Religious Education curriculum, promoting their understanding to their full potential.
- A variety of prayer and worship activities are used to try to meet all children's different needs e.g. whole School, whole class, group, pair and individual prayer, also different styles of prayer from formal liturgies to private reflective prayer.

15. Governing Body

- RE together with prayer and liturgy is always a key part of the School Development Plan, and is reported upon half-termly as part of the Head Teacher's Report to Governors.
- Governors are also invited to conduct learning walks and join with other members of the whole school community in the celebration of collective worship, Mass and attend INSET Days relating to the Catholic Life of the School.
- Governors monitor the Catholic Life, prayer and RE teaching that takes place in school through termly Curriculum committee meetings.

16. Monitoring and Review of this Policy

- The RE lead, together with SLT, will monitor the implementation of the policy.
- All staff will be involved in evaluating the effectiveness of this policy in helping to improve standards of collective worship within the school.
- This evaluation will inform the process for reviewing this policy.
- Pupils will be involved in reviewing and evaluating liturgy in school with the RE leads.

Appendix A – Planning a Liturgy or Collective Worship

A Life Full of Love - 28.4.23	
Key Scripture:	"I have come that they may have life and have it to the full." John 10:10
Learning Objective:	Children will understand that: <ul style="list-style-type: none"> • Everyone has a vocation. Sometimes they are specific, sometimes they are more general. • Our common vocation is to love God and love others
Music choice:	Note that the Eastertide song 'Christ is Risen, He Is Risen Indeed!' is included on the PowerPoint for use as the final prayer. The following suggestions are additional: Traditional: 'The Lord is My Shepherd' Contemporary: 'Surely Goodness, Surely Mercy' by Shane and Shane https://www.youtube.com/watch?v=Mo3HgtT_OiE
Art work:	
Resources:	<ul style="list-style-type: none"> • PowerPoint Presentation • Appendix 1 - Gospel Drama • Appendix 2 - A Prayer for Vocation Sunda
Prayer of preparation:	Dear Lord, Thank you for this opportunity to nurture the faith of the children in my care. By the power of your Holy Spirit, lead and guide me as I prepare this assembly and bless each and every child with an open heart and mind to hear your Word. In your name, Jesus, Amen.
Gather:	<p>Slide 1 Invite children to begin their participation in the assembly by making the Sign of the Cross. Light candle.</p> <p>Slide 2 Say Act of Contrition: "Oh my God because You are so good, I am very sorry that I have sinned against You and with the help of Your grace, I will not sin again. Amen."</p> <p>Slide 3 Enthusiastically share the Eastertide greeting, 'Christ is Risen!' encouraging children to remember and feel the joy of Easter as they respond, 'He is Risen Indeed!'</p> <p>Slide 4 In this third of six Eastertide assemblies, invite children to recall learning:</p>

	<ul style="list-style-type: none"> • Eastertide is 50 days of rejoicing and celebration between Easter Sunday and Pentecost (when Jesus sent the Holy Spirit to His disciples). • We rejoice in the joy, hope, peace and love that Jesus brings through His death and Resurrection. <p>Explain that today's assembly is about how knowing the risen Jesus can change our lives!</p> <p>Slide 5</p> <p>Ask: What do you want to be when you grow up?</p> <p>Take some responses, then <i>click to reveal</i> images of possible answers. You might like to share about your own childhood ambitions!</p> <p>Observe that often answers to this question are dreams that might seem unachievable or rely somewhat on chance, while others might be more general, like types of job. Be sure to validate all offerings, including children who don't know how to respond.</p>
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<p>Listen:</p>	<p>Slide 6</p> <p>Introduce the Gospel by saying that Jesus teaches us lots of things about how we live our lives: He is the Good Shepherd who guides us!</p> <p>Invite two children to read the dramatised Gospel from Appendix 1.(Or T/TA can read)</p> <p>KS2 only - Invite children to notice the similar theme of this Gospel and Psalm 23, the focus of this week's prayers.</p>
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<p>Respond:</p>	<p>Slide 7</p> <p>Ask the following differentiated questions:</p> <p>LOWER</p> <p>Question: How did Jesus describe Himself in the story He told?</p> <p>Answers:</p> <ul style="list-style-type: none"> • <i>The gate of the sheepfold</i> • <i>The Good Shepherd</i>
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MIDDLE

Question: What does the shepherd in the story do for the sheep?

Answers:

- *Calls them one by one*
- *Protects them from thieves and robbers*
- *Leads them to safe, green pastures*

UPPER

Question: What do you think Jesus means when He says, "I have come to give life - life to the full"?

Answers:

- *Being friends with the risen Jesus means we can live how God planned for us to live - not an empty life, but one filled to overflowing with joy, hope, peace and love*

Slide 8

Explain that this Sunday is known as 'Vocation Sunday'.

Say that the word 'vocation' might feel unfamiliar, so children should pay attention to this short film to find out more...

Click to play a short teaching video.

Slide 9

Teaching

Use the following or your own words:

- Sometimes thoughts about our future can feel daunting, overwhelming or just a bit 'out of reach'; but **Jesus' words in this Gospel give us hope!**
- The more we **listen to Jesus' voice**, the more we hear Him guide us and show us where He wants us to go.
- **Jesus calls us to be part of His family, through Baptism.**
 - **KS2 only** - You might like to draw attention to opportunities for Baptism within your parish and reassure children that even if they have

not yet been baptised, they are still invited to be part of God's family!

- Because we are part of Jesus' family, there's one thing that we're ALL called to do, and that's to **live life to the full by loving God and loving others! It's our vocation!**

Slide 10

Prayer and Reflection

Music plays automatically

Leaving pauses for thought and prayer, use the following or your own words and **click to reveal** the words in bold:

- In the film we heard about qualities that people with different vocations show, and we're going to spend some time listening to Jesus guide us about how we can practise these in our lives.
- **Generosity** - What can you share today? Perhaps a game, or letting your brother or sister take control of the TV remote?
- **Kindness** - Who can you be kind to today? Perhaps you could offer a hug to a tired parent or carer?
- **Helpfulness** - Can you tidy your room today without being asked? Or perhaps ask a parent what else you can do around the house to help them?
- **Understanding** - Instead of feeling hard done by if you don't get your way, can you imagine how others feel, and put them first?
- **Creativity** - What can you make today that will bring you and others joy? Perhaps a card for a neighbour or relative, or making some food to share?

Slide 11

Explain that this Sunday is known as 'Vocation Sunday', an important date in the Church calendar when we pray for vocations specifically to the priesthood and religious life. We pray:

- That **God would help priests, monks and nuns** in all the work they do to help people know Jesus better.
- For the people God is calling to live their lives to the full by becoming a priest or religious brother or sister - that they would **have the courage to take up**

	<p style="text-align: center;">their calling.</p>
<p>Go:</p>	<p>Slide 12</p> <p>Tell children that they are going to hear a prayer about vocations that they can join in with, in their hearts.</p> <p>Invite three children/readers to read Appendix 2 - A Prayer for Vocation Sunday.</p> <p>Slide 13</p> <p>Introduce virtues for this half term</p> <p>Slide 14</p> <p>Link virtues to today's assembly Present questions to think about as we go forth through the half term - possible ideas for classroom displays</p> <p>Slide 15</p> <p>Final Prayer</p> <p>Invite children to finish by making the Eastertide song their prayer, focussing especially on the hope they can have because of Jesus, who has come to give them 'life to the full!'</p> <p><i>Click to play the lyric video 'Christ is Risen, He is Risen Indeed!'</i></p> <p>Finish with the Sign of the Cross.</p>

Appendix B: Planning Child Led Collective Worship

Collective worship class planner

Date of worship: _____

Name of Leaders: _____

Gather

How will you create a special 'space' where we can feel **welcome** and in which we can prepare to draw close to God e.g. using candles, music, artefacts, images etc.?

Focus / setting / ICT / Music / resources etc....

How? To what? How does it start?

Listen

What would you like us to **learn** about God and

His world that will be inspiring and thought provoking? Which resources will you use e.g. story, drama scripts, poem, art etc.?

What scripture is used? How is it shared?

Respond

How will you help us to **reflect** upon (think about) what God might be saying to us through our worship e.g. using questions, music, meditation, talk partners etc.?

How? Include—prayer and silent reflection

Go forth

How do you think we might **respond** (be challenged or inspired to take action) as a result of worshipping together? How will multi-sensory prayer be used to help us draw close to God?

How? What? Why?

Appendix C: Evaluating Collective Worship

Collective Worship Children's Evaluation

Names: 3L

Class Prayer Service

Tuesday 14th March 2023

Tick the type of Collective Worship that you are evaluating

Whole School Collective Worship	Key Stage Assembly	Mass / Prayer Service	My teacher's Collective Worship	Collective Worship by children from the class
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What was the focus of the Collective Worship?

- T – to pray for other people
- A – so that we can have some time to spend with God
- X – to have some time to worship with God
- M – to be calm and to take a second to think about other people
- J – to reflect
- G – when Jesus went into the wilderness to pray and was tempted by Satan for forty days and the angels took care of him.
- R – to forgive and to thank

What did you enjoy about this Collective Worship?

- C – to have our parents there and to have time with God
- O – I enjoyed getting the names because it's good to pray for different people and not the ones you pray for in everyday life
- C – I enjoyed having moments just to talk to God in our busy day
- A – I enjoyed it when we got to pray for different people instead of our friends
- B – I enjoyed that it was peaceful
- M – I enjoyed it when we had a quiet time because it helped me to focus
- D – I enjoyed that it went quite well
- E – I enjoyed it because it was calm and peaceful and could think about members of my family who have died.
- P – I liked when we prayed holding our hands

What was the message you have taken from the Collective Worship?

- N – to pray for other people and not just pray for people that you usually pray for
- R – it's really important to pray to God because it can calm you down
- E – to help others so that they feel welcome

How could this Collective Worship have been improved?

- A – by giving everyone a chance to speak
- T – sing some more songs
- A – hold hands to pray
- M – it could be in a more prayerful place like the Church
- T – more stuff on the prayer table like more candles

Other:

E – it was fun because we get to pray to God

G – we explored a bit of time with God

A – it's fun because it's something new

M – it's really fun to spend time with family and with God

A – I enjoyed it when we could talk to our parents

I – we can think about old members of our family

N – you can mean your prayers

A – I like that the parents came and when we got the papers to choose someone's name.