



Prayer and Liturgy Policy

Current Leader: Mrs Blackburn

Review Schedule: Annually

Prayer and Liturgy Policy



St Paul and St Timothy's Catholic Infant School

This prayer and liturgy policy has been approved and adopted by the governing body on 26th November 2025 and will be reviewed in November 2026.

Signed by the Chair of Governors: *M Thompson*

Signed by the Headteacher: *J Griffin*

St. Paul and St. Timothy's Catholic Infant School Mission Statement

Love, Learn, Believe, Achieve
in the spirit of Jesus

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

"The mission of schools ... is to develop an understanding of all that is true, good and beautiful."

"An inclusive education finds a place for all."

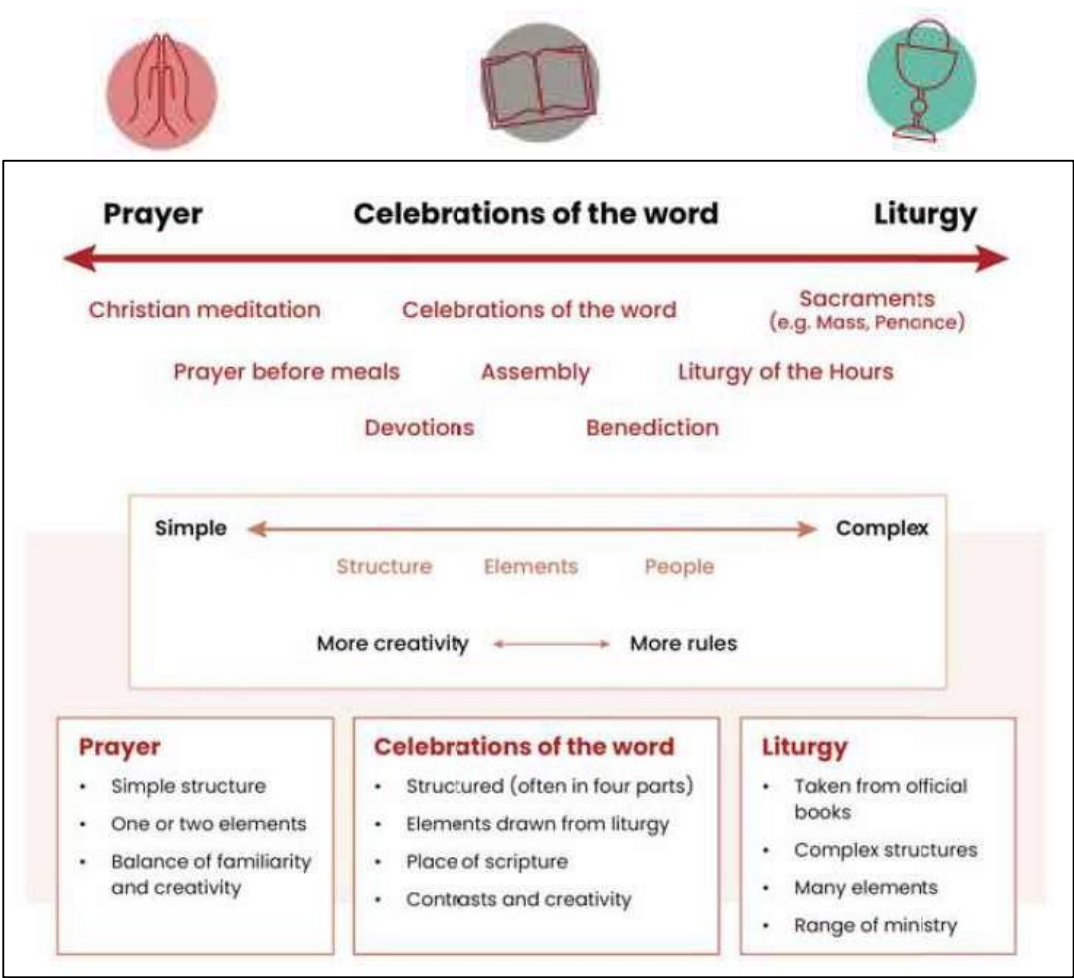
"Educating is an act of love; it is like giving life." (Pope Francis)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where

children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and “live life to the full”.

Introduction: Understanding Prayer and Liturgy (from the Prayer and Liturgy Directory)

In any school there will be a range of prayer and liturgy: classroom prayer, meditation, assemblies, devotions, special services for times in the school year and celebrations of Mass. Each form of prayer and liturgy will have its own character dependent on the circumstances, size and age of the group, the place of celebration and its content.



1. The context of this prayer and liturgy policy

‘The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.’ (Marcus Stock (2012), Christ at the Centre, Catholic Truth Society, 23.)

2. Statement of requirement

The law requires all maintained Catholic schools to provide an act of daily collective worship (prayer and liturgy) for all pupils, including those in the sixth form (Section 70, 1988 Education Act) that is in accordance with the rites, practices, disciplines, and liturgical norms of the Catholic Church (School Standards and Framework Act 1998, schedule 20; 70 Instrument of Government, clause 2).

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.

The Place of Prayer and Liturgy in the Life of St. Paul & St Timothy's Catholic Infant School

Prayer and liturgy is an integral part of school life and central to the Catholic tradition.

Prayer and liturgy takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from other Christian traditions – or none;
- Those from other faith backgrounds

3. Responsibility

(a) Governance

The governors, as guardians of the Catholic school's life and mission, have a responsibility to ensure that:

- prayer and liturgy are central to the Catholic life of the school and therefore are in line with the guidance set out by the Prayer and Liturgy Directory
- there is a named person(s) who is responsible for prayer and liturgy in the school (the Prayer and Liturgy Coordinator)
 - The prayer and liturgy policy is updated regularly and shared with all stakeholders
- there is a budget for prayer and liturgy that reflects its centrality to the life of a Catholic school.

(b) Headteacher

The headteacher, as the spiritual leader of the school as a Catholic community, ensures that:

- prayer and liturgy are central to the Catholic life of the school and therefore are in line with the guidance set out by the Prayer and Liturgy Directory
- they work in partnership with the leader(s) for prayer and liturgy
- those responsible for prayer and liturgy in the school have been appropriate training and formation to ensure that all guidance is followed and adhered to
- there are suitable resources for prayer and liturgy in the school.

(c) Prayer and Liturgy Coordinator

Those responsible for prayer and liturgy ensure that:

- prayer and liturgy are central to the Catholic life of the school and therefore are in line with the guidance set out by the Prayer and Liturgy Directory
- there is an Annual Plan of Provision for prayer and liturgy across the school year which identifies liturgical seasons and key celebrations, as well as opportunities for the celebration of the Sacraments
- there is daily planned prayer for all pupils, appropriate to age and ability, as outlined in the Prayer and Liturgy Directory
- pupils are supported in their liturgical formation to take an active role in the planning, preparation, and delivery of prayer and liturgy according to their age and capacity, and in a manner, which facilitates their progressive participation
- resources to support the planning of prayer and liturgy are appropriate and readily available to staff and pupils
 - induction on prayer and liturgy takes place for new members of staff as required
 - staff have access to effective training and formation opportunities
- monitoring and evaluation of prayer and liturgy take place regularly and feed back into planning for future liturgies
- monitoring of prayer and liturgy is reported to the headteacher and governing body to support whole-school development and the Catholic life of the school
 - there is collaboration with local clergy and parishes
- liaison with the Diocesan Advisory Service and others is maintained to ensure they keep updated with best practice.

4. Overview of prayer and liturgy provision

Prayer and liturgy are central to the faith life of our school and provide regular opportunities for children to develop their relationship with God, both individually and as part of the school community.

In our Infant school, prayer and liturgy take place regularly throughout the week, providing a rhythm of worship that reflects the Church's liturgical year and supports the spiritual growth of all pupils.

Class-Based Prayer and Liturgy:

Each class will hold prayer and liturgy sessions **three times per week**, at times determined by the class teacher within their own timetable. These sessions may include collective prayer, reflection on Scripture, or class-based liturgical celebrations appropriate to the children's age and understanding.

- **Year Group Assembly:**

Once a week, each year group will gather for a **collective prayer and liturgy assembly** led by staff and pupils. This time allows children to come together in shared worship and to deepen their sense of belonging to the wider school community.

Whole School -Sing and Praise Assembly

- Once a week the whole school will gather together to sing and pray. This will be led by the Headteacher or Deputy Head teacher.

- **Liturgical Celebrations Across the Year:**

Throughout the liturgical year, the school community will celebrate special occasions in line with the Church's calendar, including:

- A **Harvest/Thanksgiving Celebration** in October.
- Advent/ Christmas
- The **distribution of Ashes during Lent**, provides an opportunity for reflection and preparation for Easter.
- Class assemblies during Lent.

1. 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.

2. 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.

3. 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.

4. Planning, content and celebration

Prayer and Liturgy is planned following a structure with reference to the Church's seasons, RE Curriculum, feast days and significant dates e.g. CAFOD Family Fast Days.

Parish community and parents/carers are invited to participate in some celebrations

A variety of prayer styles will be used appropriate to the age of the children and the occasion

An overview of prayer and liturgy across the week/term.

5. Monitoring and Evaluation

Monitoring and Evaluation of the quality and impact of prayer and liturgy will take place regularly, and at least annually, involving 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.

6. The Learning Environment

Symbols and icons of the Catholic faith when displayed in school and throughout the premises will help the school community and visitors to experience the uniqueness and sacredness of our learning environment.

Focal points in each classroom and throughout the school will reflect the liturgical season and will reference RE topics. In this way they will be an outward sign of the school's ethos.

7. Review

The policy will be reviewed by the Prayer and Liturgy Coordinator and will be evaluated and reviewed by the whole staff and governors every two years as part of the regular cycle of policy review .

Appendix 1

1. Prayer & Liturgy Monitoring Guidance

Date and Time:

Observer:

Present: Whole school / Key Stage / Class:

Leader:

Theme of Act of Worship:

Setting the Atmosphere and Preparing for Worship:

- Staff and pupils confidently plan and lead well-constructed prayer and liturgy. They are adept at helping pupils to faithfully plan and prepare.
 - Pupils work collaboratively with others, such as teachers, other pupils and chaplains to prepare creative and well-constructed experiences of prayer and liturgy. Pupils have a developed capacity for evaluating the quality of the prayer and liturgy they have used their evaluation to prepare, improve and plan.
 - Families are included in the prayer life of the school through prayer and liturgy.
 - The parish helps pupils to participate more fully in the liturgy.
 - Imaginative and creative use of the spaces available to: provide prayer spaces within classrooms and elsewhere that are owned by the pupils to ensure that it has access to everything necessary for the worthy celebration of Mass, or worship.
 - The prayer space is used appropriately, well-cared for and conducive to prayer.
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- Is there a plan available with content to meet the needs of all present?
 - Is there an appropriate focus?
 - Are the resources used suitable?
 - Are ICT / Music etc. prepared and ready?
 - Do all the readers/leaders have all they need? Have support staff been briefed?
 - Have invitations been sent to members of the community (if appropriate)?
 - Is the accommodation suitable and ready?
 - Focus table, lighting, can children see the focus, bible etc...speak to staff, place CW sign on door

Gathering:

- How do participants gather – is there a sense of order and respect?
- Is there a procession/movement to another area?
- How is a prayerful atmosphere created?
- Is there an invitation to participate?
- Does everyone feel welcome?
- Is the purpose of the act of worship clear and the focus explained?
- Use a space to sit all children – gathering around one table standing at first etc or maybe move to a more suitable space in school.
- If not create a sacred space on each table – use small battery lights, holding cross to share – make the space ready for prayer – music can signify the change from curriculum to prayer
- Welcome the children/adults. Sing Gather Together... Welcome everybody. In the name of the Father, and of the Son and of the Holy Spirit, Amen.
- Share the contents, cloth, cross, holding cross and bible – say explain what each of them is
- Light the Candle and say ... we light this candle to show that God brought light into the world. Or Jesus is the Light of the World.

Responding:

- The response is creative, it has been nurtured and practised so that all are fully immersed in the prayer and liturgy response to Scripture.
 - A wide range of high-quality music and other art forms are, when appropriate, integrated into prayer and liturgy in a way that significantly enhances these experiences for participants and reflects the riches of the Church.
 - Pupils are deeply engaged and are led to full, active and conscious participation. Pupils demonstrate this by, for example, the quality of prayerful silence, their attentiveness and response to prayer and liturgy, and their engagement in communal singing
 - Pupils pray in a wide variety of ways as part of the Catholic tradition. For example, the use of scripture, symbol, silence, meditation, reflection and liturgical music.
 - The shape and meaning of the Church's liturgical year is shared and understood and it is expressed in the prayer life of the school.
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- Is there maximum participation?
 - Is time given for individual silent reflection?
 - Do children pray/respond wholeheartedly?
 - Are adults good role models?
 - Did all adults present participate?
 - Are participants invited to respond in an appropriate manner? (in a variety of ways) Silence time with God, let's pray together, share our own prayer
 - God's closeness to us – looks after us, cares for us, stars in the sky, show how many in our family love us and how much God loves us.
 - All in God's family

Going Forth: (Mission)

- Does Worship conclude appropriately?
- Do participants leave Collective Worship in a suitable, orderly manner?
- How are they enabled to take the message away with them? For example,...Stars for each – hold and share with families. Look at the stars and remember everyone who loves you. Remember God loves you. We are part of God's family
- Are there links to Catholic Social Teaching?

Evaluation/ Pupil Voice & Ideas for questions

- Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language.
- Pupils readily reflect on their experience of prayer and liturgy with confidence and in detail. They can articulate clearly the ways in which these experiences have shaped how they think about themselves and the world and how this has inspired them to action.
- Was it a positive, enriching religious experience for all present?
- Has this worship enhanced the spiritual and / or moral development of those present?
- Was the time and content appropriate for the age, ability and background of the children?
- Did all parts of worship help to develop the Liturgical formation of participants?
- Was it well-organised, led and presented?
- Was there a sense of community, common ethos and shared values?
- Was I as the observer able to pray?

Strengths to Celebrate and action to be taken:

Areas to Develop and action to be taken: (see overall evaluation)

APPENDIX 2

The Role of the Coordinator for Prayer and Liturgy

- Formulating a written policy for prayer and liturgy
- Ensuring that there is a development plan for prayer and liturgy included in the school development plan
- Ensuring that prayer and liturgy is appropriate to the age, aptitudes and faith backgrounds of pupils
- Ensuring that prayer and liturgy takes account of the religious and educational needs of all who share in it and is rooted in the principles of the 'Directory for Masses with Children'
- Organising themes for prayer times
- Assisting the governors and headteacher to carry out their legal responsibilities with regard to prayer and liturgy including withdrawal from Collective Worship
- Developing staff confidence and expertise e.g. through modelling different prayer styles

Planning, recording, monitoring and evaluating

- Maintaining and developing effective procedures and documentation
- Observing Acts of Prayer and Liturgy and providing feedback
- Informing the headteacher of standards and developments in prayer and liturgy

Communication

- Communicating to members of the school community the significance and content of prayer and liturgy
- Reporting to and consulting with the governors and headteacher regarding matters of concern and development
- Acting as consultant to colleagues
- Encouraging positive attitudes towards prayer and liturgy
- Informing newly appointed colleagues of school policy regarding prayer and liturgy
- Communicating with parents, governors and the parish community
- Liaison with the school chaplain
- Liaison with the Diocesan Department for Education

Professional development/Ongoing formation

- Leading and organising in-service training and ongoing formation for prayer and liturgy
- Attending appropriate in-service courses, reporting back and leading staff training
- Keeping up to date by personal reading

Resources

- Evaluating existing resources
- Developing the resources available for prayer and liturgy including visual aids, artefacts, drapes, music, visitors, leaders, new and relevant books, posters etc.
- Budgeting efficiently

APPENDIX 3

Annual Prayer and Liturgy Plan



Love, Learn, Believe Achieve- in the spirit of Jesus



Class Prayer and Liturgy Overview

Daily prayers

Common prayers

Other forms of prayer

Celebration of the Word

Mass responses

EYFS

Morning
Grace before meals

End of day

Amen

Sign of the cross

Glory Be

Each week:

1 x Guided individual prayer
✚ Spontaneous prayer
✚ Litany
✚ Prayers of intercession
✚ Reflection on religious music / art

Wednesday : whole school sing
and praise

Each week: 1x Year Group
1x Whole School

1 x teacher-led (with children
learning to
participate as outlined in the
policy)

The Lord be with you.
R: And with your spirit.

Greet the Gospel with “*Alleluia*”

Key Stage 1

Morning
Grace before meals

End of day

All the above, plus...

Our Father

Hail Mary

Gloria

Each week:

1 x Guided individual prayer
✚ Spontaneous prayer
✚ Litany
✚ Prayers of intercession
✚ Reflection on religious music / art
✚ Reflection on Common Prayers
✚ The Examen

Wednesday: whole school sing
and praise

Each week: 1x Year Group
1x Whole School

1 x teacher-led (with children
learning to
participate as outlined in the
policy)

All the above, plus...

Introductory Rites Lord,
have mercy.
R: Lord, have mercy.
Christ, have mercy.
R: Christ, have mercy.
Lord, have mercy.
R: Lord, have mercy.

Sign of Peace
Peace be with you



Whole School Prayer and Liturgy Overview

N.B. Where Holy Days fall on a Sunday, a Celebration of the Word using the scriptures will be held for the whole school.

	Other prayer opportunities	Services / Celebrations	Holy Day celebration of the Word	School Masses
September	Mother Teresa Feast Day	New Reception Welcome Celebration		
October	Feast of St Francis of Assisi Rosary	Harvest		International Parish Mass (St Paul's Church)
November	Reflections on saints of the UK	All Saints Day Remembrance Day	Advent Stay and Pray	
December		Reception Carol Service Year 1 Nativity Year 2 Nativity	Advent Stay and Pray	
January	Stations of the Cross	Feast of St Paul (Jan 25 th) Feast of St Timothy (Jan 26 th)	Epiphany Baptism of Jesus	Mass of Thanksgiving
February		Ash Wednesday Service	Candlemas	
March		Mother's Day St. Patrick's Celebration Easter Passion Service	Lenten Stay and Pray Annunciation	
April			Grandparents Celebration of the Word	
May	Rosary	Month of Mary	Ascension	
June		Father's Day	Pentecost	

			Holy Trinity Body & Blood of the Lord	
July		EYFS Moving on Assembly Year 1 Moving on Assembly Year 2 Leavers Celebration		

Appendix 4: Progression of child involvement

Children participate in all areas of collective worship, participating fully in acts of worship. They are also involved in preparation and delivery of collective worship, regularly leading class collective worship, increasing involvement based on their age or stage of development:

Children's Involvement - Step 1

The teacher always models and leads.

Prepare

- Choose suitable artefacts – given from two choices
- Help to set up focus table and notice the liturgical colour

Gather

- Sing a gather Song
- Make the Sign of Cross
- Greet everyone

Listen

- Reverence for the **Word of God in Scripture** should be shown and expected from the earliest years.

Respond

- Be silent and be with God
- Pass an object around and take turns to share
- Say prayers together
- Say who/what they want to pray for
- Model and say traditional prayers e.g. Hail Mary, Our Father.

Evaluate

- What did we hear about today? What will it help us to do?

Reflect quietly

Being still

Children's Involvement - Step 2

The teacher always models and leads.

Prepare

- Choose suitable artefacts – given from three/four choices;
- Share the theme or message and ask children which hymn they could sing from two or three they know.
- Help to set up focus table and notice the liturgical colour

Gather

- Sing a gather Song
- Make the Sign of Cross
- Greet everyone

Listen

- Reverence for the **Word of God in Scripture** should be shown and expected from the earliest years.
- Read from Scripture.

Respond

- Be silent and be with God
- Pass an object around and take turns to share
- Say prayers together
- Say who/what they want to pray for
- Model and say traditional prayers
- Heartfelt responses

Evaluate

- What did we hear about today? What will it help us to do?
- Why did you choose the hymn/song/focus?

Reflect quietly
Being still

Participate in periods
of reflection in
response to a given
stimulus
*Think to myself about
what I have seen or
heard*

Children's Involvement - Step 3

The teacher always models and leads and supports children in preparing and beginning to lead in parts.

Prepare

- Choose suitable artefacts – given from a wider choice
- Share the theme or message and ask children which hymn/song might be suitable
- Give a theme/message – set up a focus table, write prayers for Respond.
- Help choose the liturgical colour
- Help to support ICT equipment*

Gather

- Sing a gather Song
- Make the Sign of Cross
- Greet everyone

Listen

- Read from Scripture.
- Reverence for the **Word of God in Scripture** should be shown and expected from the earliest years.

Respond

- Pass an object around and take turns to share
- Say prayers together
- Say who/what they want to pray for
- Lead a hymn/song
- Heartfelt responses

Evaluate

- What did we hear about today? What will it help us to do?
- Why did you choose the hymn/song/focus?
- How did our focus help us today?

Reflect quietly

Being still

Participate in periods of reflection in response to a given stimulus

Think to myself about what I have seen or heard

Show understanding of the importance of stillness and quiet during times of reflection and prayer

Be still, be quiet, think to myself and say a prayer

Children's Involvement - Step 4

The teacher always models and leads and supports children in preparing and beginning to lead in parts.

Prepare

- Choose suitable artefacts – given from a wider choice
- Share the theme or message and ask children which hymn/song might be suitable
- Give a theme/message – set up a focus table, support children in finding suitable Scripture, write prayers for Respond.
- Help choose the liturgical colour
- Help to support ICT equipment*
- Support planning for larger liturgical gatherings

Gather

- Sing a gather Song
- Make the Sign of Cross
- Greet everyone

Listen

- Read from Scripture.
- Reverence for the **Word of God in Scripture** should be shown and expected from the earliest years.

Respond

- Pass an object around and take turns to share
- Say prayers together
- Say who/what they want to pray for
- Lead a hymn/song
- Heartfelt responses

Evaluate

- What did we hear about today? What will it help us to do?
- Why did you choose the hymn/song/focus?
- How did our focus help us today?

LEADERS OF ...
FAITH IN ACTION
CATHOLIC SOCIAL JUSTICE

✓ Reflect quietly- *Being still*

✓ Participate in periods of reflection in response to a given stimulus - *Think to myself about what I have seen or heard*

✓ Show understanding of the importance of stillness and quiet during times of reflection and prayer - *Be still, be quiet, think to myself and say a prayer*

✓ Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci, stimuli) - *What do we need to do to reflect, think and pray? What helps us reflect, think and pray?*

Appendix 5

St Paul & St Timothy's Liturgical Year Weekly Theme Planner

Term	Week	Liturgical Season / Feast	Weekly Theme
Autumn	1	Ordinary Time	God Made the World (Creation)
Autumn	2	Ordinary Time	Thank You, God
Autumn	3	Ordinary Time	God Loves Everyone
Autumn	4	Ordinary Time	Friends with Jesus
Autumn	5	Ordinary Time	Being Kind Like Jesus
Autumn	6	Ordinary Time	God's Family
Autumn	7	St. Francis (Oct 4)	Caring for God's Creation
Autumn	8	Month of the Rosary (October)	Mary, Mother of Jesus
Autumn	9	Ordinary Time	I Can Pray
Autumn	10	All Saints / All Souls (Nov 1–2)	Saints Are Our Helpers
Autumn	11	Ordinary Time	God's Light Shines in Me
Autumn	12	Christ the King (end of Nov)	Jesus is Our King
Autumn	13	Advent Begins	Waiting for Jesus
Autumn	14	Advent	Hope
Autumn	15	Advent	Peace
Autumn	16	Advent	Joy
Autumn	17	Advent	Love – Getting Ready for Jesus
Spring	1	Christmas / Epiphany	Jesus is Born
Spring	2	Baptism of the Lord	I Am a Child of God
Spring	3	Ordinary Time	Jesus the Teacher
Spring	4	Ordinary Time	Loving Others
Spring	5	Candlemas / Presentation of Jesus	Jesus is the Light
Spring	6	Ordinary Time	Sharing and Caring
Spring	7	Lent Begins (Ash Wednesday)	Jesus Helps Me Change
Spring	8	Lent	Saying Sorry
Spring	9	Lent	Helping Others
Spring	10	Lent	Following Jesus
Spring	11	Lent	Jesus Loves Me
Spring	12	Holy Week	Jesus Died for Us
Summer	1	Easter	Jesus Is Alive!
Summer	2	Easter	New Life
Summer	3	Easter	Peace Be With You
Summer	4	Easter	Jesus is With Us
Summer	5	Ascension	Jesus Goes to Heaven
Summer	6	Pentecost	The Holy Spirit
Summer	7	Trinity Sunday	God is Father, Son & Holy Spirit
Summer	8	Ordinary Time	God Made Me Special
Summer	9	Ordinary Time	Summer and God's Creation
Summer	10	Corpus Christi	Jesus Feeds Us
Summer	11	End of Year	Thank You, Jesus