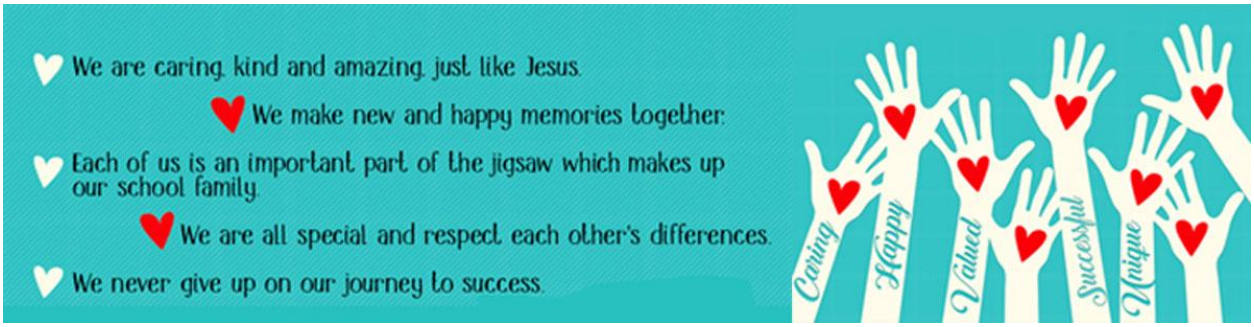
OUR LADY OF MOUNT CARMEL

CATHOLIC PRIMARY SCHOOL

Our Lady of Mount Carmel
Catholic Primary School

Prayer and Liturgy Policy

A community centred in Christ



Policy adopted	September 2026
Review date	September 2028
Headteacher	Mrs Martin
Chair of Governors	Catherine Stephenson
Prayer and Liturgy Lead	Mrs Jane Hayes, RE Lead and Year 2 Teacher

Our Mission

Our Lady of Mount Carmel Catholic Primary School is a community centred in Christ. Teaching is permeated by the Gospel values and the traditions of our Catholic faith.

We seek to promote a happy, stimulating and caring environment in which each person is valued as an individual with unique talents. The curriculum and activities of the school are carefully framed so that each pupil may fulfil his or her potential and know success.

Each will grow in awareness of his or her role within the family, the school and society, and be sustained by a deepening relationship with God.

Our Core Values

- Caring - we are caring, kind and amazing, just like Jesus.
- Happy - we make new and happy memories together.
- Valued - each of us is an important part of the jigsaw that makes up our school family.
- Successful - we never give up on our journey to success.
- Unique - we are all special and respect each other's differences.

1 The Nature of Prayer and Liturgy

Prayer and liturgy in a Catholic school name and celebrate God's presence in our lives. They give glory, honour, praise and thanks to God and are our loving response, in word and action, to God's invitation to relationship through Jesus Christ and in the Holy Spirit.

> **"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."**

At Our Lady of Mount Carmel, prayer and liturgy are inclusive and invitational. Pupils and adults from all faiths and none are welcomed with respect. Participation is supported according to age, capacity and faith background, while the Catholic character and integrity of prayer are maintained.

2 Purpose and Aims

- to give praise, honour and thanks to God;
- to encounter Christ through scripture, sacrament, silence, music, symbol and action;
- to deepen knowledge of the Church's liturgical year, traditions and common prayers;
- to nurture personal prayer, reflection and spiritual development;
- to form pupils progressively as confident, reverent and thoughtful leaders of prayer and liturgy;
- to strengthen belonging between school, family, parish, Trust, diocese and the universal Church;
- to inspire pupils to live the Gospel through service, Catholic Social Teaching and care for creation;
- to ensure pupils with SEND can participate meaningfully through appropriate support and reasonable adjustment.

3 Legal and Ecclesial Framework

The school provides daily prayer and liturgy in accordance with the Catholic character of the school, its governance arrangements and the relevant requirements applying to state-funded schools and Catholic academies. Provision is guided by To love You more dearly: The Prayer and Liturgy Directory for Catholic Schools, Academies and Colleges in England and Wales, approved by the Catholic Bishops' Conference of England and Wales.

Prayer and liturgy are distinct from curriculum Religious Education and do not replace the time allocated to Religious Education. Parents have a legal right to withdraw their child from collective worship. The school will discuss any request sensitively with parents so that its scope is understood and suitable supervision is arranged. Families joining the school are made aware that prayer and liturgy are integral to its Catholic identity and are woven naturally through school life.

4 Responsibility

Governance

- ensure prayer and liturgy remain central to the Catholic life and mission of the school;
- ensure provision is consistent with the Prayer and Liturgy Directory and diocesan guidance;
- ensure there is a named Prayer and Liturgy Lead with suitable time, formation and resources;
- approve and review this policy and receive evaluative reports on quality and impact;
- ensure suitable resourcing reflects the importance of prayer and liturgy.

Headteacher

Mrs Martin, as the leader of the school, ensures that:

- the policy is implemented consistently across the school;
- the Prayer and Liturgy Lead is supported and challenged appropriately;
- staff receive induction, formation and professional development;
- prayer, liturgy, Mass and devotional life are planned, resourced and inclusive;
- monitoring leads to improvement and is reported to governors.

Prayer and Liturgy Lead

Mrs Jane Hayes, RE Lead and Year 2 teacher, is the named Prayer and Liturgy Lead. She:

- maintains the whole-school liturgical calendar and Annual Plan of Provision (APOP);
- coordinates the weekly and annual pattern of prayer, liturgy, Masses, services, devotions and feast days;
- works with Father Elliot, Father John Ryan, parishioners, senior leaders and staff;
- supports progression in pupil leadership from EYFS to Year 6;
- ensures Celebration of the Word boxes, planning sheets and other resources are appropriate and available;
- leads staff induction, formation, coaching and development;
- monitors planning, floor books, prayer areas, participation and impact;
- reports strengths and priorities to Mrs Martin, Mr Shelton and governors;
- maintains links with St Francis Catholic Multi Academy Trust, the Diocese of Hallam and local RE coordinator networks.

All Staff

- model reverence, openness, participation and respect;
- lead prayer and liturgy confidently in accordance with this policy;
- create prayerful environments that reflect the liturgical season;
- teach and revisit the prayers identified in each class prayer booklet;
- support pupils to plan, lead and reflect with increasing independence;
- make appropriate adaptations so all pupils can participate meaningfully.

Pupils

- participate respectfully according to their age and faith background;
- contribute to planning, focal points, scripture, prayer, music, symbolic action and mission;
- develop the skills to lead others progressively;
- reflect on the quality and impact of prayer and liturgy;
- put prayer into action through the school values, service and Catholic Social Teaching.

5 Annual Planning

The whole-school calendar and liturgical calendar are used together. The Annual Plan of Provision identifies the seasons of the Church's year, solemnities, feast days, class-saint celebrations, Our Lady devotions, sacramental links, services, and significant local, national and global events.

The APOP is responsive rather than mechanical. Leaders may adapt plans when events within the school, parish or wider world call the community to prayer. Scripture is normally central, and themes are chosen so that pupils encounter the breadth of Catholic prayer and liturgical tradition.

6 Daily and Weekly Provision

Every class prays three times each day: at the beginning of the day, around lunchtime and at the end of the school day. Prayer includes traditional prayer, spontaneous prayer, scripture, silence, music, reflection and age-appropriate responses.

Day	Whole-school or key-stage provision	Class and pupil leadership
Monday	Whole-school Celebration of the Word based on the Sunday Gospel.	Class prayer and reflection support pupils to carry the Gospel into the week.
Tuesday	Pupil-led Celebration of the Word across the school.	KS2 pupils plan and lead in their own classes. On the following Tuesday, according to a rota, they take their Celebration of the Word box and plan to a KS1 class and model the liturgy.
Wednesday	Singing Praise assembly supported by the Praise and Worship Team. Alternate week Key-stage One assembly focused on Catholic Social Teaching.	Pupils learn and rehearse a shared repertoire for Mass, services and Celebration of the Word.
Thursday	Key-stage Two assembly focuses on Catholic Social Teaching. Two classes attend Mass at Our Lady of Mount Carmel Church. Rosary Club is led by Mrs Hayes and the Catholic Life Team.	Prayer connects faith with social action, parish participation and Marian devotion.
Friday	Celebration assembly recognises pupils who have lived the school values.	The community gives thanks, celebrates gifts and reflects on how the Gospel has been lived.

Mass and the Sacramental Life

Father John Ryan, the Trust priest, celebrates Mass in school twice each term. One or two classes attend parish Mass at Our Lady of Mount Carmel Church each Thursday. Father Elliot is the parish priest. Pupils are prepared so that they understand the parts of the Mass and participate through prayer, response, music and suitable ministries.

The school supports families with sacramental preparation and welcomes families to use the school hall for the annual First Holy Communion celebration.

7 The Liturgical Year and School Celebrations

The APOP ensures that pupils experience the rhythm, colour, scripture and prayer of the Church's year. Regular celebrations include:

- Harvest and thanksgiving;
- Remembrance;
- Advent services and Christingle;
- Christmas prayer and celebration;
- Ash Wednesday and Lent;
- Stations of the Cross and Holy Week;
- Easter services and productions;
- Pentecost;
- Rosary and Marian devotion, especially in October and May;
- class-saint feast days;
- First Holy Communion links;
- Leavers' Mass and end-of-year thanksgiving.

The Feast of Our Lady of Mount Carmel

The Feast of Our Lady of Mount Carmel in July is a major celebration of the school's identity, patronage and community. Mass and prayer are central to the day. The celebration also has the joyful character of a summer fair, with games, music from a live band, refreshments including ice cream, and opportunities for families, parishioners, staff and pupils to celebrate together. The event helps pupils understand that Catholic identity is expressed through worship, hospitality, joy, belonging and service.

8 Structure of Celebration of the Word

Celebration of the Word is planned through a consistent structure. The elements remain flexible enough to suit the scripture, liturgical season, age and needs of the community.

Stage	Purpose	Possible elements
Gather	Create a prayerful atmosphere and bring the community together.	Welcome, music, procession, sign of the cross, focal point, opening prayer or silence.
Hear the Word	Proclaim scripture reverently and attentively.	Bible reading, Gospel acclamation, psalm, repeated phrase, drama or visual scripture.
Respond	Allow the Word to touch hearts and shape prayer.	Reflection, silence, intercessions, symbolic action, song, art, meditation or shared response.
Go Forth	Connect worship with Christian living.	Mission, promise, practical action, blessing or challenge rooted in the scripture.
Reflect	Evaluate participation, prayerfulness and impact.	Pupil reflection, class discussion, written response, photograph annotation or leader evaluation.

The reflection stage normally takes place after the formal act of prayer. It helps pupils become thoughtful leaders and enables staff and leaders to improve future provision.

9 Pupil Leadership and Progression

Pupil leadership begins in EYFS and develops progressively. Leadership is authentic: pupils make meaningful, age-appropriate decisions rather than completing token tasks. Teachers retain responsibility for theological and liturgical accuracy and provide the support required by each pupil.

Phase	Progressive expectations
EYFS	Notice and name elements of the prayer focus; choose people or situations to pray for; place an artefact with adult guidance; join simple responses, song, gesture and silence.
Year 1	Recognise the crucifix, candle, Bible and liturgical cloth; help prepare the focal point; complete or compose a simple prayer; explain a simple choice with support.
Year 2	Choose from a focused set of suitable resources; help set the focal point; write or say simple prayers of praise, thanks, sorrow and intercession; read a short prepared text with support.
Year 3	Begin to plan and lead a simple class Celebration of the Word with appropriate teacher support; select suitable artefacts, scripture, prayer and music; use a creative response and clear mission.
Year 4	Plan and lead a simple class Celebration of the Word, select suitable artefacts, scripture, prayer and music; use a creative response and clear mission.
Year 5	Plan and lead a coherent class Celebration of the Word with increasing independence; adapt delivery for a KS1 audience; make purposeful liturgical choices and lead reflection afterwards.
Year 6	Plan, lead and evaluate with confidence and reverence; use correct liturgical vocabulary; connect scripture to life; model age-appropriate Celebration of the Word to KS1 pupils and mentor younger leaders.

KS2 Modelling to KS1

KS2 classes plan and lead pupil-led Celebration of the Word in their own classrooms. On the following Tuesday, a rota identifies the KS1 class they will visit. Pupils take their completed plan and Celebration of the Word box, including the selected cloths and artefacts, and model the liturgy to younger pupils. KS1 pupils participate actively and gradually assume roles such as preparing the focus, responding, praying and choosing artefacts.

10 Prayer Environment and Resources

- Every classroom and shared space has a crucifix.
- Every classroom has a cared-for prayer area that reflects the liturgical season and current learning.
- KS2 Class Celebration of the Word boxes contain a Bible, crucifix, candle or suitable electric candle, liturgical cloths, prayer resources, planning sheets and appropriate artefacts.
- The prayer garden provides a space for prayer, stillness, reflection and encounter with God's creation.
- Displays include scripture, pupil prayer, liturgical themes and evidence of pupil response.
- Each class has its own prayer booklet setting out the progression of traditional prayers to learn during the year.
- Resources are reviewed for theological accuracy, dignity, safety, accessibility and suitability for age and need.

11 Recording and Evidence

Religious Education learning is recorded in each pupil's individual RE book. Celebration of the Word is planned on school planning sheets and recorded in large A3 Celebration of the Word floor books. Floor books may include:

- completed or annotated planning sheets;
- photographs of focal points, pupil leadership and response;
- pupil prayers, scripture selections and missions;
- pupil reflections and evaluations;
- adult observations or quotations where these add meaningful evidence;
- examples of how prayer led to action or service.

Class displays also reflect current prayer and liturgy. Recording supports memory, pupil reflection and evaluation; it must never interrupt the prayerful character of worship or reduce it to a performance for evidence.

12 Inclusion and SEND

Every pupil is entitled to meaningful participation. Adaptation is planned with dignity and without changing the Catholic integrity of prayer and liturgy. Depending on individual need, support may include:

- preferred seating and predictable routines;
- visual timetables, Now and Next boards and Widgit symbols;
- Makaton, modelling, accessible language and visual scripture;
- sensory breaks, safe spaces and reduced sensory load;
- accessible scripts, repeated responses and additional processing time;
- carrying artefacts, preparing the focal point, choosing prayer or music and alternative ways to respond;
- support from a familiar adult and prior preparation for Mass or unfamiliar celebrations.

Pupils with SEND participate in pupil leadership groups and ministries when appropriate. Individual adjustments are discussed with the pupil, family, SENCO and relevant staff when more specific planning is required.

13 Music in Prayer and Liturgy

Music supports participation, scripture, reflection and the liturgical action; it is not included merely as entertainment. Wednesday singing assembly develops a shared repertoire of hymns, psalms, acclamations and responses appropriate to pupils' age and the Church's year. The Praise and Worship Team supports singing assembly and leads music during Mass and other liturgical celebrations.

14 Parents Parish and Wider Community

Parents are welcomed to school Masses and offered regular coffee mornings afterwards. They are invited to all events, including Advent, Christingle, Easter, feast-days and other whole-school celebrations. School communications encourage participation in parish life and explain significant liturgical events.

Our Lady of Mount Carmel Church, Father Elliot, Father John Ryan and designated parishioners enrich the school's prayer and liturgical life. Two classes attend parish Mass each Thursday. Parishioners support pupils through regular visits and activities, while the school participates in local, Trust and diocesan opportunities.

15 Training and Formation

All new staff receive induction into the Catholic nature of prayer and liturgy, the APOP, daily expectations, school planning structure, classroom environment, common prayers and pupil leadership. Whole-staff formation takes place at least annually and whenever monitoring or new guidance identifies a need. The Catholic Life Team receives annual formation from Father John Ryan.

16 Monitoring Evaluation and Review

Mrs Hayes leads monitoring alongside Mr. Shelton and Mrs. Martin. Governors receive evaluative information and maintain oversight of the school's Catholic character. Monitoring includes:

- review of the APOP and weekly provision;
- observation of Celebration of the Word, Mass and other liturgies;
- scrutiny of planning sheets and A3 floor books;
- review of prayer areas, resources and displays;
- pupil voice, including feedback from pupil leaders and pupils with SEND;
- staff and parent feedback;
- evaluation of participation, progression, inclusion and impact;
- discussion with clergy, parishioners, Trust and diocesan partners.
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Findings inform coaching, staff formation, resourcing, the Catholic self-evaluation document and school improvement planning. This policy will be reviewed in September 2028 or sooner if Church, diocesan, Trust or statutory guidance changes.

Appendix 1

Celebration of the Word Box Guidance

Every box should contain a dignified core set of resources:

- Bible or lectionary resource appropriate to the age group;
- crucifix;
- safe candle or electric candle;
- liturgical cloths in appropriate colours;
- school planning sheets and prayer resources;
- a small, carefully chosen range of religious artefacts.

Additional items should be selected purposefully and linked to scripture, the liturgical season or the focus of prayer. Possible examples include:

Season or time	Possible resources
September and Harvest	Natural materials, harvest produce images, basket or symbols of thanksgiving.
October and May	Rosary, image or statue of Mary, blue cloth, flowers.
November	Book of remembrance, poppy, names or symbols of those remembered.
Advent	Advent wreath, purple cloth, promise cards, symbols of waiting and hope.
Christmas and Epiphany	Crib figures, star, gifts, white or gold cloth.
Lent	Purple cloth, cross, stones, twigs, seeds, water or symbols of prayer, fasting and charity.
Easter	White or gold cloth, flowers, new life, Easter garden, water and light.
Pentecost	Red cloth, flames, dove, wind and gifts of the Holy Spirit.
Ordinary Time	Green cloth, scripture-linked objects, symbols of growth and discipleship.
July	Our Lady of Mount Carmel image or scapular, class-saint symbols, reflections on achievement and mission.

Pupils are taught to select fewer meaningful items rather than overfill the focal point. Artefacts must be treated reverently and checked for safety and condition.

Appendix 2

Celebration of the Word Planning Sheet



Our Lady of Mount Carmel Catholic Primary School

Our Prayer and Liturgy Planner

Planning a meaningful liturgy together

THEME / FOCUS
What is the main message or theme of our liturgy?

DATE

WHO IS LEADING?
Who will lead each part of the liturgy?

WHAT DO WE WANT PEOPLE TO THINK, FEEL OR DO?
What do we want our listeners to take away from our liturgy?

SCRIPTURE
Which Bible reading or story will we use?
How does it link to our theme?

STRUCTURE OF OUR LITURGY
What will happen in each part?

		WHO IS INVOLVED?
GATHER	How will we gather and welcome our audience?	
WORD	What reading or scripture will we share?	
RESPONSE	What will we do or say in response?	
SENDING FORTH	How will we end our liturgy and send everyone forth?	
SONGS / MUSIC	What songs or music will we use?	

WHAT RESOURCES WILL WE NEED?
List any items or equipment.

HOW DID OUR LITURGY GO?
Let's reflect together!

Did we share God's message clearly?	Were we well prepared and confident?	Did our liturgy engage our audience?	Did we work together as a team?	Did we use our voices and actions well?
☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Comments:	Comments:	Comments:	Comments:	Comments:

OVERALL
How would you rate our liturgy?

What went really well?

What could we improve next time?

Thank you, God, for helping us to plan and share this liturgy.

Appendix 3 - Class Prayer Booklets

Each class has an individual prayer booklet containing the prayers, responses and liturgical actions pupils learn during that year. The progression is cumulative: prayers introduced previously should continue to be practised, understood and used naturally in subsequent year groups.

Year group	New prayers and responses introduced	Continuing expectations
• Reception	• Morning Prayer; Grace Before Meals; Evening Prayer	• Make the Sign of the Cross with support; join simple spoken responses, singing, gesture and silence.
• Year 1	• Hail Mary; Lord Have Mercy; Glory Be	• Continue the three daily prayers introduced in Reception; begin to recite familiar prayers with increasing confidence.
• Year 2	• Eternal Rest; Our Father	• Recall earlier prayers; recognise that prayers may express praise, thanksgiving, sorrow and intercession.
• Year 3	• Act of Contrition; Guardian Angel Prayer; Prayer of St Richard of Chichester; Sign of Peace	• Learn appropriate liturgical actions, including genuflecting and making the Sign of the Cross before the Gospel; participate confidently in parish and school Mass.
• Year 4	• Apostles' Creed; Come Holy Spirit; Confiteor; conclusion to the Lord's Prayer used during Mass	• Use the correct Mass responses and liturgical vocabulary; understand when and why the prayers are used.
• Year 5	• Gloria; Holy Holy Holy; Lamb of God	• Participate confidently in spoken and sung Mass responses; select suitable traditional prayers when planning Celebration of the Word.
• Year 6	• Acts of Faith Hope and Love; Magnificat	• Draw confidently on the full accumulated repertoire; independently select prayers appropriate to the liturgical season, scripture and purpose of a Celebration of the Word.