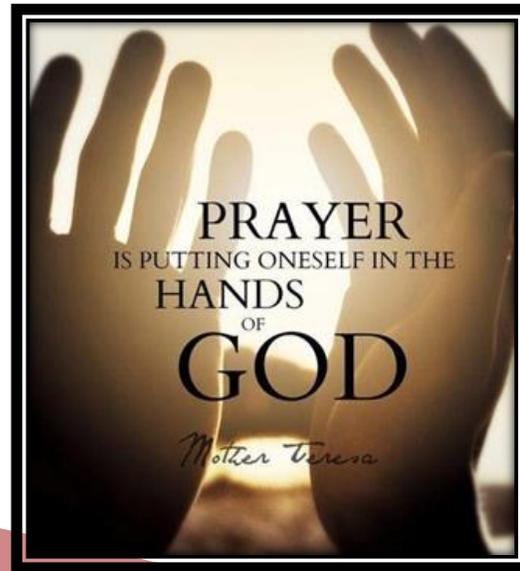


# Welcome.

Please get a tea / coffee.

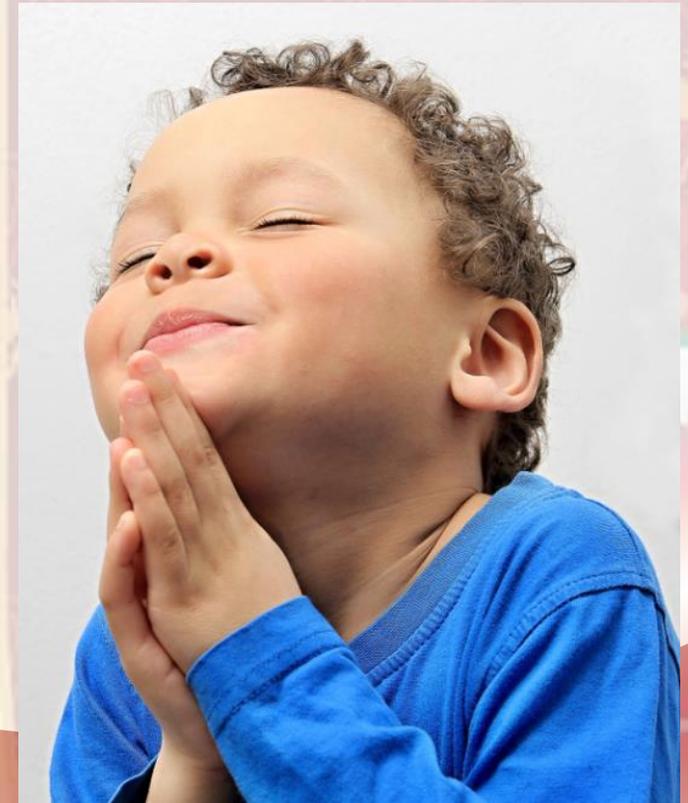
Visit the Christian Resources stall.

Take some time to look at the quotes and images on the table about prayer.  
Which quote or image speaks to you?



# Aims:

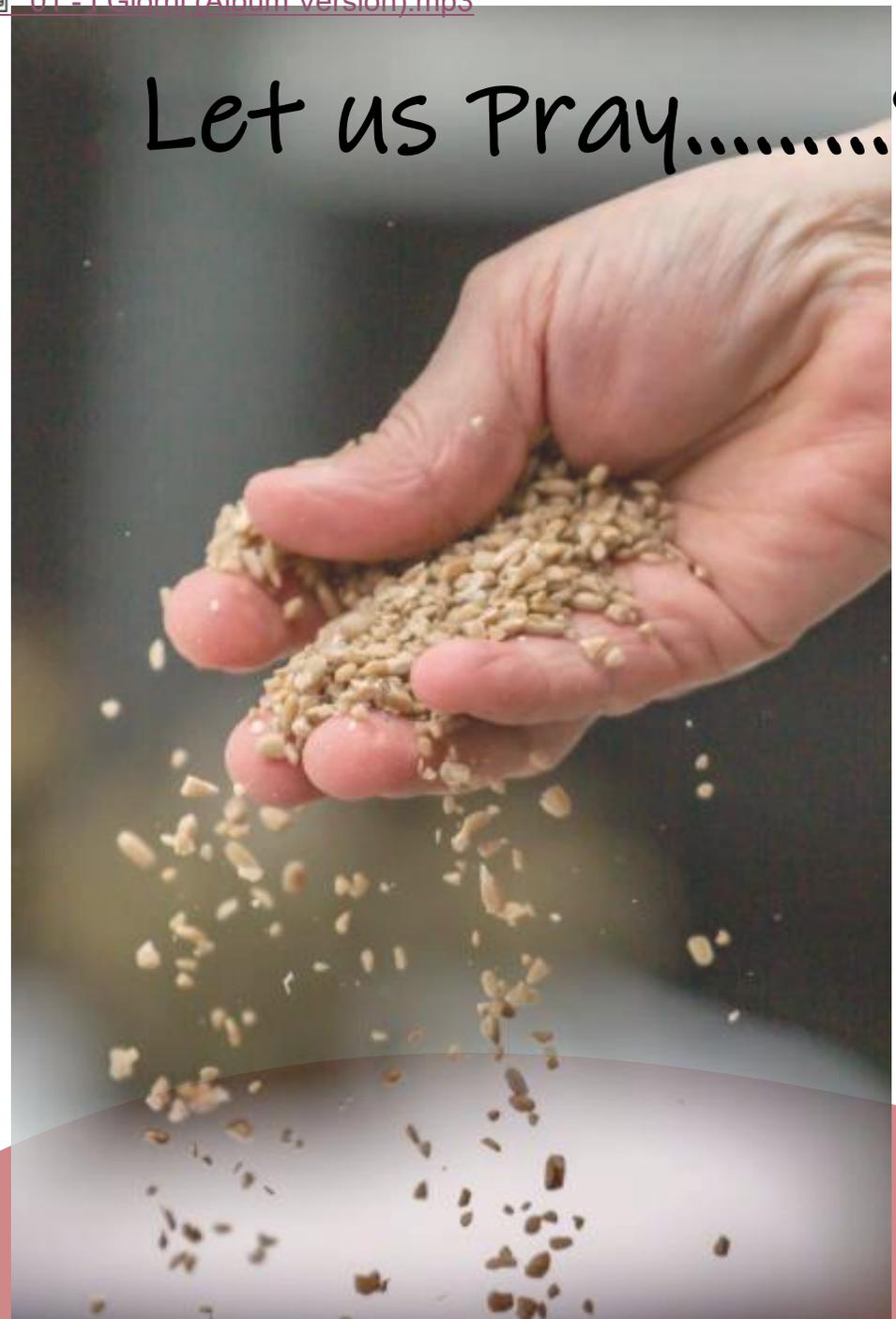
- ✓ Considering the centrality of prayer, Celebration of the Word and Liturgy in our schools
- ✓ Practical ideas and resources to take back to deliver in own school.
- ✓ Exploring and developing our understanding of the Prayer and Liturgy Directory.



# Let us Pray.....Seeds of Peace and Hope



Isaiah 32:14-18



# The Day....

9.30- Welcome and Opening Prayer  
**Session on prayer**

11.15 – 11.35 Break.

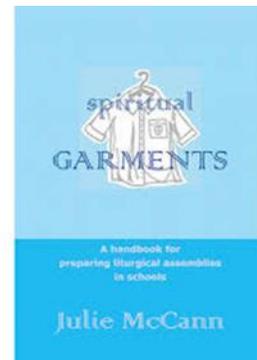
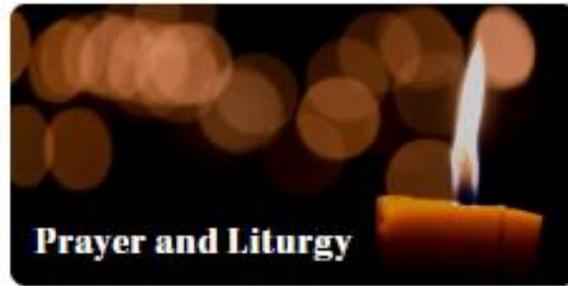
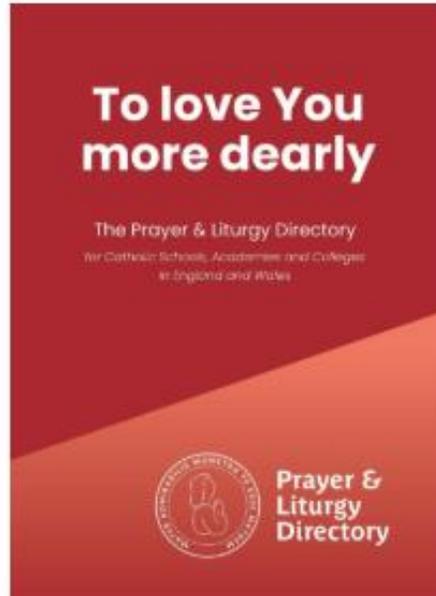
**Celebration of the Word**

12.45 – 1.30 Lunch

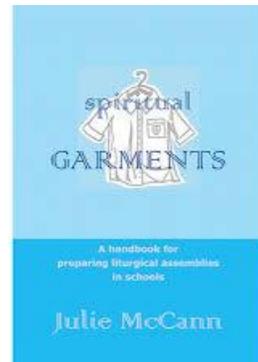
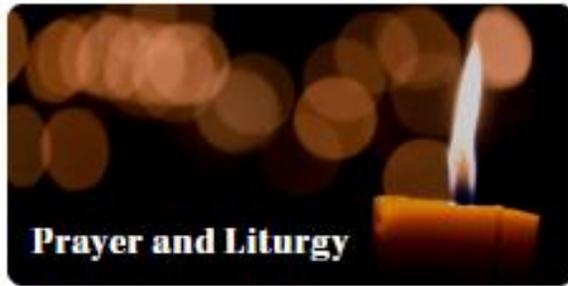
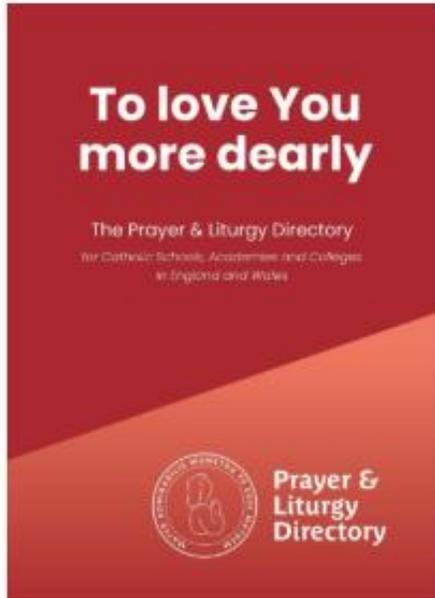
**Engagement, Participation, Ministry  
Evaluation and Leadership**

3pm Finish

# The Day....



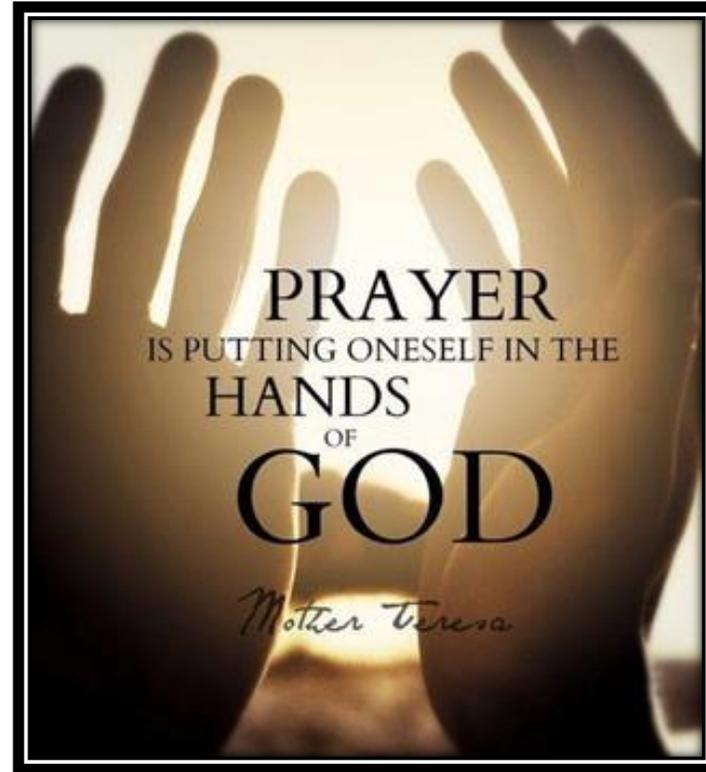
# The Day....



To take back and share with staff and pupils in school...

# Prayer....

Spend a few moments looking at the quotes and images on the table.



Which quote or image speaks to you?

# Catholics and Prayer...

Read... discuss.

What stands out for you?



How to Survive  
being  
**Married**  
to a  
**Catholic**



A frank and honest guide to Catholic attitudes, beliefs and practices

Prayer is

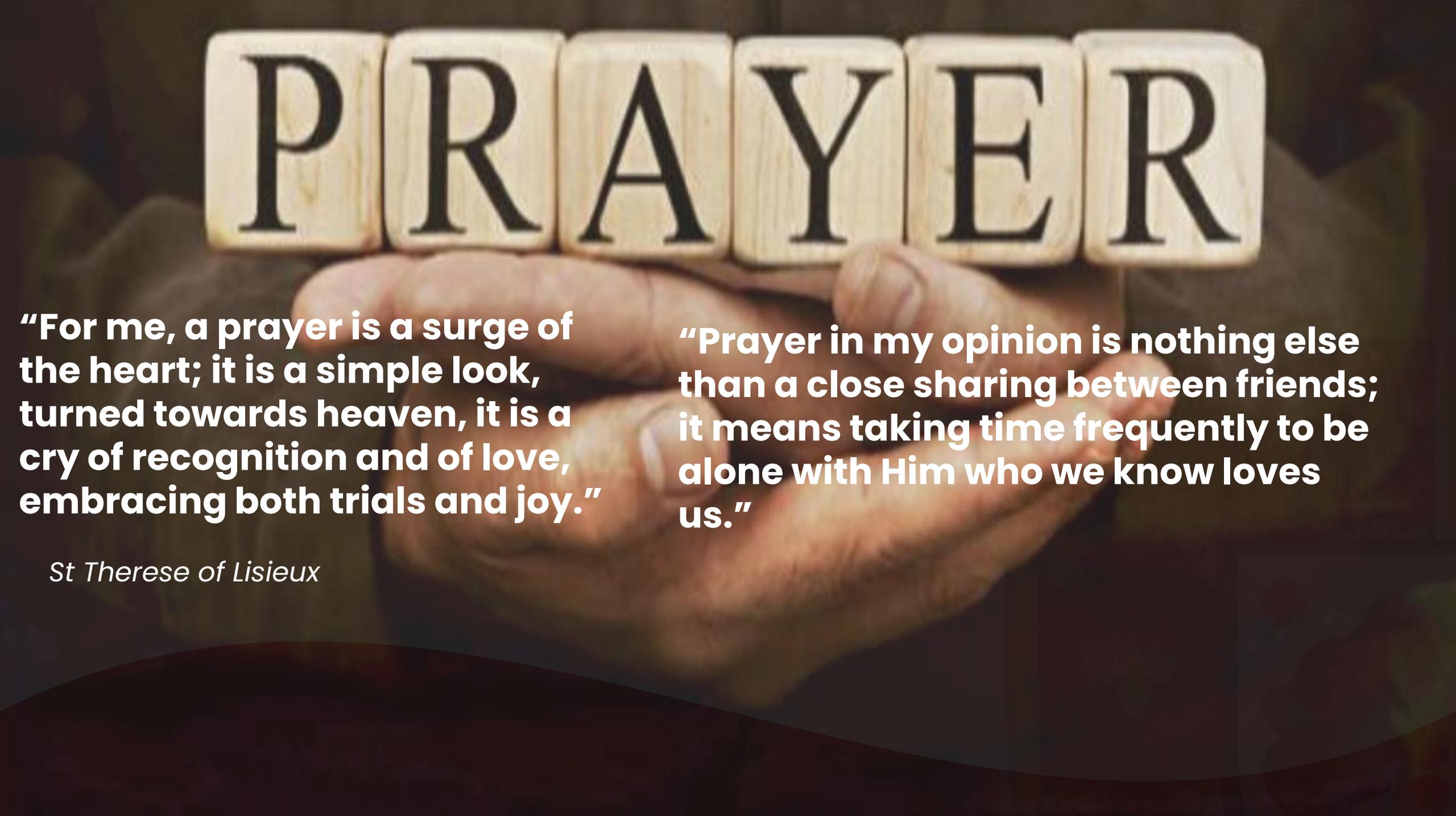
“the raising of the heart and mind to God”

Catechism Catholic Church / PLD 3.2

Prayer is natural, as natural as breathing  
.... but like love itself, we might have  
to work at it .



# PRAYER

A close-up photograph of a hand holding six light-colored wooden blocks, each with a black letter, spelling out the word 'PRAYER'. The background is dark and out of focus.

**“For me, a prayer is a surge of the heart; it is a simple look, turned towards heaven, it is a cry of recognition and of love, embracing both trials and joy.”**

*St Therese of Lisieux*

**“Prayer in my opinion is nothing else than a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us.”**

Why are you teaching in a Catholic school?

What makes your school special?



**Hebrews 13:5–6**

**For he himself said,  
I will never leave you nor forsake you.  
So we may boldly say: 'The LORD is my  
helper; I will not fear...'**



Thoughts about the clip.

Why is prayer important for our school community?



Time and space to meet Jesus  
and **know they are loved.**

Prayer is a relationship – where our true selves meet God.



Our role is to create a safe space where our students can get in touch with what's in their hearts and mind and share them with God as an outward or inner conversation.



Prayer is

“the raising of the heart and mind to God”

Catechism Catholic Church / PLD 3.2

Prayer is whatever in the hearts and minds of our pupils...

*create a safe space where they can be experienced as an inner or shared conversation.*





God is calling us to prayer.

Are we providing time and space for our students to meet God?

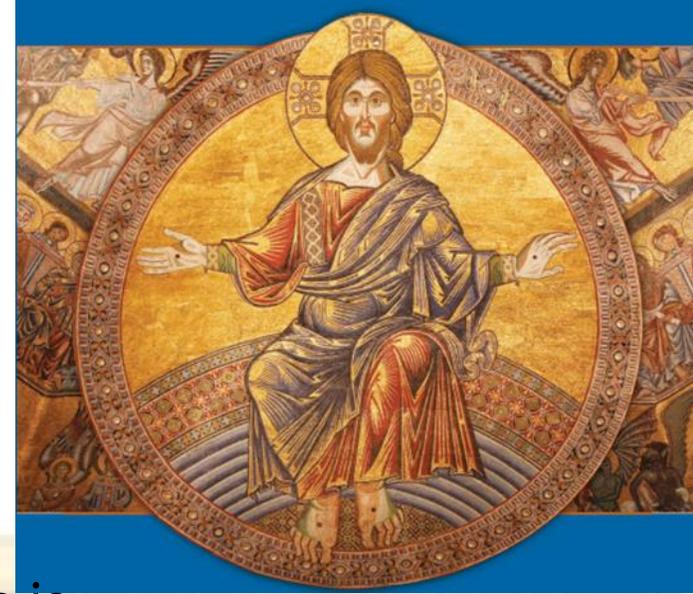
Providing the environment for prayer is a gift....

Teaching staff are highly skilled and incredibly well placed to lead prayer.

**“To ensure that Jesus Christ is at the centre of a Catholic school, prayer and liturgy must be at the heart of its community life.”**

PLD 2.3





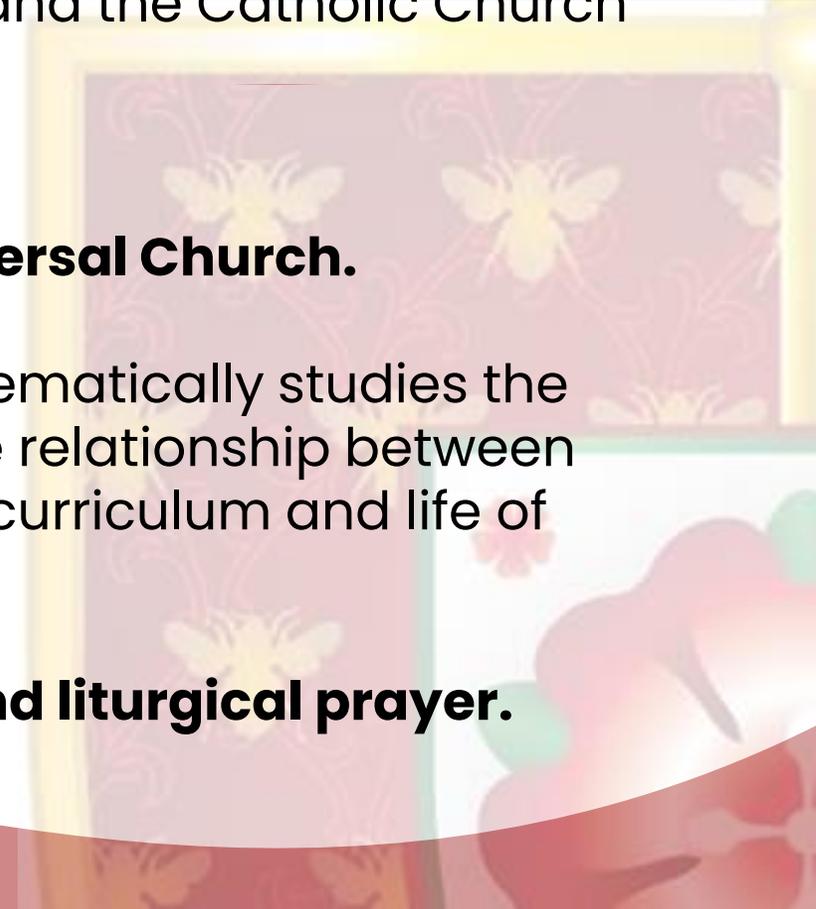
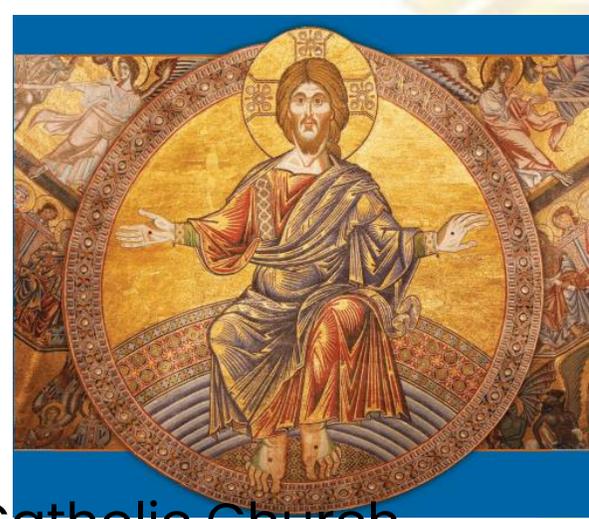
The first key reason why Catholic schools are established, then, is to be part of the Church's mission in education, to place ***Christ and the teaching of the Catholic Church at the centre of people's lives.***

“Education is integral to the mission of the Church to proclaim the Good News. First and foremost, every Catholic educational institution is ***a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.***” ***This evangelising mission is exercised through the diverse interaction of Catholic schools with their local parishes, families, societies and cultures they serve.***

To put ***Christ and the teachings of the Catholic Church at the centre of the educational enterprise is the key purpose of Catholic schools. In a Catholic school, the Church seeks to build the foundation our spiritual development,*** our learning and teaching, the formation of culture and our society in Christ.

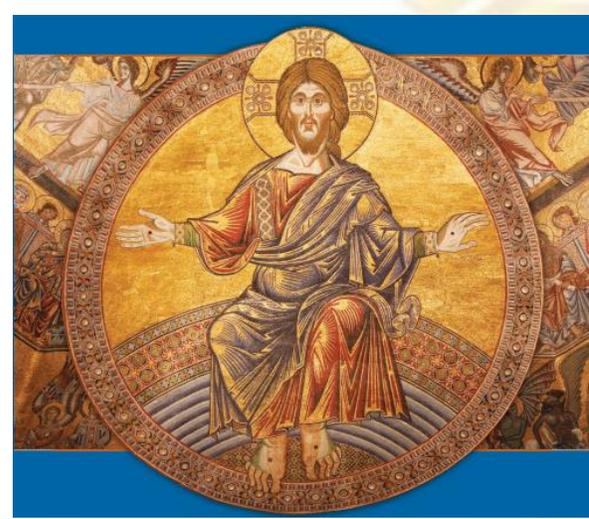
# Catholic Schools are distinctive when they:

- **Manifest a Catholic ethos which is evident and open to experience by all who enter the school.**
- Promote Gospel values and the teachings of the Catholic Church as an integral part of their mission.
- Follow policies that reflect and embody the teaching of Christ and the Catholic Church
- **Model leadership inspired by the image and life of Christ.**
- **Form an integral part of the communion of the local and universal Church.**
- Provide a religious education which comprehensively and systematically studies the Catechism of the Catholic Church, the lives of the Saints and the relationship between faith and life – all of which is integrated into every aspect of the curriculum and life of the school, and adapted to the age and ability of the pupils.
- **Express the life of faith in acts of religion, through personal and liturgical prayer.**



# Catholic Schools are distinctive when they:

- Foster conduct and behaviour governed, ordered and guided by the seven cardinal virtues and rooted in Gospel values.
- Model Gospel values which unite society by promoting a citizenship rooted in a commitment to social justice and the common good.
- **Attend to the spiritual needs of children and young people as a constant priority.**
- **Care for the pastoral and special needs of children and young people in accordance with Gospel values and the teaching of the Catholic Church.**
- **Engender a culture of vocation.**
- Uphold the dignity of the human person through the maintenance and care of school buildings and, through **external and internal symbols and displays, manifest the centrality of Christ and the Catholic faith.**



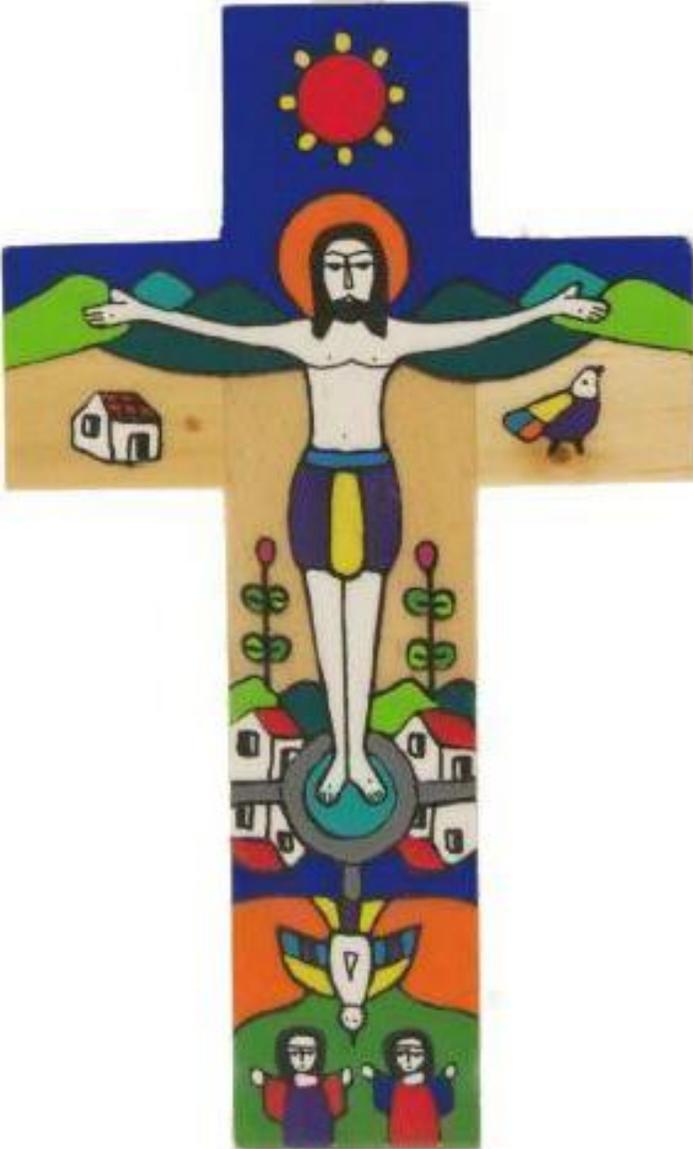
The local circumstances of each school will influence the manner in which prayer, celebration of the word and liturgy is shaped in a school.

The community of a Catholic school will generally be inclusive of people who are not Catholics or Christians. This context provides Catholic schools with a unique opportunity to present, in an authentic way, our tradition of Catholic prayer and liturgy, while at the same time providing a welcoming environment for all pupils and staff. In order to respond to this most fruitfully, we are called to understand the tradition of the catholic faith and maintain an approach that responds to the integrity of all members of the school community.

Section 2.3 – p.6



The Parable of the Mustard Seed



Our schools need:

Fidelity to the tradition that gives the school its mission – authentically Catholic.

Responsive to the needs of all members of that school community – being open to all.

*Pope Francis made clear in his guidance on dialogue, that openness is more authentic when it rises out of a community that is secure in its own identity. Those whose arms can extend the widest in welcome are those whose feet are most firmly planted on solid ground. The arms of welcome in a Catholic school are the extended arms of the cross of Jesus Christ.*

# Prayer....

Why do people pray?

Why do we have prayer and liturgy in our schools?

What opportunities are there for prayer and liturgy in your school?





What is the connection with prayer, Celebration of the Word and Liturgy in our schools through these images?



What is the connection with prayer, Celebration of the Word and Liturgy in our schools through these images?



Jo Boyce – CJM. We don't teach a skill by talking children through it – we work together, we demonstrate, model.

Spiritual Garments by Julie McCann

*"As in the story to the Royal ballet – it is important to prepare children For any experience they are about to take part in..."* pg 27



Christian meditation

Celebrations of the word

Sacraments  
(e.g. Mass, Penance)

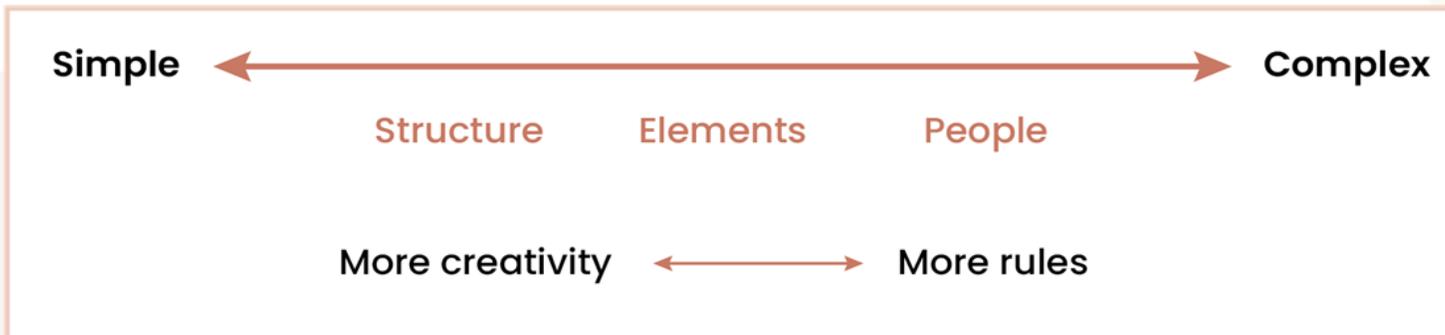
Prayer before meals

Assembly

Liturgy of the Hours

Devotions

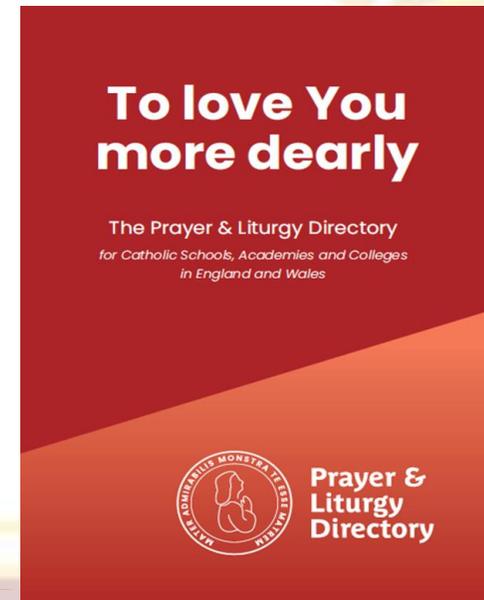
Benediction



- Prayer**
- Simple structure
  - One or two elements
  - Balance of familiarity and creativity

- Celebrations of the word**
- Structured (often in four parts)
  - Elements drawn from liturgy
  - Place of scripture
  - Contrasts and creativity

- Liturgy**
- Taken from official books
  - Complex structures
  - Many elements
  - Range of ministry





Christian meditation

Celebrations of the word

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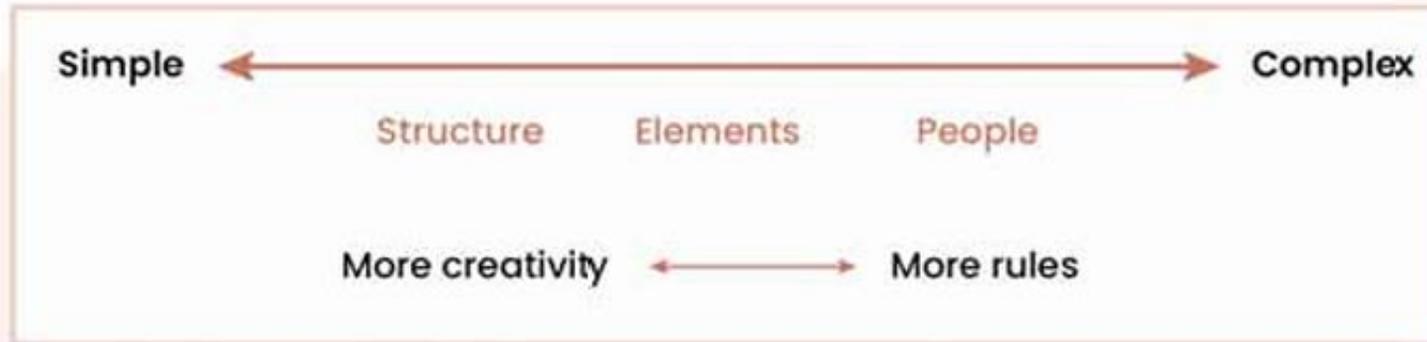
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- Taken from official books
- Complex structures
- Many elements
- Range of ministry

“pupils understand a **variety** of ways of praying that are part of the Catholic tradition. This would include, for example, the use of scripture, symbol, silence, meditation, reflection and liturgical music.”

*CW1.2 Variety & liturgical year*

“appropriately planned prayer and liturgy are always **integral to routine gatherings** of pupils, staff, or leaders”

*CW2.1 Centrality of prayer & liturgy*

**“daily pattern of prayer”**

*CW 2.2 Daily Prayer*

# PLD – Frequency of different models of prayer.

Everyday	Every week	Every term	Every year
Daily prayer – beginning and end, before and after meals.			
Celebrations of the Word			
Mass			
Sacrament of Reconciliation			
Other liturgies and devotions			

# Key elements of prayer and liturgy

## Participation – "full, conscious, and active".

- **'fully'** means that everyone is involved and that the whole person is engaged through body, mind, and spirit;
- **'consciously'** means we have an understanding of what is happening and that the prayer is appropriate for people's age and development.
- **'actively'** means an openness to God, so ... our meeting with Christ can change us and have a direct impact on the way we live our lives.

**Participation might be seen externally but will also be internal**

Prayer has been traditionally described as **'lifting up of the hearts and minds to God'**, which means it involves our whole person – our head as well as our heart...This definition expresses a fundamental understanding that God is concerned and interested about what goes on in our lives; is due our expression of thanksgiving and gratitude; and responds to us when we express our needs.

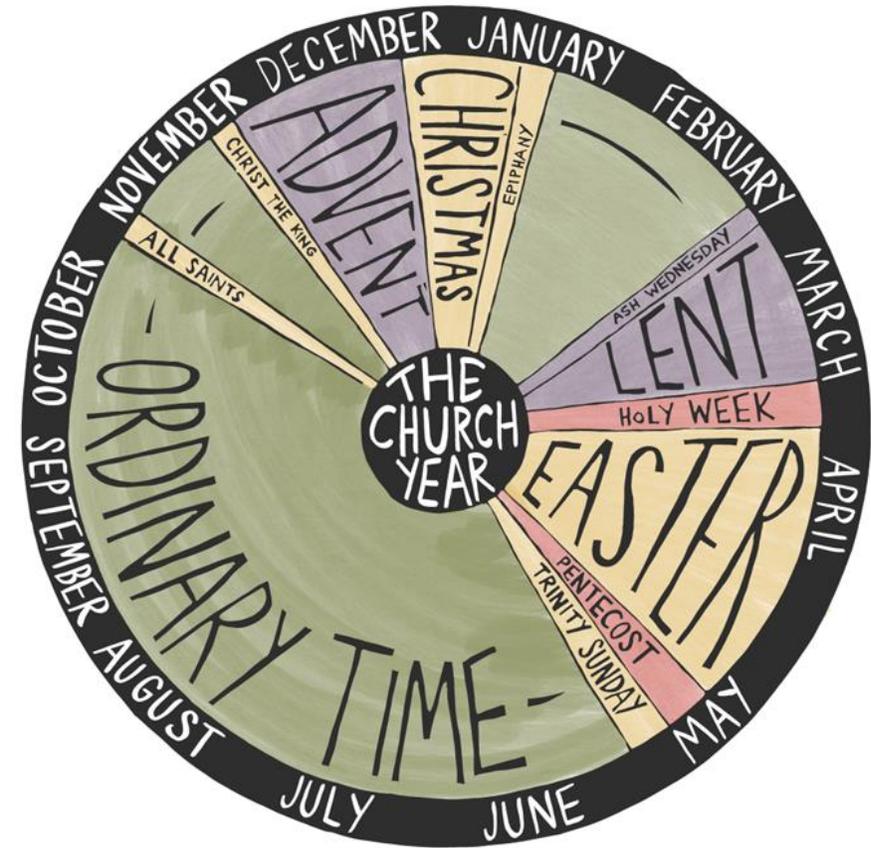
PLD , pg 7

# Why follow the Liturgical Year?

The liturgical year is centred on Jesus. The seasons of the Church guide our prayer, Celebration of the Word and Liturgy.

Our prayers, Celebration of the Word and Liturgy forms our image of Jesus. We shouldn't celebrate what we like when we like as we might end up creating the kind of God we want. Instead, We should be guided by the Gospel and liturgy of the Church.

Jesus is present in the continuous liturgy of the Church. By following the liturgical year, proclaiming the Gospels of the season we are meeting Jesus, responding to the that message and taking that out into the world. *J McCann SG pg 23*



# Times of prayer in the school day. pg 45 PLD

In the school day there are opportunities for short times of prayer. These often mark the time of day and the rhythm of the school timetable

## **Beginning and end of the day:**

To begin and end each school day in prayer helps to put the whole day into perspective. There are three basic models of prayer. Each usually begins and ends with the sign of the cross and includes a pause for silence. Always consider the current liturgical season and how it might affect the prayer. The three basic models are

1. A single prayer, suitable for the time of day (such as the Morning Offering /End of day prayer), or one which may reflect a saint or the liturgical season (Season of Creation, Family Fast....)
- A simple structured pattern of prayer, with perhaps a short reading or psalm verse, prayer for others and a concluding prayer.
  - A time of prayer which has some more spontaneous elements, such as improvised prayers or intercessions.

# Times of prayer in the school day. pg 45 PLD

**Grace before and after meals.** This is a good Catholic tradition thanking God for the food provided and remembering those in need. There are many resources available.

**Classroom prayer.** Where there is a prayer focus within the classroom or other space, this may provide an aid to prayer. These may be formal times of prayer, or pupils could be encouraged to use the space as the focus of their personal prayer.

## Forms of prayer and devotion

The Church has a long and varied tradition of devotions to Our Lord Jesus Christ, the Blessed Virgin Mary, and the Saints.

These can include:

- Advent wreath
- Christmas crib
- Epiphany chalking of the doors
- Stations of the Cross
- Easter garden
- Stations of the Resurrection
- May processions in honour of Our Lady
- Rosary
- Corpus Christi procession
- Statues and icons
- Pilgrimage
- Prayer trail

# Communal Prayer. Pg46 PLD

Care will need to be taken prayers are introduced gradually according to each Key Stage, with sensitivity to the age, personal development, and capacity of the pupils in the school. Even where prayers are known by heart, there will be circumstances, such as in the celebration of the Sacrament of Penance and Reconciliation, where assistance might be necessary

## 9.5 Common prayers

This list is introduced in section 7.10 ('Common prayers').

Age phase	5–7 (KS1)	7–9 (Lower KS2)	9–11 (Upper KS2)	11–14 (KS3)
Prayers	<ul style="list-style-type: none"><li>• The Sign of the Cross</li><li>• The Lord's Prayer</li><li>• Hail Mary</li><li>• Glory be</li><li>• Grace before meals</li><li>• Grace after meals</li></ul>	<ul style="list-style-type: none"><li>• The Apostles' Creed</li><li>• An Act of Contrition</li><li>• Angel of God</li><li>• Come, Holy Spirit</li><li>• The Prayer of St Richard of Chichester</li></ul>	<ul style="list-style-type: none"><li>• Morning Offering</li><li>• The Rosary</li><li>• The Magnificat</li><li>• Act of Faith</li><li>• Act of Hope</li><li>• Act of Love</li></ul>	<ul style="list-style-type: none"><li>• The Benedictus</li><li>• The Angelus</li><li>• Hail Holy Queen</li><li>• The Memorare</li><li>• Jesus, Mary and Joseph, I give you</li><li>• Eternal Rest</li></ul>

Do our pupils need to know all these prayers? Will they be asked about the prayers in inspection?

## Communal Prayer. Pg46 PLD

The prayers and responses of the Mass should be familiar to Catholic pupils. However, in the celebration of the liturgy, we hold a corporate memory of the texts.

Prayers we may not be able to remember individually we are able to recite together with confidence. It is important that pupils encounter during their time at school a wide range of prayers. They should have a familiarity with the common texts of the Catholic tradition, but also appreciate that there are many ways of praying and languages of prayer.



## Individual prayer. Pg 46 PLD

The Church teaches the importance of encouraging personal prayer.

Within any liturgy or time of prayer there will be times for personal reflection and prayer, but the school will also facilitate the individual prayer of its pupils.

In facilitating individual prayer, a school may consider:

- **Time:** allowing moments within the school day for individual prayer, formally or informally at break times.
- **Space:** where there is a chapel this may be used for individual prayer. Consider how prayer that takes place in the classroom or another space might be conducive to reflection and silence.
- **Content:** pupils will need guidance about how to pray by themselves, and encouragement to do so. They might use a mixture of familiar prayers, spontaneous prayer, and silence.  
Gradually develop the practice of silent prayer with pupils.

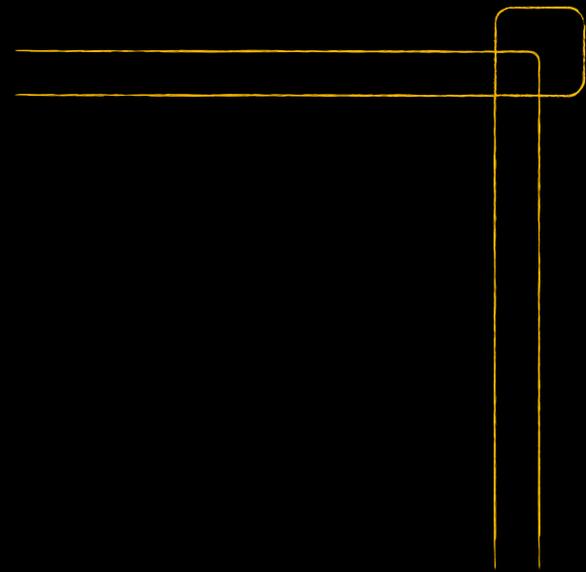
# Presence at Prayer.....

Pupils and staff from other faith traditions will bring to prayer in school, alongside their Christian colleagues, their 'joys, hopes, sorrows ..." and those of their families and communities.

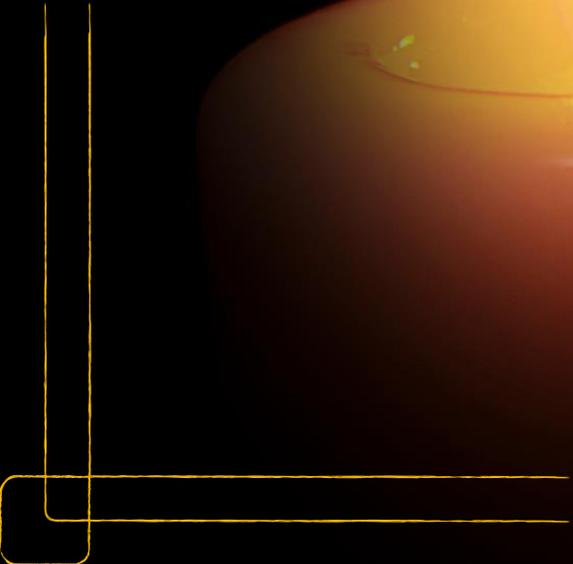
In times of prayer, it is wholly appropriate to invite students and staff to reflect in silence together on their needs and the needs of the world, and to name those intentions out loud when invited.

At the same time, the school respects the religious integrity of its non-Christian students by refraining from asking them to say the responses and prayers, to sing, or to perform gestures (for example, making the sign of the cross) that do not correspond to their own faith.

Use the Quiet Mind Script (on next slide and in resources) to help pupils enter a prayerful time of silence.



# BE STILL



**GATHER**

# QUIET MIND SCRIPT



**Put your feet flat on the floor.**

**Straighten your spine.**

**Forget everyone else in the room.**

**Gently close your eyes.**

**Be aware of the top of the head, relax your forehead, your face, your throat, shoulders, neck, your front and back; now relax your arms, legs and feet.**

**Try to quieten your mind – if thoughts come in, just let them go.**

**Listen to the sounds around you.**

**Without changing it, focus on your breathing.**

**Breathe in. Breathe out.**

**Breathe out and let go of anything that is worrying you.**

**Breathe in feelings of calm.**

**Breathe in: “Be still” Breathe out: “And know”**

**Be still. And know.**

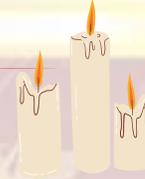
**[silence for two minutes]**

**Now be aware of your breathing again**

**Listen to the sounds around you**

**Be aware of the top of the head, relax your forehead, your face, your throat, shoulders, neck, and your front and back; now relax your arms, legs and feet.**

**You can open your eyes now and be ready to start the day in a calm way.**





Christian meditation

Celebrations of the word

Sacraments  
(e.g. Mass, Penance)

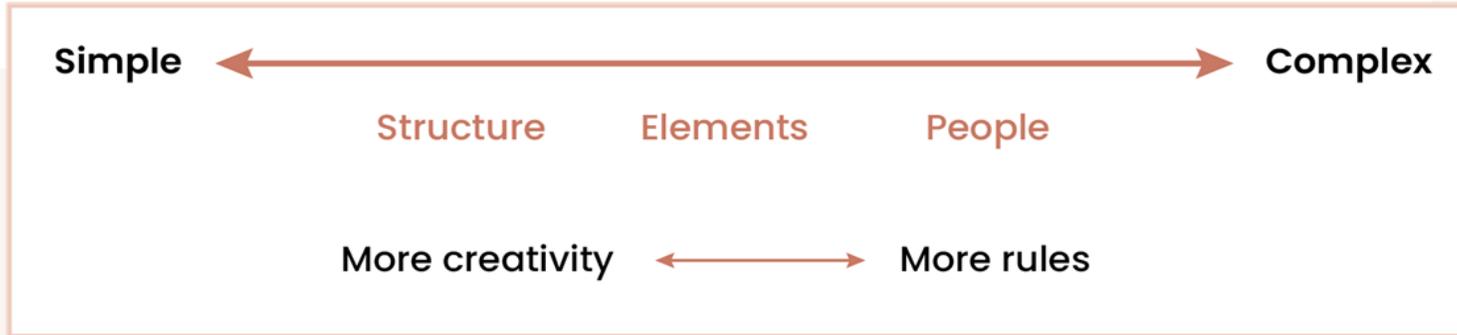
Prayer before meals

Assembly

Liturgy of the Hours

Devotions

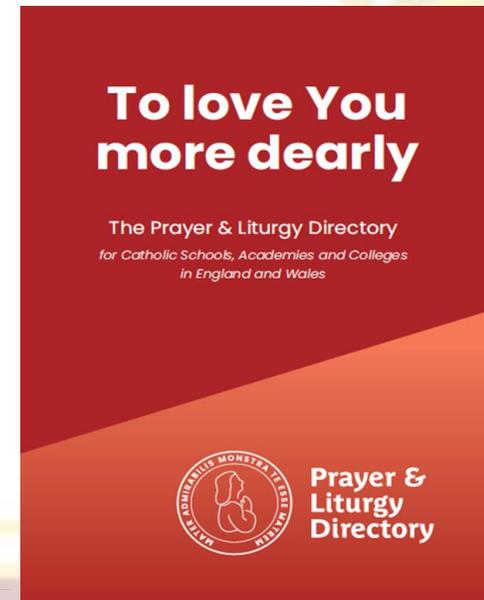
Benediction



- Prayer**
- Simple structure
  - One or two elements
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- Celebrations of the word**
- Structured (often in four parts)
  - Elements drawn from liturgy
  - Place of scripture
  - Contrasts and creativity

- Liturgy**
- Taken from official books
  - Complex structures
  - Many elements
  - Range of ministry



For Catholics the Mass is the source and summit even if the actual celebration of the Eucharist **is something that the school is only rarely able to offer its pupils.**



Through him, and with him, and in him,  
O God, almighty Father,  
in the unity of the Holy Spirit, all glory and honour is yours, for ever and ever.

**Amen.**

The PLD begins with this prayer, which the priest prays at the end of the Eucharistic prayer of the Mass, and to which all reply with a response that is called the **Great Amen**.

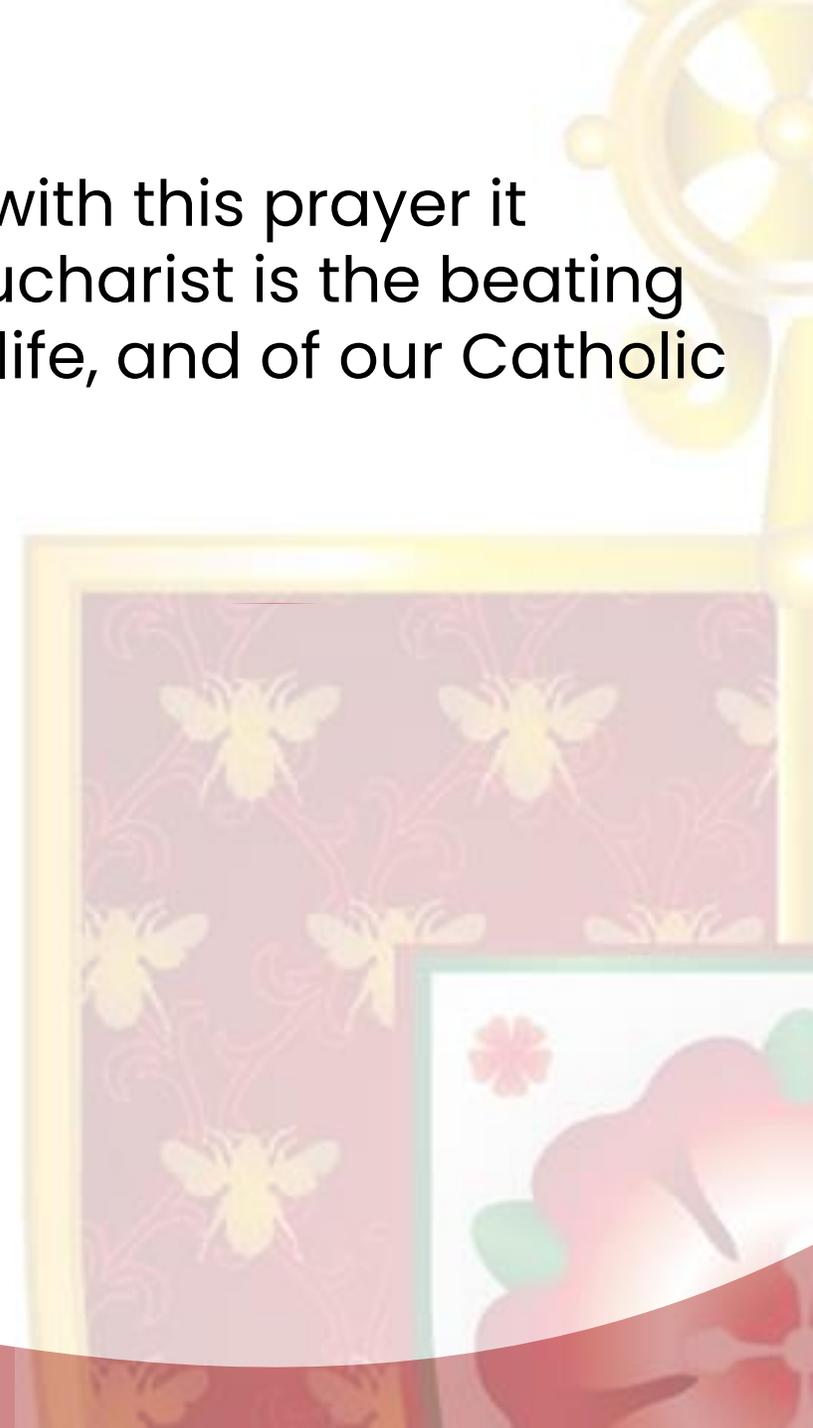
It is a powerful "yes" to God.



Through him, and with him, and in him,  
O God, almighty Father,  
in the unity of the Holy Spirit, all glory and honour is yours, for ever and ever.

**Amen.**

By beginning the PLD with this prayer it reminds us that the Eucharist is the beating heart of the Christian life, and of our Catholic schools.



# Catholic schools are Eucharistic Communities...

The Catholic school is well aware that the community that it forms must be constantly nourished....: [in]the saving word of God in Sacred Scripture, in Tradition, and above all in liturgical and sacramental Tradition...

Educating Together in Catholic Schools (Congregation for Catholic Education 2007, paragraph 26)



# Catholic schools are Eucharistic Communities...

A Christian education...has as its principal purpose this goal: that the baptized...learn how to worship God the Father in spirit and truth especially in liturgical action.

*Gravissimum Educationis 2*

One of the things that makes Catholic schools distinctive is the liturgical formation provided to their pupils, and indeed to all members the school community, children and adults alike.



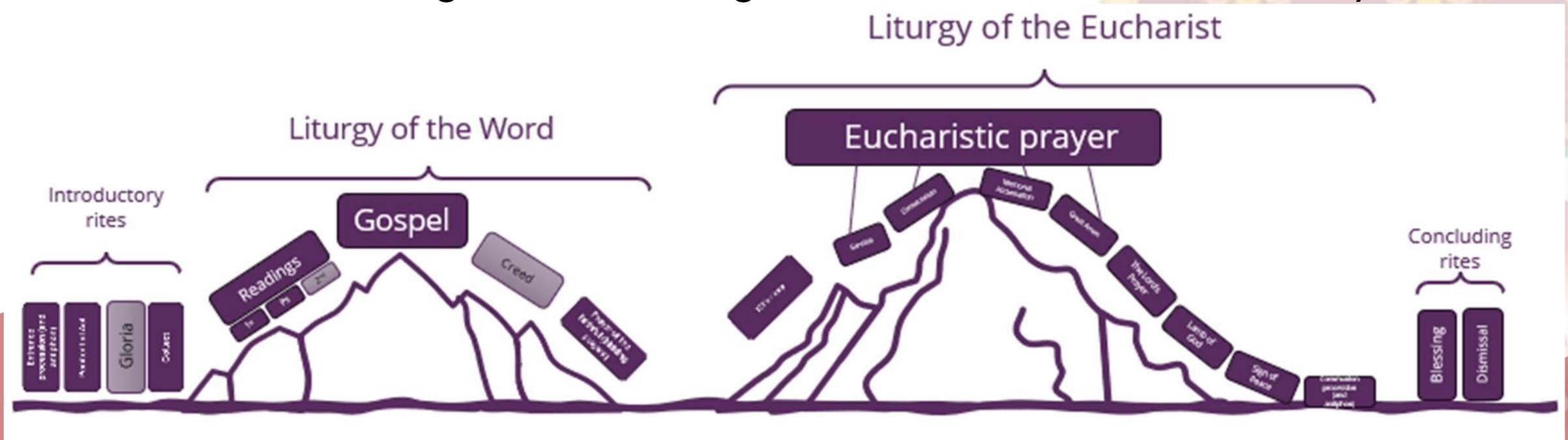
# Celebration of Mass.

Do you have opportunity to celebrate Mass?

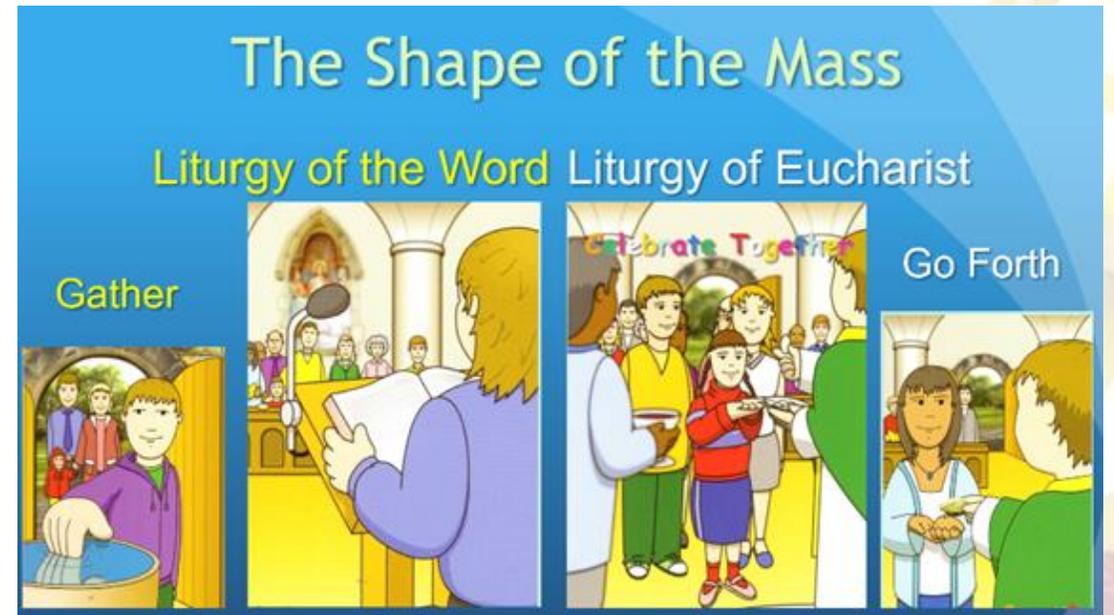
Class masses, whole school masses, parish masses?

What are the joys are celebrating Mass?

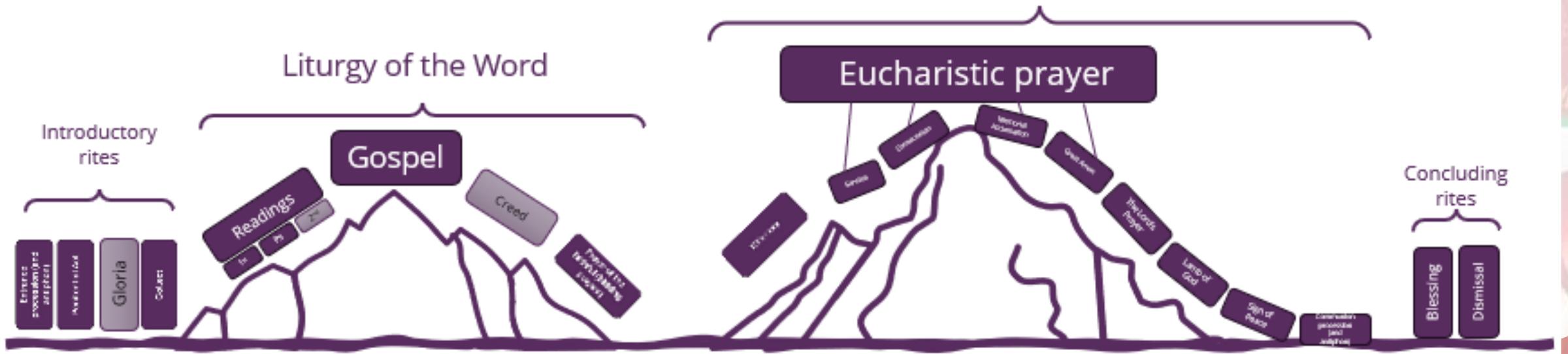
What are the challenges celebrating Mass as a school community?



The shape of the Eucharist, gives shape to the most usual experience of communal prayer that the school celebrates more regularly: 'Celebrations of the Word.'



Liturgy of the Eucharist



## Celebrations of the word



The term 'celebrations of the word' is used in this Directory for celebrations which are created for the school community and not directly taken from the liturgical books of the Church...These celebrations will take many forms, but the common element is the **proclamation of scripture...They may draw upon elements of the Liturgy, such as its texts, symbols, and gestures, which help to reinforce their Catholic nature, but the various elements may be used with greater creative freedom than in the Liturgy itself.**

*To Love You More Dearly, p.8*

## Not a show.....

Liturgy / Celebration of the Word is not entertainment.

It is not a lesson and it is not a competition.

It should not be distracted by novelty or seen as a performance.  
It should be full of the familiar in its songs, symbols and actions.

The community should feel they are coming to something they already know.

This means Celebration of the Word will remain very much the same from week to week, year to year. But our encounter with it is different, because those participating / engaging are different each time.



## Action and Symbol

+ Liturgy is action and symbol; it speaks to the whole person, it involves all the senses: sight, touch, sound, taste and smell.

Liturgy uses all our senses to involve our whole bodies, not just our minds.



Our eyes meet Jesus in seeing the symbols such as candles, bible, cross, liturgical colours, plants, religious art work.

Our bodies meet Jesus in holding and using symbols, the sign of peace, in praying and singing and in moving through the gestures of kneeling, walking, procession, standing.



Our ears meet Jesus in hearing scripture proclaimed, in listening to music and song, in silence and prayer.



Our sense of smell meets Jesus in incense, flowers, scented oils.

# The sights, smells and sounds of Liturgy / Celebration of the Word

On entering the place for Liturgy / Celebration of the Word, the community should know that this time is a different time of the week, a special time.

All our senses are involved. Preparing the space is a ministry and involving staff and pupils will help with their understanding and can be a prayerful act in itself.



# Gather – Welcome

The opening responses, action, song or prayer help us to gather together as a community, greet one another, acknowledge God and prepare to listen to the Word.

Leader: We come together to pray –

**All: In the name of the Father, and of the Holy Spirit.**

**Amen**

63 What is the shortest summary of faith?

The shortest summary of faith is the sign of the cross:  
In the name of the Father, and of the Son, and of the Holy Spirit.



1 The sign of the cross starts with the right hand **on the forehead**, with the Father in heaven. He has created the world.



2 The hand goes **down, towards earth**, because Jesus Christ, the Son of God, became man. He shares the joy and the misery of this earth with us human beings.



3 First, the hand goes **left, to my heart**, where God's Holy Spirit lives ...



4 ...then **right**, as a sign that God's liberating love embraces the whole world and does not forget anything or anybody.



# Gather Ideas.

Ring the bells until everyone is seated in a circle ready to pray.



Light a candle and say:  
'This is Jesus the light of the World'



Watch the flickering flame and feel the presence of Jesus as you listen to God's Word.

Play reflective music as you gather in a circle.



As a class, sing your favourite hymn.  
Sit together around the prayer focus and think about the words of the hymn you are singing.



Pick up an object (a pebble, shell, glass bead, candle, shape) and place it around a candle before silently finding a space in the circle.

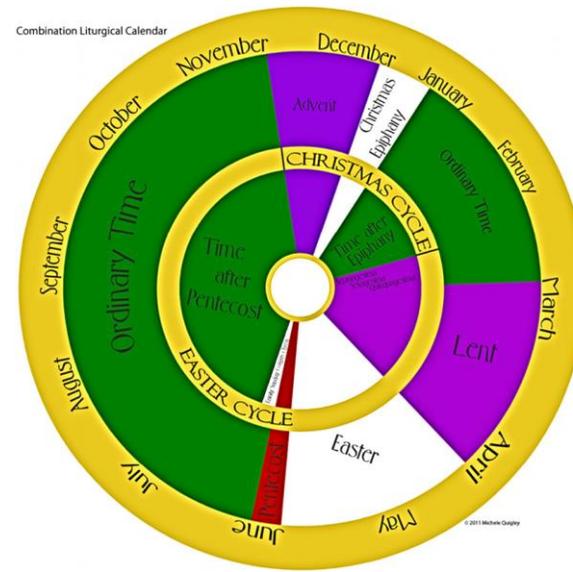


**Be still.**



The quieter you become the more you will hear.

# Word.



Every Liturgy should centre around at least one text from the Bible. The Word is central to our lives. God is as present to us in the proclamation of the Word as in the Eucharist.



# Word.

If you are using a Gospel reading remember to welcome the Gospel – Alleluia.

This is a good time to introduce and embed the responses used in Mass

A reading from the Holy Gospel according....

**Glory to you Lord.**

The Gospel of the Lord,  
**Praise to you, Lord Jesus Christ**

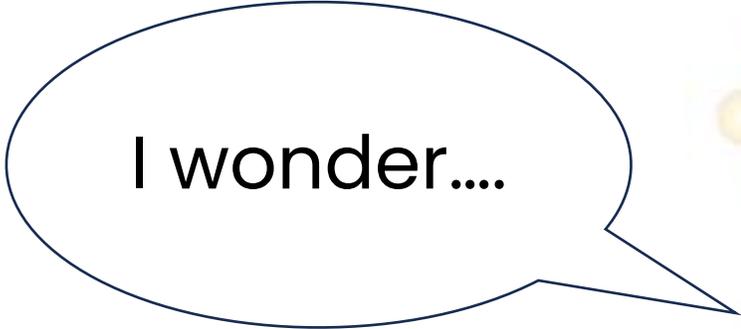


**Alleluia, Alleluia  
Jesus is the Lord  
Lord of all my heart  
(x2)**

**He's the way  
He's the truth  
he's the life  
(x2)**



# Word.



I wonder...

It is fine to proclaim the same passage for a second time to allow the words to settle.

At other times we can invite those present to choose one word, phrase or sentence that resonates with them.

Let the children know you want them to do this before sharing the Word.

Be wary of going into a full explanation of the Word, instead we take time to **reflect** on the Word.

Children should be allowed quiet time to internalise the message heard and to respond within.

# Word.

A brief explanation of the reading's context, or a clarification of the identity of the characters may be needed before the proclamation of the Word, but a lengthy exposition afterwards will reduce the Word to an English lesson.



Instead, the leader can invite those present to reflect on what the reading means to them.

It is not the role of the leader to tell everyone what the Word should mean to them. It is God, through the Word of his Son (Jesus) inspired by the Holy Spirit, who is present and speak to those participating.

Let the Word speak, as it does in ways that you as a leader may never know. The Word can never be fully explained; scripture is often understood over many years through imagination, reflection, experience and making connections.

# Response to the Word

## Let us pray.....

Keep it simple – not sending children away to complete an activity. It's time to reflect and pray.

This is a special time to respond to the Word of God in prayer.

Children should be allowed quiet time to internalise the message heard and to respond within.

It is important to allow a space for silence to allow the Word to resonate.

In silence the relationship of person / God can become active. The leader should develop the humility to not interfere with this communication.

*J.McCann SG pg 74*



# Response to the Word

Keep it simple – not sending children away to complete an activity.  
It's time to reflect and pray.

## Let us pray.....

This is a special time to respond to the Word of God in prayer.

A symbolic action can accompany a prayerful response:

- ❖ praying quietly whilst holding a cross, pebble etc.  
*do children know what to do with the holding item?*
- ❖ write a response to the word – picture, prayer or a word which has meaning to them.
- ❖ repeat quietly an important word they have heard.



# Response to Word Ideas.

Reflect on the Word you have heard and pray quietly in your hearts, thanking and praising God for the many gifts he has given us.



Reflect on the Word you have heard and write a personal prayer to God on a post-it note to place on a prayer board or on your prayer area.



Place a stone at the foot of the cross whilst the class prays for you in their hearts.



Pray silently to God about what you feel and what ideas you have after hearing the Word.



Reflect on the Word you have heard and say a spontaneous prayer by passing around a heart/ stone/ pebble/ shell/ candle.



Pray for the needs of others.



# Prayer.

*Traditional prayer.*

*Write your own prayers.* These are for people to listen to and reflect on. It allows the children to say exactly what they want and relate it to the theme.

*Spontaneous prayer.* Children make up their own prayers there and then!

Remember *singing* is prayer and praying twice!



# Mission – Witness

“Go and announce the  
Gospel of the Lord.”

The Roman Missal

We acknowledge the presence of Jesus with  
us and go forth.

An action can be chosen to link to the Word  
encouraging pupils to go out and live our faith.



# Mission Ideas.

Be an example of Jesus today – help someone in need, share with someone, be kind and patient, look after our world.



Remember before you go to sleep to thank God for your day and say sorry for the times you have not lived out his message.



Is there someone whom you need to forgive?  
How could you show that person that you have forgiven them?



Find a few moments in the day to say thank you to God.



Greet someone with a smile.



Invite someone who is lonely to play with you at breaktime or lunchtime.



Celebration of the Word Planning Sheet.



We begin in prayer, asking the Holy Spirit to guide our planning

**Gospel:** God's word is where we start - which Gospel are we using? (*Gospel of the day? /Sunday's Gospel?*)

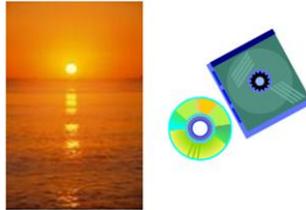
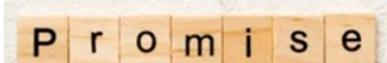
- > Are we using a different passage of scripture?
- > What is the Gospel (or Bible reading) saying?
- > What is the liturgical season?
- > Are there any significant feasts or celebration days?
- > What is happening in school now?
- > Is there anything else that we want to pray about?

After reflecting, our theme is:

Gather	Word
<p>How will we create the right mood/ atmosphere?</p> <p>Seating? Music? Lighting? The Quiet Mind Script?</p> <p>What will our focal point look like: Do we have a cloth to reflect the liturgical season? Will we have a cross, Bible or candle? Maybe a symbol connected to the Gospel?</p> <p>Who will welcome everyone and how?</p> <p>How will we introduce our theme? How can we link it to people's experience?</p> <p>How will we start our prayer?</p>	<p>Where will the Bible be?</p> <p>How will we help people to respect God's word, to know this is a special time?</p> <p>Who will read?</p> <p>Who will help them understand the reading?</p> <p>When will they practise?</p> <p>Will we help people listen to God speaking to them with silence, wonder questions, Lectio Divina or Ignatian, imaginative prayer?</p> <p>How will we do this?</p>
Respond	Send
<p>How will we respond to the Bible in a prayerful way?</p> <p>Will we use silence /art/ music / writing / a symbolic action - or something else? Which of our senses are we using?</p> <p>How/ when will you distribute the resources, so the prayerful atmosphere is not disturbed? Will we give them out first?</p> <p>How will we draw this time of response to a close?</p>	<p>What message do we want people to take away? Do we want them to decide for themselves? How will we help them do this?</p> <p>Which prayer will we share together to close this celebration of the word?</p> <p>What will the final message be? Who will say it and how?</p>

Celebration of the Word Planning Sheet.

Write your decisions - or put your planning cards - on this plan.

Gospel:	Theme:
<p><b>Gather</b></p> <p><i>We come together as part of God's family.</i></p> <p>Play reflective music as you gather in a circle.</p> 	<p><b>Word</b></p> <p><i>God speaks to <u>us</u> and we listen.</i></p>
<p><b>Respond</b></p> <p><i>We take the time to engage and reflect more deeply.</i></p> <p>Drop a pebble in a bowl of water remembering the important message of God's Word that you have just heard and saying a silent prayer in your heart.</p> 	<p><b>Send</b></p> <p><i>We want to share the Good News!</i></p> <p>Make a promise to follow the message of Jesus.</p> 

Photocopy as evidence for CSI!

Ask pupils to write in the spaces - or laminate and stick with bluetack

***For food and drink  
and daily bread  
we give you  
thanks,  
O Lord***



**Alleluia, Alleluia  
Jesus is the Lord  
Lord of all my heart  
(x2)**

**He's the way  
He's the truth  
he's the life  
(x2)**



A reading from the holy Gospel according to N.

**All: Glory to you, O Lord.**

*As we make the response, we may like to make a small cross with our thumb on our forehead, lips, and heart, as a prayer that we will hear and act on God's word. Our silent prayer might be; "May the words of the Holy Gospel be on my mind, on my lips and in my heart."*



The Gospel of the Lord.

**All: Praise to you, Lord Jesus Christ.**



'remember that you in your lifetime received your good things, and Lazarus in like manner bad things; but now he is comforted here, and you are in anguish.'



A reading from the holy Gospel according to N.

**All: Glory to you, O Lord.**

*As we make the response, we may like to make a small cross with our thumb on our forehead, lips, and heart, as a prayer that we will hear and act on God's word. Our silent prayer might be; "May the words of the Holy Gospel be on my mind, on my lips and in my heart."*



The Gospel of the Lord.

**All: Praise to you, Lord Jesus Christ.**





Dives and Lazarus,  
Flemish Follower of Jacopo  
Bassano (1510-1592)

	<b>Engagement</b>	<b>Participation</b>	<b>Ministry</b>
 <b>Who?</b>	Everybody – including members of other religious traditions and people of good will	<i>Those who have been baptised (of any denomination)</i>	<i>Member of those who have been baptised (of any denomination)</i>
 <b>Gather</b>	<b>To be present</b> – to become alert to what is going in their lives and the world	<b>To recognise</b> one's membership of body of Christ	<b>To welcome,</b> to articulate the context and to set the atmosphere
 <b>Word</b>	<b>To experience</b> – to engage with what is happening through the senses	<b>To listen</b> to God's speaking in his Word	<b>To proclaim</b> the Word, communicating effectively and appropriately
 <b>Response</b>	<b>To reflect</b> – to ask what has been experienced and what it means to their lives	<b>To offer</b> praise, thanksgiving and petition to God through Christ.	<b>To provide</b> a focus for the response and to enable an appropriate response
 <b>Send</b>	<b>To respond</b> – to ask how to take forward into living a good life	<b>To live out</b> one's baptismal calling.	<b>To draw together</b> the celebration and to offer a bridge to life in practice.



# Engagement

Engagement

At the most human level, we invite all who are present at celebrations of the Word and liturgy to engage in four related actions:

**To be present:** pupils bring themselves to the celebration, with all that is going on in their lives and in the world. Being alert to this is the first step in engaging with any form of worship.

**To experience:** to engage in what is happening through the senses – at the most basic, to see and to hear.

**To reflect:** to ask what has been experienced, and what it means to their lives.

**To respond:** to ask how to take forward what has been experienced into living a good life.

# Engagement

Engagement

Times of prayer offer considerable scope for the engagement of all pupils of all religious faiths by sharing their hopes and needs. As members of the school community, it is important that they are included in the more formal expressions of prayer and liturgy itself.

*To Love You More Dearly, p.24*

*The category of 'engagement' in prayer and liturgy is something that Catholic schools can invite all pupils to do – whatever their confessional background, whether they are members of another religion or no religion.*

	<b>Engagement</b>	<b>Participation</b>	<b>Ministry</b>
 <b>Who?</b>	Everybody – including members of other religious traditions and people of good will	<i>Those who have been baptised (of any denomination)</i>	<i>Member of those who have been baptised (of any denomination)</i>
 <b>Gather</b>	<b>To be present</b> – to become alert to what is going in their lives and the world	<b>To recognise</b> one's membership of body of Christ	<b>To welcome,</b> to articulate the context and to set the atmosphere
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 <b>Send</b>	<b>To respond</b> – to ask how to take forward into living a good life	<b>To live out</b> one's baptismal calling.	<b>To draw together</b> the celebration and to offer a bridge to life in practice.



# Participation.

Participation

...participation can never simply be action. It is also about the **engagement of hearts and minds**, the imagination, memory and will – and it plays out in the choices we make and the actions we take as a community and as individuals.

Participation is therefore both interior and exterior, *To Love You More Dearly*, p.11



# Participation.

Participation

Participation is something that all the baptised do when they consciously enter into what the liturgy demands: ***when they are silent, when they are speaking, when they are singing, when they are processing, when they sit, when they stand, when they kneel. It involves the whole body, and the whole person.***

*It will usually not be possible from the outside to tell the difference between engaging and participating, since we cannot see into people's souls.*

# Participation.

Participation

...Fostering good liturgical participation requires preparation and catechesis, helping everyone understand their role within the whole celebration.

*To Love You More Dearly, p.11*

...Participating in prayer and liturgy involves learning a set of actions, ideas and habits that ideally takes place across the home, school and parish partnership and over a number of years.

*To Love You More Dearly, p.14*

	<b>Engagement</b>	<b>Participation</b>	<b>Ministry</b>
 <b>Who?</b>	Everybody – including members of other religious traditions and people of good will	<i>Those who have been baptised (of any denomination)</i>	<i>Member of those who have been baptised (of any denomination)</i>
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# Ministry.

## Ministry

...For prayer and liturgy to take place, specific people need to assist with particular roles, for example as a server, reader or musician. Their involvement requires more of them than the routine performance of a task.

For example, it is not enough that a reader can deliver the text clearly so that it can be heard (though this is essential). They also need to communicate something of the meaning of the text so that its message may also be received, and therefore they are inviting the group to participate in and respond to the Word proclaimed.

Such roles are acts of service to the praying community and to the liturgy. It is, therefore, appropriate to speak of them as ministries.

*To Love You More Dearly, p.12*

**PUPIL PARTICIPATION IN ACTS OF WORSHIP**

<b>Pupil involvement BEFORE worship</b>	<p>SETTING UP</p> <ul style="list-style-type: none"><li>• Sorting song words</li><li>• Selecting and setting up CD/ICT</li><li>• Putting out/moving chairs</li><li>• Preparing prayer table</li></ul> <p>WELCOMING</p> <ul style="list-style-type: none"><li>• Greeting (eg at door)</li><li>• Meeting visitors at entrance</li></ul> <p>PLANNING</p> <ul style="list-style-type: none"><li>• Using the planning sheet and cards</li><li>• Choosing music/songs</li><li>• Finding or writing prayers; choosing others' prayers</li><li>• Preparing video and visual materials</li><li>• Training for new helpers</li></ul>
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<b>Pupil involvement DURING worship</b>	<p>GATHERING</p> <ul style="list-style-type: none"><li>• Singing as others arrive</li><li>• Lighting candle</li><li>• Saying a welcoming sentence/greeting</li><li>•</li></ul> <p>ENGAGING</p> <ul style="list-style-type: none"><li>• Share the word (eg on screen)</li><li>• Drama</li><li>• Holding props</li><li>• Telling or reading the story</li><li>• Showing a clip</li><li>• Blowing out candle</li></ul>
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	<p>RESPONDING</p> <ul style="list-style-type: none"><li>• Asking and answering questions</li><li>• Reading or saying prayers</li><li>• Leading prayer</li><li>• Singing or playing instruments</li><li>• Leading actions or signing to hymns</li></ul> <p>SENDING</p> <ul style="list-style-type: none"><li>• Explaining the Theme / Mission</li><li>• Giving examples</li><li>• Distributing resources</li><li>• Saying closing prayer</li><li>• Choosing music/songs</li></ul>
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<b>Pupil involvement AFTER worship</b>	<p>CLEARING UP</p> <ul style="list-style-type: none"><li>• Supervising pupils leaving respectfully</li><li>• Holding doors</li><li>• Putting away equipment</li></ul> <p>RECORDING</p> <ul style="list-style-type: none"><li>• Leading evaluation (asking others what they thought)</li><li>• Complete a CW record form for evidence file</li></ul> <p>EVALUATION</p> <ul style="list-style-type: none"><li>• Record evaluation (own and others')</li><li>• Share evaluations with HT/CT/governors/School Council as required</li></ul>
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# Formation

## Prayer

- through experience, followed by reflection.

## Liturgical

- **Before:** preparation to participate. What are doing? Why?
- **During:** celebration of prayer and liturgy can itself help deepen faith and inspire good works
- **After:** opportunity to reflect together, “going deeper.” What are the implications for my life?

## Ministerial

- Age-appropriate appreciation of the liturgy and particular roles
- Developing technical skills
- Encouraging understanding of service and prayerful engagement

# Formation

## Liturgical

- **Before:** in RE
- **During:** to 'do' liturgy will show how we feel about it – eg carrying the book of the Gospels in procession.
- **After:** 'breaks open' scripture.

1. What can you remember?
2. *Describe what you saw, heard, said, did, smelt, tasted*
3. *What does the liturgy mean for your own life? How will it change you?*
4. *Do you have any questions?*
5. *What will you remember from the liturgy?*

*in the liturgy*

# Liturgical ministries

## ***Roles***

### **Lay leaders of prayer**

- Celebrations of the word
- Classroom prayer

### **Preparation**

- Those who prepare the space/prayer focus
- Sacristans
- Welcomers
- Preparation/operation of participation aids

### **Word**

- Instituted lectors
- Readers of sacred scripture
- Readers of intercessions
- Homilist

### **Service**

- Instituted acolytes
- Altar servers
- Extraordinary ministers of Holy Communion
- Procession with gifts
- Those who distribute blessed ashes

### **Music**

- Instrumentalists
- Choir
- Cantor

Allocating roles, such as reading or leading intercessions, should not be treated as a means of distributing tasks to pupils and staff in order to generate participation.

*PLD 3.3 Participation in the liturgy*

# Evaluation

Due to the school's provision of liturgical preparation for pupils, they undertake **liturgical ministries willingly** and are **involved in evaluating** the quality of the prayer and liturgy they have planned.

*CW1.3 Collaborative planning, pupil leadership & evaluation*

Pupils understand how to **reflect on their experience of prayer and liturgy**. They can articulate the ways in which these experiences have led to action.

*CW1.5 Impact*

Leaders, including governors, regularly review the quality and impact of prayer and liturgy as part of the school's cycle of self-evaluation and planned improvements. The **views of pupils are regularly sought** as part of the school's evaluation of prayer and liturgy.

*CW3.8 Self-evaluation*

## **EVALUATIONS / REFLECTIONS**

*(Examples of questions pupils can discuss. Pupils could choose which ones to discuss and rotate these as necessary. They may come up with their own questions also)*

- How did it make you feel?
- Has it helped you to understand more about God? How?
- What did it make you think about?
- What have you learnt?
- Did you find out anything new about yourself or others?
- Do you think you will behave differently as a result of it?
- Did it give you a chance to pray if you wanted?
- Do you want to ask anything about what you heard about/experienced?
- What did you enjoy about it? Why?
- What will you remember about it?
- What might you have done differently?
- How do you think it might be improved?

# Pupil Leadership in CSI

**Pupils work well with others**, such as teachers, other pupils and chaplains, **to prepare** engaging experiences of prayer and liturgy. Due to the school's provision of liturgical preparation for pupils, they undertake liturgical ministries willingly...

*CW1.3 Collaborative planning, pupil leadership & evaluation*

Relevant staff ... have a good understanding of the liturgical norms of the Church and are **able to help pupils** draw on these norms in their preparation.

*CW2.6 Staff skill*

# CPD:

## **Primary Leaders of Prayer and Liturgy: Developing Pupil Ministries in Primary school and Supporting Pupil Leadership in Prayer and Liturgy.**

These half-day sessions will allow staff to consider how pupil ministries / pupil leadership can be developed in a primary school.

### **Aims:**

- How to explore scripture with young people to plan and lead prayer and Celebration of the Word.

- Exploring the ministries that primary aged pupils can plan and lead: welcomer, lector, music, developing prayer spaces, encouraging home / school / parish links.

- Empowering and inspiring young people to create memorable and meaningful prayer experiences.

[CPD - Roman Catholic Diocese of Salford](#)



## Evidence form for Collective Worship

### Catholic Schools Inspectorate Inspection Evidence Form – Prayer and Liturgy

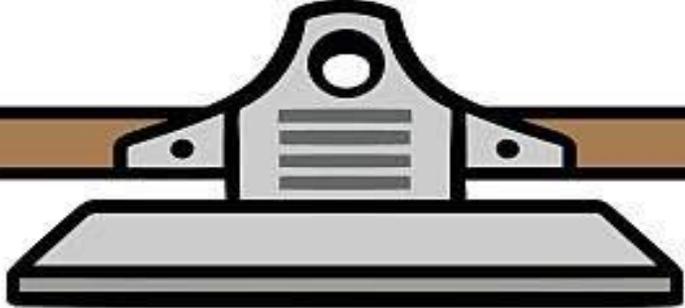
School	Date	Time of Day	Year group(s)	EF No.
<b>Theme:</b>				
<b>Provision</b> Prompts <ul style="list-style-type: none"> <li><input type="checkbox"/> attention to mood &amp; setting</li> <li><input type="checkbox"/> theme/message clear &amp; appropriate</li> <li><input type="checkbox"/> theme message appropriate for time of liturgical year</li> <li><input type="checkbox"/> use of Scripture</li> <li><input type="checkbox"/> opportunities for pupils to lead &amp; participate</li> <li><input type="checkbox"/> opportunities for spiritual growth</li> <li><input type="checkbox"/> quiet reflection</li> <li><input type="checkbox"/> spontaneous prayer</li> <li><input type="checkbox"/> traditional prayer</li> <li><input type="checkbox"/> appropriate music</li> <li><input type="checkbox"/> use of art/artefacts</li> <li><input type="checkbox"/> standard of organisation</li> <li><input type="checkbox"/> order</li> </ul>		<b>Evaluation of evidence</b>		
<b>Outcomes</b> Prompts <ul style="list-style-type: none"> <li><input type="checkbox"/> participation in prayer</li> <li><input type="checkbox"/> engaged</li> <li><input type="checkbox"/> respect</li> <li><input type="checkbox"/> awe and wonder</li> <li><input type="checkbox"/> interest &amp; concentration</li> <li><input type="checkbox"/> behaviour</li> <li><input type="checkbox"/> developing a sense of belonging</li> <li><input type="checkbox"/> students undertake ministries with confidence</li> </ul>				
<b>Time spent in this activity (mins)</b>				

## Provision

- attention to mood & setting
- theme/message clear & appropriate
- theme message appropriate for time of liturgical year
- use of Scripture
- opportunities for pupils to lead & participate
- opportunities for spiritual growth
- quiet reflection
- spontaneous prayer
- traditional prayer
- appropriate music
- use of art/artefacts
- standard of organisation
- order

## Outcomes

- engaged
- respect
- awe and wonder
- interest & concentration
- behaviour
- developing a sense of belonging
- students undertake ministries with confidence



- ✓ Frequency of Celebration of the Word too often / not enough?
- ✓ Resources to support planning for staff and pupils – planning what to do, environment, making it feel different.
- ✓ Engagement, participation and ministry – formation of those with a ministry.
- ✓ Time to evaluate, review and change!
- ✓ Confidence to try.....



What will you take back to school?

How will this be shared with your school community?

Celebration of the Word Resources:  
Weekly Powerpoints

[Prayer and Liturgy - Roman Catholic Diocese of Salford](#)

[The Wednesday Word Primary School Resource | Catholic Church](#)

# Time to Plan.....

## Celebration of the Word Planning Sheet.



We begin in prayer, asking the Holy Spirit to guide our planning

**Gospel:** God's word is where we start - which Gospel are we using? (*Gospel of the day? /Sunday's Gospel?*)

- > Are we using a different passage of scripture?
- > What is the Gospel (or Bible reading) saying?
- > What is the liturgical season?
- > Are there any significant feasts or celebration days?
- > What is happening in school now?
- > Is there anything else that we want to pray about?

After reflecting, our theme is:

### Gather

How will we create the right mood/ atmosphere?

Seating? Music? Lighting? The Quiet Mind Script?

What will our focal point look like:

Do we have a cloth to reflect the liturgical season?

Will we have a cross, Bible or candle?

Maybe a symbol connected to the Gospel?

Who will welcome everyone and how?

How will we introduce our theme?

How can we link it to people's experience?

How will we start our prayer?

### Word

Where will the Bible be?

How will we help people to respect God's word, to know this is a special time?

Who will read?

Who will help them understand the reading?

When will they practise?

Will we help people listen to God speaking to them with silence, wonder questions, Lectio Divina or Ignatian, imaginative prayer?

How will we do this?

### Respond

How will we respond to the Bible in a prayerful way?

Will we use silence /art/ music / writing / a symbolic action - or something else?

Which of our senses are we using?

How/ when will you distribute the resources, so the prayerful atmosphere is not disturbed?

Will we give them out first?

How will we draw this time of response to a close?

### Send

What message do we want people to take away?

Do we want them to decide for themselves?

How will we help them do this?

Which prayer will we share together to close this celebration of the word?

What will the final message be? Who will say it and how?

## Celebration of the Word Planning Sheet.

Write your decisions - or put your planning cards - on this plan.

<b>Gospel:</b>		<b>Theme:</b>	
<b>Gather</b> <i>We come together as part of God's family.</i>		<b>Word</b> <i>God speaks to <u>us</u> and we listen.</i>	
<b>Respond</b> <i>We take the time to engage and reflect more deeply.</i>		<b>Send</b> <i>We want to share the Good News!</i>	

# Thank you.....

What will you take back to school?

What is challenging you....

Is Jesus standing with you? Is God comforting you?

Who is walking with you?





For they will look up to you as models: models in life, models of faith. They'll look to you particularly as to how you teach and how you live. I hope that, each day, you will nurture your relationship with Christ, who gives us the pattern of all authentic teaching (cf Mt 7:28), so that, in turn, you may guide and encourage those entrusted to your care to follow Christ in their own lives.

**Pope Leo XIV**

