



THE CATHOLIC DIOCESE OF  
ARUNDEL & BRIGHTON  
EDUCATION SERVICE

# To Love Him More Dearly Progression in Prayer and Liturgy

# To Love Him More Dearly

Progression in Child-  
led Prayer and Liturgy



## Guidance:

'To Love Him More Dearly' is the title of the new Prayer and Liturgy Directory for Catholic schools, to help them with leading, planning and facilitating prayer and liturgy in schools. The title comes from the words of a prayer attributed to Saint Richard of Chichester, which beautifully requests from God the grace to love Him more. Love of Jesus is expressed and deepened through prayer and celebrated through liturgy.

For the purposes of helping schools to understand the nature and aims of this document, we have used the title of 'progression' however when we are talking about prayer – it is far more personal than this. It is a relationship with a real person – Jesus Christ. What we are hoping to do with this document is to suggest some ways that children might deepen their relationship with Jesus and some ways in which we can support them with this journey.

For the purpose of supporting schools with their progression arrangements, we have organised the document into EYFS, KS1, Lower KS2 and Upper KS2 – however each of us comes into a relationship with Jesus in our own way - in His own time – and therefore this stage progression is for guidance only. It is important to recognise that each relationship with Jesus through prayer is an individual journey and may progress in different ways, at different times.

Essentially, we want to teach our children how to lift their hearts and minds to God through prayer and this document aims to help schools to see how this might look and develop across the years. It also suggests how children can participate and deepen their own understanding of how to facilitate and plan their own prayer and celebrations of the word. It will also give suggestions of how this might develop further into leading others in prayer and celebrations of the word.

We have also included some guidance on how to deepen the understanding of those children who may be called to take on ministries in the Mass.

# To Love Him More Dearly

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*'To Know Him more clearly, Love Him more dearly And Follow Him more nearly.' St Richard of Chichester.*

## Participation:

Catholic Schools have a particular mission to reveal to the children in their care, who Jesus is and to teach them how to know Him, love Him and follow Him. As with all relationships, knowing and loving someone depends on spending time with them, speaking to them and listening to what they have to say to us. This is what is meant by prayer. We are inviting the young people in our care to spend time with Jesus – speaking to Him, listening to Him and hearing what He wants to say to us in our lives today.

## Invitation:

There are many ways in which the church teaches us to do this and quality prayer and liturgy allows children to participate in this. Like all relationships it is invitational – we invite all children to participate – invite them to listen – invite them to open their hearts and minds. All are invited – but not expected to respond – Jesus wants us to choose Him – not to have the choice forced upon us. It is essential to ensure all our prayer experiences hold in mind appropriate participation for those who hold other faiths and none.

## Engagement:

When we choose to progress in our relationship with Him - it becomes reciprocal – we bring our lives, needs, wants, joys and sorrows to Him – opening our hearts to His love, healing and help. We seek Him and want to spend time in His company – getting to know Him better and allowing Him to know us.

## Mission:

Then as this relationship deepens – and we choose to follow Him in our lives- we begin to lead others to Him to share in our joy. Teachers must plan for prayer and liturgy experiences that allow children to progress through these stages and this document aims to model how this might look.



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## Formation:

To allow our children and staff to experience and lead meaningful prayer and celebrations of the word, we must ensure that they are well formed and prepared for this ministry.

## Staff:

All staff need ongoing formation to support their understanding of the purpose and meaning of prayer in the Catholic tradition. This could take many forms – both formally planned training opportunities and informal daily support. Leaders of Prayer and Liturgy in the school should attend training themselves - to enable them to know well the traditions of the church and then to ably support and lead other staff members in this. Formal staff training time should be allocated to informing and supporting staff. Quality prayer experiences and celebrations of the word should also be modelled often for staff. It should be recognised that this formation of staff is always ongoing.

As previously stated, developing a relationship with God, through prayer and scripture, is a very personal experience and each person will develop this in their own way. This should always be an essential consideration for anyone who is leading or monitoring prayer and liturgy.

All prayer experiences should be invitational and throughout any interactions, it is essential to be attuned to the needs of staff, including those of other religions and none. By engaging in sensitive dialogue and focussing on the dignity of all, dialogue can lead to establish what will be appropriate for those called to lead prayer and liturgy. It is also essential for senior leadership to establish with any new members of staff, what is actually meant by their agreement to uphold the Catholic ethos of the school and what this will mean on a daily basis for them. This will also help to establish a programme of planned support to enable them to lead children in prayer confidently and correctly.

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## Formation:

To allow our children and staff to experience and lead meaningful prayer and celebrations of the word, we must ensure that they are well formed and prepared for this ministry.

## Children:

To support our children to develop a relationship with God and in order for this relationship to deepen, children must be invited into a wealth of different opportunities to lift their hearts and minds to God. These opportunities should be invitational, meet children where they are and be experiences that lift them out of their daily experiences – encountering God in words, music, images, light, silence, nature – and teach them how to encounter God through awe and wonder. They should know that these ‘conversations’ with God are set aside and elevated from other conversation and involve an element of imagination and openness of heart. It is a teacher's role to plan and model these experiences – and then to support children in planning and leading their own prayer experiences. They should also be experiences that invite the children to hear and experience the riches and wealth of prayer of the Catholic church – in an age-appropriate way. Teaching them to know and begin to understand the prayers and how they connect us with both God and with our brothers and sisters in Christ. To encounter the Word of God through listening – with ears, minds and hearts – to scripture and inviting reflection and understanding of what it might be saying to us today. When their own prayer life is developing from encounter to mission, time should be planned into the week to allow these children time to plan their own prayer and celebration of the word experiences. This time should be with appropriate adults, to allow sound teaching and modelling of how to do this well. This should then develop into children planning and leading this themselves and then develop to leading others in this. This document aims to show how this might be done – leading pupil from presence to encounter, from encounter to mission.

# To Love Him More Dearly

Progression in Child-  
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## Monitoring and Evaluation:

*"Leaders, including governors, place the highest priority on the evaluation of the quality and impact of prayer and liturgy and ensure it is embedded in the school's cycle of self-evaluation and planned improvements. The voice of pupils and other relevant stakeholders are an integral and valued part of the school's evaluation of prayer and liturgy" CW3.8*

This description of outstanding provision for Prayer and Liturgy highlights the need for regular, planned monitoring and evaluation by all stakeholders. This document can support this process by giving clear guidance to staff, governors and pupil groups of the key elements of impactful prayer and liturgy experiences.

It is key to remember when monitoring prayer experiences, that there is no magic 'tick-list' of elements that should be there. Those monitoring the prayer or liturgy should firstly be participants – experiencing the invitation themselves. When considering the experiences of others, monitors must ensure they do not detract or interrupt prayer but that in a respectful and appropriate way, observe engagement and allow time – after the celebration – to discern the personal impact on others.

## Monitoring of Adult-led Prayer and Liturgy:

The experience 'as a whole' should be considered firstly under the question of

- Did the experience allow for participants to lift their Hearts and Minds to God?

And then after this further things to consider may be:

- For all: How did the leader allow all pupils to feel invited and accompanied to experience Jesus?
- How did the leader engage the senses to allow pupils to experience awe and wonder?
- For some: Were there opportunities for some pupils to deepen their relationship with Jesus further?
- For some: Was there an invitation for some to take forth some element of mission into their lives?
- If appropriate: How was the prayer or liturgy linked to the season of the church?
- How was the space made sacred?
- What was the impact of this experience on those present?

For some celebrations it may be appropriate to also consider:

- How well were those proclaiming scripture formed to do this well?
- How did the celebration allow for some pupils to participate or lead?
- How were these pupils properly prepared and formed to do this well?

# To Love Him More Dearly

## Progression in Child- led Prayer and Liturgy



### Monitoring of Pupil-led Prayer and Liturgy:

When monitoring pupil-led prayer and liturgy, attention should be given to the progression suggestions in this document. It is important to note that leadership in prayer and liturgy is a ministry that increases gradually across the age groups – but only for those pupils for whom it is appropriate to lead prayer authentically. Leadership begins by giving children choices in early years and key stage one of prayers, spaces, foci, images, music, artwork etc and then inviting them to explain and then evaluate these choices. As leadership progresses into lower KS2, some children will be ready to observe and assist in the planning, leadership and preparation of prayer experiences and celebrations of the word. They will need much support and teaching to do this well and it is this that monitors will be looking at when observing. How have they been supported, prepared and formed to begin taking on this ministry. It is important to note that this leadership is not appropriate for all pupils and this should be considered in monitoring and observations.

In upper KS2, some pupils will feel called to the ministry of planning and leading prayer and celebrations of the word for others. This will have begun in lower KS2 and should be developed further in upper KS2 to allow pupils to now plan, lead and evaluate prayer and celebrations of the word for their peers and possibly whole school celebrations. When observing these sessions it is essential for monitors to understand that they are monitoring how well the children have been prepared and formed to carry out these roles well – not how well the children 'perform'. The following questions can help with this monitoring.

- Have the children been supported in linking the celebration to the liturgical year?
- Have the children been supported in choosing appropriate artwork, music, film clips etc to engage children in the prayer or scripture theme?
- Have the children been well formed in how to lead prayer correctly – using appropriate words, gestures and postures and leading the other children in these?
- Have the children been well formed in posing questions to help engage the other children in contemplating the meaning or prayer or scripture shared?
- Have the pupils been well formed in how to prepare sacred space for prayer or celebrations of the word.
- Has appropriate time and resources been given to the planning and training of the pupils for this ministry?



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## Pupil Monitoring and Evaluation:

Pupils should also be part of the monitoring of prayer and liturgy in schools.

For all pupils who experience prayer and liturgy it is appropriate to allow them time to reflect and feedback on their thoughts and experiences and to share the impact of these experiences on them.

This could take the form of answering posed questions from leaders to allow all voices to form part of the school monitoring process. Careful consideration should be given to finding ways to hear the voices of those groups of children who follow another faith tradition, have English as an additional language or who have special educational needs.

For some children it will also be appropriate for them to be taught how to monitor and give feedback on prayer and liturgy experiences in a more formal capacity. These pupils should themselves be in a place in their own faith journeys, where they are able to understand the purpose of prayer and liturgy and be seeking to deepen their own relationships with Jesus by supporting others with the monitoring of prayer experiences. These children need much time and formation in how to do this well. These children could be supported in this with guidance notes and monitoring forms that invite them to consider what to look for and how to express their thoughts and feedback. To ensure that this is a purposeful and meaningful exercise for all involved, careful consideration should be given to the following:

- Who is being monitored
- Who is carrying out the monitoring
- What will the focus of the monitoring be
- When it will take place
- How feedback will be shared

It is advisable for children to focus only on one or two key elements when learning to monitor – linked to school development plans – to ensure it is a purposeful exercise and that impact can be seen.



## Invitation

Sharing the riches of  
the church with all

Exploring how silence can help  
me find God

Observing how a prayer  
focus can support prayer

Invited to pray with others

Learning some prayers

Experiencing God through  
the senses – art, music,  
incense, sacramentals

Exploring the liturgical year  
through signs and symbols

Hearing God's Word

Wondering what scripture  
might mean to me

Thinking about how scripture  
challenges me to live

## Encounter

Facilitating opportunities for some  
to deepen their own relationship

Seeking silence to hear God

Setting up their own  
prayer foci

Choosing to bring your life to  
God in prayer

Establishing a deep prayer  
life

Seeking God in all  
things

Engaging with the signs and  
symbols of the liturgical year

Responding to God's Word

Seeking deeper understanding  
of scripture in my life

Changing my life in response to  
what I've heard in scripture

## Mission

Facilitating opportunities  
for some to lead others

Creating silence to help others  
hear God's voice

Training others how to  
set up sacred spaces

Leading others in  
prayer

Establishing prayer  
groups

Leading others to God  
through Art, Music, the senses

Sharing the signs and symbols  
of the liturgical year with  
others

Sharing God's Word with  
others

Inviting others to consider  
what scripture might be saying  
to them

Living as a witness to the  
scripture



EYFS

Exploring silence

KS1

Experiencing God in Nature

LKS2

Developing your own Awe and Wonder through Sacred Art and Sacred Music

UKS2

Leading litanies

## Prayer

Wondering who God is to them

Learning some traditional prayers of the church – e.g. Our Father, Glory Be, Hail Mary

Planning prayer experiences for others – using Sacred art and music

Leading others in the Rosary

EYFS

Listening to the Word of God

KS1

Responding to scripture through drama, art, story

LKS2

Showing respect for scripture through word and gesture

UKS2

Training others to proclaim the word of God

## Celebrations of the Word

Asking wondering questions about the scripture

Learning to proclaim the word of God

Planning Celebrations of the Word to lead others to the word of God



Daily

Weekly

Termly

Annual

Frequency

Prayer before and  
after Meals

Christian Meditation

Traditional Prayer –  
Our Father, Hail Mary,  
Glory Be

School Prayer  
Litanies

Rosary – Decade daily in  
October and May

Whole school  
Gospel Assembly

Child-led Prayer  
reflections or  
Celebrations of the  
Word

Visio Divina

Lectio Divina

Class or Key Stage  
Mass

Liturgies of  
Reconciliation  
– Advent and  
Lent

Mass for Holy Days  
of Obligation

School Saint  
Mass or Liturgy

Marian Procession

Rosary - Full

Leaver's Mass





## Sacred Space

- Give the children access to some limited choices of the correct liturgical colour cloth, candles, crucifixes and relevant statues etc.
- Invite them to make some choices to set up a sacred focus for their prayer.
- Encourage them to think about and begin to explain their choices.
- Model and support them in how they might be arranged.

## Words

- Teach the children some age-appropriate prayers and invite them to join in with them and – as confidence grows – begin to lead them with support.
- Using sentence starters to guide them – invite them to spontaneous prayer e.g. 'I thank God for ...' inviting them to finish the prayer with individual responses- (see RED)

## Gestures

- Teach the children to make the sign of the cross correctly - (see RED). Invite them to make it to mark the beginning and end of prayer.
- Teach them to be still and silent for short periods of time – modelling the role that stillness and listening plays in prayer.
- Invite them to place their hands in a prayerful way – modelling – to mark that they are lifting hearts and minds to God.

## Senses

- Give the children some limited choices of things that could aid them in deepening their prayer engagements e.g. sacred artwork, relevant songs or music choices to aid reflection,
- Invite them to choose objects to hold to focus their hearts and minds when praying – e.g. holding cross or prayer pebble.

## Prayers of the Church

- **To learn:** Sign of the Cross.
- **To hear:** Our Father, Hail Mary, Glory Be





# EYFS Celebrations of the Word



## Sacred Space

- Model and jointly set up a prayer focus area with the children.
- Model and explain the colour of the liturgical cloth
- Model and explain any artwork or music chosen to aid their understanding of the scripture
- Light a candle and explain how this reminds us of Christ's presence
- Invite the children to share how these objects help them to think about the scripture words.
- Think about using different spaces to normal learning input e.g. facing a different way to aid understanding that this is a different way of listening.

## Scripture

- All scripture should be read directly from the Bible.
- The Bible should have a special place in the EYFS classroom
- Children could solemnly collect and bring the Bible to be read as part of the liturgy.
- Scripture should be read and shared by the adult – modelling reverence and showing the special nature of the words.
- Choose and read scripture from a Catholic children's Bible – possibly linked to Sunday Gospel.
- Possibly choose to read just one age-appropriate part of the Gospel to read and reflect on with the children.
- Consider using Godly-play (or similar) to help the children to understand the scripture.

## Response

- After sharing the scripture- or key words or lines from the scripture – invite the children to wonder about it.
- Model wondering questions to engage the children in understanding that this is the word of God – speaking directly to them this day.
- What does it make them think about?
- How does it make them feel?
- Invite children to pose wondering questions about what they have heard.
- Share artwork or music to aid reflection and thinking time
- Model and encourage times of silence to wonder and think – this could be aided by the presence of a character –e.g. wondering woodpecker – “We need to be silent when he is wondering – or he might be scared away”

## Gesture and Posture

- When reading from the scripture, ensure you open and close the reading with the appropriate introductions and responses.
- Expect, model and reinforce silence and listening postures when the hearing scripture words.
- Invite the children to share which postures help them to listen and think about the words – e.g. they may want to stand or face a certain way.
- Invite feedback from them – “What helped me to listen and wonder today?”

## Go Forth

- Keep the Bible open and displayed in the Classroom to invite further thinking.
- Pose a wondering question linked to the scripture for them to think about across the week
- Have some way of displaying and returning to this across the week – e.g. wondering woodpecker posing a question
- Invite children to respond to the scripture across continuous provision e.g. drawing, small world etc.

# Key Stage 1 Prayer



## Sacred Space

- Give the children access to a choice of the liturgical colour cloths and invite them, with support, to choose the correct one for the liturgical season. Invite them to explain their choice.
- Give them a choice of a selection of candles, crucifixes and relevant statues etc. and invite them to make some choices to set up a sacred focus for their prayer.
- Invite them to explain their choices with support.
- Invite them to make choices in how they might be arranged and explain their choices.

## Words

- Teach the children some age-appropriate prayers and invite them to join in with them and – as confidence grows – begin to lead them with support.
- Using sentence starters to guide them – invite them to spontaneous prayer e.g. 'I thank God for ...' inviting them to finish the prayer with individual responses- (see RED)
- Begin to give them opportunities to make up and say or write their own spontaneous prayers.
- Invite them to choose and share prayers from appropriate prayer books.

## Gestures

- Invite the children to make the sign of the cross to mark the beginning and end of prayer.
- Invite children to lead others in making the Sign of the Cross.
- Invite them to be still and silent for short periods of time – inviting them to explain the role that stillness and listening plays in prayer.
- Invite them to place their hands in a prayerful way – modelling – to mark that they are lifting hearts and minds to God.
- Invite them to think about and suggest ways that they might like to be (standing, kneeling, sitting etc) to help them to focus on God.
- Invite them to reflect on how these actions and gestures helped them to lift their hearts and minds to God.

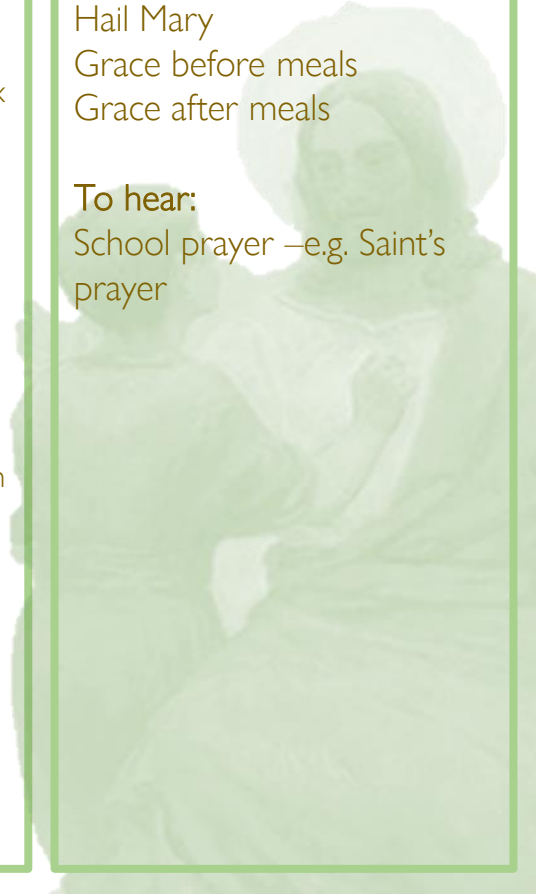
## Senses

- Give the children a wider choice of things that could aid them in deepening their prayer engagements e.g. sacred artwork, relevant songs or music choices to aid reflection linked to the liturgical season.
- You could have a senses box for them to choose things from – e.g. relevant art, statues, sacramentals, godly play objects – ensure the choices are appropriate for the liturgical season and rotated and updated often
- Invite them to choose objects to hold to focus their hearts and minds when praying – e.g. holding cross or prayer pebble.
- Invite them to explain their choices.
- Invite them to reflect on how these things helped them after prayer.

## Prayers of the Church

**To Learn:** Sign of the Cross  
Glory Be  
Our Father  
Beginning of the Nicene Creed  
Hail Mary  
Grace before meals  
Grace after meals

**To hear:**  
School prayer –e.g. Saint's prayer



# Key Stage 1 Celebrations of the Word



## Sacred Space

- Invite the children to set up a prayer focus area for the liturgy themselves.
- Invite them to choose the correct liturgical cloth – with support.
- Give them a choice of images or objects to add to the area – linked to the scripture – to choose from.
- Support the children to light a candle and invite them to explain how this reminds us of Christ's presence
- Invite the children to share how these objects help them to think about the scripture words.
- Invite the children to think about and suggest using different ways to sit or places to have the liturgy - to involve them in thinking about which places can help us to feel close to God.
- Invite them to explain their choices.

## Scripture

- All scripture should be read directly from the Bible.
- The Bible should have a special place in the Year 1 classroom
- Invite the children to process across the classroom with the Bible to bring it to be read as part of the liturgy.
- At this age scripture should be read and shared by the adult – modelling reverence and showing the special nature of the words.
- At this age the adult should select and read scripture from a Catholic children's Bible – possibly linked to Sunday Gospel.
- Possibly choose to read just one age-appropriate part of the Gospel to read and reflect on with the children.
- Consider using Godly-play (or similar) to help the children to understand the scripture.

## Response

- After sharing the scripture- or key words or lines from the scripture – invite the children to wonder about it.
- Model wondering questions to engage the children in understanding that this is the word of God – speaking directly to them this day.
- What does it make them think about?
- How does it make them feel?
- Invite children to pose wondering questions about what they have heard.
- Share artwork or music to aid reflection and thinking time
- Consider singing an appropriate hymn or praise song linked to the scripture and invite children to reflect on how it helped them to think about the scripture.
- Model and encourage times of silence to wonder and think – this could be aided by the presence of a character – e.g. wondering woodpecker – “We need to be silent when he is wondering – or he might be scared away”
- When appropriate the children could act out part of the Scripture story with adult support.

## Gesture and Posture

- When reading from the scripture, ensure you open and close the reading with the appropriate introductions and responses.
- Expect, model and reinforce silence and listening postures when the hearing scripture words.
- Invite the children to share which postures help them to listen and think about the words – e.g. they may want to stand for Gospel readings.
- Invite feedback from them – “What helped me to listen and wonder today?”
- Consider passing around an object –e.g. holding cross – to help children to listen in silence to other children's wondering questions or thoughts.
- Consider changing posture if including music or singing as a response to scripture – encouraging joyful participation,

## Going Forth

- Keep the Bible open and displayed in the Classroom to invite further thinking.
- Pose a wondering question linked to the scripture for them to think about across the week
- Have some way of displaying and returning to this across the week – e.g. wondering woodpecker posing a question
- Invite children to respond to the scripture across continuous provision e.g. drawing, small world etc.
- Invite the children to respond with an invitation to action linked to the scripture to live out across the week e.g. invite them to write the name of someone they sport being kind in the playground to a special box or board.

# Lower Key Stage 2 Prayer



## Sacred Space

- As the children develop in their prayer lives, begin to give them more choices and time to plan leading prayer.
- Model and support them in making choices of how to prepare spaces for prayer
- Encourage them to think about creating a prayerful atmosphere including where to pray, prayer focus display or power points, links to liturgical season, making the space different from class time.

## Words

- As the children grow in confidence in prayer, give them opportunities to choose the prayer they want to plan and lead.
- Give them choices from traditional prayers of the church
- Invite them to begin to lead their own pre-written prayers – written with guidance and linked to liturgical season
- Give them choices from prayer books
- Support them in beginning to invite petitions from class and wider school.

## Gestures

- Invite the children to consider how the gestures and postures they plan to use when leading prayer can help the children to lift their hearts to God.
- Invite them to plan in choices of whether to sit, stand or kneel at times of prayer
- Invite them to consider how to introduce moments of silence to aid prayer
- Begin to give them opportunities to reflect on the success of their choices

## Senses

- Model for the children how to make successful choices of aids to prayer
- Model and teach children to plan and lead times of prayer for the class making choices of artwork, music or artefacts – from an appropriate pre-selected range - to help the children to focus their hearts on God.
- Invite the children to begin to reflect on the success of their choices.

## Prayers of the Church

- To learn:
- All preceding age prayers
- The Apostles Creed
- An act of Contrition
- Angel of God
- Come, Holy Spirit
- The Prayer of Saint Richard of Chichester





# Lower Key Stage 2 Celebrations of the Word



## Sacred Space

- Invite the children to plan and set up their own prayer focus for Celebrations of the Word – linked to the liturgical season and theme of scripture – with support.
- Support children to set up a place for Bible to be displayed and proclaimed from that honours the sacred scripture – e.g. stand, candle, crucifix, liturgical cloth.

## Scripture

- Scripture used in a Celebration of the word to be read directly from a children's Bible (NSV-CE).
- Scripture choice linked to Sunday Gospel or Gospel of the day – where appropriate
- Support and prepare those who proclaim the word in celebrations – by helping them to understand meaning and read appropriately.

## Response

- Model and support children to plan how to use drama, art, film clips, music etc to respond to the scripture story and aid understanding
- Model and support children in posing questions to help children to ponder and reflect on the meaning of the scripture shared

## Gesture and Posture

- Model and support children to lead class in appropriate posture and gesture for proclaiming and listening to scripture
- opening and closing reading with correct words
- Standing for reading scripture
- Standing to hear Gospel
- Make crosses on forehead, lips and heart when hearing Gospel
- Sitting for response

## Going Forth

- Help children to plan a question or action to give the rest of class to consider and respond to across the week – linked to scripture message.



# Lower Key Stage 2 Ministry



## Preparing Sacred Space

- Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass.
- This might include setting up a school space or in the church.
- This needs lots of modelling and support to ensure it is done well.
- Children who feel called to do this role, may begin to do this in lower key stage 2 – observing and learning from older experienced children and adults.
- Best practise includes planned time to teach and explain to children the names and purpose of sacred Mass objects.

## Welcoming

- Some children may be called to take on the ministry of welcoming children and adults to the Mass
- This might include arriving early to the Mass space and greeting warmly those arriving to celebrate Mass.
- This needs lots of modelling and support to ensure it is done well.
- Children who feel called to do this role, may begin to do this in lower key stage 2 – observing and learning from older experienced children and adults.
- Best practise includes planned time to teach and explain to children how to make people feel welcomed to the Mass.

## Proclaiming the Word

- Some baptised children may feel called to take on the ministry of proclaiming scripture at Mass.
- This includes reading the First or Second reading and singing/reading the Psalm.
- This needs lots of teaching, modelling and support to ensure it is done well.
- Children who feel called to do this role, may begin to do this in lower key stage 2 – observing and learning from older experienced children and adults.
- Best practise includes planned time to teach and explain to children the meaning and context of the scripture and support to help them to understand their role in its proclamation.
- Children who take on this role should not only be competent readers – but should also understand what it means to proclaim – and not just read – scripture.

## Prayers of Intercession

- Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass.
- This needs lots of modelling and support to ensure it is done well.
- Children who feel called to do this role, may begin to do this in lower key stage 2 – observing and learning from older experienced children and adults.
- Best practise includes planned time to teach and explain to children the purpose of the prayers – how they will lead the congregation in bringing to God the needs of the school, parish and world.
- In lower KS2 the children may begin to contribute to the content of the prayers – e.g. what they feel should be brought to God in prayer –e.g. needs of the world or school community – but should not yet be writing them unsupported.

## Music

- Some children may be called to take on the ministry of leading the congregation in the singing or musical accompaniment for the sacred liturgy of the Mass.
- This ministry needs time and commitment outside of the Mass time to learn and practise.
- Children who feel called to do this role, may begin to do this in lower key stage 2 – observing and learning from older experienced children and adults.
- Best practise includes time not only to practise words and music and to ensure the children know the chosen music and hymns – but also to understand the purpose of sung prayer and hymn in the Mass.

# Upper Key Stage 2 Prayer



## Sacred Space

- As the children enter upper Key Stage 2, they should be given daily opportunities to develop their own prayer lives and have frequent opportunities for prayer.
- Children should be given regular opportunities to plan and lead prayer – in pairs, groups, class and whole school settings.
- They should be given opportunities to plan prayer opportunities and prepare the space in various different settings using a variety of different aids to support prayer – art, music, film, drama, sacred objects and be able to explain and evaluate their choices.

## Words

- Children should be given the opportunity to plan and lead a variety of different prayer traditions
- They should write and lead their own prayers - researching and writing prayers for the world linked to current events and needs of the wider school community
- They should plan prayer experiences including but not limited to:
  - Leading litanies
  - Leading the rosary
  - Planning and writing Visio Divina prayer (RED)
  - Planning and leading Lectio Divina prayer (RED)
  - Saying spontaneous prayers of praise, thanks, petition and remorse.

## Gestures

- In planning prayer, children should consider how the gestures and postures they use when leading prayer can help them and other children to lift their hearts and minds to God.
- Children should plan in choices of whether to sit, stand or kneel at times of prayer
- Planned prayer should include extended moments of silence to aid prayerful reflection
- Children should reflect on their prayer – possibly using prayer journals - to reflect on their prayer lives.
- Children should be given opportunities to reflect on their planned prayers and evaluate success of choices to aid and support the prayer of others.

## Senses

- Children should consider all the senses when planning how to lead others in prayer.
- They should make informed choices to aid the senses to lift their hearts and minds to God – including but not limited to
  - Sacred Art
  - Candles and incense
  - Music – hymns and praise
  - Sacramentals – Holy Water, Medals etc
  - Statues.
  - Crosses and Crucifixes
  - Links to the liturgical year e.g. cloths, nativity scenes,
  - Bibles
  - Children should review and evaluate their choices.

## Prayers of the Church

- **To Know:**
- All the preceding years prayers
- Morning offering
- The Rosary
- The Magnificat
- Act of Faith
- Act of Hope
- Act of Charity



# Upper Key Stage 2 Celebration of the Word



## Sacred Space

- Invite the children to plan and set up their own prayer focus for Celebrations of the Word – linked to the liturgical season and theme of scripture.
- Children to set up a place for Bible to be displayed and proclaimed from that honours the sacred scripture – e.g. stand, candle, crucifix, liturgical cloth.
- Children to lead and support younger children to learn how to do this well.

## Scripture

- Scripture used in a Celebration of the word to be read directly from a children's Bible (NSV-CE).
- Scripture choice linked to Sunday Gospel or Gospel of the day – where appropriate
- Children should be prepared in the proclaiming of the word in celebrations with clear understanding of meaning and should read appropriately.
- Children should begin to lead and support younger children in their celebrations of the Word.

## Response

- Children should plan for responses to the key messages from the scripture chosen that help others to understand some of the intentions of the scripture. This could include posing wondering questions, choosing appropriate music or video clips to invite other to reflect, drama scenes or sacred art reflections. Children will still need support with planning these responses but should be developing independence.

## Gesture and Posture

- Children should now know the appropriate posture and gesture for proclaiming and listening to scripture and be able to lead and model this for others.
- They could be given prompts to help them when preparing to ensure correct openings and responses for readings.
- They could model processing in with the Bible.
- They should model and lead; standing for the reading of scripture, standing to hear the Gospel, making crosses on forehead, lips and heart when hearing Gospel and sitting for response.

## Going Forth

- Children should plan and lead going forth challenges for others to help them to take the key messages from the scripture shared into their own lives going forth.
- These could include inviting them to look for or notice something in their lives, responding to a challenge to do something, answering a further learning question etc.
- Children could plan ways to gather responses and share them in following liturgies.



# Upper Key Stage 2 Ministry



## Preparing Sacred Space

- Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass.
- This might include setting up a school space or in the church.
- This needs lots of modelling and support to ensure it is done well.
- Children who feel called to do this role will take more of a leading role in this in upper KS2 – however the important nature of this role means it will still need to be monitored by appropriate adults.
- Best practise includes planned time to continue to teach children in upper KS2 the names and purpose of sacred Mass objects – but children may now support and lead in the teaching of younger children.
- It is important to note that preparing well is a gift of the Holy Spirit and prayer with children beforehand can support them in this mission.

## Welcoming

- Some children may be called to take on the ministry of welcoming children and adults to the Mass
- This might include arriving early to the Mass space and greeting warmly those arriving to celebrate Mass.
- This needs lots of modelling and support to ensure it is done well.
- in upper KS2 children can take on more of a leading role in this but will still need monitoring.
- Best practise includes planned time to teach and explain to children how to make people feel welcomed to the Mass.
- It is important to note that welcoming is a gift of the Holy Spirit and prayer with children beforehand can support them in this mission.

## Proclaiming Scripture

- Some baptised children may feel called to take on the ministry of proclaiming scripture at Mass.
- This includes reading the First or Second reading and singing/reading the Psalm.
- IN upper KS2 this continues to need teaching and modelling and support to ensure it is done well.
- In upper KS2 children may take more of a leading role – supporting and teaching younger children.
- Best practise includes planned time to teach and explain to children the meaning and context of the scripture and support to help them to understand their role in its proclamation.
- Children who take on this role should not only be competent readers – but should also understand what it means to proclaim – and not just read – scripture.
- It is important to note that proclaiming scripture is a gift of the Holy Spirit and prayer with children beforehand can support them in this mission

## Prayers of Intercession

- Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass.
- This needs lots of modelling and support to ensure it is done well.
- In upper KS2, children who feel called to this role, can lead the congregations in prayer.
- Best practise includes planned time to teach and explain to children the purpose of the prayers – how they will lead the congregation in bringing to God the needs of the school, parish and world.
- In upper KS2, the children can write these prayers but will continue to need support and guidance on their format and correct wording.
- Children should decide, with guidance, what they wish to bring to God in prayer to represent the needs of the school and wider community.
- It is important to note that leading and writing prayer is a gift of the Holy Spirit and prayer with children beforehand can support them in this mission.

## Music

- Some children may be called to take on the ministry of leading the congregation in the singing or musical accompaniment for the sacred liturgy of the Mass.
- This ministry needs time and commitment outside of the Mass time to learn and practise.
- Children who feel called to do this role can take on leadership in this role in KS2 – based on their own talents and charisms.
- Best practise includes time not only to practise words and music and to ensure the children know the chosen music and hymns – but also to understand the purpose of sung prayer and hymn in the Mass.
- It is important to note that leading the congregation in music is a gift of the Holy Spirit and prayer with children beforehand can support them in this mission.

# Planning Prayer

Sacred Space

Words

Gestures

Senses

Season:

Pupil Participation:

Formation needed:



## Monitoring of Adult-led Prayer

Engagement: How did the prayer experience allow all to lift their hearts and minds to God?

Invitation: How did the leader allow all pupils to feel invited and accompanied to experience Jesus?

Senses: How did the leader engage the senses to allow pupils to experience awe and wonder?

Encounter: Were there opportunities for some pupils to deepen their relationship with Jesus further?

Mission: Was there an invitation for some to take forth some element of mission into their lives?

How was the space made sacred?

Links to church season:

Impact:



# Monitoring of Child-led Prayer or Celebrations of the Word

## Some questions to consider when monitoring pupil-led prayer or liturgy celebrations:

- Have the children been supported in linking the celebration to the liturgical year?

- Have the children been well formed in posing questions to help engage the other children in contemplating the meaning or prayer or scripture shared?

- Have the children been supported in choosing appropriate artwork, music, film clips etc to engage children in the prayer or scripture theme?

- Have the pupils been well formed in how to prepare sacred space for prayer or celebrations of the word?

- Have the children been well formed in how to lead prayer correctly – using appropriate words, gestures and postures and leading the other children in these?

- Has appropriate time and resources been given to the planning and training of the pupils for this ministry?

What is the impact of leading prayer and liturgy on the pupils own spiritual development?

# Monitoring of Adult-led Celebrations of the Word

Engagement: How did the prayer experience allow all to lift their hearts and minds to God?

Invitation: How did the leader allow all pupils to feel invited and accompanied to experience God through the scripture?

Senses: How did the leader engage the senses to allow pupils to understand the key messages of the Scripture?

Encounter: Were there opportunities for some pupils to deepen their relationship with Jesus further through the scripture message?

Mission: Was there an invitation for some to take forth some element of mission into their lives?

How was the space made sacred?

Welcome:

Season: Was the scripture linked to the season of the church?

Formation: How did the celebration allow for some pupils to participate or lead?

Formation: How well were those proclaiming scripture formed to do this?

Ritual: How was the scripture greeted, introduced and concluded?

Impact: