




# St Augustine's Catholic High School and Sixth Form

## Prayer and Liturgy Policy

Approved		Date
Chair, Catholic Mission & Community R Shearer	R Shearer	22.06.22
Principal G T O'Connor		22.06.22
Cycle of Review: 3 years		
Next Review Date: Jun-25		



# ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

## DEVELOPING THE WHOLE PERSON

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## Prayer and Liturgy Policy

### Aims

The aim of the Prayer and Liturgy policy is to provide the opportunity for students to:

- To contemplate something of the mystery of God and to give honour, praise and thanks to Him
- To reflect on spiritual and moral issues
- To explore their own beliefs and embrace the beliefs of others, extending Tolerance and Peace
- To respond to, and celebrate life
- To experience a sense of belonging and develop community spirit
- To develop a common ethos and embrace our shared Gospel Values
- To develop the skills of:
  - Reverence
  - Contemplation
  - Reflection
  - Interpretation
  - Empathy
  - Meditation
- To grow in Liturgical understanding
- To reinforce prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To develop a sense of awe, wonder and inspiration in the person of Christ

### Statutory Duty of School

All maintained schools provide daily collective worship for registered students (apart from those who have been withdrawn by their parents). This is provided within a daily morning Form Time, or year-group Prayer and Liturgy on specified days. The Principal / Head of School is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the Academy Representatives. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the students. However, if it is inappropriate for some or all of the students to take part in Christian collective worship, the Head of School may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

Collective worship in foundation schools with a religious character and voluntary schools will be in accordance with the school's trust deed. Where provision is not made by a trust deed, the worship should be in accordance with the beliefs of the religion or denomination specified for the school.

### Implementation

Acts of collective worship, whether in Prayer and Liturgy or Form/Tutor Time, will:

- Be reflective of the school's Catholic Christian values and inclusive of other world faiths, where appropriate, in light of the ethos of mutual respect and shared Gospel Values
- Involve the students and be led by them where appropriate
- Include a variety of elements and different forms of prayer
- Provide catechesis so students deepen their understanding of the Catholic Faith
- Develop students understanding of the Gospel Values which are at the foundation of the educational experience offered to students

Students will have concrete opportunities to participate in an act of collective worship, in the form of Prayer and Liturgy, in their morning Form Time slot, **and** at the end of Period 2 before lunch.

### **Monitoring, Evaluation and Review**

The effectiveness and impact of Collective Worship will be monitored and reviewed regularly by key stakeholders using Diocesan observation proformas and staff/pupil voice, in accordance with the Catholic Schools Inspectorate criteria. The Academy Representatives will also be asked to monitor Collective Worship during annual reviews, which will be calendared.

The policy will be reviewed on a timely basis to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **A Liturgical Structure**

- Gather – how we come together, the setting, the environment
- Listen – the Word of God is proclaimed
- Response – the response to the Word leads into a time of prayerful reflection which may be accompanied by a symbolic action
- Going Forth – giving the students something to hold on to from the experience of the liturgy that they can take into their daily lives

### **Good Practice**

- Where there is evidence of the planning and evaluation of provision
- Where there is a clear theme and message
- Where students are given the opportunity to lead or participate
- Where students are invited to offer intentions and select themes
- When opportunity is taken through the choice of themes for the students to become familiar with the traditions, customs and practice of the seasons and feasts of the Church and where topics relevant to students' lives are reflected upon in the context of the Word of God and the teachings of the Church
- Where opportunity is given to reflect upon and to develop the values of 'community activity, exchange of greetings, capacity to listen, to seek and grant pardon, expression of gratitude, experience of symbolic action, a meal of friendship and festive celebration'. (General Catechetical Directory no. 25)
- When a 'sacred space' is created through a focal point, prayer spaces, music etc.
- When Scripture is given prominence
- When opportunity is taken to use liturgical responses and actions
- When there is evidence of a variety of approaches, telling a story, describing a situation or event, using images, special objects, dance, drama, music etc.
- Where there is opportunity for individual and communal prayer in a variety of forms e.g. spontaneous, litany, intercession, meditation, traditional etc.
- Where students not only lead acts of worship but are skilled in preparing acts of worship
- Where the act of worship follows a liturgical structure, Gathering, Listen, Response, Going Forth
- Where it encourages thinking about the needs of others
- Where it affirms relationships and provides the opportunity for the collective sharing of joys and sorrows
- Where it helps to promote a common ethos and shared vision

- Where there is good use of visual aids, story, scripture etc.
- Where there is effective use made of music
- Where silence is used effectively to allow time for thought, prayer and reflection
- Language that is used is suitable for the age group
- There is a direct link between faith and everyday life
- The act of worship is separated from administration
- When gathering and leaving is conducted appropriately
- Where the senses are engaged
- When the act of worship encourages thinking about the needs of others
- When it affirms relationships and provides opportunity for the collective sharing of joy and sorrow
- When it is a learning experience but the focus is on worship and not on teaching
- Where adults are good role models
- When practical, that other adults/parents are invited to share (not simply observe) in the time of worship