

St Edmund Campion

Collective Worship/Prayer and Liturgy Policy



'Hand in hand with Jesus Christ we live, love and learn together.'

"Let your light shine."

Matthew 5:16

School: St Edmund Campion Catholic Primary School

Trust: Our Lady of Lourdes Catholic Multi-Academy Trust

Hub: St Francis of Assisi Hub

Policy reviewed: July 2026

Next review: July 2027

Policy lead: Headteacher / Deputy Headteacher

Approved by governors

Linked documents:

Catholic Life and Mission Policy; Religious Education Policy; Behaviour Policy; SEND Policy; Equality Policy; RSHE Policy; Safeguarding Policy; Annual Plan of Provision for Prayer and Liturgy; Collective Worship Skills Progression Document.

1. Mission Statement

At St Edmund Campion Catholic Primary School, our mission statement is:

“Hand in hand with Jesus Christ, we live, love and learn together.”

Prayer and liturgy are central to this mission. They shape our identity as a Catholic school, deepen our relationship with Christ and help pupils, staff, families and governors understand that we are called to live our faith in daily life.

Through prayer and liturgy, pupils are invited to encounter God, listen to Scripture, respond with faith and go forth to live as disciples. Worship at St Edmund Campion is not simply a routine or an assembly with a prayer; it is a sacred and valued part of school life.

2. Purpose of this Policy

This policy sets out how Collective Worship, Prayer and Liturgy are planned, led, resourced, evaluated and improved at St Edmund Campion.

It explains how we ensure that worship:

- is rooted in the Catholic tradition;
- is centred on Scripture;
- follows the rhythm of the liturgical year;
- is accessible and meaningful for all pupils;
- enables pupils to grow as confident, reverent and skilled leaders;
- supports the spiritual and moral development of the whole school community;
- is regularly monitored and improved.

The policy should be read alongside the school’s Annual Plan of Provision, which sets out the yearly rhythm of prayer, liturgy, Masses, feast days, chaplaincy, retreats and seasonal celebrations.

3. What is Collective Worship, Prayer and Liturgy?

Collective Worship is the gathering of the school community to give glory, honour, praise and thanks to God. It is our loving response to God’s invitation to enter into relationship with Him through Jesus Christ and the Holy Spirit.

In a Catholic school, the language of **Prayer and Liturgy** is often used alongside Collective Worship. Prayer and liturgy help pupils to:

- encounter Christ;
- listen to and respond to the Word of God;
- grow in stillness, reverence and reflection;
- develop a sense of belonging to the Church;

- understand the richness of Catholic prayer;
- live out the Gospel in their words and actions.

Collective Worship is distinct from Religious Education. Religious Education teaches pupils about the Catholic faith and other faiths; Prayer and Liturgy invites pupils into an experience of prayer, reflection and response.

4. Legal Requirement and Catholic Context

The school provides a daily act of worship for all pupils. This may take place as a whole school, key stage, phase, year group, class or small group act of worship.

As a Catholic school, worship is Catholic in character and is rooted in the teaching, prayer and liturgical life of the Church. It normally draws on Scripture, the liturgical year, Catholic tradition and the mission of the school.

Collective Worship is not curriculum time and is not subsumed within Religious Education. An assembly that simply includes a prayer does not automatically fulfil the purpose of Collective Worship. Worship should be intentionally planned as a prayerful encounter with God.

Parents have the legal right to request that their child is withdrawn from Collective Worship. The school will respond sensitively to any such request and will make appropriate arrangements for supervision. The Headteacher will keep a record of any pupils withdrawn from Collective Worship.

5. Aims of Collective Worship

At St Edmund Campion, Collective Worship aims to provide opportunities for pupils and staff to:

- worship God with reverence and joy;
- encounter Jesus Christ through Scripture, prayer, silence, music and symbol;
- develop a personal and communal relationship with God;
- grow in understanding of Catholic prayer and liturgy;
- experience the richness of the Church's liturgical year;
- reflect on spiritual and moral questions;
- develop a sense of belonging to the school, parish and universal Church;
- participate fully and appropriately according to age and capacity;
- prepare, organise, lead and evaluate worship with increasing confidence;
- understand that prayer leads to mission and action;
- live out the school mission statement in daily life.

6. Principles of High-Quality Worship

All Celebrations of the Word at St Edmund Campion should be:

- **Christ-centred** — rooted in the person and teaching of Jesus.
- **Scriptural** — giving pupils regular opportunities to hear, reflect on and respond to the Word of God.
- **Catholic** — faithful to the prayer, symbols, traditions and liturgical life of the Church.
- **Inclusive** — accessible to pupils of different ages, needs, backgrounds and faith experiences.
- **Reverent** — marked by dignity, respect, stillness and prayerfulness.
- **Participatory** — enabling pupils to join in through prayer, silence, song, response, action, symbol and leadership.
- **Age-appropriate** — matched to pupils' stage of spiritual, emotional and liturgical development.
- **Purposeful** — clearly planned, with a focus, structure and mission.
- **Creative** — using music, art, drama, symbol, gesture, movement and reflection where appropriate.
- **Evaluated** — reviewed so that pupils, staff and leaders know what went well and what could improve.

Where possible, acts of worship should be simple, clear, well-paced and varied in size, space, setting and prayer form.

7. Organisation and Weekly Pattern

Prayer and liturgy are part of the daily rhythm of school life. Pupils pray regularly at the start of the day, before meals and at the end of the day. Classes also use prayer and reflection at appropriate moments during the school day.

The weekly pattern of worship may include:

- whole-school Celebration of the Word;
- Gospel assembly;
- key stage or phase Celebration of the Word;
- class-based prayer and liturgy;
- hymn practice and sung prayer;
- Masses;
- class assemblies with prayer;
- seasonal liturgies;
- Reconciliation services;



- chaplaincy-led worship;
- staff prayer;
- pupil-led prayer opportunities.

The specific pattern is set out each year in the Annual Plan of Provision and may be adapted in response to the liturgical calendar, diocesan priorities, parish events, pupil needs and school priorities.

Worship may take place in classrooms, the school hall, outdoor prayer spaces, church or other suitable spaces. The choice of space should support prayerfulness, participation and reverence.

8. Planning Structure: Gather, Word, Response and Mission

Celebrations of the Word and class liturgies normally follow the structure:

- 1. Gather**
Pupils and adults are brought together prayerfully. This may include music, silence, a symbol, a candle, a greeting, a sign of the cross or a gathering prayer.
- 2. Word**
Scripture is proclaimed and listened to with reverence. Pupils are supported to hear the Word of God and reflect on its meaning.
- 3. Response**
The community responds to Scripture through prayer, silence, reflection, song, symbol, action, drama, artwork, intercessions or personal response.
- 4. Mission / Go Forth**
Pupils are invited to take the message of worship into daily life. This may include a mission, challenge, act of service, prayer focus or link to Catholic Social Teaching.

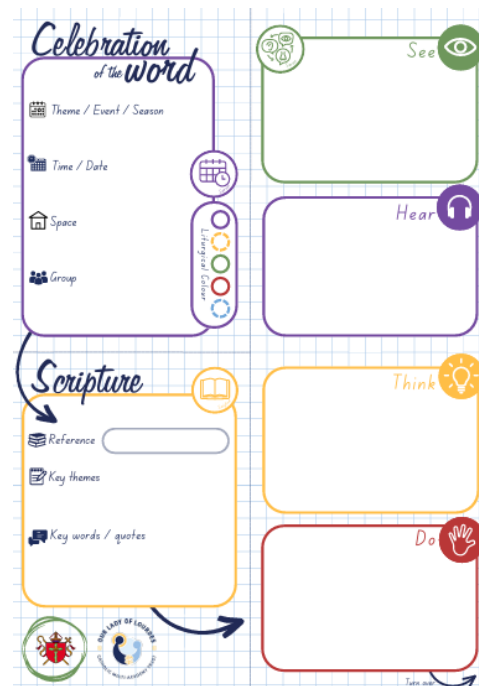
This structure is used consistently so pupils understand the movement of Catholic worship and can gradually take more responsibility for planning and leading each part.

9. Planning Expectations

Worship is planned carefully and deliberately. Planning should consider:

- the Scripture focus;
- the liturgical season;
- diocesan Word of the Week or current themes;
- the needs and age of pupils;
- opportunities for pupil leadership;
- use of symbol, silence, prayer and music;
- inclusion and adaptations;
- the mission or response;
- how worship will be evaluated.

Pupils use agreed planning templates, including the Celebration of the Word template where appropriate. Teachers support pupils in selecting Scripture, preparing the prayer space, choosing music, writing prayers and identifying a mission.



Staff should ensure that worship is not overcomplicated. A simple, reverent Celebration of the Word, rooted in Scripture and with meaningful pupil participation, is more effective than an over-planned event with limited prayerfulness.

10. Pupil Leadership and Progression

Pupils are not only participants in worship; they are leaders and witnesses.

At St Edmund Campion, pupils are given meaningful opportunities to plan, prepare, lead and evaluate worship. This includes roles such as:

- reader of Scripture;
- leader of responses;
- prayer writer;
- Intersessions/asking prayers reader;
- symbol bearer;
- music leader;
- altar or prayer space preparer;
- mission leader;
- evaluator;
- buddy or mentor for younger pupils.

Collective Worship – Skill Strategy						
This skills progression document sets out how pupils at St Edmund Campion grow as participants, planners and leaders of prayer and liturgy. It shows how pupils move from encounter and exposure in EYFS, through supported decision-making and making links, towards confident spiritual agency in Year 5 and 6. Rooted in Scripture, the liturgical year and the tradition of the Church, this progression enables pupils to pray, reflect, lead and respond as missionary disciples.						
Phase	Context & Outcomes for young people	Resources / Scripture	Staff role and responsibilities	Other forms of prayer	How will we evaluate?	Key Vocabulary
EYFS	Pupils encounter, respond and make simple choices What will our young people encounter in our environment? What do we expect our young people to be able to do in this phase?	What specific resources do we use? How do we present and explore scripture?	How do we support children in moving from adult-led to co-leading to child-led and adults only facilitating? What role do staff play?	What traditional and contemporary elements will we encounter?	What techniques do we use?	What terms and phrases do we use and expect children to know?
Encounter and Exposure	Pupil role: Pupils encounter, respond and make simple choices In Early Years Foundation Stage (EYFS), collective worship aims to foster an understanding that prayer and liturgy is different and special. Season: Pupils begin to notice that prayer and worship chance through the	A designated prayer table: This should be set up in a quiet area of the classroom and include a few carefully chosen sacred objects, such as a cross, a candle, and a statue of Mary. Objects should be introduced slowly, to avoid overwhelming the children.	Adult role: Adult-led with choices When planning and delivering collective worship, staff should foster an environment of affirmation where students feel valued and encouraged. Staff should model and set the tone for respectful participation and	Sign of the Cross, simple spontaneous prayer, Amen, Hail Mary introduced, silence. Meditation is planned in to support learning and worship. Techniques are taught to support this,	Drawing and Sharing: After a Celebration of the Word, provide children with paper, pencils and crayons and ask them to write or draw something they remember from the Celebration of the Word. Encourage them to share their drawings and explain what they	Pray: To talk to God Amen: So be it / I believe Thank you: Expressing gratitude to God Love: God's love for us and our love for God and others Listen: Paying attention to God's word

Every child should have the opportunity to contribute to planning, preparing or leading a Celebration of the Word during the school year. Teachers keep a simple class record so that pupil participation can be tracked.

Pupil leadership develops over time:

- **EYFS:** pupils encounter prayer through ritual, song, silence, symbol, story and adult-led worship. They begin to make simple choices, such as selecting a symbol, joining a response or helping prepare the prayer area.
- **Key Stage 1:** pupils begin to lead simple parts of worship with adult support. They may lead gathering actions, simple prayers, responses, symbols or mission statements.
- **Lower Key Stage 2:** pupils plan and lead more parts of worship, including selecting Scripture with support, writing prayers, preparing the prayer space and leading responses.
- **Upper Key Stage 2:** pupils lead worship with greater independence and understanding. They select and interpret Scripture, write thoughtful reflections, lead silence or meditation, choose appropriate music and evaluate how worship could improve.

The SEC Collective Worship Skills Progression Document supports staff in understanding what pupils should be able to do at each stage. It ensures that pupils grow from encounter and exposure in the early years towards confident spiritual agency in Years 5 and 6.

11. Liturgical Ministries

Pupils are trained to understand that leading worship is a ministry. It is not a performance. It is a way of serving God and the school community.

Training may include:

- how to proclaim Scripture clearly and reverently;
- how to lead a prayer or response;
- how to use silence well;
- how to prepare and carry symbols;
- how to choose appropriate music;
- how to help others participate;
- how to prepare for Mass;
- how to evaluate worship honestly and respectfully.

A Liturgical Ministries Resource Bank is available to staff on the school server and a variety of resources, such as 'Let Us Pray' planning cards are available for pupils. These resources include short scripts for greetings, responses, bidding prayers, psalm responses, go-forth phrases and guidance for preparing prayer spaces.

Pupil Liturgy Leaders and the Chaplaincy Team support the prayer life of the school. They may help monitor prayer spaces, lead prayers, support younger pupils, prepare worship and gather pupil voice.

12. Forms of Prayer in the Catholic Tradition

Pupils are taught that Catholic prayer is rich and varied. Across their time at St Edmund Campion, pupils experience and learn about:

- traditional Catholic prayers;
- spontaneous prayer;
- Scripture prayer;
- Lectio Divina;
- Visio Divina;
- silence;
- meditation;
- reflection;
- intercessory prayer;
- the Rosary;
- Marian prayer;
- psalm responses;
- liturgical music;
- hymns;
- sung Mass responses;
- prayer through symbol;
- prayer through art, drama, movement, dance and gesture.

Pupils are supported to understand when and why different forms of prayer may be used. They learn that silence, music, symbol and movement can all help people encounter God.

Singing is a strength of worship at St Edmund Campion. Hymns, sung responses, signing and the school band help pupils participate joyfully and fully in worship and Mass.

13. Mass, Eucharist and Sacramental Life

The Eucharist is central to Catholic life. St Edmund Campion provides regular opportunities for pupils to participate in Mass and to understand its meaning.

Masses and liturgical celebrations may include:

- start of school year Mass;
- Harvest Mass;
- Holy Days of Obligation;
- Ash Wednesday Mass or service;
- class or phase Masses;

- First Holy Communion celebration Mass;
- Year 6 Leavers' Mass;
- end of school year Mass;
- feast day celebrations, including the feast of St Edmund Campion;
- parish Masses where appropriate.

Pupils are prepared to participate in Mass with understanding and reverence. They may help by:

- preparing readings;
- writing bidding prayers;
- preparing the sacred space;
- leading music;
- joining responses;
- serving;
- bringing forward offertory gifts;
- reflecting on the Scripture before and after Mass.

The school supports the parish sacramental programme by sharing information with families and celebrating sacramental milestones with pupils. Catholic pupils who have received First Holy Communion are welcomed to receive Holy Communion at school Masses; other pupils are invited to receive a blessing where appropriate.

Reconciliation is celebrated during Advent and Lent. Catholic pupils are given the opportunity to receive the sacrament, while all pupils are included respectfully in prayer, reflection and learning about forgiveness, mercy and reconciliation.

14. The Liturgical Year

The liturgical year shapes the rhythm of prayer and liturgy at St Edmund Campion. Pupils are helped to understand the seasons of the Church year through Scripture, colour, symbol, music, prayer, display and celebration.

The school marks:

- Ordinary Time;
- Advent;
- Christmas;
- Lent;
- Holy Week;
- Eastertide;
- Pentecost;

- Marian devotion in May;
- the Rosary in October;
- November remembrance;
- Holy Days of Obligation;
- school and parish feast days;
- significant diocesan and Trust events.

During Advent, pupils prepare for the coming of Christ through prayer, reflection, music, worship and home links such as the Travelling Crib.

During Lent, pupils focus on prayer, fasting and almsgiving. They take part in Lenten prayer, Reconciliation, charitable action, reflection and home links such as Lent in a Bag.

During Holy Week, pupils are helped to enter prayerfully into the events of Christ's Passion, death and Resurrection through age-appropriate liturgies, drama, music and reflection.

During Eastertide and Pentecost, pupils celebrate the joy of the Resurrection and reflect on their call to witness to the Risen Christ.

15. Chaplaincy

Chaplaincy is an important part of prayer and liturgy at St Edmund Campion.

The school works with the Our Lady of Lourdes Trust Chaplaincy team to support:

- pupil retreats;
- class worship;
- liturgical formation;
- staff formation;
- Scripture reflection;
- Lectio Divina;
- guided prayer;
- pupil leadership;
- seasonal prayer;
- monitoring and evaluation of worship.

Chaplaincy visits are planned carefully so that pupils across the school benefit from high-quality spiritual development. The chaplain works with school leaders, staff and pupils to strengthen prayer and liturgy and to help pupils grow as leaders of worship.

16. Prayer Spaces and Resources

Every classroom has a prayer space. This should be visible, reverent and used as a focal point for prayer and reflection.

Class prayer spaces should include, where appropriate:

- a cloth in the correct liturgical colour;
- a Bible or Scripture focus;
- a cross or crucifix;
- a candle or battery candle;
- symbols linked to the season or theme;
- pupil prayers or reflections;
- sacred images or artefacts.

Prayer spaces should be changed regularly to reflect the liturgical year. Pupils should be involved in preparing and caring for them.



Resources for Collective Worship include:

- liturgical cloths;
- crosses and crucifixes;
- candles;
- Bibles;
- Rosaries;
- Scripture cards;
- symbol cards;
- music resources;
- Mass response resources;
- prayer cards;
- Mark 10 Mission resources;
- CAFOD resources;
- Advent and Lent resources;
- NDCYS planning templates;
- evaluation forms;
- resources from the chaplaincy team and diocese.

The RE / Prayer and Liturgy Lead, with SLT, monitors resources and ensures that they are used effectively to support worship.

17. Inclusion in Prayer and Liturgy

Every child is created in the image and likeness of God and is called to belong, participate and flourish.

At St Edmund Campion, worship is planned so that all pupils can take part meaningfully and with dignity. Inclusion does not mean every pupil participates in the same way. It means every pupil is valued and invited sincerely.

Adaptations may include:

- visual cue cards;
- now/next prompts;
- shorter Scripture extracts;
- shorter silences;
- sand timers;
- sensory supports;
- ear defenders;
- alternative seating;
- gesture instead of spoken response;
- drawing or symbol response;
- adult support;
- non-verbal leadership roles;
- preparation before worship;
- smaller group worship where appropriate.



Pupils are never forced to speak, lead publicly or share personal reflections. They are encouraged and supported to participate in a way that is appropriate for them.

Pupils from other faith backgrounds and none are welcomed respectfully into the prayer life of the school. They are invited to reflect and participate in ways that are comfortable for them. They are not expected to make Catholic gestures or responses that conflict with their own beliefs.

18. Recording Worship

Collective Worship is recorded in a simple and manageable way.

Each class keeps a prayer and liturgy folder. This may include:

- NDCYS planning templates;
- pupil planning sheets;
- SEC evaluation forms;

- pupil reflections;
- examples of prayers;
- mission responses;
- notes from buddy feedback;
- photographs where already taken;
- evidence of pupil leadership.

Recording should support evaluation and improvement. It should not create unnecessary workload.

Displays, RE books, class prayer spaces, pupil reflections and school newsletters may also provide evidence of worship and its impact.

19. Evaluation and Improvement

Pupils are taught that evaluating worship helps us pray better next time. Evaluation should be simple, honest and constructive.

After class-based Celebrations of the Word, pupils use the agreed SEC evaluation form. Evaluation may include:

- what helped us pray;
- how Scripture was used;
- how well we gathered;
- how we responded;
- what mission we were given;
- how well everyone participated;
- what we could improve next time.

Younger pupils may use oral feedback, symbols, traffic lights or simple sentence stems. Older pupils are expected to give more detailed feedback and suggest improvements.

Phase and buddy COTWs provide opportunities for peer feedback. When one class invites a buddy class to experience worship, the host class should take one improvement point from the feedback and use it next time.

The school uses a “You said, we did” approach so pupils can see how their feedback shapes future worship.

20. Monitoring and Quality Assurance

Collective Worship is monitored regularly by leaders, governors, chaplaincy and pupils.

Monitoring may include:

- learning walks;
- pupil voice;
- staff voice;
- governor visits;
- chaplain feedback;
- review of class prayer folders;
- review of evaluation forms;
- observation of worship;
- review of prayer spaces;
- review of pupil leadership;
- parent feedback;
- annual review of the APOP and Skills Progression Document.

Monitoring focuses on:

- quality of Scripture use;
- reverence and participation;
- pupil leadership;
- inclusion;
- age-appropriate progression;
- use of prayer forms;
- quality of music and response;
- connection to the liturgical year;
- evidence of mission and impact;
- how evaluation leads to improvement.



Findings are shared with staff and governors. Key next steps feed into the Catholic Life / Collective Worship action plan.

21. Staff Formation and CPD

All staff contribute to the prayer and liturgical life of the school. Staff are expected to model reverence, respect and active participation.

Staff formation may include:

- INSET linked to Catholic Life and Mission;
- termly CPD on prayer and liturgy;

- staff training on Gather, Word, Response and Mission;
- support with Scripture selection;
- training on pupil leadership;
- Lectio Divina input;
- chaplaincy input;
- diocesan training;
- coaching for new staff;
- modelling by leaders and experienced staff;
- staff prayer and reflection.

New staff receive support so that they understand the school's mission, prayer routines, planning expectations, Catholic tradition and how to support pupil-led worship.

Staff meetings and briefings begin with prayer where possible. Staff are encouraged to see prayer as part of their own formation and as a witness to pupils.

22. Role of the Prayer and Liturgy Lead

The Prayer and Liturgy Lead, working with the Headteacher and SLT, is responsible for supporting high-quality prayer and liturgy across the school.

This includes:

- reviewing and updating this policy;
- maintaining the Annual Plan of Provision;
- supporting staff in planning worship;
- organising CPD;
- liaising with chaplains, parish, diocese and Trust;
- supporting pupil liturgy leaders;
- monitoring worship and prayer spaces;
- reviewing resources;
- ensuring worship is inclusive;
- supporting Mass and sacramental celebrations;
- reporting to SLT and governors;
- ensuring evaluation leads to improvement.

The lead acts as a consultant and support for staff, especially those new to Catholic education or less confident in leading worship.

23. Role of Governors

Governors have an important role in promoting, monitoring and evaluating Collective Worship.

Governors support the school by:

- attending Masses, liturgies and assemblies where possible;
- receiving termly updates on Collective Worship;
- reviewing progress against the action plan;
- joining learning walks where appropriate;
- speaking with pupils and staff;
- checking that worship is inclusive and age-appropriate;
- ensuring resources and CPD are prioritised;
- monitoring the impact of pupil voice;
- ensuring the policy is reviewed regularly.

The Foundation Governor for RE / Catholic Life works with school leaders to monitor provision and report to the governing body.

24. Parents, Parish and Community

Parents are the first educators of their children in faith. St Edmund Campion seeks to involve parents and carers in the prayer life of the school.

Families may be invited to:

- Masses;
- class liturgies;
- Celebrations of the Word;
- Advent celebrations;
- Nativities;
- Holy Week celebrations;
- Remembrance worship;
- First Holy Communion celebration Mass;
- Year 6 Leavers' Mass;
- home prayer opportunities such as the Travelling Crib and Lent in a Bag.

The school communicates worship opportunities through newsletters, the website, SeeSaw and other school communication systems.

The school works closely with the parish and recognises that pupils belong to a wider Catholic community. Pupils are encouraged to participate in parish life, including Masses, bidding prayers, sacramental celebrations and special parish events where appropriate.

25. Right of Withdrawal

The school expects all pupils to attend and participate respectfully in Collective Worship, Prayer and Liturgy.

Parents have the legal right to request that their child is withdrawn from Collective Worship. Any request should be made to the Headteacher. The school will discuss the request sensitively with parents and explain the nature and purpose of worship at St Edmund Campion.

Where a child is withdrawn, appropriate supervision will be arranged. The Headteacher will keep a record of pupils withdrawn from Collective Worship.

26. Policy Review

This policy will be reviewed annually by the Headteacher, Prayer and Liturgy Lead and governors.

The review will consider:

- diocesan and Trust guidance;
- the Annual Plan of Provision;
- the Collective Worship Skills Progression Document;
- pupil voice;
- staff voice;
- parent voice;
- governor monitoring;
- chaplaincy feedback;
- evidence from worship folders;
- the school's Catholic Life and Collective Worship action plan.

The aim of review is to ensure that worship at St Edmund Campion remains prayerful, faithful, inclusive, pupil-led, well planned and continually improving.

27. Concluding Statement

At St Edmund Campion Catholic Primary School, prayer and liturgy are at the heart of who we are.

Through worship, pupils learn to listen to God, respond with reverence and live out their faith in action. As they grow through the school, they become confident, thoughtful and skilled leaders of prayer and liturgy.

Together, we continue to walk **hand in hand with Jesus Christ**, living, loving and learning together.

