



# St Ethelbert's RC Primary School

Deane, Bolton

## Prayer and Liturgy Progression



*Love, Care, Share...*

*Love learning as friends;  
Care for our community as neighbours;  
Share our faith in Jesus as disciples.*

# EYFS

## Prayer

Sacred Space	Words	Gestures	Senses	Prayers of the Church
<ul style="list-style-type: none"> <li>Give the children access to some limited choices of the correct liturgical colour cloth, candles, crucifixes and relevant statues etc.</li> <li>Invite them to make some choices to set up a sacred focus for their prayer.</li> <li>Encourage them to think about and begin to explain their choices.</li> <li>Model and support them in how they might be arranged.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Teach them to be still and silent for short periods of time – modelling the role that stillness and listening plays in prayer.</li> <li>Invite them to place their hands in a prayerful way – modelling – to mark that they are lifting hearts and minds to God.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Invite them to choose objects to hold to focus their hearts and minds when praying – e.g. holding cross or prayer pebble.</li> </ul>	<ul style="list-style-type: none"> <li>The Sign of the Cross</li> <li>The Lord's Prayer</li> <li>Hail Mary</li> <li>Grace before meals</li> <li>Grace after meals</li> </ul>

## Celebration of the Word

Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<ul style="list-style-type: none"> <li>Model and jointly set up a prayer focus area with the children.</li> <li>Model and explain the colour of the liturgical cloth</li> <li>Model and explain any artwork or music chosen to aid their understanding of the scripture</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>All scripture should be read directly from the Bible.</li> <li>The Bible should have a special place in the EYFS classroom</li> <li>Children could solemnly collect and bring the Bible to be read as part of the liturgy.</li> <li>Scripture should be read and shared by the adult – modelling reverence and showing the special nature of the words.</li> <li>Choose and read scripture from a Catholic children's Bible – possibly linked to Sunday Gospel.</li> <li>Possibly choose to read just one age-appropriate part of the Gospel to read and reflect on with the children.</li> </ul>	<ul style="list-style-type: none"> <li>After sharing the scripture- or key words or lines from the scripture – invite the children to wonder about it.</li> <li>Model wondering questions to engage the children in understanding that this is the word of God – speaking directly to them this day.</li> <li>What does it make them think about?</li> <li>How does it make them feel?</li> <li>Invite children to pose wondering questions about what they have heard.</li> <li>Share artwork or music to aid reflection and thinking time</li> <li>Model and encourage times of silence to wonder and think – this could be aided</li> </ul>	<ul style="list-style-type: none"> <li>When reading from the scripture, ensure you open and close the reading with the appropriate introductions and responses.</li> <li>Expect, model and reinforce silence and listening postures when the hearing scripture words.</li> <li>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.</li> <li>Invite feedback from them – “What helped me to listen and wonder today?”</li> </ul>	<ul style="list-style-type: none"> <li>Keep the Bible open and displayed in the classroom to invite further thinking.</li> <li>Pose a wondering question linked to the scripture for them to think about across the week</li> <li>Have some way of displaying and returning to this across the week – e.g. wondering woodpecker posing a question</li> <li>Invite children to respond to the scripture across continuous provision e.g. drawing, small world etc.</li> </ul>

	<ul style="list-style-type: none"> <li>Consider using Godly-play (or similar) to help the children to understand the scripture.</li> </ul>	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”		
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## Key Stage 1 – Years 1 and 2

Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Invite them to explain their choices with support.</li> <li>Invite them to make choices in how they might be arranged and explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Begin to give them opportunities to make up and say or write their own spontaneous prayers.</li> <li>Invite them to choose and share prayers from appropriate prayer books.</li> </ul>	<ul style="list-style-type: none"> <li>Invite the children to make the sign of the cross to mark the beginning and end of prayer.</li> <li>Invite children to lead others in making the Sign of the Cross.</li> <li>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.</li> <li>Invite them to place their hands in a prayerful way – modelling – to mark that they are lifting hearts and minds to God.</li> <li>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.</li> <li>Invite them to reflect on how these actions and gestures helped them to lift their hearts and minds to God.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Invite them to choose objects to hold to focus their hearts and minds when praying – e.g. holding cross or prayer pebble.</li> <li>Invite them to explain their choices.</li> <li>Invite them to reflect on how these things helped them after prayer.</li> </ul>	<ul style="list-style-type: none"> <li>Glory be</li> <li>Night Prayer</li> <li>Morning Prayer</li> <li>Eternal Rest</li> <li>Penitential Rite</li> </ul>
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth

<ul style="list-style-type: none"> <li>• Invite the children to set up a prayer focus area for the liturgy themselves.</li> <li>• Invite them to choose the correct liturgical cloth – with support.</li> <li>• Give them a choice of images or objects to add to the area – linked to the scripture – to choose from.</li> <li>• Support the children to light a candle and invite them to explain how this reminds us of Christ's presence</li> <li>• Invite the children to share how these objects help them to think about the scripture words.</li> <li>• 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.</li> <li>• Invite them to explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>• All scripture should be read directly from the Bible.</li> <li>• The Bible should have a special place in the Year 1 classroom</li> <li>• Invite the children to process across the classroom with the Bible to bring it to be read as part of the liturgy.</li> <li>• At this age scripture should be read and shared by the adult – modelling reverence and showing the special nature of the words.</li> <li>• At this age the adult should select and read scripture from a Catholic children's Bible – possibly linked to Sunday Gospel.</li> <li>• Possibly choose to read just one age-appropriate part of the Gospel to read and reflect on with the children.</li> <li>• Consider using Godly-play (or similar) to help the children to understand the scripture.</li> </ul>	<ul style="list-style-type: none"> <li>• After sharing the scripture- or key words or lines from the scripture – invite the children to wonder about it.</li> <li>• Model wondering questions to engage the children in understanding that this is the word of God – speaking directly to them this day.</li> <li>• What does it make them think about?</li> <li>• How does it make them feel?</li> <li>• Invite children to pose wondering questions about what they have heard.</li> <li>• Share artwork or music to aid reflection and thinking time</li> <li>• 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.</li> <li>• 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”</li> <li>• When appropriate the children could act out part of the Scripture story with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• When reading from the scripture, ensure you open and close the reading with the appropriate introductions and responses.</li> <li>• Expect, model and reinforce silence and listening postures when the hearing scripture words.</li> <li>• 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.</li> <li>• Invite feedback from them – “What helped me to listen and wonder today?”</li> <li>• Consider passing around an object –e.g. holding cross – to help children to listen in silence to other children's wondering questions or thoughts.</li> <li>• Consider changing posture if including music or singing as a response to scripture – encouraging joyful participation,</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the Bible open and displayed in the classroom to invite further thinking.</li> <li>• Pose a wondering question linked to the scripture for them to think about across the week</li> <li>• Have some way of displaying and returning to this across the week – e.g. wondering woodpecker posing a question</li> <li>• Invite children to respond to the scripture across continuous provision e.g. drawing, small world etc.</li> <li>• 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.</li> </ul>
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## Key Stage 2 – Years 3 and 4

Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church

<ul style="list-style-type: none"> <li>As the children develop in their prayer lives, begin to give them more choices and time to plan leading prayer.</li> <li>Model and support them in making choices of how to prepare spaces for prayer</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>As the children grow in confidence in prayer, give them opportunities to choose the prayer they want to plan and lead.</li> <li>Give them choices from traditional prayers of the church</li> <li>Invite them to begin to lead their own pre-written prayers – written with guidance and linked to liturgical season</li> <li>Give them choices from prayer books</li> <li>Support them in beginning to invite petitions from class and wider school.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Invite them to plan in choices of whether to sit, stand or kneel at times of prayer</li> <li>Invite them to consider how to introduce moments of silence to aid prayer</li> <li>Begin to give them opportunities to reflect on the success of their choices</li> </ul>	<ul style="list-style-type: none"> <li>Model for the children how to make successful choices of aids to prayer</li> <li>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.</li> <li>Invite the children to begin to reflect on the success of their choices.</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>
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Scripture used in a Celebration of the word to be read directly from a children's Bible (ESV-CE).</li> <li>Scripture choice linked to Sunday Gospel or Gospel of the day – where appropriate</li> <li>Support and prepare those who proclaim the word in celebrations – by helping them to understand meaning and read appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Model and support children to plan how to use drama, art, film clips, music etc to respond to the scripture story and aid understanding</li> <li>Model and support children in posing questions to help children to ponder and reflect on the meaning of the scripture shared</li> </ul>	<ul style="list-style-type: none"> <li>Model and support children to lead class in appropriate posture and gesture for proclaiming and listening to scripture</li> <li>Opening and closing reading with correct words</li> <li>Standing for reading scripture</li> <li>Standing to hear Gospel</li> <li>Make crosses on forehead, lips and heart when hearing Gospel</li> <li>Sitting for response</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Ministry				
Preparing Sacred Space	Welcoming	Proclaiming the Word	Prayers of Intercession	Music
<ul style="list-style-type: none"> <li>Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass.</li> </ul>	<ul style="list-style-type: none"> <li>Some children may be called to take on the ministry of welcoming children and adults to the Mass</li> <li>This might include arriving early to the Mass space and</li> </ul>	<ul style="list-style-type: none"> <li>Some baptised children may feel called to take on the ministry of proclaiming scripture at Mass.</li> <li>This includes reading the First or Second reading and singing/reading the Psalm.</li> </ul>	<ul style="list-style-type: none"> <li>Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>



<ul style="list-style-type: none"> <li>• This might include setting up a school space or in the church.</li> <li>• This needs lots of modelling and support to ensure it is done well.</li> <li>• Children who feel called to do this role, may begin to do this– observing and learning from older experienced children and adults.</li> <li>• Best practice includes planned time to teach and explain to children the names and purpose of sacred Mass objects.</li> </ul>	<p>greeting warmly those arriving to celebrate Mass.</p> <ul style="list-style-type: none"> <li>• This needs lots of modelling and support to ensure it is done well.</li> <li>• Children who feel called to do this role, may begin to do this– observing and learning from older experienced children and adults.</li> <li>• Best practice includes planned time to teach and explain to children how to make people feel welcomed to the Mass.</li> </ul>	<ul style="list-style-type: none"> <li>• This needs lots of teaching, modelling and support to ensure it is done well.</li> <li>• Children who feel called to do this role, may begin to do this– observing and learning from older experienced children and adults.</li> <li>• Best practice 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• This needs lots of modelling and support to ensure it is done well.</li> <li>• Children who feel called to do this role, may begin to do this– observing and learning from older experienced children and adults.</li> <li>• Best practice 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• This ministry needs time and commitment outside of the Mass time to learn and practise.</li> <li>• Children who feel called to do this role, may begin to do this– observing and learning from older experienced children and adults.</li> <li>• Best practice 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.</li> </ul>
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## Key Stage 2 – Years 5 and 6

Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children should be given regular opportunities to plan and lead prayer – in pairs, groups, class and whole school settings.</li> <li>• They should be given opportunities to plan prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Children given the opportunity to plan and lead a variety of different prayer traditions</li> <li>• Write and lead their own prayers - researching and writing prayers for the world linked to current events and needs of the wider school community</li> <li>• Plan prayer experiences including but not limited to: <ul style="list-style-type: none"> <li>○ Leading litanies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children should plan in choices of whether to sit, stand or kneel at times of prayer</li> <li>• Planned prayer should include extended moments</li> </ul>	<ul style="list-style-type: none"> <li>• Children should consider all the senses when planning how to lead others in prayer.</li> <li>• They should make informed choices to aid the senses to lift their hearts and minds to God – including but not limited to <ul style="list-style-type: none"> <li>○ Sacred Art</li> <li>○ Candles and incense</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Rosary</li> <li>• The Magnificat</li> <li>• Act of Faith</li> <li>• Act of Hope</li> <li>• Act of Love</li> </ul>

opportunities and prepare the space in various 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	<ul style="list-style-type: none"> <li>○ Leading the rosary</li> <li>○ Planning and writing Visio Divina</li> <li>○ Planning and leading Lectio Divina</li> <li>○ Saying spontaneous prayers of praise, thanks, petition and remorse.</li> </ul>	<p>of silence to aid prayerful reflection</p> <ul style="list-style-type: none"> <li>• Children should reflect on their prayer – possibly using prayer journals - to reflect on their prayer lives.</li> <li>• Children should be given opportunities to reflect on their planned prayers and evaluate success of choices to aid and support the prayer of others</li> </ul>	<ul style="list-style-type: none"> <li>○ Music – hymns and praise</li> <li>○ Sacramentals – Holy Water, Medals etc</li> <li>○ Statues.</li> <li>○ Crosses and Crucifixes</li> <li>○ Links to the liturgical year e.g. cloths, nativity scenes,</li> <li>○ Bibles</li> <li>• Children should review and evaluate choices</li> </ul>	
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### Celebration of the Word

Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Children to lead and support younger children to learn how to do this well</li> </ul>	<ul style="list-style-type: none"> <li>• Scripture used in a Celebration of the word to be read directly from a children's Bible (NSVCE).</li> <li>• Scripture choice linked to Sunday Gospel or Gospel of the day – where appropriate</li> <li>• Children should be prepared in the proclaiming of the word in celebrations with clear understanding of meaning and should read appropriately.</li> <li>• Children should begin to lead and support younger children in their celebrations of the Word.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children will still need support with planning these responses but should be developing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They could be given prompts to help them when preparing to ensure correct openings and responses for readings.</li> <li>• They could model processing in with the Bible</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Children could plan ways to gather responses and share them in following liturgies.</li> </ul>

### Ministry

Preparing Sacred Space	Welcoming	Proclaiming the Word	Prayers of Intercession	Music
<ul style="list-style-type: none"> <li>• Some children may be called to take on the ministry of preparing sacred</li> </ul>	<ul style="list-style-type: none"> <li>• Some children may be called to take on the ministry of welcoming</li> </ul>	<ul style="list-style-type: none"> <li>• Some baptised children may feel called to take on the ministry of proclaiming scripture at Mass.</li> </ul>	<ul style="list-style-type: none"> <li>• Some baptised children may feel called to take on the ministry of leading the prayers of intercession in</li> </ul>	<ul style="list-style-type: none"> <li>• Some children may be called to take on the ministry of leading the congregation in the singing</li> </ul>

<p>spaces for the sacred liturgy of the Mass.</p> <ul style="list-style-type: none"> <li>• This might include setting up a school space or in the church.</li> <li>• This needs lots of modelling and support to ensure it is done well.</li> <li>• Children who feel called to do this role will take more of a leading role in this – however the important nature of this role means it will still need to be monitored by appropriate adults.</li> <li>• Best practice includes planned time to continue to teach children 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).</li> </ul>	<p>children and adults to the Mass</p> <ul style="list-style-type: none"> <li>• This might include arriving early to the Mass space and greeting warmly those arriving to celebrate Mass.</li> <li>• This needs lots of modelling and support to ensure it is done well.</li> <li>• Take on more of a leading role in this but will still need monitoring.</li> <li>• Best practice 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).</li> </ul>	<ul style="list-style-type: none"> <li>• This includes reading the First or Second reading and singing/reading the Psalm (this need teaching and modelling and support to ensure it is done well.)</li> <li>• Children may take more of a leading role – supporting and teaching younger children.</li> <li>• Best practice 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.</li> <li>• 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)</li> </ul>	<p>Mass (needs lots of modelling and support to ensure it is done well).</p> <ul style="list-style-type: none"> <li>• Children who feel called to this role, can lead the congregations in prayer.</li> <li>• Best practice 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.</li> <li>• The children can write these prayers but will continue to need support and guidance on their format and correct wording.</li> <li>• 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).</li> </ul>	<p>or musical accompaniment for the sacred liturgy of the Mass.</p> <ul style="list-style-type: none"> <li>• This ministry needs time and commitment outside of the Mass time to learn and practise.</li> <li>• Children who feel called to do this role can take on leadership in this role based on their own talents and charisms.</li> <li>• Best practice 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).</li> </ul>
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