

St Ethelbert's RC Primary School

Deane, Bolton

Annual Plan of Provision 2025-2026

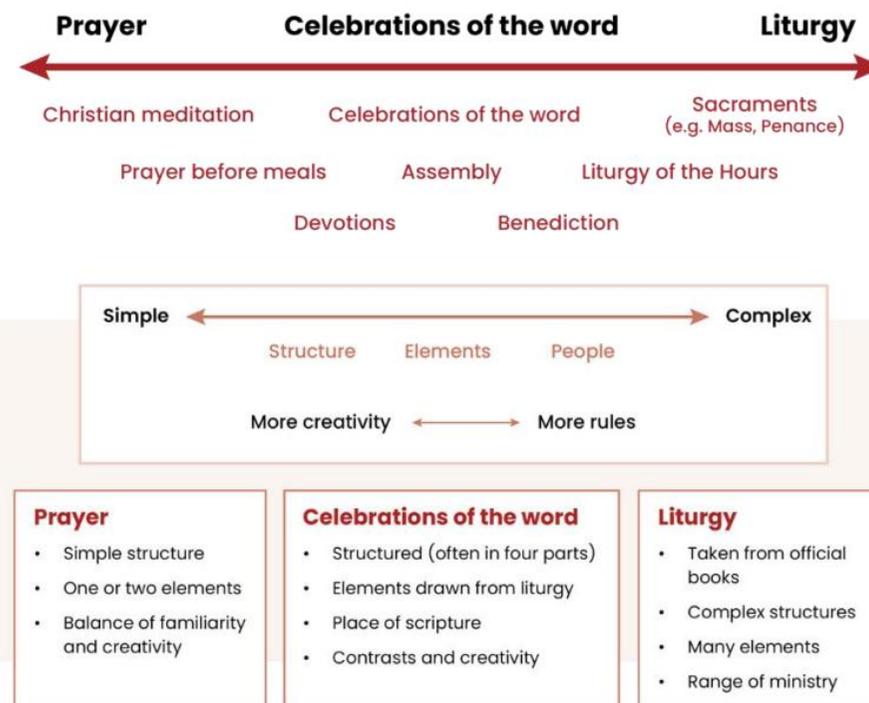


Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.

Menu of Provision

1. Prayer, Celebrations of the Word and Liturgy timetable
2. Liturgy of Mass
3. Sacramental Programme
4. Weekly pupil led CoW timetable
5. Assemblies – Year Group
6. Class Saint & Scripture quotes
7. Liturgical Events & Rolling Worship
8. Prayer Progression
9. S2: Year group adaptations
10. S3: Pupil Ministry

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



Prayer, Celebrations of the Word and Liturgy Timetable

Day	Event	Location
Monday	Whole School Assembly Traditional Prayers in class/ Great to Pray Optional personal reflective prayer in the Chapel	hall classroom Chapel
Tuesday	Traditional Prayers in class/ Great to Pray Optional personal reflective prayer in the Chapel Whole School Music Liturgy	classroom Chapel hall
Wednesday	Traditional Prayers in class/ Great to Pray Optional personal reflective prayer in the Chapel Pupil-led Celebration of the Word	classroom Chapel classroom
Thursday	Traditional Prayers in class/ Great to Pray Optional personal reflective prayer in the Chapel Teacher-led Celebration of the Word	classroom Chapel classroom
Friday	Whole school/ class mass Scripture meditation Traditional Prayers in class/ Great to Pray Optional personal reflective prayer in the Chapel	Church classroom classroom Chapel



Liturgy of the Mass

Term	Date / Time	Celebrated with
Autumn Term	Friday 12 th September, 9:30 – Beginning of term	Whole School
	Friday 19 th September, 9:30 – Class Mass	Year 3 and Year 4
	Friday 10 th October, 9:30 – Class Mass	Year 1 and Year 2
	Friday 17 th October, 9:30 – Harvest Mass	Whole School
	Friday 14 th November, 9:30 – Class Mass	Year 5 and 6
	Friday 21 st November, 9:30 – Class Mass	Reception
	Tuesday 16 th December, 9:30 – End of term	Whole School
Spring Term	Friday 9 th January, 9:30 – Beginning of term	Whole School
	Friday 13 th February, 9:30 – Class Mass	Year 3 and Year 4
	Friday 6 th March, 9:30 – Class Mass	Year 1 and 2
	Friday 20 th March, 9:30 – Class Mass	Year 5 and Year 6
	Friday 27 th March, 9:30 – Class Mass	Reception
	Tuesday 31 st March, 9:30 – End of term	Whole School
Summer Term	Friday 17 th April, 9:30 – Beginning of term	Whole School
	Friday 24 th April, 9:30 – Class Mass	Year 3 and Year 4
	Friday 22 nd May, 9:30- Class Mass	Reception
	Friday 19 th June, 9:30 – Class Mass	Year 1 and 2
	Friday 10 th July, 9:30 – Class Mass	Year 5 and Year 6
	Friday 17 th July, 9:30 – End of term	Whole School

Sacramental Programme

Term	Date / Time	Focus
Spring Term	Sunday 8 th February @ 11.30am	Introductory Mass & welcome, followed by a short meeting
	Sunday 1 st March @ 11.30am	Mass followed by Reconciliation session 1
	Sunday 8 th March @ 11.30am	Mass followed by Reconciliation session 2
	Sunday 15 th March @ 11.30am	Mass followed by Reconciliation session 3
	Sunday 22 nd March @ 11.30am	Mass followed by Reconciliation session 4
	Tuesday 24 th March @ 7pm	First Confession (Reconciliation)
Summer Term	Sunday 26 th April @ 11.30am	Mass followed by First Holy Communion session 1
	Sunday 10 th May @ 11.30am	Mass followed by First Holy Communion session 2
	Sunday 17 th May @ 11.30am	Mass followed by First Holy Communion session 3

	Sunday 14 th June @ 11.30am Sunday 21 st June @ 11.30am Saturday 27 th June @ 10.30am	Mass followed by First Holy Communion session 4 Mass followed by First Holy Communion session 5 First Holy Communion Mass
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Assemblies Year group

Term	Date / Time	Year Group
Autumn Term	23 rd September / 2.45pm 30 th September / 2.45pm 21 st October / 2.45pm 10 th November / 2.45pm	Year 6 Year 4 Year 2 Year 3
Spring Term	3 rd February / 2.45pm 27 th February / 2.45pm 3 rd March / 2.45pm 10 th March / 2.45pm	Year 3 Year 1 Year 4 Reception
Summer Term	19 th May / 2.45pm 16 th June / 2.45pm 23 rd June / 2.45pm 3 rd July / 2.45pm 14 th July / 9.00am	Year 2 Year 5 Reception Year 5 Year 6

Class Saint and Scripture quotes

 Whole School

Class Saint: St Ethelbert
Feast Day: 25th February



"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."
- Proverbs 3:5-6

 Whole School

Class Saint: St Teresa of Calcutta
Feast Day: 5th September



"Let us not love with words or speech but with actions and in truth."
- 1 John 3:18

 EYFS /Reception

Class Saint: St Francis of Assisi
Feast Day: 4th October



"Let everything that has breath praise the Lord."
- Psalm 150:6

 Year 1

Class Saint: St Joseph
Feast Day: 19th March



"Whatever you do, work at it with all your heart, as working for the Lord."
- Colossians 3:23

 Year 2

Class Saint: St Thérèse of Lisieux
Feast Day: 1st October



"Let the little children come to me... for the kingdom of heaven belongs to such as these."
- Matthew 19:14

 Year 3

Class Saint: St Carlo Acutis
Feast Day: 12th October



"I am the bread of life. Whoever comes to me will never go hungry."
- John 6:35

 Year 4

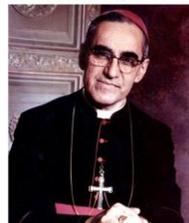
Class Saint: St Josephine Bakhita
Feast Day: 8th February



"The Lord is close to the brokenhearted and saves those who are crushed in spirit."
- Psalm 34:18

 Year 5

Class Saint: St Oscar Romero
Feast Day: 24th March



"Speak up for those who cannot speak for themselves... defend the rights of the poor and needy."
- Proverbs 31:8-9

 Year 6

Class Saint: St Bernadette
Feast Day: 16th April



"Blessed are the pure in heart, for they shall see God."
- Matthew 5:8

Liturgical Events & Rolling Worship

Term	Date	Focus
Autumn 1	Monday 4 th September – Saturday 4 th October 2025 Friday 5 th September 2025 Friday 5 th September 2025 September 2025 (tbc) Sunday 21 st September 2025 Friday 3 rd October 2025 Monday 6 th – Sunday 12 th October 2025 Tuesday 7 th October – Friday 17 th October Friday 3 rd , 10 th & 17 th October 2025 Friday 10 th October 2025	Season of Creation Mission Statement Day St Teresa of Calcutta Feast Day SToC Mass UN International Day of Peace MacMillan Challenge Poverty Week Prayer trail Rosary Harvest mass / Food Bank donations
Autumn 2	Monday 3 rd – Monday 10 th November 2025 Tuesday 11 th November 2025 Advent 2025 Thursday 20 th November 2025 Sunday 23 rd November 2025 December 2025 (tbc) Monday 1 st – Friday 12 th December 2025 Tuesday 9 th & Wednesday 10 th December 2025 Friday 12 th December 2025 Monday 15 th December 2025 Monday 15 th December 2025 Tuesday 16 th December 2025	Poppies Remembrance Service Caritas in Action Advent Appeal World Children's Day Christ the King GIFT Team Retreat Day Las Posadas EY & KS1 Nativity Nursery Advent Service BOSCEP Carol Service KS2 Nativity Singing in the community
Spring 1	Sunday 18 th – Sunday 25 th January 2026 Monday 26 th January 2026	Christian Unity Week Day of Education
Spring 2	Wednesday 25 th February 2026 Monday 23 rd February – Thursday 2 nd April 2026 Monday 23 rd February – Thursday 2 nd April 2026	St Ethelbert's Day Class/ whole school Lenten activities Lent Foodbank

	Monday 23 rd February – Thursday 2 nd April 2026 Thursday 12 th March 2026 Friday 13 th March 2026 Monday 30 th March 2026 Tuesday 31 st March March 2026 (tbc)	St Joseph's Penny CAFOD Assembly CAFOD Family Fast Day Big Lent Walk Stations of the Cross GIFT Team Retreat Day
Summer 1	Sunday 26 th April 2026 Friday 1 st , 8 th , 15 th & 22 nd May 2026 Monday 18 th May 2026 May 2026 (tbc)	Vocations Sunday Rosary Crowning of Our Lady Laudato Si Visit
Summer 2	Friday 22 nd May Monday 15 th – Friday 19 th June 2026 June 2026 (tbc) June 2026 (tbc)	Pentecost Party Refugee Week GIFT Team Retreat Day SToC Mass

Hymnody

<ul style="list-style-type: none">• I will sing, I will sing, a song unto the Lord• May the God of Hope• Love Somebody• O, o, O, How Good is the Lord• Ten Thousand Reasons• Bread of Life• These Alone• Build Your Kingdom Here• The Lord is Mine• Be Careful Little Hands• One Family• Laudato Si• Our God is so big• My heart, my mind• We are Children of the Light• Servant King• Majesty• One man was Peter• Open my eyes Lord• We are the Free	<ul style="list-style-type: none">• Shine Jesus shine• Sing it in the Valleys• Best Gift• Give a simple gift• Abba Father, send your spirit• All over the world. The spirit is moving• All that I am• All Things Bright & Beautiful• A new Commandment• As I Kneel Before You• Be still, for the presence of the Lord• Bind us together• Christ be our light• Colours of Day• Come and go with me• Come, Lord Jesus, come• We Come to the Table of the Lord• Jesus I love you (deep down in my heart)• Do not be afraid	<ul style="list-style-type: none">• Father in my life I see• Father, we adore you• Father I place into your hands• Gather• Give me joy in my heart• He's got the whole world• How Great is our God• How Lovely on the Mountains• I Danced in the Morning• Immaculate Mary• Let there be love shared among us• Majesty• O Lord all the World• O when the Saints• Rise & Shine• Sing a simple song• Thank you, Lord• This little guiding light of mine• Ladybird• God's love is like a circle• God made the sunshine	<ul style="list-style-type: none">• Moses, I know you're the man• O the Word of my Lord• Peace, perfect peace• Praise Him• Rejoice in the Lord Always• Shalom my Friend• This is my body• Though the mountains may fall• Walk with Me• We are marching• When I needed a neighbour• If I were a butterfly• My Lighthouse• Come, now is the time to worship• God's Spirit is in my heart• I am a small part of the world• If I go to the furthest place• We belong to St. Ethelbert's• It's me that builds community• Remember Me• One bread, one body• Pilgrims of Hope
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Prayer progression

The table below indicates the year group in which specific prayers will be introduced over the year.

Age Phase	EYFS	KS1	Lower KS2	Upper KS2
Prayers	<ul style="list-style-type: none"> • The Sign of the Cross • The Lord's Prayer • Hail Mary • Grace before meals • Grace after meals 	<ul style="list-style-type: none"> • Glory be • Night Prayer • Morning Prayer • Eternal Rest • Penitential Rite 	<ul style="list-style-type: none"> • The Apostles' Creed • An Act of Contrition • Angel of God • Come, Holy Spirit • The Prayer of St Richard of Chichester 	<ul style="list-style-type: none"> • The Rosary • The Magnificat • Act of Faith • Act of Hope • Act of Love

EYFS



The Sign of the Cross

In the name of the Father and of the Son and of the Holy Spirit.
Amen



The Lord's Prayer

Our Father,
Who art in heaven, hallowed be Thy name;
Thy kingdom come; Thy will be done on earth
as it is in heaven.
Give us this day our daily bread; and forgive
us our
trespasses as we forgive those who trespass
against us; and lead us not into temptation
but deliver us from evil.



Hail Mary

Hail Mary, full of grace, the Lord is with
thee;
Blessed art thou amongst women and
blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God, pray for us
sinners, now and at the hour of our
death.
Amen.



Grace Before Meals

Bless us oh Lord,
bless the food we eat,
bless those who cook it,
those who serve it
and give food to the hungry
Amen.



Grace After Meals

Thank you for the world so
sweet,
Thank you for the food we eat,
Thank you for the birds that sing,
Thank you God for everything.
Amen.



KS1



Glory Be



Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.



Night Prayer



God our Father, we've come to say, thank you for your love today. Thank you for my family and all the friends you give to me. Guard me in the dark of night and in the morning send your light. Amen.



Morning Prayer



Oh my God you love me you're with me night and day. I want to love you always in all I do and say. I'll try to please you Father, bless me through the day. Amen.



Eternal Rest



Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May the rest in peace. Amen



Penitential Rite



I confess to almighty God, and to you, my brothers and sisters, that I have greatly sinned through my thoughts and in my words, in what I have done, and in what I have failed to do; through my fault, through my fault, through my most grievous fault; therefore I ask blessed Mary ever-Virgin, all the Angels and Saints, and you, my brothers and sister, to pray for me to the Lord our God.

Lower KS2



The Apostles' Creed



I believe in God,
the Father almighty
Creator of heaven and earth,
and in Jesus Christ, his only Son, our
Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
he descended into hell;
on the third day he rose again from the
dead;

he ascended into heaven,
and is seated at the right hand of
God the Father almighty;
from there he will come to judge the
living and the dead.
I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body, and life
everlasting. Amen.



An Act of Contrition



O my God, because you are so
good, I am very sorry that I have
sinned against you, and with the
help of your grace I will not sin
again.



Angel of God



Angel of God,
my guardian dear,
to whom God's love commits me
here,
ever this day be at my side,
to light and guard, to rule and
guide.
Amen.



Come, Holy Spirit



V. Come, Holy Spirit, fill the hearts of your faithful.
R. And kindle in them the fire of your love.
V. Send forth your Spirit and they shall be created.
R. And you will renew the face of the earth.

Let us pray

O God, who by the light of the Holy Spirit,
did instruct the hearts of your faithful,
grant that by that same Holy Spirit,
we may be truly wise, and ever rejoice in your consolation,
Through Christ our Lord.
Amen



The Prayer of St Richard of Chichester



Thanks be to you, my Lord Jesus Christ,
for all the benefits which you have given me,
for all the pains and insults which you have borne for
me.

O most merciful Redeemer, friend and brother,
may I know you more clearly,
love you more dearly,
and follow you more nearly,
day by day.
Amen.

Upper KS2



The Rosary



For each mystery or decade,
one Our Father, ten Hail Marys
and the Glory be is recited.



The Magnificat continued...



Glory be to the Father and to the Son
and to the Holy Spirit,
as it was in the beginning, is now,
and ever shall be, world without end.
Amen.



Act of Love



My God, because you are so
good,
I love you with all my heart,
and for your sake,
I love your neighbour as myself.



The Magnificat



My soul proclaims the greatness of the Lord,
and my spirit rejoices in God my Saviour,
for he has looked upon his handmaid in her lowliness;
for behold, from this day forward,
all generations will call me blessed.

For the Almighty has done great things for me,
and holy is his name.
His mercy is from age to age
for those who fear him.



Act of Faith



My God, I believe in you
and all that your Church
teaches,
because you have said it,
and your word is true.



The Magnificat continued...



He has made known the strength of his arm,
and has scattered the proud in their conceit of heart.
He has cast down the mighty from their thrones
and has exalted those who are lowly.
He has filled the hungry with good things,
and has sent the rich away empty.

He has helped his servant Israel,
mindful of his mercy,
even as he promised to our fathers,
to Abraham and his descendants for ever.

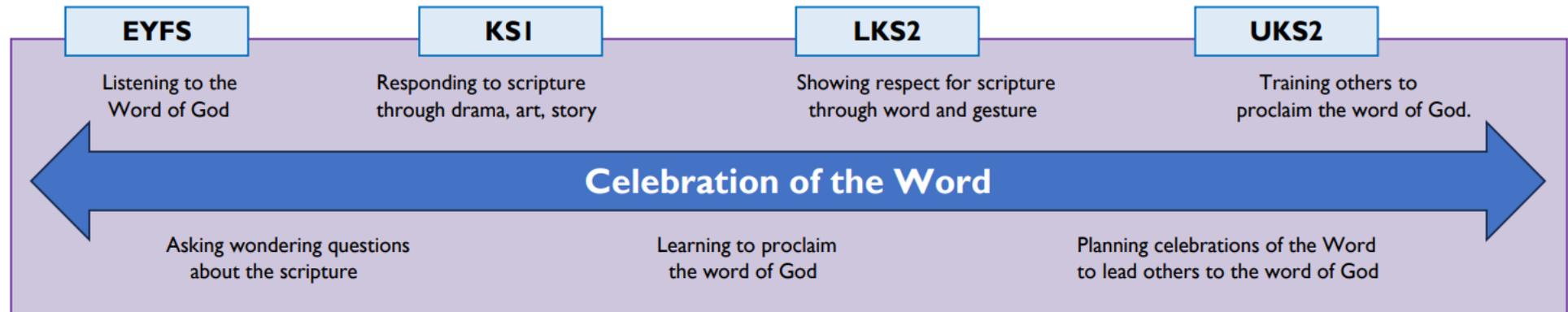


Act of Hope



My God, I hope in you,
for grace and for glory,
because of your promises,
your mercy and your power.

Stage 2 Annual Plan of Provision



EYFS

Prayer

Sacred Space	Words	Gestures	Senses	Prayers of the Church
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Sign of the Cross The Lord’s Prayer Hail Mary Grace before meals Grace after meals

Celebration of the Word

Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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?” 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Consider using Godly-play (or similar) to help the children to understand the scripture. 	<p>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”</p>		
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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"> 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. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Glory be Night Prayer Morning Prayer Eternal Rest Penitential Rite
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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.
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Key Stage 2 – Years 3 and 4

Prayer

Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The Apostles' Creed An Act of Contrition Angel of God Come, Holy Spirit The Prayer of St Richard of Chichester
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Celebration of the Word

Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Scripture used in a Celebration of the word to be read directly from a children's Bible (ESV-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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

Ministry

Preparing Sacred Space	Welcoming	Proclaiming the Word	Prayers of Intercession	Music
<ul style="list-style-type: none"> Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass. 	<ul style="list-style-type: none"> 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.

<ul style="list-style-type: none"> • 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– observing and learning from older experienced children and adults. • Best practice includes planned time to teach and explain to children the names and purpose of sacred Mass objects. 	<p>greeting warmly those arriving to celebrate Mass.</p> <ul style="list-style-type: none"> • 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– observing and learning from older experienced children and adults. • Best practice includes planned time to teach and explain to children how to make people feel welcomed to the Mass. 	<ul style="list-style-type: none"> • 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– observing and learning from older experienced children and adults. • 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. • 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. 	<ul style="list-style-type: none"> • 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– observing and learning from older experienced children and adults. • 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. • 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. 	<ul style="list-style-type: none"> • 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– observing and learning from older experienced children and adults. • 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.
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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"> • 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 	<ul style="list-style-type: none"> • Children given the opportunity to plan and lead a variety of different prayer traditions • Write and lead their own prayers - researching and writing prayers for the world linked to current events and needs of the wider school community • Plan prayer experiences including but not limited to: <ul style="list-style-type: none"> ○ Leading litanies 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Sacred Art ○ Candles and incense 	<ul style="list-style-type: none"> • The Rosary • The Magnificat • Act of Faith • Act of Hope • Act of Love

<p>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</p>	<ul style="list-style-type: none"> ○ Leading the rosary ○ Planning and writing Visio Divina ○ Planning and leading Lectio Divina ○ Saying spontaneous prayers of praise, thanks, petition and remorse. 	<p>of silence to aid prayerful reflection</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ Music – hymns and praise ○ Sacramentals – Holy Water, Medals etc ○ Statues. ○ Crosses and Crucifixes ○ Links to the liturgical year e.g. cloths, nativity scenes, ○ Bibles <ul style="list-style-type: none"> • Children should review and evaluate choices 	
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Celebration of the Word

Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Scripture used in a Celebration of the word to be read directly from a children’s Bible (NSVCE). • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Ministry

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

<p>spaces for the sacred liturgy of the Mass.</p> <ul style="list-style-type: none"> • 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 – however the important nature of this role means it will still need to be monitored by appropriate adults. • 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). 	<p>children and adults to the Mass</p> <ul style="list-style-type: none"> • 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. • Take on more of a leading role in this but will still need monitoring. • 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). 	<ul style="list-style-type: none"> • 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.) • Children may take more of a leading role – supporting and teaching younger children. • 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. • 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) 	<p>Mass (needs lots of modelling and support to ensure it is done well).</p> <ul style="list-style-type: none"> • Children who feel called to this role, can lead the congregations in prayer. • 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. • 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). 	<p>or musical accompaniment for the sacred liturgy of the Mass.</p> <ul style="list-style-type: none"> • 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 based on their own talents and charisms. • 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).
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Stage 3 Annual Plan of Provision – Pupil Ministries



GIFT Team



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Leading Prayer and Worship:** Help plan, prepare, and lead whole school mass, prayer services, assemblies, and other acts of collective worship.
- **Enhancing Sacred Spaces:** Help create and maintain prayer areas, liturgical displays, and other sacred spaces within the school environment.
- **Retread Days:** Attend retreat days and bring back idea to inspire prayer, worship and spiritual growth in the school community.
- **Being Faith Witnesses:** Act as visible role models of faith for their peers, demonstrating Gospel values through their words and actions.



Caritas Ambassadors



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Living out Charity:** Promote the Catholic value of Caritas (love in action) and solidarity throughout the school community.
- **Raising Social Awareness:** Educate peers about issues of poverty, injustice, and human dignity locally and globally, inspired by Catholic Social Teaching.
- **Organising Charitable Actions:** Lead and coordinate fundraising events or collections for charities supported by the school (e.g., CAFOD, local food banks, mission appeals).
- **Encouraging Service:** Inspire acts of kindness, service, and compassion within the school and the wider community, putting faith into practical action.



Laudato Si Ambassadors



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Sharing Pope Francis' Message:** Raise awareness among peers about the key messages of *Laudato Si'* concerning care for our common home.
- **Leading Environmental Action:** Initiate and lead practical projects to make the school more sustainable (e.g., recycling schemes, waste reduction, energy saving, school gardening).
- **Educating for Stewardship:** Teach fellow students about environmental issues (like biodiversity loss, pollution, climate change) from the perspective of Catholic teaching on stewardship of creation



St Ethelbert's Choir



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Enhancing Celebrations:** Perform hymns and sacred music at school assemblies and special events, contributing to a prayerful and joyful atmosphere.
- **Leading Worship:** Guide the school community in singing during Masses, liturgies, and collective worship.
- **Community Outreach through Song:** Share the joy of their music and the message of faith by performing in the local community.



Playground Leaders



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Fostering Inclusion:** Initiate and lead games and activities during break times, ensuring all children feel welcome and included.
- **Modelling Positive Behaviour:** Be role models for respectful interaction, cooperation, and friendship on the playground.
- **Communicating Concerns:** Liaise with staff on duty, reporting any issues or concerns to ensure pupil well-being.
- **Ensuring a Happy Environment:** Help create a safe, positive, and caring atmosphere where everyone can enjoy their break times.



Internet Safety Champions



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Promoting Safe Practices:** Educate peers about how to use the internet and digital devices safely and responsibly.
- **Sharing Key Messages:** Help deliver important online safety information during assemblies, class talks or through creating posters.
- **Being Digital Role Models:** Demonstrating positive and respectful online behavior, showing kindness and consideration in online interactions.
- **Raising Awareness of Risks:** Help peers Recognise potential online dangers and know how to seek help from trusted adults.



Mental Health Ambassadors



ST TERESA
of CALCUTTA
Catholic Academy Trust

Roles:

- **Wellbeing Role Models:** Show kindness, patience and respect to others.
- **Listening Friends:** Be someone pupils can talk to if they feel sad or worried.
- **Positive Promoters:** Share ideas for feeling calm, happy and confident with pupils in school.
- **Positive Messengers:** Support in delivering wellbeing messages throughout the school.
- **Event Organisers:** Help to plan activities for Mental Health Awareness Week or special wellbeing days.