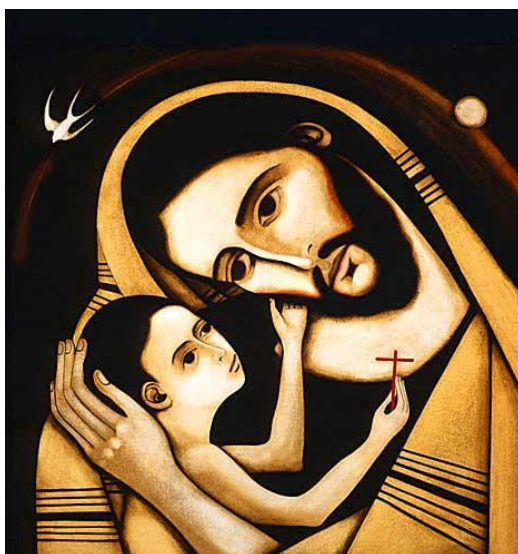




St. Joseph's Catholic Primary School Clydach



Prayer Life Policy

School Mission Statement

'Together in Christ – Living, Learning and Growing.'

Policy for the Prayer Life of the School

Introduction

At St. Joseph's Catholic Primary School we aim to provide an environment which contributes to developing the prayer life of all members of the community. We will ensure that children experience a range of meaningful prayer, worship and liturgy and that all within the school community have opportunities to grow in the development of faith. It is important to ensure that our prayer reflects the essence of our lives, joy, sorrow, a sense of belonging, a feeling of loneliness, celebration and peace, anger and upset. Prayer will be part of the celebration of every topic in the classroom. Prayer and reflection form an important part of each term's preparation of R.E themes and topics. These can be expressed in word, song, movement, art, writing or silence. Traditional Catholic Prayers are taught and reinforced throughout the school. Each teacher has a focal point of prayer in his/her classroom- R.E corner. Our school community seeks to ground its busy life in God, through our prayer and worship, our love for God and for each other, our relationship with God and our relationship with our children.

Aims

At St Joseph's we aim to:

- Nurture each child's relationship with God, building on the foundations laid by the family and the parish communities.
- Encourage in pupils the desire to engage in personal prayer.
- Ensure that all children are aware of the religious, spiritual and moral values the school has as part of its Mission to help children understand their role within the Christian family.

- That all prayer is inclusive of the whole school community.
- Build on children's own experiences and value what each has to offer.
- Develop children's natural sense of awe and wonder.
- Introduce children to the key events of the liturgical year and the Church's seasons.
- Help to foster a sense of community.
- Celebrate successes and achievements of individuals and groups.
- Develop and encourage collaboration and team work and skills of leadership.
- Ensure there are opportunities for staff to deepen their own understanding of prayer.
- Develop an understanding in children that their prayer experience in school can be used outside the school environment.
- Help children understand and be able to take part in all liturgies of their parish and school.
- Encourage parents to share in the prayer life of the school.

Guidelines

- Provide prayer opportunities that take into account the needs, ages and stages of development of all children.
- Provide a range of formal, informal and spontaneous prayer in a way that takes into account the needs of all children.
- Enable all children to have opportunities to plan assemblies, reflections, liturgy and prayer.
- Enable all children the opportunity to prepare for and take an active part in masses, assemblies, prayer and reconciliation in a variety of settings to include whole school class, key stage, parish and other Catholic schools.

St. Joseph's Catholic Primary School

- Ensure there are opportunities for individual prayer and reflection, to include retreat times in the Area for Prayer and Reflection.
- Plan opportunities for children to write and share their own prayers.
- Ensure that there are opportunities for prayer and reflection in all areas of the curriculum.

- Ensure there are prayer corners within all classrooms that children contribute to and make use of.
- Use a range of religious artefacts to support the prayer life of the school.
- Provide opportunities for children to access the prayer cultures of other Christian and world faiths.
- Invite the clergy and other faith leaders to contribute to the prayer life of the school.
- Make use of formal, school and class prayer books to support prayer.
- Offer opportunities for children to take an active part in the life of the parishes.
- Provide opportunities for pupils, staff, parents, governors and parishioners to come together to celebrate mass and other liturgies at various time of the year.
- Provide opportunities for parents to be involved in the prayer life of the school.
- Provide opportunities for staff and governors to engage in prayer that includes retreat, together.
- Monitor the prayer life of the school taking into account the views of pupils and adults.

Techniques

Open-ended questioning:

The nature of the open-ended question is to challenge the children to explore a variety of possible answers e.g. 'Who am I?' 'Who made me?' 'Why am I here?'

The intention is a sharp thought-provoking exercise, not a classroom lesson.

Thought:

An opportunity for children to offer thanks for the gift of life, also the challenge to examine their own life stance, their attitudes, values and practices.

Meditation:

Giving children the opportunity to think about events and people in their lives that they rarely take time to consider. Giving time to think about self worth and to experience personal feelings.

Awe and Wonder:

Using observational skills preferably first hand to experience the aesthetic appreciation of the beauty of God's creation surrounding us.

Display:

To use display in all areas of the curriculum to show the significance of God in our lives. This can be done successfully using Scripture references, phrases from hymns, psalms and prayers.

Bishop Vincent Nicholls writes; **“only in a safe place, will young people open themselves to the truth of their own experiences and feelings.”**

It is fundamentally the class teacher who will be able to offer some 'safe places' in which to begin. Physical places may include areas like the class, Library, quiet area, school grounds, Area for Prayer and Reflection.

As we share our experiences and reflections staff will know the right moments for a particular child, group or class. Those chosen moments will not necessarily be in specified R.E lessons, but arise from the day to day sharing of joys, sadness, reconciliation and praise. These occasions may generate spontaneous prayer or silence. Formal prayer will certainly have an important place in our prayer life.

Conclusion

Through being offered opportunities for prayer and reflection in all aspects of school life, pupils and all other members of the school community will be able to deepen their understanding of the value of prayer. In this way the development of spirituality will be a core part of the life of St Joseph's Catholic Primary School.

Literacy and Numeracy Framework

The Literacy and Numeracy Framework will enable literacy and numeracy skills to be embedded in all subjects across the curriculum rather than focused on English, Welsh and Maths lessons alone. The Foundation Phase places great importance on literacy and numeracy. In the Foundation Phase children are introduced to early literacy through real context learning in a print rich environment. The Framework will allow all teachers and early years practitioners to monitor pupils' progress against year on year expectations for literacy and help schools and identify how best to challenge and support all of their learners. The Literacy and

Numeracy Framework (LNF) establishes national expectations for pupils' learning. Assessing Literacy and Numeracy is tracked through the introduction of National Reading and Numeracy Tests for all learners from Years 2 to 9. The LNF is a statutory requirement from September 2013, with formal assessment against the LNF becoming a requirement from September 2014.

Structure of the Literacy and Numeracy Framework

| Component | Strand | Element | Aspects |
|-----------|-------------------------------|---|---|
| Literacy | Oracy across the curriculum | Developing and presenting information and ideas | Speaking Listening Collaboration and discussion |
| | Reading across the curriculum | Locating, selecting and using information. Responding to what has been read. | Reading strategies. Comprehension Response and Analysis. |
| | Writing across the curriculum | Organising ideas and information. Writing accurately. | Meaning, purpose, readers. Structure & organisation. Language Handwriting, grammar, punctuation, spelling. |

Numeracy

| Component | Strand | Element |
|-----------|--------------------------------|--|
| Numeracy | Developing numerical reasoning | Processes and Connections Represent & communicate Review |
| Numeracy | Using number skills | Use number facts Fractions, decimals, percentage and ratio. Calculate using written methods and mental methods |

| | | |
|--|------------------------|---|
| | Using reasoning skills | Length, weight, mass & capacity Time Temperature Area & volume Angle and position |
| | Using data skills | Collect and record data Present and analyse data Interpret results. |

Child Protection - The United Nations Convention on the Rights of the Child (CRC)

is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42 (CRC)

