



Holy Trinity RC Roman Catholic Primary School

**Annual Provision of Prayer
APOP**

Holy Trinity RC Primary School
Halifax Road Brierfield
BB9 5BL



“To go forward together in Christ, respecting our neighbour and striving for excellence”

	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.

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Holy Trinity RC Primary School Mission Statement

Holy Trinity Roman is a Catholic Primary School where every person is helped to do their best and to succeed in a place of love, peace and safety, following the teachings of Jesus. Religious Education is at the heart of our school, it is the core of the core, and is more than a National Curriculum subject; it is at the centre of what we do, say and believe. In January 2026 we reviewed our mission statement following consultation with children, staff, parents and governors.

Aims:

"To go forward together in Christ, respecting our neighbour and striving for excellence"

The Mission Statement of the school allows us to communicate an understanding of the redeeming love of Jesus Christ, underpinning the ethos of the school and its nurturing role. It is the mission of the school to bring this into being.

Faith "Go forward together in Christ"

We place Christ at the centre of all we do. Through prayer, worship and Gospel values, we encourage our children to grow in faith, deepen their relationship with God and live as disciples of Jesus in their daily lives.

Respect "Respecting our neighbour"

We believe that every person is created in the image and likeness of God and is therefore worthy of dignity, care and compassion. We nurture a culture of kindness, inclusion and mutual respect, enabling our children to build positive relationships within our school, parish and wider community.

Excellence "Striving for excellence"

We encourage our children to fulfil their God-given potential by embracing learning, persevering through challenges and making the most of every opportunity. We inspire them to achieve their very best spiritually, academically and personally.

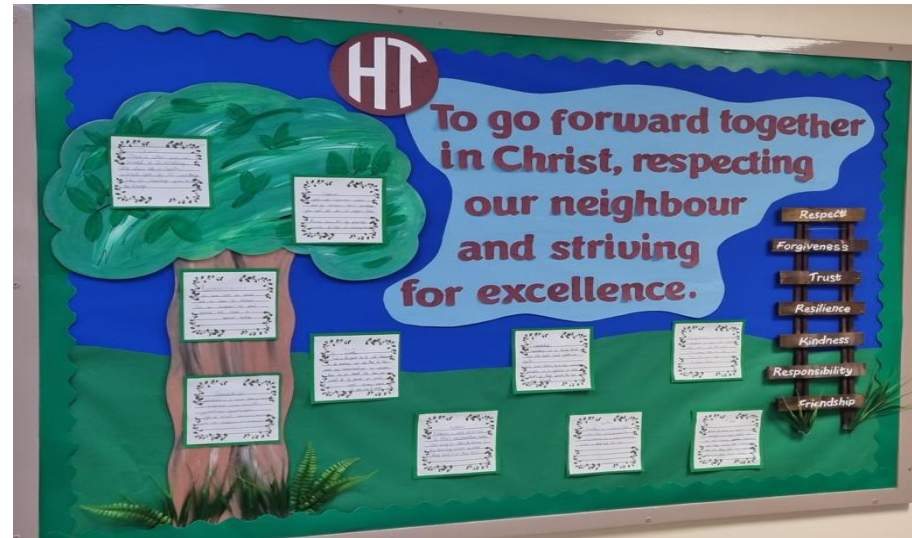
Our School Values underpins our mission statement and everything we do and say, all policies and decisions.

Respect, Responsibility, Resilience Trust Kindness Friendship and Forgiveness

These values are related to our mission statement and help Holy Trinity RC Primary to be a happy and joyful place to pray and learn together.

OBJECTIVES:

1. Through the outstanding provision we make, to ensure that children leave our school religiously literate and engaged in the world and people around them.
2. To appreciate every child's individual relationship with God and strive to give each child the opportunity to explore the language of religious experience through: stories, visitors, religious education visits, artefacts, religious activities, collective worship, I.C.T, drama, art and music.
3. We work closely together with the home, our Parish Priest and the Parish community of St John Southworth, so that we can present Christian events, messages and ways of life in a systematic way with regard to each individual child and their potential.
4. To offer children opportunities for traditional and individual prayers, reflection, spontaneous intercessions and silent reflection.
5. To ensure that assemblies complement the Liturgical Year, the Sacramental Programme and curriculum Religious Education.
6. To give children opportunities to respect the integrity of people from other Christian and other faith communities.

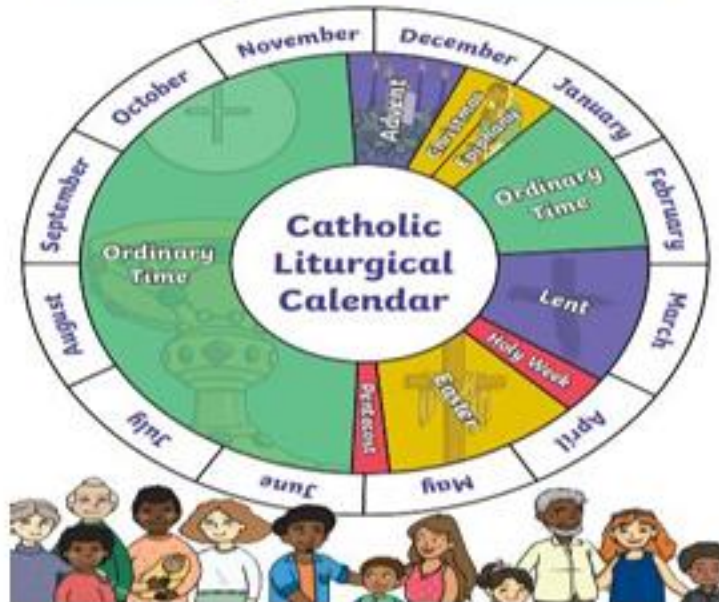


TEACHING GUIDELINES:



1. Teachers accept their leadership role for prayer and worship by ensuring that children have necessary knowledge and are given the opportunity to follow the Liturgical Year. Refer to the Liturgical Calendar and separate Feast days. RE lead sends staff the Salford Diocese school ordo each term to ensure staff understand the Liturgical Calendar and can plan in accordance.
2. Whilst teachers in all years will help the children to develop an increasing knowledge and understanding of the Sacraments, the pupil chaplain lead will have a particular role in the context of the Diocesan Sacramental Programme. The parish priest devised a bespoke programme recommended and supported by Salford Diocese.
3. The Prayer Angels, supported by the chaplaincy lead run lunchtime clubs and prayer clubs that coincide with liturgical calendar; Rosary Club, Advent Club, Lent Club and Month of Mary Club for all children in school. During Advent and Lent the GIFT Team attend the CAFOD masses at Christ Church and they enjoy a bowl of soup and conversations with parishioners

The Liturgical Calendar





RESOURCES:

4. Each class has their own box of resources and own set of liturgical coloured cloths.
5. Many suitable resources to support staff are found in the Trinity room or in the RE cupboard in the pastoral room.
6. Where staff experience a problem with resources, this is brought to the attention of the RE Lead or chaplaincy lead.

REVIEW:

7. This policy will be reviewed annually to ensure that it meets the needs of the school community.

Prayer sequence at Holy Trinity RC Primary

			
EYFS Sign of the Cross Hail Mary Our Father Grace before meals Simple responses at Mass including Greeting the Gospel (Acclamation)	KS1 Sign of the Cross Hail Mary Our Father Glory be to the Father Grace before Meals Grace after Meals Act of Contrition More responses at Mass including Greeting the Gospel (Acclamation)	LKS2 Sign of the Cross Hail Mary Our Father Grace before Meals Grace after Meals Act of Contrition All Responses at Mass The Prayer of Richard of Chichester	UKS2 Sign of the Cross Hail Mary Our Father Glory be to the Father Grace before Meals Grace after Meals Act of Contrition Eternal Rest The Magnificat The Rosary All Responses at Mass The Prayer of Richard of Chichester Come Holy Spirit Act of Faith Act of Hope Act of Love

SPONTANEOUS PRAYERS:

Spontaneous prayers are encouraged at any point in the day. Staff reinforce the word spontaneous and all children understand the meaning. Spontaneous individual and collective prayer may occur across the curriculum for example during a PSHE with RSE session on friendship, or in a geography lesson when learning about contrasting locations or natural disasters. Spontaneous prayer may also be in response to a current situation, whether that be within the school community, nationally or globally. Children are encouraged to stop and reflect, and to pray to God either individually or as a whole class.

Hymnody at Holy Trinity RC Primary

I will sing, I will sing, a song unto the Lord. May the God of Hope Oh how good is the Lord Bread of Life Our God is so big My heart, my mind Servant King Majesty Back to school again Beautiful World Cabbages & Beans Cauliflower Fluffy Give thanks for the Harvest Thank you for almost everything Thank you Lord All are welcome Changed my Heart, O God O Come O Come Emmanuel I couldn't sleep The Angel Gabriel When is he coming? A candle is burning Away in a manger	We Three Kings Shine, Jesus Shine Sing it in the Valleys Abba Father send your spirit All over the world All that I am All things bright and 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 Lord Jesus Come DO not be afraid Lord Jesus Christ Pancakes Walk in the Light A new commandment Change my Heart O God Silent night	Around Me Father I have sinned Follow Me, Follow Me Here I am Lord There is a longing There lived a man Who Spoke Words (Hosanna) Father, we adore you Father, I place into your hands 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 Oh when the Saints Rise & Shine Thank you Lord This little light of mine	God's spirit is in my heart Our God Reigns We come to your feast As I kneel before you Bring Flowers of the rarest Sing of a Girl Peace perfect peace Praise him Shalom My Friend This is my body Walk with me When I needed a neighbour If I were a butterfly God's spirit is in my heart Pilgrim of Hope Faith is as small as a mustard seed We are the young Bind us together The lord is my shepherd Bread and Fishes One more step
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Week Theme	Sunday Gospel/ Liturgical Year	Feast days	Events	Resources
30 th August BEGINNINGS	Matthew 16:21-27 <i>'If anyone would come after me, let him deny himself.'</i>	(3 rd) St Gregory the Great	Season of Creation (1 st Sept – 4 th Oct) (1 st) World Day of Prayer for the Care of Creation	Season of Creation Laudato Si' Centre - Laudato Si' Centre The God Who Speaks
6 th September RECONCILIATION	Matthew 18:15-20 <i>'If he listens to you, you have gained your brother.'</i>	(8 th) The Birthday of the Blessed Virgin Mary	Caritas Harvest Shopping list	Caritas Diocese Of Salford
13 th September EDUCATION	Matthew 18:21-35 <i>'I do not say to you seven times, but seventy times seven.'</i>	(14 th) The Exaltation of the Holy Cross (17 th) St Hildegard of Bingham, patron saint of ecology	(13 th) Education Sunday	Catholic Bishops Conference: Education Sunday 2026
20 th September PEACE	Matthew 20:1-16 <i>'Do you begrudge my generosity?'</i>	(21 st) St Matthew (24 th) Our Lady of Walsingham	(21 st) UN International Day of Peace (22 nd - 28 th) Recycle week (25 th - 27 th) World Children's Day	Evangelii Gaudium Day Peace one Day
27 th September	Matthew 21:28-32	(27 th) St Vincent de Paul	(27 th) World Day of Migrants & Refugees	Gather Together this Harvest

THANKSGIVING	<i>'He changed his mind and went. The tax collectors and the prostitutes go into the kingdom of God before you.'</i>	(29 th) Saints Michael, Gabriel and Raphael (2 nd) The Holy Guardian Angels	(1 st) World Vegetarian Day (1 st -31 st) Black History month (2 nd) CAFOD Harvest Fast	What You Can Do - World Vegetarian Day
4 th October ENVIRONMENT	Matthew 21:33-43 <i>'He will let out the vineyard to other tenants.'</i>	(4 th) St Francis of Assisi, patron saint of environment, animals and birds (7 th) Our Lady of the Rosary (9 th) St John Henry Newman	(10 th) UN World Mental Health Day (10 th) World Homeless Day October – month of the Rosary 5th-9th October - Cycle to school week	Sat 10th Oct - Caritas Delixi Te First Anniversary Conference & Big Sleep Out. Cycle to School Week - Bikeability
11 th October INVITIATION	Matthew 22:1-14 <i>'Invite to the wedding feast as many as you find.'</i>	(12 th) St Carlo Acutis (15 th) St Teresa of Avila	(17 th) UN International Day for the Eradication of Poverty	Week of Prayer for Prisoners & their Dependants
18 th October MISSION	Matthew 22:15-21 <i>'Render to Caesar the things that are Caesar's, and to God the things that are God's.'</i>	(18 th) St Luke	(18 th) World Mission Sunday (One in Christ, United in Mission)	World Mission Sunday - Catholic Bishops' Conference What is World Mission Sunday? - Missio

25 th October	Matthew 22:34-40 <i>'You shall love the Lord your God and your neighbour as yourself.'</i>	(28 th) Ss Simon and Jude		
RELATIONSHIPS				
1st November	Matthew 5:1-12 <i>'Rejoice and be glad, for your reward is great in heaven.'</i>	(1 st) All Saints (2 nd) All Souls		All Saints Celebration of the Word: Cafod The God Who Speaks: All Saints and All Souls
ALL SAINTS				
8th November	Matthew 25:1-13 <i>'Here is the bridegroom! Come out to meet him.'</i>	(9 th) Dedication of the Lateran Basilica (10 th) St Leo the Great (11 th) St Martin of Tours	(8 th) Remembrance Sunday (8 th – 15 th) Interfaith week. (10 th) Caritas' Advent Appeal launch. (13 th) World Kindness Day	Caritas Appeal information at www.caritassalford.org.uk
DIALOGUE				
15th November	Matthew 25:14-30 <i>'You have been faithful over a little, enter into the joy of your master.'</i>		(16 th) World Day of the Poor (17 th - 21 st) Anti Bullying Week (20 th) Red Wednesday (21 st) World Youth Funday (21 st) World Philosophy Day	Anti-Bullying Alliance Aid to the Church in Need Red Wednesday Cymfed World Funday resources World Philosophy Day UNESCO
GIFTS				

22nd November CHRIST THE KING	Matthew 25:31-46 <i>'He will sit on his glorious throne and he will separate people one from another.'</i>	(22 nd) Our Lord Jesus Christ (22 nd) St Cecilia	Youth Sunday National Tree Week	Cymfed Youth Sunday resources TenTen Assembly Plan National Tree Week - join the UK's largest tree celebration
29th November HOPE	Mark 13:33-37 <i>'Stay awake - for you do not know when the master of the house will come.'</i>	1st Week of Advent (30 th) St Andrew	(5 th) World Soil Day	Cafod Refugee Resources for secondary schools Cafod refugee resources Primary schools Soil types / RHS Gardening
6th December PEACE	Mark 1:1-8 <i>'Make straight the paths of the Lord.'</i>	(8 th) The Immaculate Conception	(6 th) Bible Sunday	ACN Advent primary Resources Cafod: Primary Advent resources
13th December JOY	John 1:6-8. 19-28 <i>'Among you stands one you do not know.'</i>			Cafod: Advent Secondary resources The God who speaks : Advent Mission Together: Advent
20th December	Luke 1:26-38	(25 th) The Nativity of the Lord		

LOVE	<i>'Behold, you will conceive in your womb and bear a son.'</i>			
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Week beginning and theme	Sunday Gospel/ Liturgical Year	Feast days	Events	Resources
3 rd January EPIPHANY	John 1:1-18 <i>'The Word became flesh and dwelt among us.'</i>	(6 th) Epiphany	During January Big School Birdwatch with the RSPB Veganuary	re: Worship: Epiphany Roots on the Web: Epiphany Big Garden Birdwatch Veganuary
10 th January BELONGING	Mark 1:7-11 <i>'You are my beloved Son; with you I am well pleased.'</i>	(10 th) the Baptism of the Lord		
17 th January UNITY	John 1:35-42 <i>'They came and saw where he was staying, and they stayed with him.'</i>		(17 th) Peace Sunday (18 th -25 th) Octave of Prayer for Christian Unity	Pax Christi Peace Sunday Resources

24th January	Mark 1:14-20 <i>'Repent and believe in the gospel.'</i>	(24 th) Our Lady of Peace (25 th) The Conversion of St Paul, Apostle (28 th) St Thomas Aquinas	(24 th) Word of God Sunday (27 th) Holocaust Memorial Day	Bishop's Conference resources: Word of God www.caritassalford.org.uk
31st January	Mark 1:21-28 <i>'He taught them as one who had authority.'</i>	(31 st) St John Bosco (2 nd) The Presentation of the Lord	(31st) Caritas Sunday - parish appeal	Caritas Sunday resources for schools will be available www.caritassalford.org.uk
7th February	Mark 1:29-39 <i>'He healed many who were sick with various diseases.'</i>	(8 th) St Josephine Bakhita 11th Ash Wednesday (11 th) Our Lady of Lourdes	(7th) Day for the Unemployed (8 th) Day for Victims of Trafficking (11 th) World Day for the Sick	St Joseph's Penny resources, including collective worship Young Catholics: Ash Wednesday Alliance to End Human Trafficking Feast of Saint Josephine Bakhita Mission Together - World Day for the Sick Liturgy
14th February	Mark 1:12-15 <i>'Jesus was tempted by Satan, and the angels were ministering to him.'</i>	1st Sunday of Lent	(15 th) Day for the Unemployed	

21st February	Mark 9:2-10 <i>'This is my beloved Son.'</i>		(26th) Lent Fast Day (27 th) Women's World Day of Prayer	Women's World Day of Prayer
28th February	John 2:13-25 <i>'Destroy this temple, and in three days I will raise it up.'</i>	(1 st) St David	(3 rd) World Wildlife Day	
7th March	John 3:14-21 <i>'God sent his Son in order that the world might be saved through him.'</i>		(8 th) International Women's Day (12th -19th) Dementia Prayer Week	
14th March	John 12:20-33 <i>'If a grain of wheat falls into the earth and dies, it bears much fruit.'</i>	(17 th) St Patrick (19 th) St Joseph	(18 th) Global Recycling Day	
21st March	Procession: Mark 11:1-10 <i>'Blessed is he who comes in the name of the Lord!'</i> Mass: Mark 14:1-15:47	Palm Sunday of the Passion of the Lord (24 th) St Oscar Romero		Young Catholics: Palm Sunday The God Who Speaks: Lent and Easter

	<i>The Passion of our Lord Jesus Christ.</i>	(25 th) The Annunciation of the Lord		Mission Together: Holy Week and Easter St Oscar Romero Prayers: Cafod Archbishop Romero Trust Prayers and Liturgies
28 th March RESURRECTION	John 20:1-9 <i>'He must rise from the dead.'</i>	Easter Sunday of the Resurrection of the Lord		Cafod Easter Prayers The God Who Speaks: Resurrection in Art

Week beginning and theme	Sunday Gospel/ Liturgical Year	Feast days	Events	Resources
4 th April MERCY	John 20:19-31 <i>'Eight days later, Jesus came.'</i>	Divine Mercy Sunday (5 th) The Annunciation of the Lord		
11 th April WITNESS	Luke 24:35-48 <i>'Thus it is written, that the Christ should suffer and on the third day rise from the dead.'</i>			

18 th April	John 10:11-18 <i>'The good shepherd lays down his life for the sheep.'</i>	(23 rd) St George (25 th) St Mark	(18 th) World Day of Prayer for Vocations	
VOCATION				
25 th April	John 15:1-8 <i>'Whoever abides in me and I in him, he it is that bears much fruit.'</i>	(29 th) St Catherine of Siena (1 st) St Joseph the Worker.		
CONNECTION				
2 nd May	John 15:9-17 <i>'Greater love has no one than this, that someone lay down his life for his friends.'</i>	(3 rd) Ss Philip and James, Apostles (4 th) The English Martyrs (6 th) The Ascension of the Lord	May - Mary's month No Mow May (4 th -10 th) Deaf Awareness Week	Plantlife: No Mow May Resources Deaf Awareness
FRIENDSHIP				
9 th May	John 17:11b-19 <i>'May they be one, even as we are one.'</i>		(9 th) World Communications Day	
MISSION				
16 th May	John 15:26-27; 16:12-15	Pentecost	(17 th) Blessed Virgin Mary, Mother of the Church (20 th) World Bee Day	Cafod Pentecost prayers Traditional Prayers to the Holy Spirit: Liturgy Office
PENTECOST				

	<i>'The Spirit of truth will guide you into all the truth.'</i>			The God Who Speaks: Pentecost British BeeKeepers Association: Events UN World Bee Day
23 rd May COMMUNITY	Matthew 28:16-20 <i>'Baptise them in the name of the Father and of the Son and of the Holy Spirit.'</i>	(23 rd) The Most Holy Trinity (25 th) St Bede the Venerable (27 th) St Augustine	17th - 21st May: Walk to school week	Walk to School Week
30 th May THANKSGIVING	Mark 14:12-16. 22-26 <i>'This is my body. This is my blood.'</i>	(30 th) The Most Holy Body and Blood of Christ (31st) The Visitation of the Blessed Virgin Mary (4th) The Most Sacred Heart of Jesus		
6 th June FORGIVENESS	Mark 3:20-35 <i>'Satan is coming to an end.'</i>			
13 th June GROWTH	Mark 4:26-34		(20 th) Refugee Day	Caritas resources for school will be made available www.caritassalford.org.uk

	<i>'The smallest of all the seeds on earth becomes larger than all the garden plants.'</i>			
20 th June TRUST	Mark 4:35-41 <i>'Who is this, that even the wind and the sea obey him?'</i>	(22 nd): Ss John Fisher and Thomas More (24 th) The Birthday of St John the Baptist	(21 st) Day for Life	Bishops Conference: Day for Life
27 th June RESPONSIBILITY	Mark 5:21-43 <i>'Little girl, I say to you, arise.'</i>	(29th) SS Peter and Paul (3rd) St Thomas, Apostle		Saints Peter and Paul Celebration of the word: Cafod Mission Together St Peter and St Paul
4 th July COURAGE	Mark 6:1-6 <i>'A prophet is not without honour, except in his home town.'</i>		Plastic Free July	Plastic Free July
11 th July PURPOSE	Mark 6:7-13 <i>'He began to send them out.'</i>	(11 th) St Benedict (14 th) St Kateri Tekakwitha, patron saint of ecology		

18 th July	Mark 6:30-34	(16 th) Our Lady of Mount Carmel		
CELEBRATION	<i>'They were like sheep without a shepherd.'</i>			

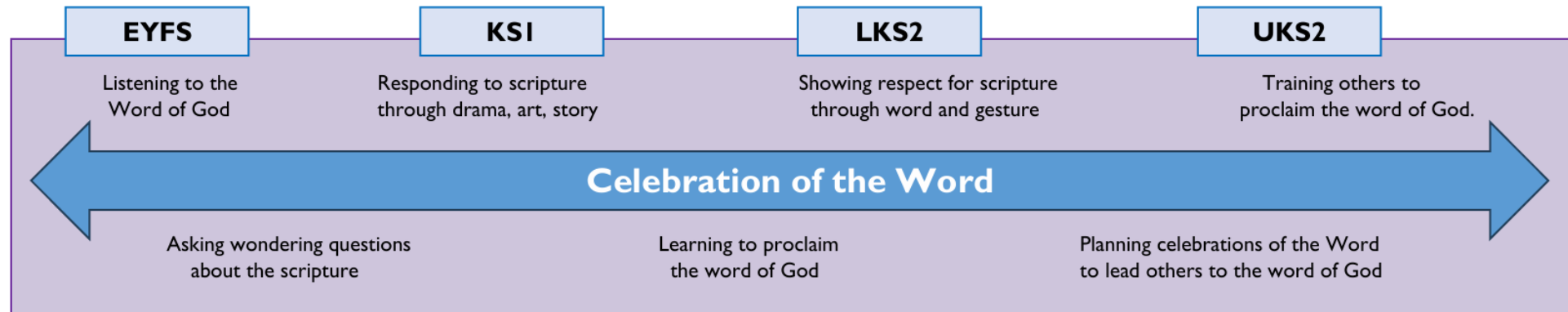
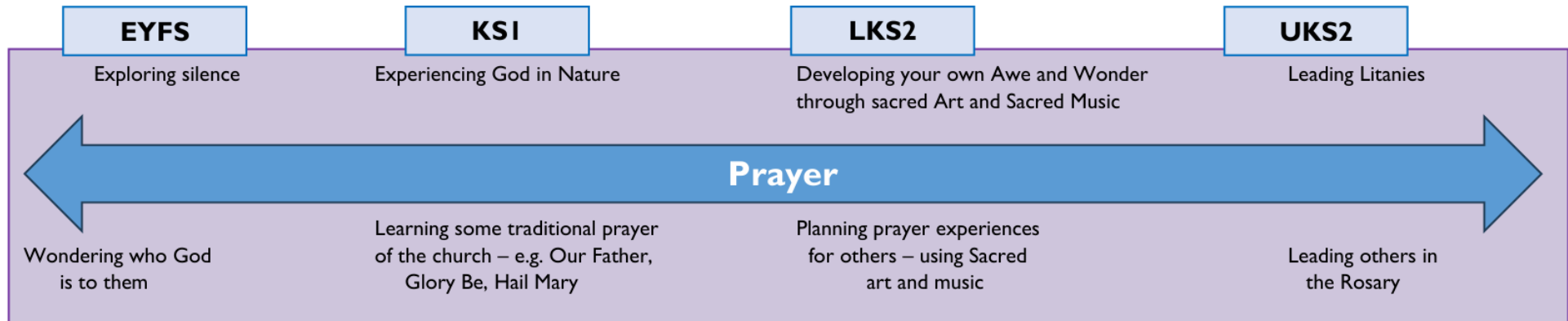
Early Years Foundation Stage Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church
- Give the children access to some limited choices of the correct liturgical colour cloth, candles, crucifixes and relevant statues etc. - Invite them to make some choices to set up a sacred focus for their prayer. - Encourage them to think about and begin to explain their choices. - Model and support them in how they might be arranged.	- 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)	- 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.	- 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.	- The Sign of the Cross - School Prayer - The Lord's Prayer - The Hail Mary
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
- 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.	- 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. - Consider using Godly-play (or similar) to help the children to understand the scripture.	- 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 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 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?"	- 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.

Key Stage 1: Y1 & Y2 Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church
- 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.	- 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.	- 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.	- 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.	- Glory be - Grace before meals - Grace after meals
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
- 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.	- 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.	- 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.	- 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,	- 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.

Lower Key Stage 2: Y3 & Y4				
Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church
- 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.	- 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.	- 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	- 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.	- The Apostles' Creed - Act of Contrition - Angel of God - Come, Holy Spirit - Prayer of St Richard of Chichester
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
- 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.	- Scripture used in a Celebration of the word to be read directly from a children's Bible (NSV-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.	- 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	- 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	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
- Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass. - 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.	- 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 greeting warmly those arriving to celebrate Mass. - 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.	- 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. - 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.	- Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass. - 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.	- 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. - 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.

Upper Key Stage 2: Y5 & Y6				
Prayer				
Sacred Space	Words	Gestures	Senses	Prayers of the Church
- 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 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	- 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: - Leading litanies - Leading the rosary - Planning and writing Visio Divina p - Planning and leading Lectio Divina - Saying spontaneous prayers of praise, thanks, petition and remorse.	- 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 of silence to aid prayerful reflection - 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	- 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 - Sacred Art - Candles and incense - Music – hymns and praise - Sacramentals – Holy Water, Medals etc - Statues. - Crosses and Crucifixes - Links to the liturgical year e.g. cloths, nativity scenes, - Bibles - Children should review and evaluate choices	- Morning Offering - The Rosary - The Magnificat - Act of Faith - Act of Hope - Act of Love - Eternal Rest
Celebration of the Word				
Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
- 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	- Scripture used in a Celebration of the word to be read directly from a children's Bible (NSV-CE). - 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.	- 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.	- 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.	- 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 Scripture	Prayers of Intercession	Music
- Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass. - 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).	- 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 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).	- 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 (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)	- Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass (needs lots of modelling and support to ensure it is done well). - 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).	- 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. - 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).

Prayer Progression



Masses for 2026-2027 Holy Trinity RC Primary

Friday 4 th September	New School Year Liturgy 3pm
Wednesday 9 th September	Pendle Catholic Schools Staff Welcome Mass 4:15pm
Friday 27 th December Each Friday during Advent	Advent Mass 12pm Pupil Chaplains at church
Monday 28 th December	Advent Liturgy
Wednesday 6 th January	Epiphany Mass 2pm
Wednesday 10th February	Ash Wednesday 2pm
Friday 12th February Each Friday during Lent	Lent Mass 12pm Pupil Chaplains at church
All Sundays in June	Holy Communion 1:30pm
Thursday 22nd July	Leavers Mass 9am



Holy Trinity RC Primary School

Prayer, Celebration of the Word & Liturgy Timetable

Daily Prayers at the start of the day, before lunch and at the end of the day.

Every Monday, Mrs Lyle or Miss Johnson leads a whole-school Celebration of the Word centred on the Sunday Gospel. These gatherings provide opportunities for prayer, reflection and spiritual formation, helping children to deepen their understanding of Scripture and consider how Gospel values can be lived out within our school community and beyond. Children start to plan the collective worships at lunchtime with our chaplaincy lead. At the staff meeting on Monday starts with staff prayer

On Tuesdays, KS1 use the Mark 10 Resources and Ten:Ten. Mark 10 Little Liturgies also inform the liturgies. These liturgies enable children to engage more deeply with the Word of God in a familiar and nurturing environment and Key Stage 2 follow either a Lectia Devina or Visio Divina in their classrooms

Each Wednesday a child led celebration of the word in each class. (progressively age appropriate) Each child will have the opportunity to plan and lead within their classroom. Children use Salford Diocese Celebration of the Word planning sheets. EYFS and KS1 have visual images to help support and plan their child-led worship. All children have access to resources from their classrooms and school prayer room. Children can choose which environment for their child-led worship to take place e.g. classrooms, prayer room or prayer garden.

On Thursday mornings, children come together for a joyful hymn and praise session led by Mrs Lyle and Miss Johnson. Through singing, children develop their understanding of liturgical themes, express their faith and strengthen their sense of belonging to the worshipping community. Hymns are carefully planned in advance by the RE lead. These hymns match the liturgical year and we have a pianist from the parish who supports us.

On Friday Key Stage 2 assembly using [Liturgy and Salford diocese](#) and KS1 either a Lectia Devina or Visio Divina in their classrooms. At the end of the day there is a celebration assembly for the whole school.

Spontaneous prayer throughout the day.

Throughout the liturgical year, children are offered a range of prayer and liturgy opportunities during lunchtimes. These sessions are carefully planned to reflect the seasons and feasts of the Church and take place in a variety of dedicated prayer spaces across the school, including St Francis' Garden, the Trinity Room and other reflective prayer areas.

These welcoming spaces provide children with opportunities for quiet prayer, reflection, scripture, creative prayer activities and child-led worship. By engaging in these experiences, pupils are encouraged to deepen their relationship with God, develop their understanding of the liturgical year and actively participate in the spiritual life of the school community



Celebration of the Word Planning Sheet.

Date:	Worship leaders:	Gospel:
Welcome (Gather): <i>We come together as part of God's family.</i>		
Word: <i>God speaks to us and we listen.</i>		
Respond: <i>We take the time to engage and reflect more deeply</i>		
Send: <i>(mission / go forth) We want to share the Good News!</i>		
What our class friends thought:		

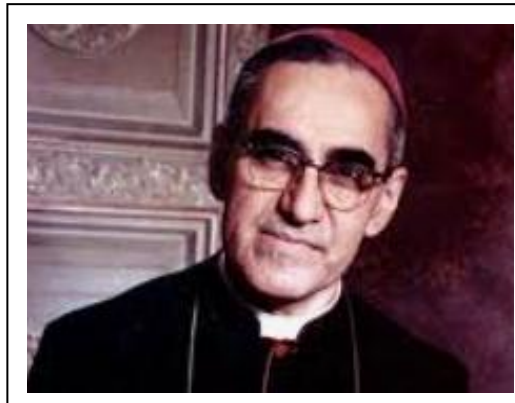
Class Saints 2026-2027

EYFS –Francis of Assisi

Year 1&2 Mother Teresa

Year 3 &4 Oscar Romero

Year 5 &6 Carlo Acutis



Holy Trinity RC Primary School
Mindfulness Prayer

QUIET MIND SCRIPT



Put your feet flat on the floor.

Straighten your spine.

Forget everyone else in the room.



Gently close your eyes.

Be aware of the top of the head, relax your forehead, your face, your throat, shoulders, neck, your front and back; now relax your arms, legs and feet.

Try to quieten your mind – if thoughts come in, just let them go.

Listen to the sounds around you.

Without changing it, focus on your breathing.

Breathe in. Breathe out.



Breathe out and let go of anything that is worrying you.

Breathe in feelings of calm.

Breathe in: "Be still" Breathe out: "And know"

Be still. And know.

[silence for two minutes]



Now be aware of your breathing again

Listen to the sounds around you

Be aware of the top of the head, relax your forehead, your face, your throat, shoulders, neck, and your front and back; now relax your arms, legs and feet.

You can open your eyes now and be ready to start the day in a calm way.

Sacramental Programme

Date	Meetings	Time & Place
Tuesday 3 rd March	Session 1 Parents – Fr Gerard Children - Catechists	6.00pm Christ Church
Tuesday 10 th March	Session 2 Parents – Fr Gerard Children – Catechists	6.00pm Christ Church
Tuesday 17 th March	Session 3 Joint session Parents & Children	6.00pm Christ Church
First Celebration of Sacramental Reconciliation Saturday Morning 21 st March		
Tuesday 24 th March	Session 4 Joint session: Parents & Children	6.00pm Christ Church
Thursday 2 nd April	Mass of the Lord's Supper Holy Thursday	7.00pm Holy Saviour's
EASTER SERVICES		
Holy Thursday 2 nd April (Holy Saviour's, 7.00pm)	Good Friday 3 rd April (Holy Saviour's, 3.00pm)	Easter Sunday 5 th April (Christ Church, 9.30am) (Holy Saviour's, 11.15am)
21 st April	Session 5 Parents – Fr Gerard Children - Catechists	6.00pm Christ Church
28 th April	Session 6 Joint session: Parents & Children	6.00pm Christ Church
Celebration of First Holy Communion - Sundays in May Christ Church: 9.30am Holy Saviour's: 11.15am		

Mark 10 Mission Autumn 2026

Week	Date of Gospel	Video Title	Scripture	Gospel Reading	Symbols	Liturgical Season	Liturgical Colour	Speaker	Presenter	Song	Word of the Week	The Mission	Wonder Questions
1	6.9.26	When Friends Fall Out	Matthew 18:15-20	Bishop Marcus	Jesus and the children icon	Ordinary Time	Green	Sr Therese	Greg	Be Not Afraid	Encounter	If you fall out with someone, try to make peace quickly. If that doesn't work, then go sensibly to see an adult. Not because you want the other person to be in trouble or punished, but because you want peace and friendship to be the result.	Why do you think Jesus wants us to let go of grudges and unforgiveness? If you realise that Jesus is with you as you try to forgive and make peace, how do you think that can change things?
2	13.9.26	Why Should I Forgive?	Matthew 18:21-35	Fr Henry	Crown and bag of money	Ordinary Time	Green	Katie	Therese	Every Move I Make	Outreach	Be a person of forgiveness. Don't hold onto anger or try to get even. Forgive others as you have been forgiven, and let God's mercy shine through you.	How do you think it feels to be completely forgiven? Do you think it feels better to be the person who is forgiven or the person who forgives?
3	20.9.26	It's Never Too Late	Matthew 20:1-16	Fr Henry	Denarius & Icon	Ordinary Time	Green	Greg	Katie	Trading My Sorrows	Dialogue	Say a prayer each morning asking God to let you serve and work for him through your day, building his kingdom on earth. Then keep God's love in your heart and mind during your day and share his love with everyone.	How do you think the people left waiting in the marketplace until late in the day felt when they were finally hired? Do you think it matters who you are working for? How might working for a kind and generous landowner change the way you feel about the work?
4	27.9.26	The Rosary Challenge	Luke 1:26-38	Fr Paschal	Statue and Rosary	Ordinary Time	Blue	Fr Paschal	Greg	As I Kneel Before You (Gabriel)	Listen	You are invited to take on The Rosary Challenge. That's to pray a decade of the Holy Rosary each weekday in October using The Rosary Challenge videos. In total, there are twenty Mysteries of the Rosary to pray through. After watching each video and praying a decade of the Rosary, make sure to tick off a mystery on your tracking sheet.	Why do you think Our Lady was chosen to be the Mother of God? What makes the Holy Rosary such a powerful and loved prayer?
5	4.10.26	Jesus is Knocking	Matthew 21:33-43	Bishop Marcus	Light of the World Statue	Ordinary Time	Green	Katie	Chiara	Colours of Day	Rosary	Choose to let Jesus into your heart in all the little pauses in the day. Welcome him when you start your day and before you sleep and chat with him during your day. You will experience more faith, hope, love and deep joy when you open the door of your heart to Jesus.	How can you make Jesus the cornerstone of your life? Why do some people find it difficult to open the door of their hearts to Jesus?
6	11.10.26	When Heaven Touches Earth	Matthew 22:1-10 / Matthew 22:1-14	Fr Henry	Bread and Wine	Ordinary Time	Green	Greg	Therese	Christ Be Our Light	Respect	Invite someone to go to Mass with you. If you go to Mass each week, invite someone who doesn't. If you rarely get to go to Mass, ask an adult in your family if they can take you.	Which people might be most grateful to receive an invitation to Jesus' wedding feast? How can you help more people discover that Jesus is inviting them to be with him at Mass... and in heaven one day?
7	18.10.26	You Belong to God	Matthew 22:15-21	Bishop Marcus	Denarii	Ordinary Time	Green	Sr Therese	Katie	I Will Be With You Sign Your Cross	Justice	You are wonderfully made in the image and likeness of God. You were made to show your love for him. Choose three ways that you can show your love for God. These could be extra times of prayer, decisions to serve him and help other people or you could create some artwork as a way of showing your love for him.	What are the most precious and valuable things that you can give to God? What could be things that get in the way of loving in the way God asks us to?
8	25.10.26	What Is Real Love?	Matthew 22:34-40	Fr Henry	Bible, YouCat, Praying Hands	Ordinary Time	Green	Katie	Greg	This Is My Desire	Holiness	Think of something that you would love for somebody to do for you. Then, find a way to do that for another person. Do this not for a reward but to put someone else first. Automatically, when you love your neighbour you are also showing your love for God.	If Jesus was asked to give the one great commandment, why do you think he gave two? Who is a person you know that shows agape love and how do they do it?
9	1.11.26	Can You Be A Saint?	Matthew 5:1-12a	Bishop Marcus	Saint Statues	Ordinary Time - Solemnity	White / Gold	Greg	Therese	On Eagles Wings Holy Forever	Change	Find pictures of those you know and love who have died. Place their pictures on a prayer table. If you are doing this with others, it's a beautiful way to pray together for all of your loved ones. The prayer table can stay in place all through November. At any time you choose, pray there for all who have died.	Which of the Beatitudes is the most challenging to live? What would people notice about a person who is becoming a saint?
10	8.11.26	Keep Your Lamp Burning	Matthew 25:1-13	Fr Henry	Icon	Ordinary Time	Green	Sr Therese	Katie	Do Not Be Afraid	Remembrance	On your Mission File, you will see the outline of an oil lamp. Your Mission is to add drops of oil to that lamp. You can add a drop of oil by spending time with Jesus in prayer, by going to Mass or by doing an act of kindness for somebody else. Every time you do something that shows you are ready to welcome Jesus, take a yellow pen or pencil and fill the oil lamp with about a finger tip sized circle of oil. See how full your lamp becomes by the end of the week.	Is it better that we do not know the day or the hour when Jesus will come again? Why, in the parable, does Jesus add the detail that the bridegroom was delayed?
11	15.11.26	Don't Hide Your Gifts	Matthew 25:14-15, 19-21 / Matthew 25:14-30	Fr Henry	Gold Coins	Ordinary Time	Green	Greg	Chiara	Make Me A Channel Of Your Peace	Youth	You have been given wonderful gifts by God, gifts to build his kingdom on earth and to help people know that they are loved. Make a list of some of the gifts you think God has given you. Remember, these gifts can be quiet and mostly hidden. If you aren't sure, you could ask someone you love and trust to say what they think your God given gifts are.	In the parable, the master gave huge amounts of money to the servants. Why do you think Jesus chose to make the amounts so big? Why do you think the master waited a long time to return?
12	22.11.26	The Throne of Your Heart	Matthew 25:31-46	Fr Henry	Statue	Ordinary Time - Solemnity	White / Gold	Sr Therese	Greg	Sing Hosanna	Kingdom	Choose one person each day to serve in a hidden way. Help without being asked, encourage someone who is sad, tidy something, share, or pray for somebody. Each time you do it, whisper: "King Jesus, I'm doing this for you." This is a brilliant way to do what Jesus invited you to do in the Gospels, to love others, especially those in need. Remember, when you love others you are also loving Him.	If it was announced that Jesus was officially going to return to earth in one year, how do you think the world might change? What makes Jesus a king like no other?

Mark 10 Little Liturgies

	Date of Gospel	Thumbnail Title One	Thumbnail Title Two	Scripture	Symbols	Liturgical Season	Liturgical Colour	Song	Word of the Week
1	6.9.26	Is Jesus With Me?	Gathering With Jesus	Matthew 18:15-20	Figures	Ordinary Time	Green	Be Not Afraid	Encounter
2	13.9.26	Can I Forgive Like Jesus?	Forgive Like Jesus	Matthew 18:21-35	Figures	Ordinary Time	Green	Every Move I Make	Outreach
3	20.9.26	Will Jesus Invite Me?	Parable of the Vineyard Workers	Matthew 20:1-16	Figures	Ordinary Time	Green	Trading My Sorrows	Dialogue
4	27.9.26	Pray The Holy Rosary	The Rosary Challenge	Luke 2:41-52	Figures	Ordinary Time	Green	As I Kneel Before You (Sr Therese at Hinsley Hall)	Listen
5	4.10.26	Will I Let Jesus In?	The Wicked Tenants	Matthew 21:33-43	Figures	Ordinary Time	Green	Colours of Day	Rosary
6	11.10.26	The Greatest Party Ever	An Invitation From God	Matthew 22:1-10 / Matthew 22:1-14	Figures	Ordinary Time	Green	Christ Be Our Light	Respect
7	18.10.26	The Most Important Gift	What You Can Give To God	Matthew 22:15-21	Figures and Coins	Ordinary Time	Green	I Will Be With You Sign Your Cross	Justice
8	25.10.26	How Can I Really Love?	How Should I Love?	Matthew 22:34-40	Figures	Ordinary Time	Green	He Is The Vine	Holiness
9	1.11.26	Can I Be A Saint?	All Saints	Matthew 5:1-12a	Saint Statues	Ordinary Time - Solemnity	White / Gold	Eagles Wings Holy Forever	Change
10	8.11.26	Am I Ready For Jesus?	Parable of the Ten Bridesmaids	Matthew 25:1-13	Figures	Ordinary Time	Green	Do Not Be Afraid	Remembrance
11	15.11.26	What Gifts Do I Have?	Parable of the Talents	Matthew 25:14-15, 19-21 / Matthew 25:14-30	Figures	Ordinary Time	Green	Sign Your Cross	Youth
12	22.11.26	Jesus Is The King	Christ The King	Matthew 25:31-46	Christ the King Statue	Ordinary Time - Solemnity	White / Gold	Sing Hosanna	Kingdom

Pupil Ministries

At Holy Trinity we value all our children and respect their views, ideas and opinions. Christ said "Let the children come to me" and we know that Jesus is our model in how to listen to others. We love to hear their Pupil Voice and provide them with opportunities

to change the world by little and large actions, nurturing a culture in which all children feel listened to, valued, respected and empowered.

Pupil Chaplains

Pupil Chaplaincy is an important and valued part of our school community, and we are proud to be welcoming our eighth team of Pupil Chaplains. This year, Holy Trinity has a committed and enthusiastic group of fifteen Chaplains who play a vital role in enhancing the Religious Life of our school. Each year, all Year 5 pupils are invited to apply in writing for the role. Applicants then take part in an interview with Father Gerard Kelly, Mrs. Lyle (Head Teacher), and Mrs. Duckett (Chaplaincy Lead). Once selected, our new Pupil Chaplains are commissioned during a special Mass, after which they begin their ministry alongside the experienced Year 6 Chaplains

Our Pupil Chaplains work tirelessly to promote our Catholic faith within the school, while also serving as an important link between our school and parish community. The role is highly respected, and the children carry out a wide range of responsibilities, including welcoming new pupils and staff, helping to lead Masses and liturgical celebrations, and supporting charitable and fundraising initiatives. Their commitment, enthusiasm, and prayerful leadership make a significant contribution to the spiritual life of our school, our parishes, and the wider community. They truly work—and pray—very hard!

Gardeners & Seeds

All our Year 6 children act as a 'Gardener' to a reception child 'Seed'. At the start of the year they promise to look after them and play with them and be a friend. They pray for them throughout the year. The children enjoy learning and growing together and quickly form great bonds. At the end of the year, there is never a dry eye in the house at the beautiful Gardeners and Seeds thanksgiving liturgy, in which both Gardeners and Seeds pray for each other as they move on to the next stage.

Reading Ambassadors

Our Reading Ambassadors. These children help choose books for school, recommend books, hear readers in other classes and help write articles for the school newsletters to help promote reading for pleasure.

Prefects

Our prefects have been chosen through the school holding a democratic vote. The Prefects are selected by the children for their ability to lead others and are, indeed, pupil leaders. Prefects must lead by example through exemplary good manners and behaviour; good citizenship and through correct wearing of the school uniform. They support our Head and Deputy Boy and Girl in their roles and have a hands on role helping around school and help all classes with many tasks such as: set up for assemblies, masses, Christmas Post and giving out messages etc. Our Prefects are awarded badges that identify them to staff, pupils and visitors

Young Mental Health Warriors

Our Young Mental Health Champions are chosen by the children. They are available for the children to come to at breaktimes if they are feeling sad or just need some quiet time. They have received training in their role through the Pendle School Games Organiser, Fiona Callaghan and are supported in their role by adults in school.

Young Mental Health Champions (YHMC) is a student-led intervention, designed to make use of physical, social and emotional activities as a proactive solution to mental health and wellbeing issues present within schools. . They act as an ambassador and mentor, providing important health information and advice, and help to affect real and lasting change in school.

School Council

The student council meets regularly to discuss school life and how it could be improved. Members of the school council are responsible for carrying out the ideas that have been agreed, such as planning events, writing newspaper articles and arranging fundraisers.

The aims of the student council are:

- To make sure that our school is a safe and happy place for children
- To make sure that children have a place to voice their concerns
- To encourage all children in the school to suggest improvements
- To make sure any suggestions or concerns are listened to and acted upon

SNAG Group – School Nutrition Action Group

Our school has been working together towards achieving the Bronze Food for Life Award. Food for Life is a flagship program from the Soil Association.

It was launched to reconnect people with where their food comes from. It aims to improve health, education, and sustainability through food.

Having the Food for Life award means we are committed to:

- Providing good quality school food.
- Learning about food, cooking and growing.
- Working with our local community and parents

This contributes to our school's wellbeing and Catholic social teaching

Eco & Fairtrade

We are a committee made up of pupil representatives elected from each class, teachers, support staff and the school cook. The pupil members are from Reception to Year 6

Eco- We meet regularly to discuss how we can improve recycling, reduce water and energy waste and how we can improve our local and global environments. We have now achieved the Green Flag Award! This is the highest award.

We think it is really important to recycle and reuse as much as we can. We recycle: stamps, batteries, toner cartridges, mobile phones. We carry out a litter pick every term to help keep our school environment tidy.

Fairtrade – We are now a FairAchiever School which is the top Fairtrade award! We promote Fairtrade within school and we organise events. We carry out lots of work for Fairtrade including bake sales, campaigns, Fairtrade hot chocolate and chocolate stalls and learning about Fairtrade.