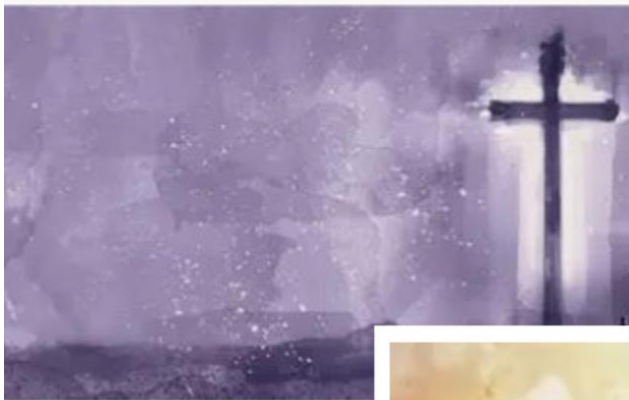


Annual Plan of Provision

St Bede's Catholic Primary School



*As one
we learn together,
play together,
pray together,
as one*



'Did not our hearts burn within us while he talked to us on the road...'

Luke 24: 32



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Section 1 - Introduction, rational and policy links

"Worship the Lord with gladness; come before him with joyful songs."

Psalms 100:2

Introduction

All through the year the Church family celebrates the life, death and resurrection of Jesus. This Annual Plan of Provision serves as a living document to represent the moments of encounter, in union with the lived experiences of our school community. Regular monitoring and evaluation will ensure that the plan remains relevant and effective in nourishing the spiritual lives of all those within the school community.

St Bede's Roman Catholic Primary School opened in September 1939, and it has served the local Catholic community ever since.

Since 2012, St Bede's Parish has been known as 'All Saints Parish' and incorporates the Parish of St Joseph's, Benwell, since the close of St Joseph's Church.

At the heart of our school is our Mission Statement, 'As one, we learn together. Play together. Pray together, As one.' By this we mean that we acknowledge that every child in our community is a unique gift from God, made in his image and likeness, and together as a school and home family we will work 'as one', in all aspects, to help everyone to aspire to be the best that they can be!

As a school we offer every child a broad, balanced, differentiated and enriched curriculum and aim to not only develop academic potential but also help children to realise their all-round potential and broaden their horizons, creating a love of learning.

As a Catholic school, we feel that the spiritual, moral, social and cultural development of our pupils is a major strength of our school. It underpins their education and establishes a caring, orderly and self-disciplined learning community. We seek to encourage the children to give and expect to receive respect, encouraging the children to work together and to willingly take on responsibility. They learn to share and value the achievement of others. The moral development of our children flows from a firm spiritual base.

We believe that Christian worship in a Catholic school is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action to God's invitation to enter a relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.



Produced by: Diocese of Hexham and Newcastle, Department for Education

Updated: September 2025

Next review: September 2026



Seasonal provision overview

When planning and celebrating prayer and liturgy, we need to consider the wider life of our school and the community we serve, this will help us to connect to the seasons of the Church and deepen our children’s understanding of the liturgical year.

| Autumn term 1 Ordinary time | Autumn term 2 Ordinary time/Advent |
|--|--|
| <p>Year C</p> <p>Welcome Mass <i>The school year will begin with a whole school Mass, lead by our Year 6 pupils, in church looking to the coming year. Families and parishioners invited to attend.</i></p> <p>Welcome Stay, Play and Pray <i>Year 6 lead a prayerful opportunity to welcome our new EYFS children and their parents. Year 6 and EYFS form a ‘buddy’ relationship and each of the EYFS children are presented with a Bible foldout scene and prayer card,</i></p> <p>Class charities <i>Classes choose their class charity and plan out fundraising events over the year to support the organisation.</i></p> <p>Month of the Rosary <i>Mark 10 rosary mission</i></p> <p><i>Rosary prayer club</i></p> <p>Sacramental Preparation <i>Year 4 pupils embark on the start of their preparation for the Sacrament of First Holy Communion delivered through our parish and school partnerships.</i></p> <p>Harvest festival (CAFOD family Fast Day) <i>School will hold the annual Harvest Festival in school. Donations of dried food are collected and food parcels are shared</i></p> | <p>All Saints <i>Holy Day of Obligation, Year 4, Year 5 and Year 6 pupils attend the parish Mass.</i></p> <p>Remembrance Mass <i>Whole school Mass, led by our Year 4 pupils, in church. Families and parishioners invited to attend.</i></p> <p>Feast of Christ the King/Youth Sunday <i>An opportunity for children to celebrate the place of young people in the life and mission of the Church.</i> (https://cymfed.org.uk/wys)</p> <p>Year A begins.</p> <p>Advent celebrations <i>Weekly Celebration of the Word focusing on the theme and Scripture which each candle represents:</i> <i>Hope</i> <i>Peace</i> <i>Joy</i> <i>Love</i></p> <p>Travelling Crib <i>Children from Year 1 each have the opportunity to take home the ‘travelling crib’ to share with their families throughout the season of Advent.</i></p> <p>Sacramental Preparation <i>Year 4 pupils involved in the preparation for the Sacrament of First Holy Communion</i></p> |



| | |
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| <p><i>with our elderly parishioners as well as with the local food bank in Benwell. We also hold a 'loose change' collection throughout the month of October, donating any monies collected to CAFOD.</i></p> <p>Harvest Mass <i>Whole school Mass, lead by our Year 5 pupils, in church. Families and parishioners invited to attend.</i></p> <p>More than Dance <i>Year 5 and Year 6 each engage in a half day experience.</i></p> | <p><i>complete their First Reconciliation through our parish and school partnerships.</i></p> <p>Nativities in school <i>Our EYFS, Year 1 and Year 2 pupils each present the nativity through drama and singing. These three events take place in the church, families and parishioners are invited to attend.</i></p> <p>Carol Services <i>Year 5 pupils Catholic School's Partnership Carol Service at St Mary's Cathedral. Pupils from all of our Newcastle Catholic schools come together annually to share readings and hymns.</i></p> <p><i>Key Stage 2 Carol Service held in church, families and parishioners invited to attend.</i></p> <p>Christmas Mass <i>Whole school Mass, lead by pupils from each of our classes, in church. Families and parishioners invited to attend.</i></p> |
|--|---|

| Spring term 1 Christmastide/Ordinary time/Lent | Spring term 2 Lent/Ordinary time |
|---|--|
| <p>Feast of the Epiphany <i>Holy day of obligation, Year 4, Year 5 and Year 6 pupils attend the parish Mass.</i></p> <p>Pilgrims of Hope <i>The Jubilee Year officially comes to an end (6 January 2026), and the Holy Door will close – Celebration of the Word linked to the Jubilee Year.</i></p> <p>Ash Wednesday <i>The first day of Lent is marked in our school by Year 6 attending the parish Mass. Blessed ashes are then distributed to the</i></p> | <p>Lenten campaign <i>During Lent, we focus on the needs of others, we support Cafod through our Big Lent Walk to raise money for communities who need help.</i></p> <p>Reconciliation <i>Pupils from Year 4, Year 5 and Year 6 have the opportunity to engage in the Sacrament of Reconciliation in church.</i></p> <p>Lenten preparation <i>Each class will prepare a prayer station to guide the school through the themes of Lent.</i></p> |



| | |
|--|--|
| <p>rest of our classes during prayer time in our chapel.</p> <p>More than Dance Year 3 and Year 4 each engage in a half day experience.</p> <p>Retreat Year 5 experience a two-night residential retreat at the Emmaus Village</p> | <p>Each class has an 'Easter Mystery' bag which can either be used in the classroom to set up a prayer foci or, in KS2 particularly, can be sent home to support children praying at home with their families.</p> <p>Stations of the Cross Lunchtime prayer opportunities for reflection on the Stations of the Cross.</p> <p>Each class visits the church to take part in an age-related journey through the Stations of the Cross</p> <p>Year 4 pupils Catholic School's Partnership Stations of the Cross Service at St Mary's Cathedral. Pupils from all of our Newcastle Catholic schools come together annually to share readings and hymns.</p> <p>Holy Week celebrations of the word Classes plan and deliver a celebration of the word based on the events of Holy Week.</p> |
|--|--|

| Summer term 1 Easter tide | Summer term 2 Easter tide/Pentecost/Ordinary time |
|--|---|
| <p>The Ascension of the Lord We mark the Ascension of the Lord with a focused Celebration of the Word.</p> <p>Mary, Mother of God During the month of May, we honour Mary, the mother of God. We will use hymns which praise Mary and have a weekly Rosary Club.</p> <p>We have a whole school Mass in church with a Marian Procession which the parents and parish will be invited to attend.</p> | <p>Pentecost There will be a celebration of the word to mark the birthday of the Church.</p> <p>First Holy Communion Bring together children and families to celebrate the First Holy Communion of our Sacramental class.</p> <p>Leavers Mass A Mass to celebrate the time our Year 6 children have spent with us before leaving</p> |



During the service, the children crown the statue of Mary.

More than Dance

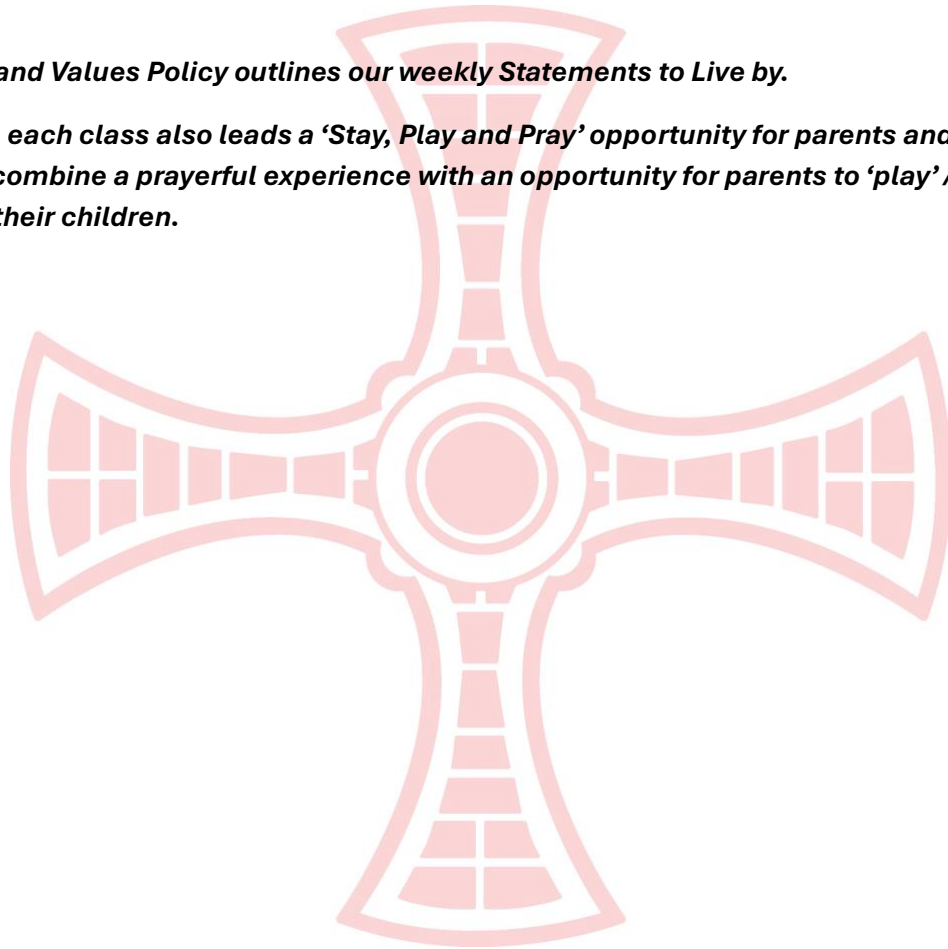
Year 1 and Year 2 each engage in a half day experience.

to start their new schools. Parents and families are invited to attend.

Year 6 pupils Catholic School's Partnership Leavers Service at St Mary's Cathedral. Pupils from all of our Newcastle Catholic schools come together annually to celebrate a shared Mass.

Our Ethos and Values Policy outlines our weekly Statements to Live by.

Each term, each class also leads a 'Stay, Play and Pray' opportunity for parents and carers where we combine a prayerful experience with an opportunity for parents to 'play' / work alongside their children.



Advent

'For to us a child is born, a son given to us; his name shall be named Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace.'

Isiah 9:6



Advent is a season of preparation and anticipation for the celebration of Jesus' birth. We aim to create a peaceful and reflective atmosphere throughout the school to encourage students to embrace the spirit of waiting and hope.

Classroom and School Environment

Colour Scheme: *Purple fabrics, banners, and displays are used in classrooms and designated school areas. Purple symbolises royalty, penitence, and preparation, reflecting our anticipation of the coming King.*

Chapel and Prayer Garden: *The school prayer garden or chapel space are used weekly by each class during all seasons.*

Advent Wreath: *The Advent wreath is a central focus in classrooms and in designated school areas (this may be a physical wreath or a 2D symbol). The candles are lit during prayers, their significance explained and connections made to the weekly readings and themes.*

Travelling Cribs: *Each class will be presented with a nativity at the beginning of the Advent period. Year 1 are also presented with a travelling crib which children can take home for a day, allowing them to engage with the nativity story in a personal way with their families. Each pupil is asked to record their experience – this is completed either in a physical book or via the online Tapestry app.*

Music: *Advent carols and hymns become a focus in our choirs, assemblies, and prayer times.*

Prayer and Liturgy

Celebrations of the word: *These are kept simple and focused on the word of the week. We incorporate the Sunday readings into reflections and discussions and pupils are encouraged to reflect on how the gospel messages apply to their lives. Children are given the opportunity in class to further explore prayer and reflections important to them.*

Overall Tone



We maintain a sense of quiet anticipation and reflection throughout Advent. Children are encouraged to consider the true meaning of Christmas and how they can prepare their hearts to receive Jesus.

Ordinary Time

'Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit.'

Matthew 27:28



Ordinary time is the longest liturgical season, offering us a time for growth and deepening our faith. We celebrate the ongoing presence of Christ in our lives and strive to live out the gospel message in our daily actions.

Classroom and School Environment

Colour Scheme: *Green fabrics and decorations to symbolise spiritual growth and new life. Create displays that showcase the fruits of the Holy Spirit and the virtues we are cultivating.*

Chapel and Prayer Garden: *The school prayer garden or chapel space are used weekly by each class during all seasons.*

Prayer and Liturgy

Morning Prayer: We begin each day with our school prayer. Sometimes we include a special prayer for Ordinary Time. The Our Father is a central traditional prayer during this season, reminding us of our relationship with God and our call to live as his children.

Celebrations of the word: These are kept simple and focused on the word of the week. We incorporate the Sunday readings into reflections and discussions and pupils are encouraged to reflect on how the gospel messages apply to their lives. Children are given the opportunity in class to further explore prayer and reflections important to them.

Overall Tone

We maintain an upbeat and positive tone throughout Ordinary Time. The focus is on our missionary role to spread the Good News and encourage students to share their faith with others.



Lent

'Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.'

Philippians 4:6



Lent is a season of reflection, repentance, and renewal. We journey with Jesus towards the cross, reflecting on our own need for forgiveness and striving to deepen our relationship with God.

Classroom and School Environment

Colour Scheme: Purple or violet fabrics and decorations to symbolise penance and preparation. Create a prayerful atmosphere in classrooms.

Travelling 'Easter Mystery' bags: We share a prayer journal and holding cross with the children in Lent and encourage time at home to reflect with families when writing a prayer for the prayer journal.

Stations of the Cross: Each class creates a cross in response to the Stations of the Cross, and these are shared in a celebration of the word with the school community and families. These are displayed in the Chapel space and centrally in the school hall during Holy Week.

Prayer and Liturgy

Morning Prayer: We begin each day with the school prayer and a special Lenten prayer. Focus on themes of repentance, forgiveness, and turning back to God.

Sacrament of Reconciliation: Pupil in Year 5 and Year 6 are given opportunities to receive the Sacrament of Reconciliation. They are prepared them for this sacrament through age-appropriate discussions and activities.

Shared Prayer: Provide opportunities for shared prayer and reflection. Encourage students to examine their conscience and seek God's forgiveness.

Celebrations of the word: These are kept simple and focused on the word of the week. We incorporate the Sunday readings into reflections and discussions and pupils are encouraged to reflect on how the gospel messages apply to their lives. Children are given the opportunity in class to further explore prayer and reflections important to them.



Overall Tone

The school maintains a sense of calm reverence and reflection throughout Lent. Children are encouraged to engage in the Lenten practices of prayer, fasting, and almsgiving.

Eastertide

'Did not our hearts burn within us while he talked to us on the road...'

Luke 24: 32



Eastertide is a season of great joy and celebration, marking the resurrection of Christ. We celebrate the new life that Jesus offers us and rejoice in the hope of eternal life.

Classroom and School Environment

Colour Scheme: Classroom and designated school areas are decorated with bright colours and festive decorations. White and gold are traditional Easter colours, symbolising purity and joy.

Prayer and Liturgy

Morning Prayer: We begin each day with the school prayer and a special Easter prayer. The 'Glory Be' is a key prayer during Eastertide, praising the Trinity and celebrating the resurrection.

Celebrations of the word: Focus on the resurrection narratives and the joy of Easter. We incorporate the Sunday readings into reflections and discussions and pupils are encouraged to reflect on how the gospel messages apply to their lives. Children are given the opportunity in class to further explore prayer and reflections important to them.

Overall Tone

We maintain a happy and positive tone throughout Eastertide. We encourage children to share their Easter joy with others and to live out the message of the resurrection in their daily lives.



Pentecost

'And they were filled with the Holy Spirit...'

Acts 2: 4



Pentecost marks the descent of the Holy Spirit and the birth of the Church. We celebrate the gifts of the Holy Spirit and our call to share the Good News with the world. This then leads to our second period of Ordinary Time.

Classroom and School Environment

Colour Scheme: Continue using green fabrics (After the feast of Pentecost) and decorations to symbolise spiritual growth and new life. We incorporate red into our displays where appropriate, to represent the fire of the Holy Spirit.

Prayer and Liturgy

Celebrations of the Word: Focus on the Acts of the Apostles and the growth of the early Church. We incorporate the Sunday readings into reflections and discussions and pupils are encouraged to reflect on how the gospel messages apply to their lives. Children are given the opportunity in class to further explore prayer and reflections important to them.

Encourage students to reflect on how the Holy Spirit is active in their lives.

Overall Tone

The school maintains an upbeat and positive tone throughout Pentecost. We encourage students to use their gifts to serve others and to share the Good News, as missionary disciples, with the world.



Section 3 – Description and rationale of provision

When we look at more formal gatherings, such as celebrations of the word and the variety of opportunities to experience prayer and liturgy in school, we must look at the structure of each day, week and term so that we can embed the seasons into the experiences of our community. Most importantly, we need to be deliberate and purposeful in shaping the structure of prayer and liturgy so that it is in harmony with the liturgical year and is engaging and accessible as possible.

Weekly timetable

| Day | Prayer and liturgy | Who is responsible or leading |
|-----------|--|--|
| Monday | <i>Whole school celebration of the word</i> <i>Theme: Sunday's Gospel</i> | <i>Headteacher</i> <i>Deputy Headteacher</i> <i>RE Lead</i> <i>KS2 Phase Lead</i> |
| Tuesday | <i>Key Stage Celebration of the Word (alternate between key stage gathering or in class delivery) / Creative prayer opportunity</i> <i>Theme: Sunday's Gospel (use of Mark 10 Little Liturgy) / creative prayer theme</i> | <i>Each class teacher takes their turn in delivering the Key Stage gathering</i> |
| Wednesday | <i>Class Celebration of the Word</i> <i>Theme: Focus on the Wednesday word</i> | <i>Class teacher and/or pupils (age related)</i> |
| Thursday | <i>Class Celebration of the Word / pupil-led celebration of the word</i> <i>Theme: linked to Liturgical Season or appropriate Scripture theme</i> | <i>Class teacher and/or pupils (age related)</i> |



| | | |
|--------|---|--|
| Friday | <i>Whole school celebration assembly</i> <i>Theme: Catholic Social Teaching / pupil-led spontaneous prayer</i> | <i>Headteacher</i> <i>RE lead</i> <i>Supported by Mini-Vinnies or pupils</i> |
|--------|---|--|



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Section 4 – The school calendar
Whole school provision 2025/26

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|------------------------------------|--|-----------|--|---|---|--|
| Autumn term 1 Ordinary time | Welcome Mass | September | RE Lead: Miss Scott and the Year 6 class | The school year will begin with a whole school Mass in Church looking to the coming year. | Yes – Eucharist for children who have celebrated their First Holy Communion | Yes – whole school community, including parish welcome to attend |
| | Welcome Stay, Play and Pray | September | RE Lead: Miss Scott and the Year 6 class | Year 6 lead a welcome prayerful gathering for the new EYFS class and their families | N/A | |
| | Charities | October | All class-based staff | Usually, we support a range of charities in each half term. This half term we are focusing on 'Jeans for Genes' and the Macmillan coffee morning | N/A | |
| | Month of the Rosary Mark 10 rosary mission | October | All class teachers | Use Mark 10 resources to encourage children to participate in daily prayer by praying a decade of the Holy Rosary Linked creative prayer opportunity | N/A | |



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|---|----------------------|--|--|---|---|
| Rosary Club | October | RE Lead: Miss Scott Mini Vinnies | Weekly voluntary prayer group | N/A | |
| Harvest festival (CAFOD family Fast Day) | October | RE Lead: Miss Scott Mini Vinnies Mini Vinnies leaders: Miss Scott and Mrs Young | School will hold the annual Harvest Festival in school. Mini-Vinnies organise a harvest festival collection and 'spare change' collection. Monies are donated to CAFOD as part of CAFOD Family Fast Day and the food donations are distributed in our parish to either elderly parishioners or to the SVP Justice and Peace Asylum Seekers Project and sent to the local foodbank. The month concludes with a whole school Mass, led by Year 5. | Yes – Eucharist for children who have celebrated their First Holy Communion | Yes – whole school community, including parish welcome to attend the celebration Mass Yes - food donations are distributed in our parish to either elderly parishioners or to the SVP Justice and Peace Asylum Seekers Project |
| Other Faith week Judaism | 6/10/25 – 10/10/25 | All class teachers | All children will celebrate a part of the Jewish faith then we will end the week with a celebration of the word | | |
| Stay, Play and Pray opportunities | Throughout half term | Class teacher and pupils | Each Key Stage 2 class leads a 'Stay, Play and Pray' session during the half term. Families are invited to attend | N/A | |



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Whole school provision 2025/26

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|------------------------------------|---------------------------|--|--|--|---|--|
| Autumn term 2 Ordinary time/Advent | All Saints | 1 st November (linked to Parish Mass) | All class teachers | Holy Day of Obligation – children will attend the local parish Mass (if no Mass during school day, HT or RE Lead lead a prayerful gathering). Linked creative prayer opportunity | Yes – Eucharist for children who have celebrated their First Holy Communion | Yes – whole school community, including parish welcome to attend |
| | Remembrance Sunday | Wednesday closest to date (linked to Parish Mass) | RE Lead: Miss Scott Year 5 class teacher and pupils | Whole school Mass, led by Year 4. Each class produces a ‘remembrance book’. Linked creative prayer opportunity | Yes – Eucharist for children who have celebrated their First Holy Communion | Yes – whole school community, including parish welcome to attend |
| | Charities | November - December | All school staff | Usually, we support a range of charities in each half term. This half term we are focusing on Royal British Legion Poppy Appeal, Save the Children Christmas Jumper Day, Feeding Families Christmas Appeal and the staff supported St Cuthbert’s Care Christmas present appeal | N/A | |



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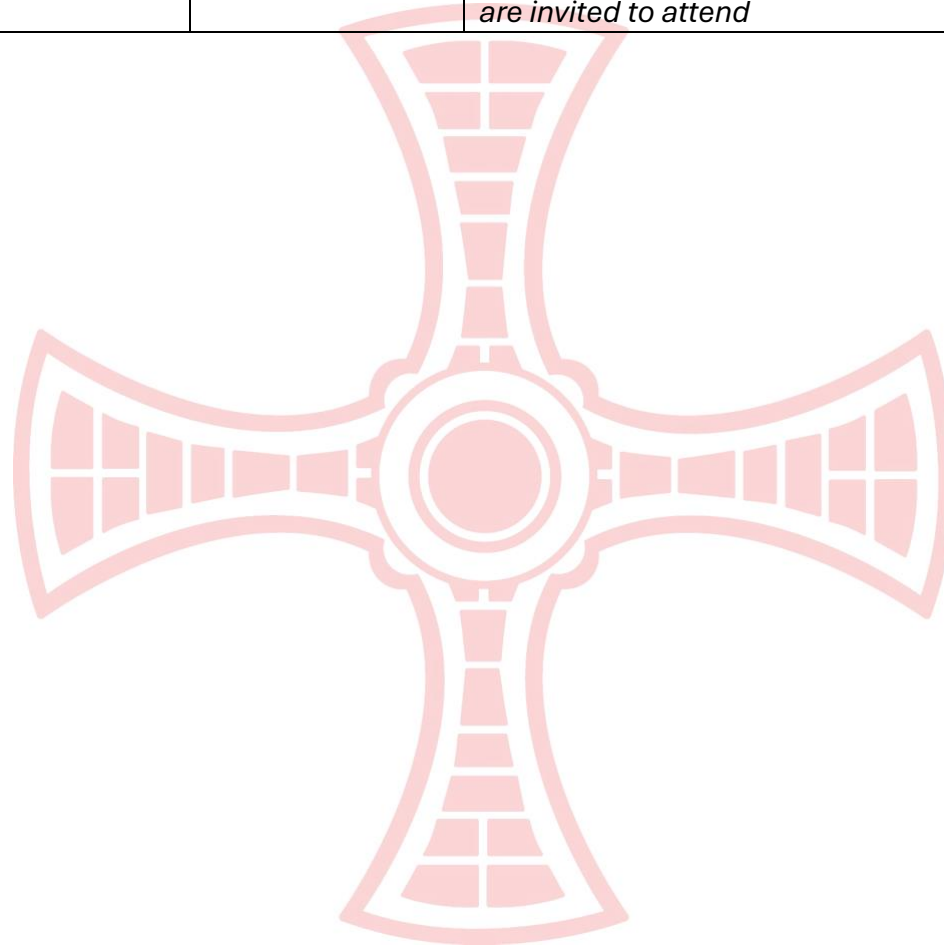
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|--|--|------------------------|------------------------|--|--|--|
| | Feast of Christ the King/Youth Sunday | Monday closest to date | RE Lead Headteacher | An opportunity for children to celebrate the place of young people in the life and mission of the Church. https://cymfed.org.uk/wys Linked creative prayer opportunity | | |
|--|--|------------------------|------------------------|--|--|--|

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|--|---|--|-------------------------------|--|-----------------------------|--|
| Autumn term 2 cont. Ordinary time/Advent | Year A begins Advent celebration of the word <i>Hope</i> <i>Peace</i> <i>Joy</i> <i>Love</i> | 1 December 7 December 14 December 19 December | Headteacher or RE Lead | Celebrations of the word explore the four themes of Advent, leading up to the end of term. Linked creative prayer opportunities | | |
| | Nativities in school | <i>Inset correct date</i> | All class teachers | Whole school community invited to attend and reflect upon the Christmas story to celebrate the birth of Jesus through music and drama. | | |
| | Carol Services | <i>Inset correct date</i> | All class teachers | Whole school community invited to attend and reflect upon the Christmas story through Scripture, prayer and seasonal hymns | | Yes – invitations are extended to the parish to attend |



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|--|--|-----------------------------|---------------------------------|--|------------|--|
| | Stay, Play and Pray opportunities | <i>Throughout half term</i> | <i>Class teacher and pupils</i> | <i>Each Key Stage 2 class leads a 'Stay, Play and Pray' session during the half term. Families are invited to attend</i> | <i>N/A</i> | |
|--|--|-----------------------------|---------------------------------|--|------------|--|



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Whole school provision 2025/26

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|---|------------------------------|------------------|---|---|---|--|
| Spring term 1 Christmastide/Ordinary time/Lent | Feast of the Epiphany | 6 January 2026 | RE Lead to work with parish priest to organise attendance at Mass | Holy day of obligation– children will attend the local parish Mass. Linked creative prayer opportunity | Yes – Eucharist for children who have celebrated their First Holy Communion | Yes – whole school community, including parish welcome to attend |
| | Pilgrims of Hope | 6 January 2026 | Headteacher and RE Lead to organise – children to lead on the day | The Jubilee Year official comes to an end (6 January 2026), and the Holy Door will close – celebration of the word linked to the Jubilee Year Linked creative prayer opportunity | | |
| | Baptism of the Lord | 11 January 2026 | RE Lead | Celebration of the Word to mark the feast Linked creative prayer opportunity | | |
| | Ash Wednesday | 18 February 2026 | RE Lead | Children attend Mass or take part in a celebration of the word to mark Ash Wednesday – details need to be specific to how your school will celebrate the day. | If attending Mass Yes – Eucharist for children who have celebrated | |



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|--|--|-----------------------------|---------------------------------|--|-----------------------------------|--|
| | | | | <i>Linked creative prayer opportunity</i> | <i>their First Holy Communion</i> | |
| | Stay, Play and Pray opportunities | <i>Throughout half term</i> | <i>Class teacher and pupils</i> | <i>Each Key Stage 2 class leads a 'Stay, Play and Pray' session during the half term. Families are invited to attend</i> | <i>N/A</i> | |

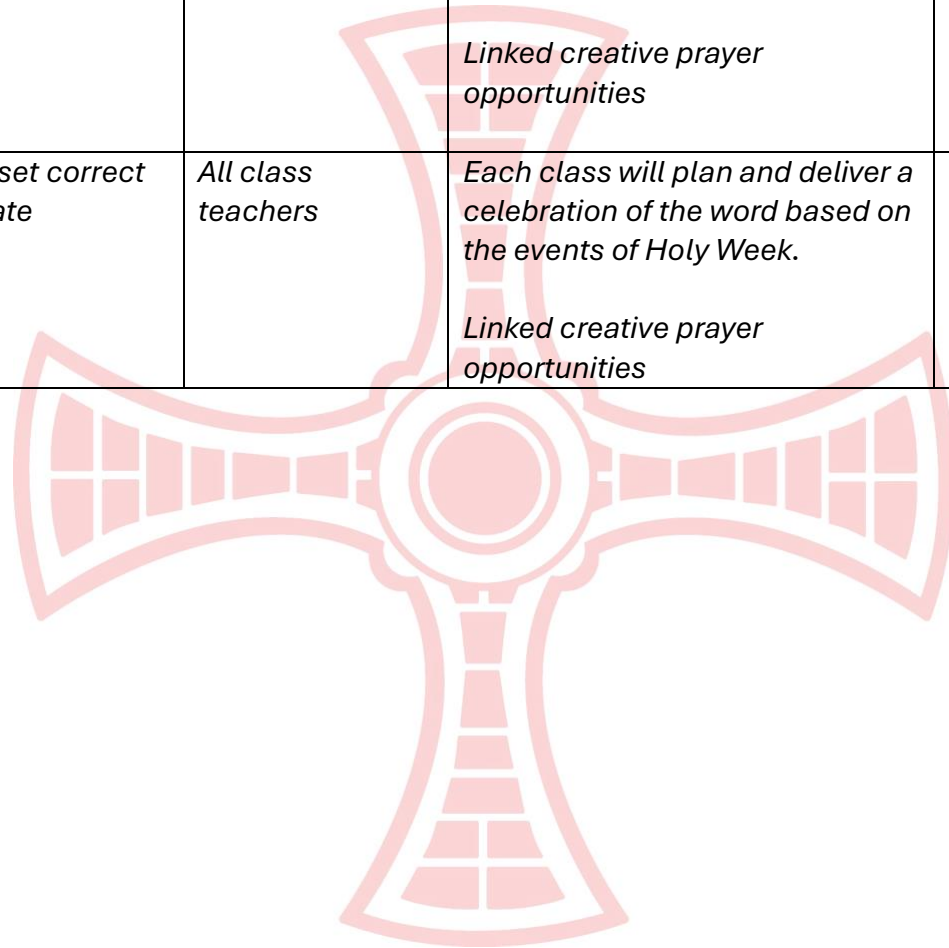
Whole school provision 2025/26

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|---|------------------------------|---------------------------|--------------------------------------|---|---|---------------------|
| Spring term 2 Lent/Ordinary time | Lenten campaign | <i>Inset correct date</i> | <i>Mini Vinnies</i> | <i>During Lent, we focus on the needs of others, we support CAFOD through our Big Lent Walk to raise money for communities who need help. We will also ...</i> <i>Linked creative prayer opportunity</i> | | |
| | Cafod Family Fast Day | <i>27 February</i> | <i>RE Lead</i> | <i>Go GREEN for Cafod – whole school to undertake fundraising and awareness</i> | | |
| | Reconciliation | <i>Inset correct date</i> | <i>RE Lead Parish priest</i> | <i>Detail any opportunities for the children to engage with reconciliation during Lent.</i> | <i>Yes – opportunity to receive the sacrament of reconciliation</i> | |



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|--|---|---------------------------|---------------------------|--|---|
| | Stations of the Cross | <i>Inset correct date</i> | <i>All class teachers</i> | <i>Each class will lead the parish during stations of the cross (either in school or church)</i> <i>Linked creative prayer opportunities</i> | <i>Yes – whole school community, including parish welcome</i> |
| | Holy Week celebrations of the word | <i>Inset correct date</i> | <i>All class teachers</i> | <i>Each class will plan and deliver a celebration of the word based on the events of Holy Week.</i> <i>Linked creative prayer opportunities</i> | <i>Yes –parish members are welcome to attend</i> |



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 DEPARTMENT FOR EDUCATION

Whole school provision 2025/26

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|---------------------------------|---------------------------------------|---------------------|---|---|---|--|
| Summer term 1 Eastertide | Rosary celebration of the word | 1 May 2026 | RE Lead | <p>May is dedicated as the month of Mary. This rosary celebration of the word will share how we can use the rosary to reflect on the life of Jesus through the eyes of his mother</p> <p>Linked creative prayer opportunities</p> | | |
| | The Ascension of the Lord | 14 May | RE Lead Parish priest | Whole school Mass to celebrate the Holy Day of Obligation | Yes – Eucharist for children who have celebrated their First Holy Communion | Yes – whole school community, including parish welcome |
| | Marian procession | Insert correct date | Headteacher SLT RE Lead | <p>Whole school will take part in a May procession with flowers and prayer intentions to celebrate Mary the Mother of God.</p> <p>Linked creative prayer opportunity</p> | | |
| | First Holy Communion | Inset correct date | Headteacher Class teacher Catechist | Every child who has been part of the Sacramental preparation programme will receive the Sacrament for the first time | Yes – Eucharist for children who are receiving the Sacrament | Yes – whole school community, including |



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| | | | | | <i>for the first time.</i> | <i>parish welcome</i> |
| | Stay, Play and Pray opportunities | <i>Throughout half term</i> | <i>Class teacher and pupils</i> | <i>Each Key Stage 2 class leads a 'Stay, Play and Pray' session during the half term. Families are invited to attend</i> | <i>N/A</i> | |

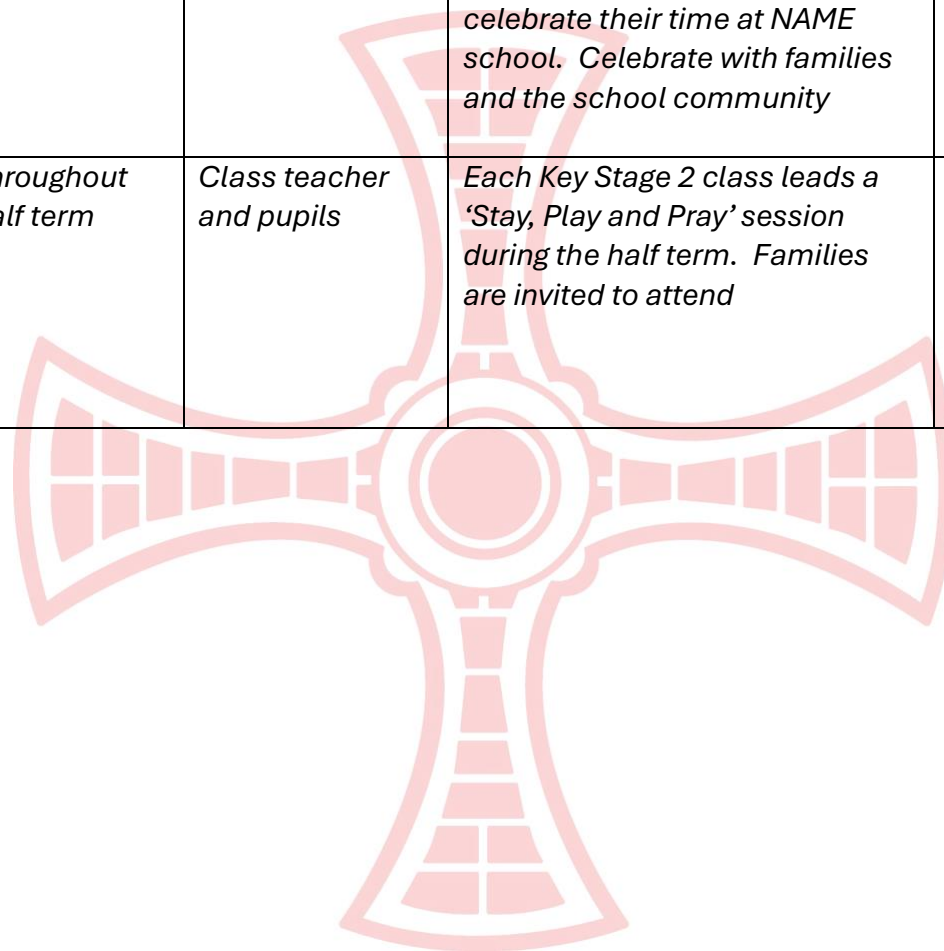
Whole school provision 2025/26

| | Key celebrations | Date | Who is responsible or leading | Expectations | Opportunities for Sacrament | Parish Links |
|---|-----------------------------|---------------------------|--|---|---|---|
| Summer term 2 Eastertide/Pentecost/Ordinary time | Pentecost | <i>22 May 2026</i> | <i>Head teacher SLT RE Lead</i> | <i>Celebration of the word to celebrate the beginning of the Church which will be celebrated on Sunday 24 May 2026</i> | | |
| | First Holy Communion | <i>Inset correct date</i> | <i>Headteacher Class teacher Catechist</i> | <i>Every child who has been part of the Sacramental preparation programme will receive the Sacrament for the first time</i> | <i>Yes – Eucharist for children who are receiving the Sacrament for the first time.</i> | <i>Yes – whole school community, including parish welcome</i> |



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| | Leavers Mass | <i>Inset correct date</i> | <i>Year 6 class Teacher</i> | <i>An opportunity for Year 6 pupils and any members of our school community to reflect on and celebrate their time at NAME school. Celebrate with families and the school community</i> | <i>Yes – Eucharist for children who have celebrated their First Holy Communion</i> | <i>Yes – whole school community, including parish welcome</i> |
| | Stay, Play and Pray opportunities | <i>Throughout half term</i> | <i>Class teacher and pupils</i> | <i>Each Key Stage 2 class leads a ‘Stay, Play and Pray’ session during the half term. Families are invited to attend</i> | <i>N/A</i> | |



Section 5 – Evaluation and monitoring

All prayer and liturgy is evaluated to ensure that our offer is quality assured.

| Type of prayer and liturgy | Evaluated by | Frequency | Monitored by | Frequency |
|--|------------------------------|-----------|---|-----------|
| Whole school celebration of the word | Children | Each time | Headteacher/SLT/ RE Lead/ RE Link Governor | Termly |
| Class Celebration of the Word | Children or supporting adult | Each time | Headteacher/SLT/ RE Lead / RE Link Governor | Termly |
| Mass – led by classes | RE Lead | Each time | Headteacher/SLT/ RE Lead | Termly |
| Prayer opportunities for parents / parental engagement | Parents | Termly | Headteacher/SLT/ RE Lead / RE Link Governor | Termly |
| Creative Prayer floor books | RE Lead | Termly | Headteacher/SLT | Termly |
| Class prayer journals | RE Lead | Termly | Headteacher/SLT | Termly |
| Focal points | RE Lead | Termly | Headteacher/SLT | Termly |
| Annual Plan of Provision | Headteacher | Termly | RE Lead / Headteacher / RE Link Governor | Yearly |

Each year, prayer and liturgy in our school is reviewed by the **headteacher, RE Lead and RE Link Governor**, and an action plan for the following year produced to ensure any points from the evaluation, feedback and monitoring become a focus.

In addition, we will gather information from pupils to ensure that this is taken into consideration when reviewing the provision of prayer and liturgy within the school.



Section 6 –Inclusive practice

At St Bede’s Catholic Primary School, we ensure that all children participate in the planning and delivery of prayer and liturgy. To support all our students, we ensure that there are adaptive measures in place.

Season

Giving distinct feelings to different seasons of the year will ensure everyone feels safe and included. Physical spaces will integrate seasonal elements into our everyday experiences in the classroom and will allow all pupils, including those with SEND, to make connections between their familiar experiences and times of prayer and liturgy. For example, RE corners and focus areas will show liturgical colours and seasonal vocabulary and/or pictures. Content in RE and/or prayer and liturgy will be considered to allow any pre-teaching or discussions to take place when there may be topics that some pupils could find challenging.

Scripture

Using suitable translations, such as GNT, alongside accompanying simpler texts, pictorial resources, videos, music, and visual aids (e.g. Widgits) allows us to remove any barriers to accessing the written word. Displaying text clearly, with dyslexia friendly fonts and background colours allows for improved readability and accessibility. Careful consideration will be given to scaffolding instruction for pupils in prayer and liturgy.

Senses

Being mindful of the sensory and physical needs of our pupils will allow us to make adaptations where necessary. This will be discussed with pupils so that they have the relevant support and aids, so they can always feel comfortable and participate fully.

Structure

Using the adapted planning sheets (pictured) will allow a scaffolded approach to planning the structure of celebrations of the word. Using a ‘now and next’ approach to prayer and liturgy by adding graphics to PowerPoints or booklets will allow pupils to feel more secure and prepare them for the next stage of prayer or liturgy.



Section 7 – Other faiths provision

As a school, we welcome everyone equally into our community; we ensure that our provision respects the diversity of our community.

Respectful Dialogue and Consultation

When addressing the needs of students and staff from other faith traditions, the sources stress the importance of open and respectful dialogue with families and, where possible, local religious leaders. This allows the school to understand the perspectives and sensitivities of those involved and make informed decisions about appropriate levels of participation.

Prioritising

Sensitivity and Integrity: It is considered inappropriate to ask individuals from other faith traditions to participate in liturgical actions or pronouncements that contradict their beliefs. This includes asking them to recite prayers that are Trinitarian in nature, make the sign of the cross, or read from Christian scriptures during formal prayer or liturgy. Our pupils of other faiths are often keen to be involved and we encourage everyone to engage at an appropriate level in line with their own faith tradition.

Creating Opportunities for Shared Reflection

While respecting the boundaries of liturgical participation, the sources encourage schools to create opportunities for shared reflection and prayer that acknowledge the common humanity and spiritual journeys of all individuals.

Judaism



Sikhism



Islam



Hinduism



Other Christian denominations



During the year, children will learn about different aspects of other world faiths. During the Autumn term, we dedicate a week to focus specifically on Judaism. During Spring term, we dedicate a week to focus on Islam. Reference is made to key dates from other world faiths for example Diwali, Eid, Holi. Pupils from other faiths are keen to share their



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faith traditions with their peers and we embrace their enthusiasm and encourage them to flourish as 'experts'.

The chapel space is also made available for older pupils, or staff members, for personal prayer during significant times in their faith calendar.



Section 8 – Prayer and liturgy skills strategy

| Prayer and Liturgy – Skill Strategy | | | | | | |
|--|---|--|--|---|--|---|
| Phase | Context & Outcomes for young people | Resources / Scripture | Staff role and responsibilities | Other forms of prayer | How will we evaluate? | Key Vocabulary |
| | What will our young people encounter? What do we expect our young people to be able to do? | What specific resources will we use and how we will present and explore scripture? | How will we move from co-leading to facilitating? What role will staff play? | What elements will we encounter? | What techniques will we use? | What terms and phrases will we use? |
| EYFS / Reception Encounter and Exposure | <p><i>In Early Years Foundation Stage (EYFS), collective worship aims to foster an understanding that prayer and liturgy is different and special.</i></p> <p><i>Children will be introduced to the concept of rituals and symbols, exploring why certain objects or actions hold significance. They will become familiar with the structure of worship, developing a sense of routine and predictability.</i></p> <p><i>It will involve building awareness of designated prayer tables or spaces. Additionally, young people will become familiar with</i></p> | <p><i>A designated prayer table: This should be set up in a quiet area of the classroom and include a few carefully chosen sacred objects, such as a cross, a candle, and a statue of Mary. Objects should be introduced slowly, to avoid overwhelming the children.</i></p> <p><i>The Rosary: This can be used to help children learn about Mary and to pray for others.</i></p> <p><i>Liturgical cloths: These can be used to decorate the prayer table and to</i></p> | <p><i>When planning and delivering collective worship, staff should foster an environment of affirmation where students feel valued and encouraged. Staff should model and set the tone for respectful behaviour and engagement during worship, creating a positive culture where everyone feels welcome to participate.</i></p> <p><i>As role models, staff should lead by example, demonstrating reverence and enthusiasm for the worship experience. Providing students with discreet areas of choice</i></p> | <p><i>Meditation</i></p> <p><i>Various forms of creative prayer e.g. bubble prayers</i></p> | <p><i>Drawing and Sharing: After a prayer session, provide children with paper and crayons and ask them to draw something they remember from the prayer time. Encourage them to share their drawings and explain what they drew. This allows them to express their experience and understanding in a non-verbal way.</i></p> | <p><i>EYFS (Early Years Foundation Stage)</i></p> <p><i>Pray: To talk to God</i></p> <p><i>Amen: So be it / I believe</i></p> <p><i>Thank you: Expressing gratitude to God</i></p> <p><i>Love: God's love for us and our love for God and others</i></p> <p><i>Listen: Paying attention to God's word</i></p> <p><i>Sing: Praising God with music</i></p> <p><i>Friends: We are all friends in God's family</i></p> |



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| | <p><i>liturgical colours, and these will be used to enhance the sensory experience and create a rich and stimulating environment for the young people.</i></p> | <p><i>create a sense of reverence.</i></p> <p><i>Adaptive planning sheet: To ensure that activities are tailored to the children's individual needs and developmental stages.</i></p> <p><i>Scripture: Read aloud by adults and discussed with children. Age-appropriate versions of the stories to underpin messages if appropriate.</i></p> | <p><i>empowers them to take ownership of their worship experience, encouraging deeper engagement.</i></p> <p><i>Staff should take the lead on scripture, providing clear explanations and context to help students understand its relevance. Utilising open-ended questioning techniques stimulates thoughtful reflection and discussion, fostering a deeper connection to the worship experience.</i></p> | | | <p><i>Kindness: Showing God's love through our actions</i></p> <p><i>Peace: The calmness we feel when we are with God</i></p> <p><i>Blessing: God's special gift to us</i></p> |
| <p>Year 1 & 2</p> | <p><i>In Year 1/2, prayer and liturgy will provide a variety of inclusive and engaging experiences for all students, enriching their spiritual and moral development.</i></p> <p><i>Activities will be seasonally relevant, differentiating them from regular classroom</i></p> | <p><i>Word of the Week: Explore its meaning through discussions, role play, reflections, artwork etc.</i></p> <p><i>Creative objects: Use objects like stones, shells, and fabric to stimulate prayer and reflection.</i></p> <p><i>Seasonal music: Incorporate hymns and songs relevant to the liturgical season to</i></p> | <p><i>Staff should create a positive and supportive environment for their classes when planning and delivering collective worship. They should use affirmation to build students' confidence and encourage participation. Scaffolding should be utilised to provide support and guidance, allowing students to focus on their</i></p> | <p><i>The Rosary</i></p> <p><i>Guided meditation</i></p> <p><i>Spontaneous prayer</i></p> <p><i>Forms of creative prayer e.g. prayer chains, breathe prayer – breath in God's love, breath out anything that is worrying you (calming and centring)</i></p> | <p><i>Year 1</i></p> <p><i>Simple Question and Answer: Engage children in a brief conversation about the prayer time. Ask simple questions like, "What did you like about our prayer today?" or "What did you learn about God?" This helps them reflect on their experience</i></p> | <p><i>Year 1</i></p> <p><i>Worship: Showing our love for God</i></p> <p><i>Hallelujah: Praise the Lord</i></p> <p><i>Gospel: The Good News about Jesus</i></p> <p><i>Holy: Special and set apart for God</i></p> <p><i>Cross: A symbol of Jesus' love</i></p> |



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| | <p><i>instruction and ensuring a distinct and meaningful experience for all.</i></p> <p><i>Students will experience diverse styles and approaches, such as storytelling, music, art, and reflection, In year 1/2 students will be able to secure key skills and principles from EYFS and begin to take more ownership of individual elements.</i></p> | <p><i>enhance prayer experiences.</i></p> <p><i>Adaptive planning sheet: Differentiate activities to cater to the diverse learning needs and styles of the children.</i></p> <p><i>"Let us pray" box and prayer cards: Encourage children to suggest prayer intentions by providing a dedicated box and cards. This promotes active participation and a sense of ownership in their prayer life. Staff provide children given a limited number of choices linked to the Word (e.g. 2 or 3 possibilities) to support them in making some choices and beginning to plan their prayer time.</i></p> <p><i>Scripture: Read aloud by adults and discussed with children. Age-appropriate versions of the stories to underpin messages if appropriate.</i></p> | <p><i>growth and development.</i></p> <p><i>Pre-planning is crucial, and staff should offer suggestions and options to empower students to take ownership of the planning process and develop their leadership skills. Staff should also lead on scripture choices, providing expertise and guidance to ensure that the chosen texts are appropriate and meaningful for the students.</i></p> | <p><i>Silent prayer</i></p> <p><i>TSP (teaspoon prayer) – ‘thank you’ prayer (gratitude), ‘sorry for’ prayer (seeking forgiveness), ‘please help’ prayer (asking for help for others)</i></p> | <p><i>and articulate their thoughts in a basic way.</i></p> <p><i>Year 2</i></p> <p><i>The ‘Thumbmonitor’: After a time of prayer, use a simple scale or indicator (such as thumbs up thumbs down) to target specific sections of the Celebration, such as the things you ‘see, hear, think and do’, or the Gathering, Word, Response, Mission sections. Then, invite a few children to explain why they gave a thumbs up or thumbs down for that particular element. This provides a quick and easy way to gauge their overall impression and encourages young people to target and evaluate more specific elements linked to skill development.</i></p> | <p><i>Candle: Represents Jesus, the light of the world</i></p> <p><i>Forgive: Asking God to pardon our mistakes</i></p> <p><i>Sorry: Saying we are sorry for our wrongdoings</i></p> <p><i>Share: Caring for others as Jesus taught us</i></p> <p><i>Community: We belong to God's family</i></p> <p><i>Year 2</i></p> <p><i>Liturgy: The way we worship God together</i></p> <p><i>Altar: A special table for worship</i></p> <p><i>Bible: God's holy book</i></p> <p><i>Sacrament: A special way God shows his love</i></p> <p><i>Baptism: Welcoming us into God's family</i></p> <p><i>Eucharist: The bread and wine that become Jesus' body and blood</i></p> <p><i>Peace: The gift Jesus gives us</i></p> |
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| | | | | | | <p><i>Reconciliation: Saying sorry to God and being forgiven</i></p> <p><i>Saint: A holy person who followed Jesus</i></p> <p><i>Angel: God's messenger</i></p> |
| Year 3 & 4 | <p><i>In year 3/4 we look to develop the language of the senses, and we explore the importance of the see, hear think and do elements of our prayer and liturgy. Young people will start to need less support and begin showing more independence in both planning and leading.</i></p> <p><i>Young people will begin to work in partnership with the adult to plan and lead others. Young people should move towards taking ownership of scripture choices and</i></p> | <p><i>Full translation/reading on display: Display the full text of the Gospel reading, using a clear and accessible translation. This helps children follow along and engage more deeply with the text.</i></p> <p><i>Key words and themes: Identify and highlight key words and themes from the Gospel reading. Explore these through discussions, creative activities, and written reflections.</i></p> <p><i>More structured prayers: Introduce children to more structured forms of prayer, asking prayers,</i></p> | <p><i>Staff should create a positive and supportive environment where students feel affirmed and encouraged to participate in collective worship. Staff will provide some scaffolding and guidance, offer suggestions and help the young people make more connections to scripture to help students understand the themes and messages. Staff will begin to work in partnership with students, fostering independence while modelling respectful and thoughtful engagement. Staff will allow sufficient time for</i></p> | <p><i>The Rosary</i></p> <p><i>Guided meditation</i></p> <p><i>Spontaneous prayer</i></p> <p><i>Forms of creative prayer e.g. prayer chains, breathe prayer – breath in God's love, breath out anything that is worrying you (calming and centring)</i></p> <p><i>Silent prayer</i></p> <p><i>TSP (teaspoon prayer) – 'thank you' prayer (gratitude), 'sorry for' prayer (seeking forgiveness), 'please help'</i></p> | <p><i>Year 3</i></p> <p><i>Sentence Starters: Provide children with sentence starters like, "I felt..." or "I learned..." to help them express their feelings and thoughts about the prayer time in writing. This encourages more structured reflection and helps them develop their writing skills.</i></p> <p><i>Year 4</i></p> <p><i>Group Sharing Circle: Gather children in a circle and invite them to share one thing they appreciated or learned from the prayer time. This</i></p> | <p><i>Year 3</i></p> <p><i>Celebration: A special time to worship God</i></p> <p><i>Scripture: The Bible readings we hear at Mass</i></p> <p><i>Symbol: Something that represents something else</i></p> <p><i>Bread and Wine: Become the body and blood of Christ</i></p> <p><i>Holy Spirit: God's power that helps us</i></p> <p><i>Trinity: Father, Son, and Holy Spirit - one God</i></p> |



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| | <p>start to link them clearly to the different elements of prayer and liturgy. Young people's work will begin to clearly show evidence of the evaluation process and creativity; variety and confidence will continue to grow.</p> | <p>thank you prayers etc. Encourage them to plan and read these prayers, while also providing opportunities for spontaneous prayer.</p> <p>Meaningful objects linked to Scripture: Use objects with strong connections to the Gospel reading to stimulate reflection and deeper understanding. For example, use bread and grapes when exploring the Last Supper.</p> <p>PowerPoint structure demonstrations: Use PowerPoint presentations to visually present the structure of different liturgical celebrations, such as Mass or a prayer service. This helps children understand the</p> | <p>reflection and evaluation, ensuring that collective worship is a meaningful experience for all.</p> | <p>prayer (asking for help for others)</p> <p>Lectio Divina – scripture-based prayer opportunities linked to a line or small section (read, reflect, respond, rest)</p> <p>Visio Divina – image-based prayer opportunities e.g. meditating on an image and reflecting on God's presence visually (reflection, contemplative prayer)</p> | <p>fosters a sense of community and allows children to hear different perspectives from their peers.</p> | <p>Intercession: Praying for others</p> <p>Thanksgiving: Giving thanks to God for his blessings</p> <p>Praise: Expressing our love and admiration for God</p> <p>Reverence: Showing respect for God and holy things</p> <p>Year 4</p> <p>Penance: Another name for Reconciliation</p> <p>Advent: Preparing for Christmas</p> <p>Lent: Preparing for Easter</p> <p>Easter: Celebrating Jesus' resurrection</p> <p>Pentecost: When the Holy Spirit came to the disciples</p> <p>Salvation: God's plan to save us</p> <p>Kingdom of God: The world as God wants it to be</p> |
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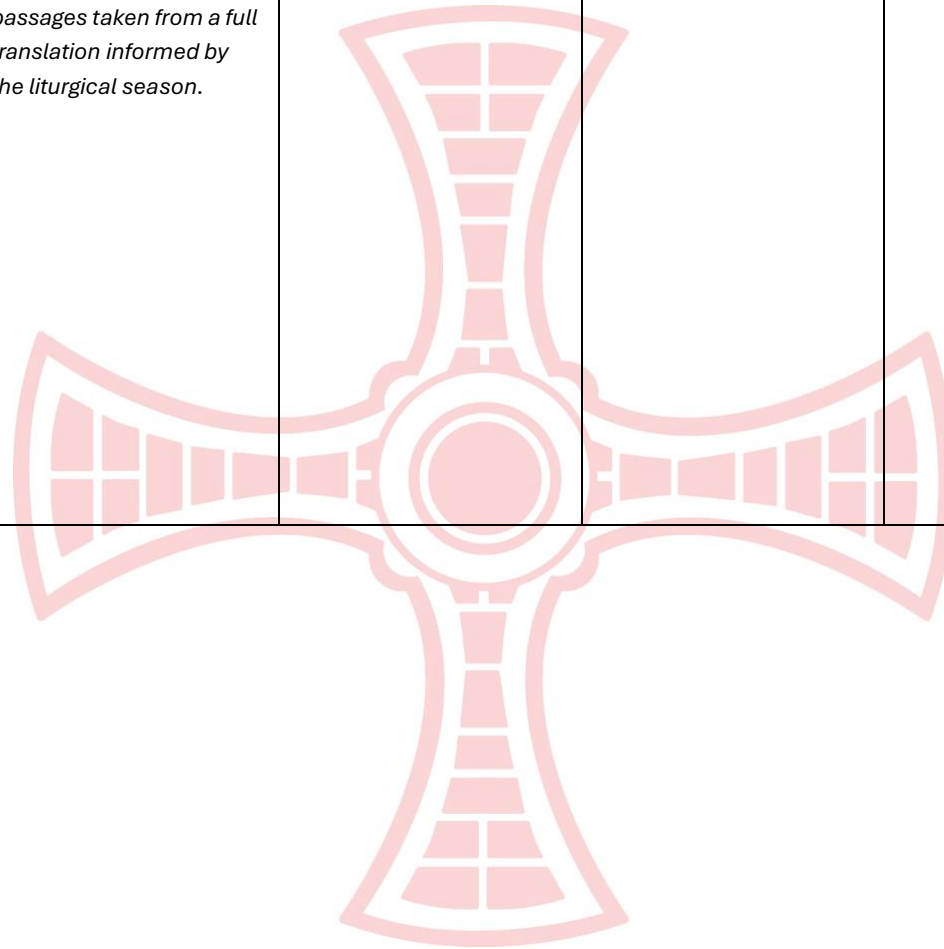
flow and meaning of these celebrations.

Scripture: Should be full passages taken from a full translation informed by the liturgical season.

Disciple: A follower of Jesus

Mission: Sharing God's love with others

Faith: Believing in God and trusting in him



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| <p>Year 5 & 6</p> <p>Building Agency</p> | <p><i>In year 5/ 6 we want to create a real sense of ownership and an understanding for the young people of why they do what they do.</i></p> <p><i>There are strong links to scripture throughout all aspects of liturgical practice and the scripture chosen will be informed by the liturgical season.</i></p> <p><i>We strive to build confidence in leadership and create a tangible connection with heart through real and meaningful experiences which are inclusive of all.</i></p> <p><i>We aim to foster an environment of creativity, where our young people can be brave, take risks, and learn from their evaluation.</i></p> | <p><i>Ordo: Familiarize children with the Ordo to help them understand the liturgical year and its seasons.</i></p> <p><i>Traditional prayers and practices: Explore a wide range of prayers from various Christian traditions, including petition, intercession, thanksgiving, and praise.</i></p> <p><i>YouCat: Use the YouCat to deepen children's understanding, as well as widen sources of information.</i></p> <p><i>Technology: Integrate technology to enhance prayer experiences, utilizing online resources, interactive simulations, and multimedia presentations.</i></p> | <p><i>When planning and delivering collective worship, staff should work with their classes in a way that affirms their inherent worth and potential. They should also stretch and challenge students to go beyond their comfort zones, encouraging them to explore new ideas and perspectives. Staff should act as facilitators, guiding the process rather than dictating the outcome, and focusing on the process of discovery and learning. It's essential to encourage students to ask why, fostering a spirit of inquiry and critical thinking.</i></p> <p><i>Above all, the goal is to inspire students, creating an environment where they feel excited and engaged in collective worship. Finally, staff should always strive to find a way to say yes to new ideas and explorations, creating a space where creativity</i></p> | <p><i>The Rosary</i></p> <p><i>Guided meditation</i></p> <p><i>Spontaneous prayer</i></p> <p><i>Forms of creative prayer e.g. prayer chains, breathe prayer – breath in God's love, breath out anything that is worrying you (calming and centring)</i></p> <p><i>Silent prayer</i></p> <p><i>TSP (teaspoon prayer) – 'thank you' prayer (gratitude), 'sorry for' prayer (seeking forgiveness), 'please help' prayer (asking for help for others)</i></p> <p><i>Lectio Divina – scripture-based prayer opportunities linked to a line or small section (read, reflect, respond, rest)</i></p> <p><i>Visio Divina – image-based prayer opportunities e.g. meditating on an image and reflecting on God's presence visually</i></p> | <p><i>Year 5</i></p> <p><i>"Celebration & Growth": Ask children to write down two things they liked about the prayer time (celebration) and one thing they would like to change or improve (one thing for next time). This provides positive feedback while also identifying areas for growth and improvement.</i></p> <p><i>Year 6</i></p> <p><i>Reflective Journaling: Encourage children to keep a prayer journal where they can write down their thoughts and feelings about collective worship experiences. This promotes deeper reflection and helps them track their spiritual growth over time.</i></p> | <p><i>Year 5</i></p> <p><i>Paschal Mystery: Jesus' suffering, death, and resurrection</i></p> <p><i>Transfiguration: When Jesus' glory was revealed</i></p> <p><i>Ascension: When Jesus went up to heaven</i></p> <p><i>Beatitudes: Jesus' teachings on how to be happy</i></p> <p><i>Commandments: God's laws to help us live good lives</i></p> <p><i>Covenant: God's special agreement with us</i></p> <p><i>Incarnation: God becoming man in Jesus</i></p> <p><i>Redemption: Jesus saving us from sin</i></p> <p><i>Sanctuary: A holy place for worship</i></p> <p><i>Vocation: God's calling for our lives</i></p> <p><i>Year 6</i></p> |
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| | | <p><i>Curriculum links: Connect prayer and liturgy to RE and other subjects, exploring how Gospel themes relate to topics in history, geography, or literature.</i></p> <p><i>Meaningful symbols and rituals: Deepen understanding of the symbolism and rituals in liturgical celebrations, encouraging reflection on their meaning.</i></p> <p><i>Scripture: Should be full passages, used in context taken from a full translation informed by the liturgical season. Use the ESV Translation alongside the GNT to help young people develop and deepen their understanding of the scriptures.</i></p> | <p><i>and curiosity are celebrated.</i></p> | <p><i>(reflection, contemplative prayer)</i></p> | | <p><i>Eucharistic Prayer: The central prayer of the Mass</i></p> <p><i>Consecration: When the bread and wine become Jesus' body and blood</i></p> <p><i>Tabernacle: Where the Blessed Sacrament is kept</i></p> <p><i>Liturgical year: The cycle of seasons in the Church</i></p> <p><i>Ordinary Time: The season focusing on Jesus' teachings</i></p> <p><i>Doxology: A prayer of praise to the Trinity</i></p> <p><i>Chalice: The cup used for the wine at Mass</i></p> <p><i>Paten: The plate used for the bread at Mass</i></p> <p><i>Corporal: The cloth on which the Eucharist is placed</i></p> <p><i>Acolyte: A person who helps the priest at Mass</i></p> |
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