



Guardian Angels Catholic Primary School

Liturgy and Prayer Policy

Date Written	September 2026
Date Agreed	
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
Date for review	September 2027

OUR MISSION

Guided by the teachings of the Church, we pray, work, celebrate and care for one another using the gifts we have been given by God the Father, Son and Holy Spirit.

At Guardian Angels Catholic Primary School, Christ is at the centre of all that we do. Prayer and Liturgy are fundamental to the life of our school and form an integral part of our Catholic identity. Through prayer, reflection, worship and sacramental celebration, we enable all members of our community to develop a living relationship with God and grow as disciples of Jesus Christ.

INTRODUCTION

Prayer and Liturgy are central to the mission of a Catholic school.

Following the guidance of the Prayer and Liturgy Directory, Guardian Angels provides opportunities for all pupils and staff to participate actively, consciously and prayerfully in the worshipping life of the Church.

Prayer and Liturgy enable our community to:

Encounter Christ.

Deepen faith.

Listen to the Word of God.

Reflect on Gospel values.

Celebrate the liturgical year.

Develop a personal relationship with God.

Respond to God's call through action and service.

Prayer and Liturgy are distinct from Religious Education lessons. Whilst Religious Education teaches about faith, Prayer and Liturgy provide opportunities for individuals and communities to express and nurture that faith.

AIMS OF PRAYER AND LITURGY

Through Prayer and Liturgy we aim:

To Encounter God

Develop a personal relationship with God.

Grow in faith and discipleship.

Experience the presence of Christ.

To Develop Prayer

Encourage a love of prayer.

Foster confidence in formal and spontaneous prayer.

Develop understanding of Catholic traditions of prayer.

Provide opportunities for contemplation and silence.

To Listen to the Word of God

Place Scripture at the heart of Prayer and Liturgy.
Reflect upon Gospel teachings.
Apply Scripture to everyday life.
To Build Community
Unite pupils, staff, governors, families and parish.
Celebrate significant moments within the life of the school.
Promote inclusion and belonging.
To Inspire Mission and Service
Put faith into action.
Promote Catholic Social Teaching.
Encourage service to others.
Foster care for creation.

THE LEGAL REQUIREMENTS

The Governing Body acknowledges the legal requirement that all registered pupils participate in a daily act of worship.

As a Catholic school, this worship is conducted in accordance with the rites, practices and teachings of the Catholic Church.

Prayer and Liturgy may take place:

Within classrooms.
In key stages.
As whole-school gatherings.
Through assemblies rooted in prayer.
Through the celebration of Mass.
During retreat experiences.

Parents retain the legal right to withdraw their child from Prayer and Liturgy. Requests should be made in writing to the Headteacher.

THE PRINCIPLES OF PRAYER AND LITURGY

At Guardian Angels Catholic Primary School, Prayer and Liturgy are at the heart of our mission and identity as a Catholic community. Drawing upon the teachings of the Church and the guidance of the Prayer and Liturgy Directory, we recognise that Prayer and Liturgy are not simply activities or events within the school day but privileged opportunities for an encounter with the living God. Through prayer, reflection, liturgical celebration and the proclamation of Scripture, pupils and adults are invited to deepen their relationship with Jesus Christ, grow in faith and become more aware of God's presence in their daily lives. Prayer and Liturgy enable us to gather as a community of believers, united in worship and strengthened in our commitment to live out the Gospel.

Prayer and Liturgy at Guardian Angels are rooted firmly in Sacred Scripture, which forms the foundation of all authentic Christian prayer. The Word of God is proclaimed, listened to and reflected upon so that pupils may come to know Christ more deeply and understand how the teachings of the Gospel can guide their thoughts, choices and actions. Through carefully planned opportunities for prayer and reflection, children are encouraged to make meaningful connections between Scripture, their own experiences and the needs of the wider world.

We believe that all members of the school community are called to participate fully, consciously and actively in Prayer and Liturgy. Prayer experiences should therefore be age-appropriate, inclusive and accessible, enabling every child to engage with confidence and reverence regardless of their background, ability or stage of faith development. Children are encouraged to take increasing responsibility for preparing and leading Prayer and Liturgy, selecting Scripture, creating Sacred Spaces, choosing symbols, composing prayers and evaluating the impact of their worship. Through this progressive model of pupil leadership, children develop confidence as young disciples and grow in their understanding of the liturgical life of the Church.

Prayer and Liturgy should reflect the rich rhythm of the Church's liturgical year, helping pupils to journey through the seasons of Advent, Christmas, Lent, Easter, Pentecost and Ordinary Time. Through the use of liturgical colours, symbols, music, prayer and ritual, children develop an understanding of the traditions and celebrations of the Catholic faith and their place within the universal Church. Opportunities to celebrate Mass, Holy Days of Obligation, feast days and other significant liturgical events help children to appreciate the central role of the Eucharist as the source and summit of Christian life.

The school recognises the importance of silence, stillness and contemplation within Prayer and Liturgy. In an increasingly busy world, children need opportunities to pause, listen and become aware of God's presence. Meaningful periods of silence allow pupils to reflect upon Scripture, offer personal prayers, experience awe and wonder, and develop their own relationship with God. These experiences nurture spiritual growth and help children to recognise that prayer is both speaking to God and listening with an open heart.

Ultimately, the purpose of Prayer and Liturgy at Guardian Angels is to nurture a lifelong relationship with God and to form young people who know they are loved by God, encounter Christ through Scripture and sacrament, and are inspired by the Holy Spirit to live as faithful disciples. Prayer and Liturgy should be joyful, reverent, reflective and transformative, enabling all members of our school family to grow together in faith, hope and love. Lead to action and service.

THE ROLE OF SACRED SCRIPTURE

Sacred Scripture forms the heart of Prayer and Liturgy.

The Word of God should normally be proclaimed and reflected upon during planned Prayer and Liturgy experiences.

Children should become increasingly confident in:

Selecting Scripture passages.
Exploring meaning.
Responding prayerfully.
Applying Scripture to daily life.

The Gospels, Sunday readings, liturgical seasons, saints and Catholic Social Teaching provide key sources for planning.

SACRED SPACES

Every classroom will contain a Sacred Space which acts as a focal point for prayer and reflection.

The Sacred Space should include:

A crucifix.
A Bible.
Liturgical cloth reflecting the season.
Prayer intentions.
Religious artefacts.
Children's contributions.
Symbols linked to the liturgical year.

Sacred Spaces should be regularly updated and reflect:

Advent
Christmas
Lent
Holy Week
Easter
Pentecost
Ordinary Time
Feast Days and Holy Days

Pupils should increasingly take ownership of preparing and maintaining these spaces.

DAILY PRAYER

Prayer is part of the daily rhythm of school life.

All classes participate in prayer throughout the day including:

Morning Prayer - Giving thanks and dedicating the day to God.

Before Lunch Prayer - Thanking God for the gift of food and community.

After Lunch Prayer - Reflecting on the afternoon ahead.

End of Day Prayer- Reviewing the day, offering thanks and asking for God's guidance.

Children are encouraged to participate in:

Traditional prayers.

Spontaneous prayer.

Silent prayer.

Meditation.

Scriptural prayer.

PRAYER AND LITURGY IN THE CLASSROOM

Prayer and Liturgy form an integral part of daily life at Guardian Angels Catholic Primary School and are central to our mission as a Catholic community. Classroom Prayer and Liturgy provide regular opportunities for pupils to encounter God, reflect on His Word, develop their relationship with Jesus Christ and respond to the call of the Gospel in their everyday lives. Through carefully planned and meaningful experiences, children are supported in developing their understanding of prayer, deepening their faith and recognising God's presence within themselves, others and the world around them.

Prayer and Liturgy in the classroom follow the structure promoted within the Prayer and Liturgy Directory and are rooted in the Gather, Listen, Respond and Mission model. This structure reflects the pattern of the Church's liturgical life and helps children develop a consistent and familiar approach to prayer. During the Gather phase, pupils are invited to become still, prepare their hearts and minds for prayer, and recognise that they are entering into a special encounter with God. This may involve reflective music, candlelight, symbols, prayerful silence, movement, artwork or the preparation of a Sacred Space. Children are encouraged to understand the significance of the signs and symbols used so that they recognise their purpose in helping us focus on God and create a reverent atmosphere.

The Listen phase places Sacred Scripture at the heart of Prayer and Liturgy. The Word of God is proclaimed and explored in a manner appropriate to the age and understanding of the children. Scripture may be taken from the Sunday Gospel, the liturgical season, the lives of the saints, current themes within Religious Education or significant events affecting the local, national or global community. Children are encouraged not only to hear the Word of God but to reflect upon its meaning and consider how it speaks to their own lives today. Through this process, pupils learn that Scripture is a living source of guidance, wisdom and inspiration that helps them grow as followers of Christ.

Responding to the Word of God is a vital element of Prayer and Liturgy. Pupils are given opportunities to express their thoughts, feelings and prayers in a variety of ways, including silent reflection, spontaneous prayer, traditional prayers of the Church, meditation, symbolic actions, creative responses, music, art and written reflections. Children are encouraged to consider how the message of the Scripture challenges or inspires them and to bring their own intentions before God. Time for quiet contemplation is planned

intentionally so that pupils can develop their own personal relationship with God and experience the value of listening as well as speaking in prayer.

The final stage, Mission, enables children to take the message of the Prayer and Liturgy into their daily lives. Prayer should always inspire action, and pupils are encouraged to identify practical ways in which they can live out the Gospel values they have reflected upon. This may involve acts of kindness, forgiveness, service, care for creation, support for those in need or a commitment to improve relationships within school, home or the wider community. Through these experiences, children come to understand that faith is not confined to times of prayer but should influence the way they live each day.

As children progress through the school, they are given increasing responsibility for planning, preparing, leading and evaluating Prayer and Liturgy. Beginning with simple participation in the Early Years, pupils gradually develop the confidence and skills required to select Scripture, prepare Sacred Spaces, choose appropriate symbols and music, compose prayers and facilitate reflection. By Upper Key Stage Two, pupils are encouraged to lead Prayer and Liturgy with increasing independence, demonstrating their understanding of the liturgical year, the importance of Scripture and the role of prayer within the life of the Church.

Classroom Prayer and Liturgy at Guardian Angels seek to nurture a culture in which prayer becomes a natural and valued part of everyday life. Through regular and meaningful opportunities to pray together, reflect together and encounter Christ together, we aim to foster a community where faith is lived, celebrated and shared, enabling all pupils to grow spiritually and develop as confident, compassionate and faith-filled members of God's family.

Class Prayer and Liturgy takes place regularly throughout the week and is planned collaboratively between adults and pupils.

SILENCE, CONTEMPLATION AND MEDITATION

The school recognises silence as an essential part of authentic prayer.

Children should be given regular opportunities to:

- Experience stillness.
- Reflect quietly.
- Listen to God's presence.
- Engage in meditation.
- Develop personal prayer.

Periods of silence should be planned intentionally within Prayer and Liturgy.

WHOLE SCHOOL PRAYER AND LITURGY

Whole School Prayer and Liturgy provides opportunities for the community to gather in faith.

These opportunities include:

Weekly Gatherings
Gospel reflections.
Celebration assemblies.
Hymn practice.
Prayer services.
Liturgical Seasons

Celebrations linked to:

Advent
Christmas
Lent
Holy Week
Easter
Pentecost
Holy Days and Feast Days

Prayer and Liturgy will mark significant events within the Church's calendar.

PUPIL LEADERSHIP OF PRAYER AND LITURGY

At Guardian Angels Catholic Primary School, pupils are recognised as active participants in the praying life of the Church. In line with the Prayer and Liturgy Directory, children are given progressive opportunities to develop the knowledge, skills, confidence and independence required to prepare, lead and evaluate Prayer and Liturgy. As children move through the school, they become increasingly responsible for selecting Scripture, creating sacred spaces, leading prayer, encouraging participation and helping others encounter Christ through worship. By the time pupils leave Year 6, they should be confident, reflective and capable leaders of Prayer and Liturgy who recognise their role within the mission of the Church.

Early Years Foundation Stage

Children begin to recognise that prayer is a special time to talk and listen to God. They participate reverently in class prayer, learn simple traditional prayers and become familiar with religious signs and symbols. With adult support, children help to prepare the Sacred Space by selecting a liturgical cloth, placing religious artefacts and choosing appropriate visual resources. They begin to understand the importance of gathering together in God's presence and are encouraged to share simple prayers of thanks, wonder and concern. Children learn to respond during Prayer and Liturgy through words, actions, music and quiet reflection and begin to recognise key liturgical seasons and celebrations throughout the Church's year.

Key Stage One (Years 1 and 2)

Children begin to take a more active role in planning and leading Prayer and Liturgy alongside adults. They are encouraged to help select appropriate artefacts, symbols, music and themes linked to the

liturgical year, class learning or current events. Children increasingly understand the structure of Prayer and Liturgy and begin to lead elements independently, such as gathering the class, introducing prayer, reading short Scripture passages and leading responses.

Pupils are encouraged to think about how Scripture relates to their own lives and begin suggesting practical actions that help them live out Gospel values. They learn how symbols, silence and prayer can help people encounter God and are introduced to evaluating Prayer and Liturgy by expressing what helped them to pray and reflect.

By the end of Key Stage One, children should be able to:

Prepare and organise a Sacred Space with increasing independence.
Select simple resources and symbols linked to a chosen theme.
Lead traditional and spontaneous prayers confidently.
Read and respond to short pieces of Scripture.
Explain the meaning of the Gather, Listen, Respond and Mission structure.
Choose appropriate hymns, music or reflective activities.
Suggest actions that demonstrate Gospel values.
Participate respectfully in silence and reflection.
Evaluate simple Prayer and Liturgy experiences and suggest improvements.

Lower Key Stage Two (Years 3 and 4)

Children begin to take shared responsibility for planning and leading Prayer and Liturgy. They are increasingly able to select Scripture passages independently and explain why a particular reading is appropriate for the chosen theme. Pupils develop an understanding of how the liturgical year, feast days, Catholic Social Teaching and current events can shape prayer themes and responses.

Children take responsibility for creating meaningful opportunities for reflection and are encouraged to facilitate discussion and prayerful responses among their peers. They begin to recognise the importance of participation and consider how Prayer and Liturgy can engage and support others. Pupils will regularly lead Prayer and Liturgy within their own classrooms and begin to contribute to whole-school celebrations, Masses and special liturgical events.

By the end of Lower Key Stage Two, children should be able to:

Independently organise and maintain a Sacred Space.
Select suitable Scripture linked to a theme or liturgical season.
Explain how Scripture relates to everyday life.
Plan and lead significant parts of Prayer and Liturgy.
Facilitate moments of reflection, stillness and response.
Compose prayers for different purposes and audiences.
Choose and explain appropriate signs, symbols and music.
Link themes to Gospel values and Catholic Social Teaching.
Contribute to planning and leading liturgical celebrations and Mass.

Evaluate the effectiveness and prayerfulness of a Prayer and Liturgy experience.

Upper Key Stage Two (Years 5 and 6)

Children become confident and independent leaders of Prayer and Liturgy who understand their role within the worshipping life of the school and Church. They are expected to plan, organise, lead and evaluate Prayer and Liturgy with minimal adult intervention, demonstrating a secure understanding of liturgical structure, symbolism, Scripture and the liturgical year.

Pupils take responsibility for selecting Scripture, developing themes, planning responses, creating sacred environments and facilitating meaningful participation for others. They should be capable of adapting Prayer and Liturgy for different audiences, including younger pupils, staff, families and visitors. Children are encouraged to mentor younger pupils and support them in developing their own leadership skills.

Upper Key Stage Two pupils should also demonstrate an understanding that authentic prayer leads to mission. They should be able to identify and promote actions inspired by Catholic Social Teaching and encourage others to put faith into action.

By the end of Year 6, children should be able to:

Independently prepare, lead and evaluate Prayer and Liturgy.

Select, proclaim and explain Scripture confidently.

Plan all stages of Prayer and Liturgy using the Gather, Listen, Respond and Mission structure.

Create prayerful and engaging Sacred Spaces appropriate to theme and season.

Lead prayer and reflection for different audiences across the school.

Facilitate meaningful discussion and spiritual reflection.

Incorporate silence, music, symbolism and ritual effectively.

Link Prayer and Liturgy to the liturgical year, Catholic Social Teaching and current issues.

Support and mentor younger pupils in leading prayer.

Evaluate the impact of Prayer and Liturgy on participants.

Identify how worship should inspire service, justice and action in the world.

Demonstrate the knowledge, reverence and confidence expected of Prayer and Liturgy Leaders within a Catholic school community.

Expected End Point for a Guardian Angels Pupil

By the time pupils leave Guardian Angels Catholic Primary School, they should be able to independently plan, lead and evaluate meaningful Prayer and Liturgy rooted in Sacred Scripture, adapt worship for different audiences, understand the seasons and celebrations of the Church, participate confidently in Mass and other liturgical celebrations, and recognise that prayer should inspire them to live as disciples of Christ through service, compassion, justice and care for others. This should be a distinctive strength of every pupil's formation and experience of Catholic Life.

RETREATS AND SPIRITUAL FORMATION

All pupils will experience opportunities for retreat and spiritual formation.

These may include:

Whole-school retreat days.
Class retreat experiences.
Parish events.
Diocesan programmes.
Residential retreat opportunities.
Prayer services and workshops.

CONCLUSION

Prayer and Liturgy are fundamental to the life and mission of Guardian Angels Catholic Primary School.

Through prayer, worship and sacramental celebration we seek to form children who know they are loved by God, who encounter Christ through Scripture and the sacraments, and who are inspired to live as faithful disciples in service of others.

As a community rooted in Christ, we strive to ensure that Prayer and Liturgy remain joyful, reverent, inclusive and transformative, enabling all members of our school family to grow in holiness and participate fully in the life of the Church.

"Let the children come to me." (Mark 10:14)

This revised version would meet current Prayer & Liturgy Directory expectations much more closely and would provide strong evidence for Catholic Schools Inspection, particularly around pupil-led prayer, sacred scripture, contemplation, mission, Catholic Social Teaching and monitoring.

Appendix A - Liturgy and Prayer Structure

Your Liturgy and Prayer session is going to follow the liturgical structure: gather, word, respond and mission.

Gather

1. Prepare your sacred space.

You will need to create a focal point to help your classmates focus during the prayer. Your sacred space should be related to the theme of your worship or the liturgical year. Think about the purpose and meaning by the objects that you place in your sacred space.

What can we include on our sacred space?

- Tablecloths relevant to the liturgical year.
- Relevant images or artwork.
- Handmade decorations related to the theme of your worship.
- A crucifix
- A candle
- Flowers
- Special objects
- A Bible

2. Think about ways to gather your classmates together and put them in a calm mindset so that they are ready to pray to God and reflect on their lives.

What can we do to gather our class together?

- Play reflective music or sing a relevant hymn.
- Change the lighting to create a different, calmer atmosphere.
- Light a candle to remind your classmates of God's presence.
- Ask children to sit in a circle, a semi-circle or in lines.
- Think about if there is another safe space in your school where you could gather your classmates together, e.g. a prayer garden, orchard or the hall.
- Lead a breathing exercise to help your classmates prepare for prayers.
- Sound an instrument until everyone is seated and calm e.g. a triangle or Indian bell.

Word

1. You now need to choose a Scripture from the Old or New Testament.

This can be a whole reading or just a couple sentences. Remember, the Scriptures are the primary source of faith and special sign of God's presence, so this is a very important part of your Prayer and Liturgy.

- Choose a reading from the 'themes' section. You may want to use your own reading related to a theme.
- If you are leading Prayer and Liturgy around Holy Week, Easter, Lent or Christmas then you may want to choose a reading from the 'Liturgical Year' section.
- If you are reading a Parable, make sure you remind your classmates what a parable is.

2. Add some creativity to your reading.

You may wish to read the Scripture in a different way so that your classmates really understand the meaning behind it and remember it for a really long time so that they can apply the teaching to their own lives.

What can we do to creatively share the Word of God?

- Create a PowerPoint of a series of images to tell the story from the Scriptures (a little bit like a storyboard).
- Act out the story.
- Mime the story as it is read.

- Tell the story in your own words.
- Section the reading with your group- take it in turns to read the story together.
- Use the story as guided meditation. Before you begin reading the story, ask your classmates to imagine that they are a key person in the reading. Afterwards, you can ask your classmates what they heard and saw, how they felt and what they thought of Jesus.
- Use puppets to tell the story.

Respond

This is a very special time as you are asking your classmates to respond to the Word of God that has just been read to them.

1. Give your classmates some quiet time to reflect on the Scripture. You could play some quiet music or play an instrument in the background.

2. Ask your classmates a couple thought-provoking questions.

- Do you think this Scripture has a moral?
- How do you think _____ felt when _____?
- How do you think this teaching applies to your own life?

3. Prepare a reflective response activity. Symbolism is very important here- everything should have a clear meaning.

- Ask the children to write or think of a personal prayer related to the theme.
- Give each child an object (e.g. stone) and ask them to say a prayer to God sharing a worry or gratitude, for example. You could create a class mountain using the stones and this could be displayed on your prayer table as a reminder all week.
- Children could each say one word that comes to mind after reflecting on the Scripture e.g. Honesty, Grateful.
- Hand each child a teaspoon of salt. Ask them to prayer to God asking Him to forgive them for a particular sin or help them with a worry. They can place their salt in water and watch as the salt dissolves- reminding them that God will take away your sins and worries.
- Add prayer to class prayer book.
- Use cut out shapes e.g. hearts, people, stars to write prayers and thoughts on.
- Draw a scenario/ image.
- Ask each child to say something nice and complimentary about another classmate- you can do this in a clockwise formation so that everyone is involved.
- You can make your response interactive. E.g. "stand up if you have ever...."
- Plant seeds- watch as they grow overtime

Mission

This is also a really important part of your Prayer and Liturgy as you are asking your classmates to hold onto an element of the faith teaching in their daily lives. This could be something for them to do at home, school, in the parish, in their local community and in the wider community.

1. Set a realistic and relevant mission for your classmates. This should be something they can do to apply faith to life.

- Tell them to 'go forth' and share the teaching they reflected upon during your Liturgy and Prayer.
- Make a vocal promise
- Make an internal promise

- Invite someone lonely to play at lunchtime.
- Greet someone with a smile.
- Give out three secret compliments during that day.
- Say a prayer for someone in need.
- Do an action to show care for creation.
- Find a few minutes each day to thank God for their blessings.

Scripture: Themes

<u>Peace</u> Romans 5 1-5 Isaiah 26: 3 John 14: 27 <u>Love</u> 1 Corinthians 13: 1-3 1 John 4: 7-12 <u>Acceptance</u> Psalm 139 <u>Courage</u> Psalm 11 Psalm 42 <u>Forgiveness</u> Matthew 18: 21-35 Acts 13: 26-39 <u>Patience</u> James 5: 7-11	<u>Righteousness</u> Romans 3: 10-26 Romans 10: 9-11 Romans 6: 11-23 <u>Salvation</u> Romans 10: 9-11 Titus 2: 11-14 <u>Wisdom</u> 1 Kings 12: 1-24 1 Kings 3: 6-28; 4: 29-31 <u>Friendship</u> 1 Samuel 18: 1-5 Ruth 1: 16-17 <u>Gratitude</u> Luke 17: 11-19 Corinthian 9: 11-12 Psalm 100: 4 Psalm 28: 7	<u>Parables</u> Good Samaritan Luke 10: 29-37 Lost coin, lost son, lost sheep Matthew 18: 10-14 Pharisee and the Tax Collector Luke 18: 9-14 Two sons Matthew 21: 28-32
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Scripture: Liturgical Year

Advent

John 1: 9

John 1:14

Christmas

Luke 1: 8-20- The birth of Jesus is announced

Luke 2: 8-10- The Shepherds are told about the birth of Jesus

Matthew 1: 18-25- The birth of Jesus

Matthew 2: 1-12- Three Wise Men

Ash Wednesday

1 John 1: 9

Holy Week: Palm Sunday

Zechariah 9:9

Holy Week: Maundy Thursday

Luke 22: 1-65

Holy Week: Good Friday

Psalm 22: 1-18

Holy Week: Easter Sunday

Isiah 52: 7-10

Luke 24

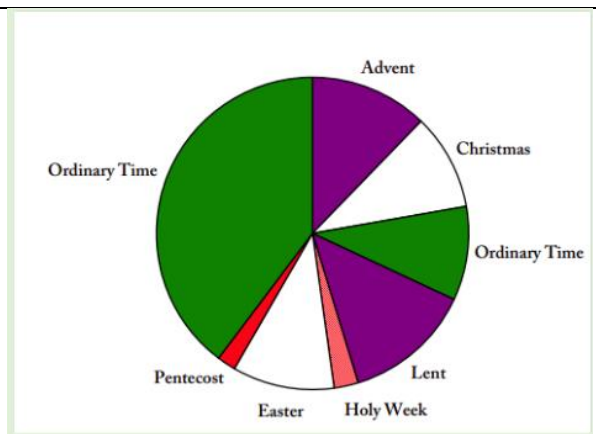
Pentecost

Acts 2: 3-4

Acts 2: 38

All Saints Day

Matthew 5: 1-12



Appendix B - Items used at Mass & Liturgies

Books

**Sacramentary**

Contains the opening prayer, prayer over the gifts, prayer after communion, and solemn blessings. Eucharistic prayers and prefaces for all of the masses including most special occasions.

**Book of the Gospels**

Contains only the Gospel readings. It is used on more solemn occasions and is carried by the deacon if it is used.



Lectionary

Contains the scripture readings for Mass. It is carried in the procession by the lector and placed on the ambo.

Hymnal/Missalette

Contains all the parts of the mass for a specific season in the liturgical year including instructions on when to stand, sit, or kneel.

Objects



Chalice The large cup used at Mass used to hold the wine which becomes the Blood of Christ.



Paten

A saucer-like disk which holds the bread which becomes the Body of Christ.



Ciborium

A vessel used to hold the Hosts which will be used for communion. They are also used to

reserve the Blessed Sacrament in the tabernacle.

Decanter or Flagon

The bottle or pitcher like vessel used to hold the wine which will be consecrated at mass for the communion of the people. It is brought forth with the gifts.

Communion Cups

Chalice like vessels used at communion when the people receive from the cup. They are kept on the Credence Table and brought to the Altar at communion time.



Corporal A white linen cloth on which are placed the vessels containing the bread and wine during Mass which will become the Body and Blood of Christ.



Purificator

A white cloth use to cleanse the chalice. It resembles a napkin.



Pall

The stiff, square, white cover that is placed over the paten when it is on the chalice.



Tabernacle

The shrine or receptacle either round or rectangular that serves as a place for the exclusive reservation of the Blessed Sacrament. It should be of solid material, opaque,

secure and inviolable, fitting the architecture of the church in a prominent place.



Censor & Boat

The Censor, also known as the Thurible, is used at solemn occasion to incense the bread and wine after the offertory, the priest, and congregation. The Boat holds the incense until it is place in the censor by the

celebrant.



Monstrance

A sacred vessel designed to expose the consecrated Host to the congregation either for adoration in church or carrying in procession, particularly on the Solemnity of the Body and Blood of Christ.



Sanctuary Lamp

An oil lamp or wax candle that burns near the tabernacle. It is always lit whenever the Blessed Sacrament is reserved in churches or chapels as a sign of honour shown to the Lord.

Appendix C - Vestments



Alb

A long white garment which can be used by all liturgical ministers. It is a reminder of the baptismal garment worn when the new Christian "Put on Christ."



Cincture

A long cord used for fastening albs at the waist. It holds the loose-fitting type of alb in place and is used to adjust it to proper length. It is usually

white, although the liturgical colour of the day may be used.

Liturgical Colours for Chasuble, Dalmatic and Stoles

● Green - Worn during "Ordinary Time." Ordinary does not mean ordinary in the sense of common or normal. Ordinary means counting, as in the 15th Sunday in Ordinary Time.

● Red - Worn on Passion (Palm) Sunday, Good Friday, Pentecost Sunday, and on the Feast Days of Martyrs including the Apostles and Evangelists.

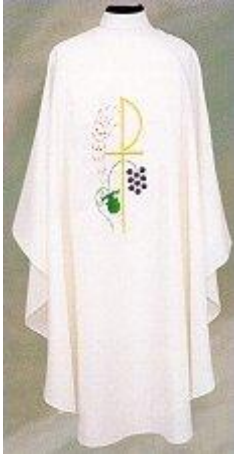
○ White - Worn during the Christmas, Easter seasons and celebrations of Mary, the Angels, Saints who were not martyrs, All Saints, Birth of John the Baptist, Chair of Peter, Conversion of Paul, St. John the Evangelist and is the preferred colour for Masses for the dead..

● Rose - Worn on the 3rd Sunday of Advent (Gaudete Sunday) and the 4th Sunday of Lent (Laetare Sunday/ Mothering

● Violet - Worn during Advent and Lent or at Masses for the dead.

Sunday).

● Black - Was traditionally worn at Masses for the dead. Now the preferred colour is White or Violet.



Chasuble

The sleeveless outer garment, slipped over the head, hanging down from the shoulders covering the alb and stole of the priest. It is the proper Mass vestment for the main celebrant and its colour varies according to the feast.



Dalmatic

A loose-fitting robe with open sides and wide sleeves worn by a deacon on more solemn feasts. It takes its colour from the liturgical feast as listed above.



Priest Stole

A long cloth "scarf." According to the manner in which it worn it is the mark of the Office of the priest or deacon. A priest wears it around the neck, letting it hang down in front.



Deacon Stole

A long cloth "scarf." According to the manner in which it worn it is the mark of the Office of the priest or deacon. A deacon wears it over his left shoulder, fastening it at his right side.



Cassock

A long black garment worn by Altar Servers under the Surplice. Also worn by Diocesan Priests (Black), Monsignors (Rose), Bishops (Violet), Cardinals (Red), and the Pope (White).



Surplice

This is a wide-sleeved garment, slipped over the head, covering the shoulders, and coming down below the hips. It is worn over the cassock.

