



Prayers for use in School

APPENDIX 1 - A selection of prayers for use in class or whole-school acts of worship

The Lord's Prayer

Our Father who art in heaven,
hallowed be Thy name,
Thy kingdom done,
on earth as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us.
And lead us not into temptation,
but deliver us from evil.
For Thine is the kingdom,
the power and the glory,
for ever and ever. Amen.

From the prayer of St Richard of Chichester

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

A prayer attributed to St Francis of Assisi

Lord make me an instrument of your peace:
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is discord, union;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy.

O divine Master,

grant that I may not so much seek to be
consoled as to console;
to be understood as to understand;
to be love as to love;
for it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to eternal
life.

A prayer of St Ignatius Loyola

Teach us, good Lord,
to serve thee as thou deservest;
to give, and not to count the cost;
to fight, and not to heed the wounds;
to toil, and not to seek for rest;
to labour, and not to ask for any reward,
save that of knowing that we do thy will.

A prayer of St Patrick (adapted)

May the strength of God pilot us,
May the power of God preserve us,
May the wisdom of God instruct us,
May the hand of God protect us,
May the way of God direct us,
May the shield of God defend us.

May Christ be with us,
Christ above us
Christ in us
Christ before us
This day and evermore.

From the Holy Communion Service

Almighty God,
To whom all hearts are open,
All desires known,
And from whom no secrets are hidden:
Cleanse the thoughts of our hearts
By the inspiration of your Holy Spirit

That we may perfectly love you,
And worthily magnify your holy name;
Through Christ our Lord. Amen.

A form of prayer for use in a classroom

This simple form of prayer was developed by the Iona Community for use in small groups.

Three candles or nightlights are needed, and these should be placed on a table where everyone can easily see them.

1st leader I will light a light. In the name of the Maker
 Who lit the world, And breathed the breath of life for me.

A candle is lit and placed centrally.

2nd leader I will light a light. In the name of the Son
 Who saved the world, And stretched out his hand for me.

A candle is lit and placed centrally.

3rd leader I will light a light. In the name of the Holy Spirit
 Who encircles the world, And blesses my soul with a longing for God.

A candle is lit and placed centrally.

**All - We will light three lights. For the Trinity of love.
God above us. God beside us. God beneath us
The beginning. The end. The everlasting one.**

A moment of silence is kept.

At lunchtime the following grace is said:

INFANTS:

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

JUNIORS:

For what we are about to receive, may the Lord make us truly thankful. Amen

At the end of the school day the following prayer may be said or a class prayer:

INFANTS:

Jesus, tender shepherd hear me
Hold thy little lambs tonight
Through the darkness be thy near me
Keep me safe till morning light. Amen

JUNIORS:

May the grace of Our Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with us for now and ever more. Amen

APPENDIX 2 - Leading Worship – a guide for teachers.

1. Think of a total time of ten to fifteen minutes depending on the content, but include:
 - some time for thinking
 - some time for sharing
 - some time for listening
 - some time for stillness and silence.
2. Use a focus which the pupils will learn to recognise and respect: the lighting of a candle, a vase of flowers, a picture, a piece of sculpture, a cross, a shell or another object.
3. Learn to use silence. Regularly conclude with silence.
4. Keep the session simple and short. Use some of the following:
 - a short passage of scripture
 - a story, poem or piece of literature
 - a picture, poster or slide
 - a prayer
 - a hymn or song which pupils come to know well
 - a personal account of an event or experience in your own life
 - music.
5. Invite pupils to reflect on the content of the worship either individually or in small groups, allowing for discussion and reflection.
6. Use music to begin or end.

APPENDIX 3 - GUIDELINES FOR VISITORS TO THE SCHOOL

Although these guidelines were primarily written in mind for classroom visits, the principles are generally transferable to whole-school acts of worship.

BEFORE THE VISIT

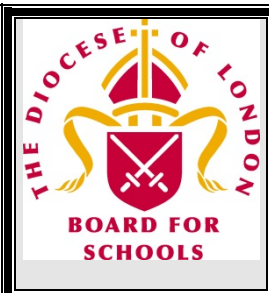
1. It is helpful if visitors
 - are familiar with the school or class, eg through a prior visit;
 - are clear about their brief, and able to speak to it;
 - have prepared their material thoroughly;
 - arrive promptly.
2. It is helpful if the teacher
 - has provided the visitor with a clear brief;
 - has given the visitors details of resources and equipment available to them;
 - is aware of the demands on the visitors;
 - has an alternative act of worship prepared in case of an emergency.
3. It is helpful if the pupils
 - know who the visitors are and are aware of their background;
 - have framed some questions to the visitors;
 - have briefed a welcome for the visitors.

DURING THE VISIT

4. It is helpful if the visitors
 - use words and materials at a level appropriate to the age ranges;
 - are 'pupil-friendly', ie not patronising, aware of the cultural sensitivities of some pupil, conveying a sense of enjoyment and a sense of humour, and use artefacts and visuals;
 - keep to the brief given by the teacher;
 - are prepared to receive questions from pupils and are sensitive to the response of the class/group to what is being presented;
 - do not use the opportunity to influence pupils unfairly;
 - are aware of, and help to break down, some of the stereotypes about their community.
5. It is helpful if the teacher
 - is the guardian of the relationship between class and visitors, and is ready to interpret or intervene if necessary.

AFTER THE VISIT

6. It is helpful if the teacher or Headteacher
 - offers feedback to the visitors on positive points of the visit, and those, which might be developed or altered and values fostering an environment of feedback and comment.
7. It is helpful if the pupils
 - follow up the visit appropriately, and relate it to the longer-term education in the subject area;
 - are appreciative of the visit (perhaps through letters/drawings sent to the visitors);
 - invite visitor back to see children's work, as appropriate.



APPENDIX 4 London Diocesan Board for Schools

Core Values Underlying British Identity

In church schools Christian values should be written through the school as if through a stick of rock. The values which our schools endorse are those of:

Reverence; Wisdom; Thankfulness; Humility; ;Endurance; Service; Compassion; Trust; Peace
Forgiveness; Friendship; Justice; Hope; Creation; Koinonia;

More details about all of the values and how they might be taught are to be found on the National Society website. <http://www.christianvalues4schools.org.uk/>

Additional material demonstrating how values can underpin the whole curriculum can be found on the website of 'What If Learning'. <http://www.whatiflearning.co.uk/>

These values are ones that are shared by many people in this country because the Christian faith has for centuries been a driving force in our education and legal system and those values have made their mark on our history.

We are fortunate in that we live in a country where the majority of people care about the wellbeing of others, where injustice and cruelty to others appals and where people can be stirred to be compassionate and generous in their support for a good cause.

These characteristics have not come about by accident but through our history and experiences as a nation. Stubbornness, stoicism and resilience are also traits which as a nation we share but they have also been the vehicle for developing deeply held beliefs about the importance of freedom, justice and the rule of law.

It would be challenging to try and pin down how those characteristics have evolved and become part of our being and how over many years governments have tried to enshrine the ideas in law. A recent piece of legislation is the Equality Act. The Equality Act 2010 has three aims:

- to eliminate unlawful discrimination
- to advance equality of opportunity
- to foster good relations between people

At St Mary Abbot's School, our three main values are: Peace, Forgiveness and Hope. Each core value is focused on each term. Peace is the focus for the Autumn term, Forgiveness for the Spring term and Hope in the Summer Term.

The values that matter and influence public decision making might be summed up by the following list:

1. No one is above the Law; the same rules apply to everyone whether rich or poor.
2. The Monarch is the Head of the Church and together with the House of Commons and the House of Lords they are the supreme authority.
3. Everyone has a right to be treated equally, belonging to a different race or religion should not make any difference. Everyone, whatever their race or religion, should deal with each other in a tolerant and open way.
4. People are allowed to speak freely and to hold their own opinions, even if they are eccentric, as long as no harm results to others.
5. People can buy and sell property, land or belongings, they can sign contracts and have them honoured, without fear of confiscation by the state or other people.
6. Encouragement is given to people to volunteer and to set up organisations that explore the interests and needs of a community. They are able to work out for themselves the best way to operate within the law.
7. Children are helped to grow up happily in a loving, kind and disciplined environment by being part of a stable, loving family and wider community.
8. Learning about the achievements and mistakes of the past and valuing the rights and obligations that have gradually emerged out of the history of Britain.

Educational Suggestions

1. Introducing the concept of law through the development of rules which govern the school. Students, parents and staff agree the rules by which the school is to be run, the rationale for the rules and the sanctions which any failure to uphold will incur. Older students may discuss current cases that are in the press and explore the laws that will be used. 'Lord of the Flies,' by William Golding, for older students could be an interesting way into a discussion about a life without rules.
2. With younger children watching the Queen going to open Parliament can be a starting point for a discussion about how our democracy works and the role of the monarch. Older students could look at alternative models of government particularly in less well developed or newer countries. 'Animal Farm' by George Orwell, for older students would provide an excellent starting point for a discussion on democracy and alternative styles of leadership.
3. Equality of opportunity should be demonstrated in the school systems so that students are confident that everyone in the school has access to what is available. Malorie Blackman's book, 'Noughts and Crosses', is a useful starting point for a discussion about segregation. Heroes of the past such as Rosa Parks and Nelson Mandela have challenging stories. Para-Olympians and others provide evidence of how much, with the right support, people can achieve. RE should help to provide knowledge and understanding about what people believe and how their faith affects how they live.
4. The importance of free speech is a long held belief and is well illustrated by Speakers Corner in Hyde Park where anyone can go and address the crowd. Holding school

debates and learning how to propose and oppose a motion in a polite but direct way is a useful skill for any student.

5. Learning about how business and commerce works and as students get older exploring how you manage a bank account, credit cards and interest rates, start a pension and get a mortgage are all valuable life skills which should be a part of a rounded education.
6. Naming some of the organisations it is possible to join from Beavers to Scouts, choirs, sporting clubs, faith group organisations. Discussing how they serve their community, what difference do they make, who started the organisation and why? Are their gaps in the provision, who do they think should fill those gaps, how could they do that? Are there charities it would be good to support and if so which ones and why? How do you decide?
7. PSHE should be beginning to address some of the issues around growing up healthy and well, in body, mind and spirit. Collective worship should provide a time for students to be reflective about their own lives and those about them. Families come in all shapes and sizes and the emphasis is on the care and love that they provide for the individuals in the family. The family may well include a the wider community and so learning to be part of that wider community in a safe way is also a critical part about growing up and learning to read the verbal and non-verbal signals that people give in order to remain safe. For younger children a film like 'Pollyanna' is a rather old, but very happy, film about a girl who loses her conventional family but builds a new family within the community.
8. Learning about the history of Britain and being able to make links and learn from the events of the past to understand the dilemmas and solutions for today's issues.

An example of why these values are important to our common life may be drawn from the following list of issues which make for general unrest:

- High levels of taxation
- Strict wage controls
- Workers controlled by tough legislation
- Foreign wars that appear pointless to much of the population
- Politicians that can seem out of touch and self-serving
- People feeling powerless and angry in the face of bureaucracy
- Radical preachers gaining ground with the disaffected
- A deadly disease spreading uncontrollably and the potential threat to our own country.

This is a description of England in 1381 and it would be foolish to ignore the lessons that moments in our history might teach us in this century.

N Doyle 2017