



Prayer and Liturgy Progression Document

Trusting in God; Creating Tomorrow; Helping Today

Celebration of the Word Expectations and Progression			Alternative Forms of Prayer	Documenting of worship
Group/Phase	Expectations of Pupils <i>What will the pupils do before, during and after the celebration of the word?</i>	Expectations of Adults <i>How will we move from co-leading celebrations of the Word to facilitating?</i>		
Early Years Foundation Stage (EYFS)	<p>By the end of Advent term in F2, children will:</p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Begin to learn the basic structure of a liturgy from the teacher <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Recognise important prayer objects including the cross, the Bible and a candle and be able to explain why they are used during 'gather.' Participate in preparing the focal area with important artefacts during 'gather.' Show understanding of the importance of celebration of the word by sitting calmly, listening carefully and being respectful. Know how to make the sign of the cross and know that this is a special way to mark the beginning and end of celebration of the word. Participate in silent reflection. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word as a class. 	<p>Throughout EYFS, adults will move from co-leading celebration of the word to facilitating more independence by:</p> <p>Advent Term: Teacher to explicitly model liturgy to children a least once per RE topic. Teacher to model the basic structure of a liturgy to the children. All planning done by the teacher. Begin to talk to the children about what made the liturgy feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).</p>	<p>Throughout EYFS, children could explore:</p> <ul style="list-style-type: none"> 1-minute meditation facilitated by an adult. 1-minute end of day reflection and thanks-giving facilitated by an adult Spontaneous prayer, encouraged by adults Daily Prayers Sharing Bible stories as a group. 	<p>Planning will be completed on the school proforma</p> <p>Photos of worship to be uploaded to Teams</p> <p>Evaluations on post it notes along with the planning sheet</p> <p>Meditation not formally recorded but pictures should be uploaded to Teams.</p>
	<p>By the end of Lent term in F2, children will:</p> <p><i>As above, plus:</i></p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in whole-class planning with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use appropriate responses to the Word, as modelled by the adult. Join in with known hymns. 	<p>Lent Term: Teacher to select theme, scripture, response and mission of liturgy. Offer children a small selection of cards from LUP2G to select elements for the Gather and place them on the LUP2G board (this is done whole-class). Select a child/group of children to begin the liturgy with the sign of the cross (introduction to leading worship). Talk to the children about what is essential in a liturgy (sign of cross, scripture, mission etc) - did we have all of these things? What could have made our liturgy better? (introducing evaluation) and note down pupil-voice on post-it notes.</p>		



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	<ul style="list-style-type: none"> Show understanding of the importance of the Gospel by standing when Scripture is from the Gospel. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word as a class, with greater child input. 			
	<p>By the end of Pentecost term in F2, children will: As above, plus:</p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in whole-class planning with greater child input. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Offer simple spontaneous prayers. Respond to prayers as modelled by the adult. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word as a class, with greater child input. 	<p>Pentecost Term: Take a small group to help you plan a liturgy using LUP2G resources. Teacher to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Ensure the theme of the liturgy runs throughout and elements chosen create a 'goldenthread' that is weaved throughout the liturgy. Talk to children about why some ideas will work with the theme of the liturgy but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Gather whole class evaluation pupil-voice on post-its</p>		



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<p>Year One</p>	<p>By the end of Advent term in Year 1, children will:</p> <ul style="list-style-type: none"> Children to plan and prepare the prayer focus for worship according to liturgical season/Come and See topic, including selecting the liturgical colour fabric. Adult may facilitate by helping the children select additional items for the prayer focus that link with the theme of the liturgy ie. A car for a liturgy based on journeys. Begin to select cards from LUP2G (limited selection) for the Gather and place them on the LUP2G board (done in a small group). Child/group of children to begin leading elements of liturgy at teacher's discrepancy (e.g. making the sign of the cross, introducing theme of liturgy) All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term <p>By the end of Lent term in Year 1, children will:</p> <ul style="list-style-type: none"> As above (small groups). Begin to select cards from LUP2G (limited selection) for the Mission/end of liturgy and place them on the LUP2G board (done in a small group). All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term 	<p>Throughout KS1, adults will move from co-leading celebration of the word to facilitating more independence by:</p> <p>Teacher to explicitly model liturgy to children a least once per RE topic</p> <p>Advent Term</p> <ul style="list-style-type: none"> Teacher to model the basic structure of a liturgy to the children. Teacher to model to small groups how they select cards from LUP2G and place them on the board (side 1). Begin to assign certain aspects of the liturgy to children at your discrepancy. Children should generate ideas for 'Gather' including the sign of the cross, choosing a hymn and introducing the theme of the liturgy. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy. Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' from children). Whole class to evaluate liturgy, recorded on NDCYS adapted proforma <p>Lent Term</p> <ul style="list-style-type: none"> As above. Teacher to know the direction they want to go in with said liturgy, but to encourage ideas/cards from children and to co-plan this with them. Talk to children about why some ideas will work with the theme of the liturgy but others won't. Assign the children some basic leadership roles for the delivery of the worship and support them in doing this (teacher's discrepancy). Children should generate ideas for the 'Mission/end of liturgy' such as a simple mission (able to complete straight away/today/this week), the sign of the cross and a hymn to 	<p>Throughout Year 1, children could explore:</p> <ul style="list-style-type: none"> Christian Meditation <p>Moving between 1 minute and 2 minute Meditation throughout the year. Meditation is led by an adult</p> <ul style="list-style-type: none"> Lectio Divina with a picture in, perhaps introducing a simple line of scripture in the Pentecost term. <p>Encourage the children to talk about how the picture/verse of scripture makes them feel.</p> <ul style="list-style-type: none"> Daily prayers Attendance at whole-school worship Encourage Opportunities for Spontaneous prayer 2-minute meditation facilitated by an adult. 2-minute end of day reflection and thanks-giving facilitated by an adult Spontaneous prayer, 	<p>Plans are recorded on the school Liturgy plans and are collated in class collective worship journal</p> <p>Photos of worship may be evidenced in Teams and on Facebook</p> <p>Evaluation is completed on the evaluation sheet (KS1 version)</p> <p>Meditation is not formally recorded but should be captured and photos put on Teams.</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page/as post-it notes</p>
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	<p>By the end of Pentecost term in Year 1, children will:</p> <ul style="list-style-type: none"> • As above (small groups). • This term should be used to develop leadership skills of the basics of liturgy. • Children to develop their evaluation skills to focus on what was good and what could improve next time. • All children to have opportunity to be involved with planning and lead some element of liturgy by the end of the term 	<p>finish. Adult to ensure their ideas are cohesive and stick to the theme of the liturgy.</p> <ul style="list-style-type: none"> • Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. • Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). • Whole class to evaluate liturgy, recorded on NDCYS adapted proforma. <p>Pentecost Term</p> <ul style="list-style-type: none"> • As above (small groups). • Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. • Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). • Whole class to evaluate liturgy, recorded on NDCYS adapted proforma. <p><i>During the planning stage:</i></p> <ul style="list-style-type: none"> • Regularly modelling the planning of celebration of the word. • Supporting groups of children to plan celebration of the word (using Let Us Pray), differentiating this support by ability. This might include giving examples of each part of the celebration of the word (e.g "We could gather by...") for children to choose from. • Explaining clearly the meaning of the word of the week/theme. • Showing children appropriate Scripture and supporting them in understanding its meaning and relevance to the theme so that they can make an informed choice. <p><i>During the leading stage:</i></p>	<p>encouraged by adults</p> <ul style="list-style-type: none"> • Introduction of Lectio Divina from Year 2, facilitated by an adult. 	
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| | | <ul style="list-style-type: none">• Reading Scripture where needed.• Supporting children during their child-led liturgies by prompting them, reminding them of the next step, modelling how to introduce Scripture and supporting them in the organisation of the response.• Modelling links between sections of the celebration of the word, commenting on what is happening next and why, giving more detail than EYFS as to how this links. | | |
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<p>Year Two</p>	<p>By the end of Advent term in Year 2, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> Children plan and prepare prayer focus for worship according to the theme and liturgical calendar Use Let Us Pray 2 (side 1) resources and celebration of the word planning sheet to engage in group planning with adult support. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Know the order of gather, Word, response and mission. Choose a wider range of prayer space artefacts and resources to reflect their theme, with adult support. Choose liturgically correct cloths according to the Church's season, with adult support. Choose appropriate ways to gather, with adult support. Know the Lord's Prayer. <p><u>Evaluation:</u> Use evaluation proforma to evaluate celebration of the word as a class, with greater child input.</p> <p>By the end of Lent term in Year 2, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> Children to learn how to find appropriate reading in the Bible, supported by the adult. Use Let Us Pray 2 resources (side 1) and celebration of the word planning sheet to engage in group planning with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use appropriate responses to the Word with greater independence. Show understanding of the importance of the Gospel by greeting it through song. 	<p>Advent Term Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p> <p>Lent Term As above, plus: Teacher to support children in locating reading in Bible, reading this clearly as part of the liturgy and learning the correct introductions and responses to different scripture readings. Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the Gather and Mission. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto NDCYS adapted proforma (ideas for 'Gather' and 'Mission' from</p>	<p>Christian Meditation Building up to 2-minute meditation throughout the year. Meditation is led by an adult</p> <p>Capacitar prayer led by an adult</p> <p>Lectio Divina scripture sourced by adult, linked to the liturgical year. Responses on the prayer journal sheet.</p> <p>Daily prayers</p> <p>Attendance at whole-site worship</p> <p>Encourage opportunities for spontaneous prayer</p>	<p>Plans are recorded on the school Liturgy plans and are collated in class collective worship journal</p> <p>Photos of worship may be evidenced in Teams and on Facebook</p> <p>Evaluation is completed on the evaluation sheet (KS1 version)</p> <p>Meditation is not formally recorded but should be captured and photos put on Teams.</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on page/as post-it notes</p>
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	<ul style="list-style-type: none">• Respond to the Gospel appropriately by making the sign of the cross on the forehead, lips and heart and begin to explain why.• Choose appropriate ways to gather, with greater independence.• Know the Hail Mary and the Glory Be. <p><u>Evaluation:</u></p> <ul style="list-style-type: none">• Use evaluation proforma to evaluate celebration of the word as a class, with greater child input.	<p>children).</p> <p>Whole class to evaluate liturgy, recorded on NDCYS adapted proforma.</p>		
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	<p>By the end of Pentecost term in Year 2, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with greater child input. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. • Using LUP2G resources, children should now be confident in planning the <i>Gather</i> and <i>Mission</i> to suit a given theme and begin to locate appropriate scripture selected by the adult. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Offer spontaneous prayers which link to their chosen themes. • Respond to prayers appropriately with greater independence. • Create their own sorry, bidding and thank you prayers relevant to the theme, with adult support. • Choose appropriate mission, with adult support. • Know prayers for before and after meals. • Scripture should be introduced and responded to correctly. Teacher facilitation of this. • This term should be used to develop leadership skills of the above elements of liturgy. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word as a class, with greater child input 	<p>Pentecost Term <i>As above, plus:</i> Teacher to support children in locating reading in Bible, reading this clearly as part of the liturgy and learning the correct introductions and responses to different scripture readings. Adult facilitates the planning of the liturgy with a small group who make use of LUP2G cards to select the <i>Gather</i> and <i>Mission</i>. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. Adult to write up group plan onto sheet (ideas for 'Gather' and 'Mission' from children). Whole class to evaluate liturgy, recorded on sheet</p>		
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<p>KS2 (Y3&Y4)</p>	<p>By the end of Advent term in Year 4, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with adult support where needed. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning, with adult support. • Use Lectionary to find correct Scripture, with adult support. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Choose a wider range of prayer space artefacts and resources to reflect their theme, with greater independence. • Choose liturgically correct cloths according to the Church's season, with greater independence. • Choose appropriate missions, with greater independence. • Know the Apostles' Creed <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word in groups, with adult support. 	<p>Throughout LKS2, adults will encourage more independence by: <u>During the planning stage:</u></p> <ul style="list-style-type: none"> • Supporting the planning of liturgies. This might include guiding the children with some initial ideas. • Supporting children to find appropriate Scripture by suggesting well-known Bible stories which are relevant or guiding the children in using other resources to find appropriate Scripture. <p><u>During the leading stage:</u></p> <ul style="list-style-type: none"> • Supporting the children to begin to articulate and explain the connections between the stages of the celebration of the word so that this flows appropriately and the theme follows through from beginning to end • Supporting children during their child-led liturgies where necessary e.g. by reminding them of the next step, supporting them in introducing the Scripture accurately or adding additional explanation of links between scripture and theme. 	<p>Throughout LKS2, children could explore:</p> <ul style="list-style-type: none"> • 3-minute meditation led by an adult or chaplain. • 3-minute end of day reflection and thanks-giving led by an adult or chaplain. • Spontaneous prayer, encouraged by adults • Capacitar partly led by the children with adult support. • Lectio Divina facilitated by an adult, with greater child input. 	<p>Plans are recorded on the school Liturgy plans and are collated in class collective worship journal</p> <p>Photos of worship may be evidenced in Teams and on Facebook</p> <p>Evaluation is completed on the evaluation sheet (KS2 version)</p> <p>Meditation is not formally recorded but should be captured and photos put on Teams.</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on agreed sheet</p> <p>Mass reflection sheets added to prayer journal</p>
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By the end of Lent term in Year 4, children will:

As above, plus:

Planning:

- Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with adult support where needed.
- Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning, with adult support.
- Use Mark 10 to support planning, with greater child input.
- Use Lectionary to find correct Scripture, with greater child input.

Key Skills:

- Use appropriate responses to the Word with greater independence.
- Introduce all Scripture appropriately.
- Show understanding of the importance of the Gospel by greeting it in a variety of ways.
- Choose appropriate ways to respond to the Word, with adult support.
- Know An Act of Contrition.
- Know Angel of God.

Evaluation:

- Use evaluation proforma to evaluate celebration of the word in groups, with greater child input.



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	<p>By the end of Pentecost term in Year 4, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in group planning with support if needed. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning, with adult support if needed. • Use Mark 10 to support planning, with greater child input. • Use Lectionary to find correct Scripture, with greater child input. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Know where formal prayers fit into the structure of celebration of the word. • Write sorry, bidding and thank you prayers with independence. • Choose appropriate ways to respond to the Word, with independence. • Know Come, Holy Spirit. • Know The Prayer of St Richard of Chichester. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word in groups, with greater child input. 			
KS2 (Y5&Y6)	<p>By the end of Advent term in Year 6, children will: <i>As above, plus:</i> <u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in small group planning with adult support where strictly necessary. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning. • Use Mark 10 to support planning, with greater child input. 	<p>Throughout UKS2, adults will encourage independence by: <u>During the planning stage:</u></p> <ul style="list-style-type: none"> • Checking the relevance of chosen Scripture and prayer space artefacts and guiding children if necessary to choose appropriately. • Encouraging ownership. <p><u>During the leading stage:</u></p>	<p>Throughout UKS2, children could explore:</p> <ul style="list-style-type: none"> • 5-minute meditation led by any member of the class. • 5-minute end of day reflection and thanks-giving led 	<p>Plans are recorded on the school Liturgy plans and are collated in class collective worship journal</p> <p>Photos of worship may be evidenced</p>



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	<ul style="list-style-type: none"> Use Lectionary to find correct Scripture, with greater independence. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Choose a wide range of prayer space artefacts and resources to reflect their theme, with independence, considering the five senses. Choose liturgically correct cloths according to the Church's season, with independence. Choose appropriate Scripture with adult support. Know the Morning Offering. Know the Rosary. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> Use evaluation proforma to evaluate celebration of the word independently, with adult support. 	<ul style="list-style-type: none"> Supporting children during their child-led liturgies if needed for modelling, particularly if links have not been made clear. 	<p>by any member of the class.</p> <ul style="list-style-type: none"> Capacitar led by the children Spontaneous prayer, encouraged by adults Lectio Divina sourced by pupils. 	<p>in Teams and on Facebook</p> <p>Evaluation is completed on the evaluation sheet (KS2 version)</p> <p>Meditation is not formally recorded but should be captured and photos put on Teams.</p> <p>Lectio Divina is recorded in the class collective worship journal with any pupil responses evidenced on agreed format</p> <p>Mass reflections completed</p>
	<p>By the end of Lent term in Year 6, children will: As above, plus:</p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> Use Let Us Pray resources and celebration of the word planning sheet to engage in small group planning with adult support where strictly necessary. Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning. Use Mark 10 to support planning, with independence. Use Lectionary to find correct Scripture, with greater independence. <p><u>Key Skills:</u></p>			



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	<ul style="list-style-type: none"> • Use appropriate responses to the Word with independence. • Show understanding of the importance of the Gospel by greeting it in the most appropriate way. • Choose appropriate Scripture with independence. • Know the Magnificat. • Know the Act of Faith. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Use evaluation proforma to evaluate celebration of the word independently, with adult support where strictly necessary. 		
	<p>By the end of Pentecost term in Year 6, children will: <i>As above, plus:</i></p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> • Use Let Us Pray resources and celebration of the word planning sheet to engage in small group or individual planning with independence and confidence. This will result in all children having had chance to plan and lead celebration of the word by the end of the year. • Use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning. • Use Mark 10 to support planning, with independence. • Use Lectionary to find correct Scripture, with independence. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Identify which type of prayer is most appropriate. • Explain reasons for liturgical choices and weave these explanations into the celebration of the word. • Explain how different parts of celebration of the word connect. • Demonstrate creativity. • Know the Act of Hope. • Know the Act of Love. <p><u>Evaluation:</u></p>		



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	<ul style="list-style-type: none">• Use evaluation proforma to evaluate celebration of the word independently, commenting on how it could be applied to their own lives.			
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