Progression of Celebration of the Word

Our Lady of Fatima Catholic Academy

Key Elements of Celebration of the word

- *When a teacher leads Celebration of the word, they should provide an excellent role model for the children to emulate.*
- *Children will be encouraged to take different aspects of Celebration of the word appropriately, given their age, capacity and stage of development.*
- *Children taking lead aspects of Celebration of the word should not detract from Celebration of the word being an enriching experience for all, where glory, honour and praise is given to God.*
- *The four elements of Celebration of the word should always be present in every act of Celebration of the word; both adult and child led.*
- *Timings of Celebration of the word should be appropriate to the age of the children.*
- *Class Celebration of the word should be evaluated.*

Resources that could support Celebration of the word

- Wednesday Word
- Classroom Celebration of the word resources – religious artefacts, cloths (see liturgical year) Ten Ten, Caritas in Action, Cafod CST resources.
- Each class has a special prayer resources box that identifies their Celebration of the word resources plus their planning sheets
- Topical Bible – Bible Verses by topic / CHRISTIAN ART | Daily Gospel Reading & Art Reflection / Extra-ordo-Nary – Digital Download – Chaplaincy Space
- Mark10 Mission/ Magister prayer Resources - linked in TEAMS

Year group:	Knowledge/Skills	By the end of year group/phase:	Prayer progression
EYFS	During EYFS, children explore varied adult- and older child-led worship opportunities. Creativity is encouraged. They begin to express preferences for different opportunities: e.g: I like to sing about God These preferences are used to inform adults about worship provision Where possible, children will share worship opportunities when staff access in different locations around school and beyond. Adults will record worship opportunities and pupil feedback.	• Most children recognise simple worship opportunities and know basic prayer actions (e.g., joining hands, making the Sign of the Cross). • They answer simple questions about worship and begin offering creative suggestions (e.g., sitting in a circle to pray). • They start to name elements of the classroom's liturgical focus. • They choose people or things important to them for inclusion in class prayer or liturgy. • They place items on the liturgical focus under adult direction, including items brought from home. • Typically, they lead the "Welcome" section—making the space special and deciding how the group will gather. • They can: – Set up the Celebration of the Word focus – Choose suitable artefacts from a limited selection – Sing a gathering song – Greet the group – Pass items around	Formal: • Sign of the Cross • Hand positions • Opening Prayer • End of the Day Prayer • Simple repeated refrain e.g. *"Come Holy Spirit"* • Children beginning to lead simple prayers Informal: • **1-minute meditation** Demonstrated by adult—children follow simple meditation but demonstrate this independently by using a bell at the end.(using Frankie the Still Fox Book) • **Encourage opportunities for children to offer simple prayer intentions** *"We pray for …", "Thank you God for …", as well as the Sign of the Cross.* • Encourage children to begin constructing their own

		– Say prayers – Name who/what they want to pray for • EYFS impact is assessed verbally and informs future practice. • Key liturgical seasons (e.g., Advent, Lent) shape collective worship themes.	spontaneous prayers, asking questions and offering simple **thank-you** prayers.
Year 1	**Adult-directed worship with elements of student choice and response (e.g. adults lead planning and then direct children in leading)** During Year 1, children continue to explore varied worship opportunities and begin to understand the three main parts of a liturgy. For example, each component part of the liturgy may be looked at in depth over a half term and the children given opportunity to lead that section. Autumn 2 - Gather	• Children work in adult-directed small groups to plan and lead class liturgies. • During worship, they answer simple questions and give basic oral feedback. • They may recognise the liturgical year and begin to talk about key celebrations such as Christmas and Easter. • They recognise and name elements of the liturgical focus (e.g., crucifix, candle, Bible). • They can explain why the chosen focus items are appropriate (and sometimes what is not). • They help lead simple prayers which may be spontaneous (e.g., "Thank you, God, for…"). • They help set up the prayer focus by choosing and using directed items (e.g.,	As all previous in EYFS and Formal: • Opening Prayer • End of the Day Prayer • Lunch time prayers • Our father • Hail Mary Informal • Range of spontaneous sorry, asking and thank you prayers (use provided resources) • 2 min meditation facilitated by adult -.(using Frankie the Still Fox Book)

	Spring 1: We listen Spring 2 We respond Summer 1:Going Forth Summer 2: Group Planning with support Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Adults will record worship opportunities and pupil feedback.	placing the crucifix and Bible). • Year 1 pupils help plan specific liturgical worship and events such as Pentecost.	
Year 2	**Adult-directed worship with increased elements of student choice and response (i.e. adults lead planning and then direct children in leading)** During Year 2, children continue to explore varied worship opportunities and begin to understand the three component parts of a liturgy and how to plan their own. Creativity is encouraged. Where possible, children	• Most children recognise the four parts of a liturgy and can independently offer creative ideas for worship. • They work in small, adult-directed groups to plan liturgies with increasing independence. • They engage in simple, spontaneous response during worship and provide simple written feedback. • Many can name liturgical seasons and explain associated colours (e.g., purple for Advent as a time of preparation). • They set up a class prayer focus by	Formal • Opening Prayer • End of the Day Prayer • Lunch time prayers • Our father • Hail Mary Informal • Range of spontaneous sorry, asking and thank you prayers (use provided resources)

	will share worship opportunities with other classes in different locations around school and beyond. Adults will record worship opportunities and pupil feedback.	selecting items from given resources and can explain their choices. • They write simple prayers following a model, including intercession, petition, praise, thanks and sorrow. • They may lead parts of the liturgy by reading a simple text or choosing a hymn with guidance. • In Year 2, pupils use an adult-supported four-part proforma (Welcome/Gather, Word, Response, Mission/Go Forth) to plan and lead elements of Collective Worship—leading two parts in Autumn, progressing to most sections later in the year. • The class evaluates the liturgy verbally, informing future practice; teachers use this to guide subsequent liturgies. • Key liturgical seasons (e.g., Advent, Lent) shape Collective Worship themes, and Year 2 help plan specific liturgical events (e.g., Palm Sunday).	• 2 min meditation facilitated by adult (Beyond the Candle Flame- book)

Year 3	**Child Led Worship (with adult support in planning and delivery)** During Year 3, children continue to explore varied worship opportunities and take an active role in planning and leading liturgies and other worship opportunities. Creativity is encouraged. Adults are expected to support children in making appropriate liturgical choices, including choices that are linked to chosen scripture and justifying these choices. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record their own worship opportunities by completing planning proforma and providing simple feedback slips.	• Most children can work creatively in small groups to plan and deliver a liturgy with adult support. • They take part in adult-led discussions during worship (e.g., reflecting on scripture) and can sometimes provide written feedback independently. • They continue building confidence in all forms of prayer learned in KS1 and practise these skills in class worship. • They read scripture during liturgies. • They write and read their own prayers with much less teacher guidance. • They can create an appropriate focus using available resources and apply liturgical colours correctly. • Children may lead singing and operate technology (music, presentations, etc.). • They write prayers and petitions for Collective Worship that match the theme.	Formal • Opening Prayer • End of the Day Prayer • Lunch time prayers • Our father • Hail Mary • Glory be • Sorry Prayer • Guardian Angel Informal: • Range of spontaneous sorry, asking and thank-you prayers • 3 minutes meditation led by adult- using Guided Meditations • Y3 – Lectio Divina scripture sourced by adult, linked to the liturgical year or R.E., facilitated by adult

Year 4	**Child-led worship (with adult support in planning)** During Year 4, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence. Creativity is encouraged. Adults decide the theme of worship opportunities and support children in deciding upon worship opportunities. Children work independently at the planning stage, but prior to delivering their worship opportunity (or 'under planning'), their plan is checked/supported to ensure its relevance to chosen scripture and theme. Where possible, children will share worship opportunities with other	• Most children can work creatively in small groups to plan and deliver a liturgy, needing only brief initial support to choose a theme and scripture. • They can set up an appropriate focus using items from the termly resource box. • They select suitable hymns from a given selection. • They choose appropriate readings for a theme with some guidance. • They begin developing skills in breaking open the Word through drama, art, explanation or dance. • During planning, adults check that activities link clearly to the chosen scripture. • During delivery, adults introduce specific parts of worship (e.g., discussion after scripture). • Pupils provide meaningful written feedback connected to the scripture.	Formal • Opening Prayer • End of the Day Prayer • Lunch time prayers • Our father • Hail Mary • Glory be • Sorry Prayer • Guardian Angel Informal: • Range of spontaneous sorry, asking and thank-you prayers • 3 minutes meditation led by adult- using Guided Meditations • Y4 – Lectio Divina -pupils select scripture linked to the liturgical year or R.E., facilitated by adult

	classes in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback slips.		
Year 5	**Child-led worship (with minimal adult support)** During Year 5, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence. They are able to justify suggested changes when challenged to do so. Creativity is encouraged. Adults may help to direct more complex parts of worship, such as questioning, so as to enhance the agreed options. Where possible, children will share worship opportunities with other classes in different locations	• Most children can work creatively in small groups to plan and lead a liturgy independently, needing only minimal support in choosing a theme and scripture. • They show secure liturgical understanding through appropriate use of resources (e.g., cloths, artefacts) and increasing creativity, including making or sourcing items, with some guidance. • They select hymns suited to the theme from a broad range. • They choose an appropriate theme and readings, with guidance if required. • They begin to use creative liturgical elements (e.g., going-forth actions, seed planting for new life, water for forgiveness). • They develop skills in breaking open the	Formal • Opening Prayer • End of the Day Prayer • Lunch time prayers • Our father • Hail Mary • Glory be • Sorry Prayer • Guardian Angel • Act of Contrition • Apostles Creed Informal • Range of spontaneous sorry, asking and thank-you prayers • 4-5 minutes meditation led by anyone using Guided Meditations

	around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback slips.	Word using reflection, poetry, dance, drama or art. • They require minimal adult input during delivery, though adults may intervene to ensure relevance to the scripture. • They provide meaningful written feedback linked to the scripture, including next steps. • They plan and lead a liturgy appropriate to their Key Stage, with guidance when needed.	• Y5 – Lectio Divina -pupils select scripture linked to the liturgical year or R.E.D
Year 6	**Child-led worship (independent)** During Y6 children continue to explore varied worship opportunities, planning and leading these with complete independence. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school. Pupils will record worship	• Most children can independently plan and deliver creative liturgies and worship opportunities, selecting a liturgically relevant theme and scripture. • Their choice of resources and artefacts demonstrates creativity, resourcefulness, and secure liturgical understanding. • They lead meaningful, structured discussions on scripture, inviting and responding to peer contributions. • They show high creativity in planning worship and can support peers and younger pupils in doing so.	Formal • Opening Prayer • End of the Day Prayer • Lunch time prayers • Our father • Hail Mary • Glory be • Sorry Prayer • Guardian Angel • Act of Contrition • Apostles Creed • Angelus • Eternal Rest

	opportunities, by completing planning pro forma and gathering feedback.	• They help evaluate collective worship and suggest improvements. • They understand what worship may look like beyond primary school and can express how they may engage with it in future. • They choose themes appropriate to the liturgical year. • They select and set up a suitable focus using items from the annual resource box. • They use correct liturgical vocabulary when needed. • They choose hymns suited to their theme. • They include both traditional prayers and their own written prayers. • They choose readings that match their theme. • They incorporate creative elements (e.g., stones in Lent, flowers or seeds at Easter) • They use a variety of prayer forms such as meditation, liturgical dance, and music. • They plan and include all key components of liturgy: Gathering, the Word, Breaking the Word, Prayer, and Going Forth. • They become increasingly confident in breaking open the Word in ways that suit their audience. • With a set theme, they can select appropriate scripture passages (initially from a limited choice).	• Hail Holy Queen • Memorare • Prayer to the Holy Spirit • *Psalm 51 ("Have mercy on me, O God…")* • *Prayer before the Crucifix* • *Stations of the Cross* • *Divine Mercy Chaplet* • *Prayer of St Francis* • *Glory to God in the highest…* • *Creed – Nicene & Apostles' Creed* • *Holy, Holy, Holy Lord…* • *Lamb of God…* • Informal • Range of spontaneous sorry, asking and thank-you prayers • 4-5 minutes meditation led by anyone using Guided Meditations • Y6 – Lectio Divina -pupils select scripture linked to the liturgical year or R.E.D

		• By the end of Year 6, they develop all parts of Collective Worship independently and with understanding when given a theme or scripture passage. • Pupils discuss what went well and how they felt about the liturgy they led or participated in. • Staff facilitate high levels of pupil independence using available resources. • Pupils undertake deeper evaluation based on their accumulated experience.	