



ASPIRE

## "Love Overcomes, Love Delights"



*"Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you." 1 Thessalonians*

### Progression of Key Skills and Knowledge – EYFS to Year 6

#### Planning and Leading Celebration of the Word

##### Whole school opportunities for prayer & liturgy

- Daily prayers in class
- Weekly Gospel assemblies
- Hymn practice
- Prayer Trails (Advent/Lent)
- Holy Week Gallery (KS2 to lead)
- Harvest Festival/Food bank donations
- Month of Mary Crowning of Our Lady (Outdoor)
- Remembrance Service/Month of Holy Souls Celebration of the word/Mass
- Whole school Mass or liturgy
- Nativities
- Class Mass or Celebration of the word
- Retreat Days
- Open with Advent/Lent daily reflections

##### Prayer Focus

Each classroom has a religious area that serves as a focal point for prayer in addition to a display/working wall linked to the current RE topic. These quality focal points are interactive, whenever possible and are changed regularly, with the themes and the colours used reflecting the liturgical season. Focal points will include a bible, a candle which is lit during prayer time/Celebration of the Word, relevant religious artefacts and living plants/flowers. Children are taught to respect their class prayer focus. A copy of the mission statement and class Faith Journey book is displayed on each prayer table.

##### Prayer Resource Box

To assist pupils and teachers, when planning and preparing for prayer and liturgy, each Key Stage has a special resource box which contains cloths in a variety of colours to match the liturgical season or theme. Each box also contains a variety of Christian artefacts. EYFS and KS1 Pupils choose appropriate colours/artefacts for the liturgical season or theme, with support. In KS2, pupils are increasingly independent when doing this and can explain their choices.



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### Prayer Bags

EYFS and Key Stage 1 have prayer bags that children take in turns to take home for a few days. The prayer bag contains: a bible, a piece of fabric (Liturgical colour), a prayer book which children/parents can write in and then share with the class during prayer time. Other age appropriate artefacts are included for example: shell, candle, rosary beads, cross. There are also special Advent prayer bags that are purple and contain a small stable, the nativity figures and a copy of the Christmas story.

Year Group	Provision	Progression in Written Prayer	Prayers the children will learn in school  <a href="#">Pg 80 Prayer &amp; Liturgy Directory</a>	Pupil Outcomes	School Prayer Leader
EYFS	<b>Adult-led</b> Children will know that a prayer begins with 'Dear God/Lord' and ends with 'Amen'.	Prayer begins with Dear God or Lord. With support (and scribing) children are able to write a sentence saying thank you, sorry or please (mostly about family). Prayer ends with 'Amen'	The Hail Mary School morning prayer Grace before meals Grace after meals School end of day prayer Act of Contrition	By the end of EYFS, children engage in spontaneous prayer. They know how to engage in simple prayer, they know that they join their hands when they pray and they know how to make the Sign of the Cross. They know prayers that they can say from memory. They can ask and respond to simple questions during Celebration of the Word. Children will be able to write a sentence saying thank you, sorry or please (mostly about family). Children will be asked to provide their ideas to contribute towards a class Celebration of the Word using the class prayer hamper. Children develop their understanding of the liturgical year by celebrating key events in the Church's calendar.	Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies.



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<p><b>Year 1</b></p>	<p><b>Adult-directed</b> Children will begin to write a series of sentences saying 'thank you, please or sorry'.</p>	<p>Write a couple of sentences saying thank you, sorry or please (mostly about family and friends).</p>	<p>The Our Father The Hail Mary School morning prayer Grace before meals Grace after meals School end of day prayer The Glory Be Act of Contrition</p>	<p>By the end of Year 1, children will begin to recognise the elements of 'Gather, Word, Respond, Mission in Celebration of the Word and be able to give some creative ideas for these sections, with support from an adult, using the planning cards and prayer box. They are beginning to show liturgical awareness by being able to talk about celebrating some key events in the liturgical year (e.g. Christmas and Easter).</p>	<p>Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies.</p>
<p><b>Year 2</b></p>	<p><b>Adult-directed</b> Children will write a series of sentences saying 'thank you, please or sorry'. Some children will start to include more religious language and show reference to other prayers that they may know.</p>	<p>Independently (with some prompts), children write a series of sentences/ short prayer linked to a theme.</p>	<p>The Our Father The Hail Mary School morning prayer Grace before meals Grace after meals School end of day prayer The Glory Be Act of Contrition</p>	<p>By the end of Year 2, children will recognise the elements of 'Gather, Word, Respond, Mission' in Celebration of the Word. They give some creative ideas for these sections, with increasing independence using the planning cards and prayer box. During Celebration of the Word, they may answer questions. They show a basic awareness of the liturgical year, understanding that different coloured cloth is used at different times.</p>	<p>All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies.</p>



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<p><b>Year 3</b></p>	<p><b>Child-led (with adult support in planning and delivery)</b></p> <p>Children start to compose prayers using sentences to form verses. Prayer should start to contain sacramental language – Baptism, Reconciliation, Eucharist, Forgiveness.</p>	<p>Independently, children write a short prayer linked to a theme. They write their own sorry prayers.</p>	<p>The Our Father          The Hail Mary School morning prayer          Grace before meals          Grace after meals          School end of day prayer          The Glory Be          Act of Contrition          Angel of God          The prayer of St Richard of Chichester</p>	<p>By the end of Year 3, children can recognise the elements of 'Gather, Word, Respond, Mission' in Celebration of the Word. They will be able to plan creative ideas for these sections, with less support using the planning cards and prayer box. During Celebration of the Word, they will ask and answer questions. Their planning shows developing liturgical sensitivity e.g. by choosing the correct colour liturgical cloth and relevant religious artefacts, etc</p>	<p>Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies.</p>
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<p><b>Year 4</b></p>	<p><b>Child-led (with adult support in planning)</b>          Children start to become aware of community and global issues and start to reflect these in prayer. Children begin to show an awareness that they can ask God to help them become better people. Children start to use a variety of ways of opening and concluding prayers such as: Let us pray.... We ask God .... We pray that..... Today we remember....Heavenly Father... Lord, Jesus..... Lord in your mercy, hear our prayer Lord hear us</p>	<p>Independently, children write short prayers linked to a theme. They write a wider variety of prayers and explain their reasoning.</p>	<p>The Our Father          The Hail Mary          School morning prayer          Grace before meals          Grace after meals          School end of day prayer          The Glory Be          The Act of Contrition          Angel of God          The prayer of St Richard of Chichester</p>	<p>By the end of Year 4, children fully understand the elements of 'Gather, Word, Respond, Mission' in Celebration of the Word.</p> <p>They are able to plan creative ideas for these sections using the planning cards as prompts and adapting these to fit in with the theme. They select appropriate artefacts from the prayer box.</p> <p>During Celebration of the Word, children are able to ask and answer questions linked to the theme. Adults will also help elaborate upon sections (e.g. discussion in response to scripture) during delivery. Pupils will demonstrate secure liturgical awareness by selecting fitting resources, such as the correct colour liturgical cloth, or will be proactive in seeking support with this.</p>	<p>As above.</p> <p>Year 4 Mini Vinnies will play an active role in class Celebration of the Word and liturgy by supporting other children when planning and leading prayer. They will proactively contribute to the development of these opportunities by feeding back from/into MV meetings, overseeing development and suggesting next steps. They will be responsible for looking after prayer areas and resources within the classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas. They will be prayer role models for their class.</p>
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<p><b>Year 5</b></p>	<p><b>Child-led ( minimal adult support)</b>          Children continue to explore varied opportunities to Celebrate the Word and experience planning and leading prayer with increasing independence. They are able to justify their planning choices when challenged to do so. Creativity is encouraged. Adults may help to direct more complex parts of Celebration of the Word and liturgy, such as questioning, so as to ensure themes are explored in depth. Children will share these opportunities with other classes in different locations around school, as well as in church. Children will independently record and evaluate their planning using the Emmaus Model of 'Gather, Word, Respond, Mission'.</p>	<p>Children build upon prayer by forming full verses, saying please, sorry or thank you. With support, Children will reference character attributes of famous Christian figures and Saints (e.g. Saint Francis of Assisi) and ask for help in becoming more like these figures.</p> <p>Children start to reference specific global issues – e.g. current natural disasters or humanitarian crises. Children include scripture by referencing it e.g. - Jesus taught us in the parable of the Prodigal Son that God loves us even when at times we let him down. Today we ask God to love us even more when we need Him the most.</p>	<p>The Our Father          The Hail Mary          School Morning Prayer          Grace before meals          Grace after meals          School End of Day prayer          The Glory Be          The Act of Contrition          Angel of God          The prayer of St Richard of Chichester          Apostles Creed          The Rosary          Act of Faith          Act of Love          Act of Hope</p>	<p>By the end of Year 5, most children will be able to work creatively as a small group to plan and deliver a Celebration of the Word or liturgy independently, with minimal adult support regarding selection of theme and scripture. They will demonstrate secure liturgical awareness through their choice of supporting resources (e.g. liturgical cloth and artefacts) and will be increasingly resourceful and creative in their choices (e.g. by asking for/making items not provided). Children should be able to justify choices of activities by linking these to their chosen scripture. Minimal adult support should be needed during delivery, although adults may interject to extend discussion.</p>	<p>Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. Year 5 Mini-Vinnies will play and active role in class Celebration of the Word and liturgy by supporting other children when planning and leading prayer. They will proactively contribute to the development of these opportunities by feeding back from/into MV meetings, overseeing development and suggesting next steps. They will be responsible for looking after prayer areas and resources within the classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas. They will be prayer role models for their class.</p>
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<p><b>Year 6</b></p>	<p><b>Child-led (Independent or occasional adult guidance)</b></p> <p>Children build upon the prayer styles they have learnt in Year 4 and 5.</p> <p>Children should write fully formed prayers saying please, sorry or thank you.</p> <p>Their prayers should include religious language that they have acquired throughout their time at school. Children are able to confidently reference current global issues and prayers should allow for an aspirational tone, looking to the future with optimism.</p>	<p>As in Year 5 but independently.</p>	<p>The Our Father          The Hail Mary          School Morning Prayer          Grace before meals          Grace after meals          School End of Day prayer          The Glory Be          The Act of Contrition          Angel of God          The prayer of St Richard of Chichester          Apostles Creed          The Rosary          Act of Faith          Act of Love          Act of Hope          The Magnificat</p>	<p>By the end of Year 6, children will be able to plan and deliver creative liturgy and other worship opportunities independently, including selection of a liturgically relevant theme and scripture.</p> <p>Their choice of supporting resources and artefacts will show creativity and resourcefulness, underpinned by secure liturgical awareness. They will be able to justify their planning and choice of activities by linking these to their chosen scripture – and make this explicit during delivery.</p>	<p>Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. When reading during Mass or celebration of the word pupils will be confident in sharing the scripture, pausing for silence where appropriate.</p> <p>Pupils will lead prayer trails for the whole school and most pupils will be able to explain the importance of different actions to younger children.</p> <p>Pupils from Year 6 will have the leading positions in our Mini Vinnies committee e.g. President, Vice President. The President leads each session and begins with prayer(s). The committee members will be prayer role models for the whole school.</p>
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