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| **Celebration of the Word Expectations and Progression** | | | **Alternative Forms of Prayer** | **Documenting of worship** | **Evaluations** |
| **Group/Phase** | **Expectations of Pupils**  *What will the pupils do before, during and after the celebration of the word?* | **Expectations of Adults**  *How will we move from co-leading celebrations of the Word to facilitating?* |  |
| Early Years Foundation Stage (EYFS) | **By the end of Advent term in F2, children will:**  *Planning:*   * Begin to learn the basic structure of a liturgy from the teacher   *Key Skills:*   * 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. | **Throughout EYFS, adults will move from co-leading celebration of the word to facilitating more independence by:**  **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). | **Throughout EYFS, children could explore:**   * 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. | Planning will be completed on the proforma  Photos of worship to be placed in the class liturgy book.  Evaluations on the planning sheet as a class as well as post it notes  Meditation not formally recorded but pictures could be included in the liturgy book. | **Teacher Led:**  Drawing and Sharing: After a prayer session, provide children with paper and crayons and ask them to draw something they remember from the prayer time. This allows them to express their experience and understanding in a non-verbal way. |
| **By the end of Lent term in F2, children will:**  *As above, plus:*  *Planning:*   * Use Let Us Pray resources and celebration of the word planning sheet to engage in whole-class planning with greater child input.   *Key Skills:*   * Use appropriate responses to the Word, as modelled by the adult. * Join in with known hymns. * Show understanding of the importance of the Gospel by standing when Scripture is from the Gospel. | **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. | **Teacher Led:**  Drawing and Sharing: After a prayer session, provide children with paper and crayons and ask them to draw something they remember from the prayer time. Encourage them to share their drawings. This allows them to express their experience and understanding in a non-verbal way. |
| **By the end of Pentecost term in F2, children will:**  *As above, plus:*  *Planning:*   * 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.   *Key Skills:*   * Offer simple spontaneous prayers. * Respond to prayers as modelled by the adult. | **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 | **Teacher Led:**  Drawing and Sharing: After a prayer session, provide children with paper and crayons and ask them to draw something they remember from the prayer time. Encourage them to share their drawings and explain what they drew. This allows them to express their experience and understanding in a non-verbal way. |
| Year One  Year Two | **By the end of Advent term in Year 1, children will:**   * 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   **By the end of Lent term in Year 1, children will:**   * 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   **By the end of Pentecost term in Year 1, children will:**   * 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 | **Throughout KS1, adults will move from co-leading celebration of the word to facilitating more independence by:**  Teacher to explicitly model liturgy to children a least once per RE topic  **Advent Term**   * 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   **Lent Term**   * 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 finish. 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 proforma (ideas for ‘Gather’ and ‘Mission’ from children). * Whole class to evaluate liturgy, recorded on NDCYS proforma.   **Pentecost Term**   * 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 proforma (ideas for ‘Gather’ and ‘Mission’ from children). * Whole class to evaluate liturgy, recorded on NDCYS proforma.   *During the planning stage:*   * 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.   *During the leading stage:*   * 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.   **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  proforma (ideas for ‘Gather’ and ‘Mission’ from  children).  Whole class to evaluate liturgy, recorded on NDCYS proforma.  **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  children).  Whole class to evaluate liturgy, recorded on NDCYS  adapted proforma.  **Pentecost 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 sheet (ideas for ‘Gather’ and ‘Mission’ from children).  Whole class to evaluate liturgy, recorded on sheet | * **Throughout Year 1, children could explore:** * Christian Meditation * Moving between 1 minute and 2 minute * Meditation throughout the year. Meditation is led by an adult. * Lectio Divina * with a picture in, perhaps introducing a * simple line of scripture in the Pentecost term. * Encourage the children to talk about how the picture/verse of scripture makes them feel. * 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, encouraged by adults   **Throughout Year 2, children could explore:**   * Christian Meditation   Building up to 2-minute  meditation throughout  the year. Meditation is led by an adult   * Capacitar prayer led by an adult * Lectio Divina   scripture sourced by  adult, linked to the liturgical year. Responses in the class liturgy book.   * Daily prayers * Attendance at   whole-school worship   * Encourage   opportunities  for spontaneous  prayer | Plans are recorded  on the school  Liturgy plans and are  collated in class  liturgy book.  Photos of worship  may be evidenced  in liturgy book.  Evaluation is  completed on the  evaluation sheet  Meditation is not  formally recorded  but should be  captured and photos put in the class liturgy book.  Lectio Divina is  recorded in the class liturgy book  with any pupil  responses  evidenced on  page/as post-it notes | **Teacher Led:**  Simple Question and Answer: Engage children in a brief conversation about the prayer time. Ask simple questions like, "What did you like about our prayer today?" or "What did you learn about God?" This helps them reflect on their experience and articulate their thoughts in a basic way. |
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| **By the end of Advent term in Year 2, children will:**  *As above, plus:*  *Planning:*   * 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.   *Key Skills:*   * 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.   **By the end of Lent term in Year 2, children will:**  *As above, plus:*  *Planning:*   * 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.   *Key Skills:*   * Use appropriate responses to the Word with greater independence. * Show understanding of the importance of the Gospel by greeting it through song. * 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 | Plans are recorded  on the school  Liturgy plans and are  collated in class  liturgy book.  Photos of worship  may be evidenced in the class liturgy book.  Evaluation is  completed on the  evaluation sheet  Meditation is not  formally recorded  but should be  captured and photos put on Teams.  Lectio Divina is  recorded in the  class liturgy books with any pupil responses  evidenced on  page/as post-it notes. | Teacher led with discussion:  The ‘Thumbmomiter’: After a time of prayer, Use a simple scale or indicator (such as thumbs up thumbs down) to target specific sections of the Celebration, such as the things you ‘see, hear, think and do’, or the Gathering, Word, Response, Mission sections. Then, invite a few children to explain why they gave a thumbs up or thumbs down for that particular element. This provides a quick and easy way to gauge their overall impression and encourages young people to target and evaluate more specific elements linked to skill development. |
| **By the end of Pentecost term in Year 2, children will:**  *As above, plus:*  *Planning:*   * 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 Gather and Mission to suit a given theme and begin to locate appropriate scripture selected by the adult.   *Key Skills:*   * 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. |  |  |
| KS2 (Y3&Y4) | **By the end of Advent 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 Lectionary to find correct Scripture, with adult support.   *Key Skills:*   * 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   *Evaluation:*   * Use evaluation proforma to evaluate celebration of the word in groups, with adult support. | **Throughout LKS2, adults will encourage more independence by:**  *During the planning stage:*   * 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.   *During the leading stage:*   * 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. | **Throughout LKS2, children could explore:**   * 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. | Plans are recorded  on the school  Liturgy plans and are  collated in class  liturgy book.  Photos of worship  may be evidenced  in class liturgy book  Evaluation is  completed on the  evaluation sheet  Meditation is not  formally recorded  but should be  captured and photos put in the class liturgy book.  Lectio Divina is  recorded in the class liturgy book with any pupil responses  evidenced on  post it notes  Mass reflection sheets added to class liturgy book. (whole class responses) | **Year 3 – Teacher led moving to facilitating sections completed independently**  Sentence Starters: Provide children with sentence starters like, "I felt..." or "I learned..." to help them express their feelings and thoughts about the prayer time in writing. This encourages more structured reflection and helps them develop their writing skills.  **Year 4 – Facilitated in partnership with students**  Making links in groups: Gather children in a circle and invite them to share one thing they appreciated or learned from the prayer time. This fosters a sense of community and allows children to hear different perspectives from their peers. |
| **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. |  |
| **By the end of Pentecost 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 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.   *Key Skills:*   * 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.   *Evaluation:*   * Use evaluation proforma to evaluate celebration of the word in groups, with greater child input. |  |  |
| KS2 (Y5&Y6) | **By the end of Advent term in Year 6, children will:**  *As above, plus:*  *Planning:*   * 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. * Use Lectionary to find correct Scripture, with greater independence.   *Key Skills:*   * 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.   *Evaluation:*   * Use evaluation proforma to evaluate celebration of the word independently, with adult support. | **Throughout UKS2, adults will encourage independence by:**  *During the planning stage:*   * Checking the relevance of chosen Scripture and prayer space artefacts and guiding children if necessary to choose appropriately. * Encouraging ownership.   *During the leading stage:*   * Supporting children during their child-led liturgies if needed for modelling, particularly if links have not been made clear. | **Throughout UKS2, children could explore:**   * 5-minute meditation led by any member of the class. * 5-minute end of day reflection and thanks-giving led by any member of the class. * Capacitar led by the children * Spontaneous prayer encouraged by adults * Lectio Divina sourced by pupils. | Plans are recorded  on the school  Liturgy plans and are  collated in class  liturgy book.  Photos of worship  may be evidenced  in class liturgy book.  Evaluation is  completed on the  evaluation sheet  Meditation is not  formally recorded  but should be  captured and photos put in class liturgy book.  Lectio Divina is  recorded in the  class liturgy book with any pupil  responses  evidenced on post it notes  Mass reflections completed and recorded in class liturgy book(whole class input) | **Year 5 – Mainly independent with staff facilitation**  Celebration & Growth: Ask children to write down two things they liked about the prayer time (two stars) and one thing they would like to change or improve (a wish). This provides positive feedback while also identifying areas for growth and improvement.  **Year 6 – Independent with staff monitoring**  Reflection: Encourage children to keep a prayer journal where they can write down their thoughts and feelings about collective worship experiences. This promotes deeper reflection and helps them track their spiritual growth over time. |
| **By the end of Lent term in Year 6, children will:**  *As above, plus:*  *Planning:*   * 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.   *Key Skills:*   * 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.   *Evaluation:*   * Use evaluation proforma to evaluate celebration of the word independently, with adult support where strictly necessary. |  |  |
| **By the end of Pentecost term in Year 6, children will:**  *As above, plus:*  *Planning:*   * 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.   *Key Skills:*   * 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.   *Evaluation:*   * Use evaluation proforma to evaluate celebration of the word independently, commenting on how it could be applied to their own lives. |  |  |