



St Helen's Catholic Infant School



Progression Map: Celebrations of the Word

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 lead different aspects of Celebration of the Word appropriately, given the age, capacity and stage of development.
- Children leading 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) Caritas in Action, Cafod CST resources,

- [Topical Bible - Bible Verses by Topic/ CHRISTIAN ART | Daily Gospel Reading & Art Reflection/ Extra-Ordo-Nary – Digital Download – Chaplaincy Space](#)

Year group	Autumn	Spring	Summer	Prayer progression Formal/ Informal
Reception	<p>Adult-led worship</p> <p>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.” and these preferences are used by staff to inform worship provision. 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.</p> <p>The whole class will evaluate verbally and this will influence future practice. Key parts in the liturgical year will influence the themes of our collective worship, e.g. Advent, Lent etc.</p> <p>As part of Celebration of the word, children may:</p> <ul style="list-style-type: none"> • Set up the Celebration of the word focus • Choose suitable artefacts from a limited choice • Sing a gather song • Greet everyone • Pass things around • Say prayers • Say who/what they want to pray for 			<p>Daily: Sign of the Cross</p> <p>Morning Prayer</p> <p>End of the Day Prayer</p> <p>Children to begin to lead daily prayers- 2 x prayer leaders who can begin the sign of the cross.</p> <p>Friday: 5 minute meditation facilitated by adult- children could start to lead the meditation by ringing a bell at the beginning.</p>

	<p>By the end of EYFS:</p> <ul style="list-style-type: none"> • Most children will recognise some worship opportunities and know how to engage in simple prayer (e.g. joining hands, Sign of the Cross, etc.). • They can answer simple questions during worship and are beginning to make simple, creative suggestions about worship opportunities when asked (e.g. “we could sit in a circle to say our prayers”). • They explore the liturgical year by celebrating key events in the Church’s calendar. • .Pupils to be supported by an adult with the four-part proforma of Welcome (Gather), Word, Response To Word, Mission (Go Forth). Typically, pupils would lead the ‘Welcome’ element in the Autumn term and then progress to leading other sections as the year progresses. 	
Year 1	<p>Adult-directed worship (i.e. adults lead planning and then direct children in leading)</p> <p>During Year 1, children continue to explore varied worship opportunities and begin to understand the component parts of a liturgy. For example, each component part of the liturgy may be explored in depth over a half term and the children given opportunity to lead that section. 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.</p> <p>By the end of Year 1:</p>	<p>Morning Prayer Lunchtime Prayers End of the day Prayer</p> <p>Children to lead daily prayers x 2</p> <p>Friday: 5 minute meditation facilitated by adult- children</p>

	<ul style="list-style-type: none"> • Most children will begin to recognise the four sections of a liturgy and be able to give some creative ideas for these sections, with support. • They will be able to work in an adult-directed small group to plan and lead class liturgies. During worship, they will answer questions and, at the end, provide simple oral feedback. 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). • To bring suitable elements to add to the focus at specific times of the year under the guidance of the teacher. (This will help them to begin to appreciate the liturgical year so, e.g. they could bring flowers at Easter to represent new life). • Given the theme, choose an appropriate way to Welcome or Go Forth (from a limited selection) • (With adult input to help) • Y1 - Pupils to be supported by an adult with the four-part proforma of Welcome (Gather), Word, Response To Word, Mission (Go Forth) to plan and lead elements of Collective Worship. • Key parts in the liturgical year will influence the themes of our collective worship, e.g. Advent, Lent etc. Year 1 will help to plan for specific liturgical collective worship and events, e.g. Pentecost. 	could start to lead the meditation by ringing a bell at the beginning.
Year 2	During Year 2, children continue to explore varied worship opportunities and begin to understand the component parts of a liturgy and how to plan them. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.	Morning Prayer Lunchtime Prayers End of the day Prayer

	<p>Adults will record worship opportunities and pupil feedback.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To set up the focus for class prayer, choosing items from a given set of resources, and be able to explain why they have chosen each item. • To write their own simple prayers for inclusion in the liturgy. These will be written to a formula and will encompass prayers of intercession, petition (asking), praise, thanks and sorrow (sorry). • To occasionally lead liturgy by reading a simple text or by choosing an appropriate hymn with guidance. <p>By the end of Year 2:</p> <ul style="list-style-type: none"> • Most children will recognise the four sections of a liturgy and be able to give some creative ideas for these sections independently. • They will be able to work in small, adult-directed groups to plan liturgies with increasing independence. • They will engage in simple discussions during worship and provide simple written feedback afterwards. • They show a basic awareness of the liturgical year e.g. "Our prayer cloth is purple because it's Advent. Purple is for preparing – we are preparing for Christmas." • To bring suitable elements to add to the focus at specific times of the year under the guidance of the teacher. (This will help them to begin to appreciate the liturgical year so, e.g. they could bring flowers at Easter to represent new life). 	<p>Children to lead daily prayers x 2</p> <p>Friday: 5 minute meditation facilitated by adult- children could start to lead the meditation by ringing a bell at the beginning.</p>
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	<ul style="list-style-type: none">• Given the theme, choose an appropriate way to Welcome or Go Forth, independently• Y2 - to plan and lead elements of Collective Worship, including the four elements.• Key parts in the liturgical year will influence the themes of our collective worship, e.g. Advent, Lent etc. Year 2 will help to plan for specific liturgical collective worship and events, e.g. Pentecost.	
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