



Progression on Child-led Prayer and Worship

Year Group	Worship Opportunities	Pupil Outcomes	During the Liturgy, pupils will be responsible for:
EYFS	In EYFS the teacher will model and lead class prayer. At this age, children are facilitating prayer rather than leading it although they may lead certain elements / parts e.g. organise the focus table/altar 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	By the end of EYFS, most children will: • Begin to set up an altar with help. • Listen to scripture. • Take part in prayers with prompts. • Begin to participate in short periods of silence. • Recognise some worship opportunities and know how to engage in simple prayer (e.g. joining hands, Sign of the Cross, etc.). • Answer simple questions during worship • Begin to make simple, creative suggestions about worship opportunities when asked (e.g. "we could sit in a circle to say our prayers"). • Explore the liturgical year by celebrating key events in the Church's calendar.	• Suggesting things they enjoy doing during the planning stage (eg singing a hymn to God, putting a flower on the prayer focus) which could be included by the adult. • Assisting in setting up the prayer focus. • Leading the sign of the cross. • Leading a prayer at the end (eg Hail Mary) • Other choices made as given by the teacher. • Teacher to read the scripture. • Adult will enable a prayerful atmosphere conducive to worship.
Year 1	Adult-directed worship (i.e. adults lead Planning and then direct children in leading) 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.	By the end of Year 1, most children will • Begin to recognise the four sections of a liturgy • Give some creative ideas for these sections, with support During worship, they will: • Set up an altar with help. • Listen to scripture • Take part in prayers with prompts. • Participate in short periods of silence. • Answer questions and at the end, provide simple oral feedback.	• Suggesting ways in which each part of the Liturgy could be carried out (built up over the year) • Assisting in setting up the prayer focus. Bringing the objects to the prayer focus in a reverential manner. • Leading the sign of the cross. • Leading a prayer at the end (eg Hail Mary) • Build up with leading a particular section of the Liturgy each half term, with adult directing the children in the leading: - Autumn 1 Welcome - Autumn 2 Welcome and Word - Spring 1 Welcome, Word,

	Adults will record worship opportunities and pupil 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)	Respond to the Word - Spring 2 All 4 sections - Summer Lead all • Teacher to read the scripture. • With adult leading, they will create a prayerful atmosphere conducive to worship.
Year 2	Adult-directed worship (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 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. Adults will record worship opportunities and pupil feedback.	By the end of Year 2, most children will: • Recognise the four sections of a liturgy and be able to give some creative ideas for these sections independently. • Engage in simple discussions during worship and provide simple written feedback afterwards. • 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." During worship, they will: • Set up an altar. • Listen to scripture • Take part in prayers with prompts. • Increasing confidence in periods of silence. • Answer questions and at the end, provide simple oral feedback.	• Planning each of the 4 sections of the Liturgy with an adult leading. Creative ideas encouraged. • Be able to make choices about the prayer focus more independently eg colour of cloth according to the Liturgical season, what objects to bring to the table and begin to say why they have brought it. • Lead each section with adult direction where needed. • Teacher or confident reader to read the scripture (perhaps with teacher repeating the reading for clarity). • They will with support create a prayerful atmosphere conducive to worship.
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 decide the theme and (often) the relevant scripture. Adults model making planning choices that are linked to the chosen scripture and justifying these choices. Where possible, children will share worship opportunities with other classes	By the end of Year 3, most children will: • be able to work as a small group creatively to plan and deliver a liturgy, with adult support. • engage in adult-led discussions during worship (for example reflecting on scripture provide written feedback afterwards, sometimes linking to scripture. Their planning shows developing liturgical sensitivity e.g. by choosing the correct colour liturgical cloth and relevant religious artefacts, etc.	• Lead the planning from a given theme and scripture, with an adult supporting and justifying (eg discussion over why a particular activity is more appropriate than another for the theme) • Leading each of the four sections increasingly independently. Adult to support where needed. • Begin to give a short commentary about why a particular activity has been chosen to the rest of the group eg 'As the theme is forgiveness, we ask God to forgive us as we place a pebble, to represent our sins, in the cleansing water, just as Jesus cleanses our sins'.

	in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback afterwards.	During the worship: • Set up an altar. • Read the scripture • Take part in prayers and share their own • Spend time in silence • Answer questions and at the end, provide simple oral feedback.	Confident reader to read the scripture (perhaps with teacher repeating the reading for clarity if needed). They will with some support create a prayerful atmosphere conducive to worship
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 relevant scripture. Children work mainly independently at the planning stage, but prior to delivering their worship opportunities (or during planning), their planning is checked/directed by the teacher to ensure its relevance to the chosen scripture and theme. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record worship opportunities by completing planning pro forma and gathering feedback afterwards.	By the end of Year 4, most children will: • Be able to work creatively as a small group to plan and deliver a liturgy, with brief adult support at the beginning of the task regarding selection of theme and scripture. • Prior to delivering the liturgy/during planning, adults will check-in with children to ensure relevance of activities to the chosen scripture. • Adults will also help elaborate upon sections (e.g. discussion in response to scripture) during delivery. • Demonstrate secure liturgical awareness by selecting fitting resources, such as the correct colour liturgical cloth, or will be proactive in seeking support with this. • Be able to provide meaningful written feedback with reference to the scripture covered. During the worship: • Set up the altar • Read the scripture • Take part in prayers and share their own • Spend time in silence at ease • Use ICT to select images • Answer questions and at the end, provide simple oral feedback.	• Lead the planning from a given theme with an adult supporting and justifying (eg discussion over why a particular activity is more appropriate than another for the theme) • Begin to choose a relevant scripture to fit the theme, using Bible or online Bible app to support, discussing choices with the teacher • Leading each of the four sections increasingly independently. Adult is increasingly participatory rather than leading. • Give a short commentary about why a particular activity has been chosen to the rest of the group eg 'As the theme is forgiveness, we ask God to forgive us as we place a pebble, to represent our sins, in the cleansing water, just as Jesus cleanses our sins'. Adults could elaborate on these sections. • Confident reader to read the scripture. • They will with minimal support create a prayerful atmosphere conducive to worship.
Year 5	Child-led worship (with minimal adult support) During Year 5, children continue to explore varied worship opportunities and experience	By the end of Year 5, most children will: • Be able to work creatively as a small group to plan and deliver a liturgy independently, with minimal adult support regarding selection of	• Lead the planning from a given theme with minimal adult support with increasing creativity and liturgical awareness. They

	planning and leading liturgies and other worship opportunities with increasing independence. They are able to justify their planning choices when challenged to do so. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond. Pupils will record worship Opportunities by completing planning pro forma and gathering feedback comments.	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 of the liturgy, although adults may interject to extend discussion. • Pupils will be able to provide meaningful written feedback with reference to the scripture, including suggestions for next steps. During the worship: • Set up altar independently, being increasingly creative. • Read the scripture • Take part in prayers and compare their own linked to theme • Spend time in silence at ease • Use ICT to select images • Answer questions and at the end, provide simple oral feedback.	may make, bring from home, or ask for items not provided. • Choose a relevant scripture to fit the theme, using Bible or online Bible app to support. • The plan should be presented to the adult before the liturgy to justify and discuss reasons for choices made. • Leading each of the four sections independently. Adult is participatory rather than leading, with minimal interjection to extend discussion. • Give a short commentary about why a particular activity has been chosen to the rest of the group eg 'As the theme is forgiveness, we ask God to forgive us as we place a pebble, to represent our sins, in the cleansing water, just as Jesus cleanses our sins'. Adults could elaborate on these sections. • They will almost independently create a prayerful atmosphere conducive to worship.
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 opportunities, by completing planning pro forma and gathering feedback slips.	By the end of Year 6, most children will be able to • Plan and deliver creative liturgy and other worship opportunities independently, including selection of a liturgically relevant theme and scripture. • 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 (e.g. "We have chosen to display the symbol of the dove because...").	• Lead the planning with minimal adult support with increasing creativity and liturgical awareness. • They may make, bring from home, or ask for items not provided. Where relevant, they may choose their own liturgical theme (eg. by using the diocesan calendar to see what saints days are occurring that week) • Choose a relevant scripture to fit the theme, using Bible or online Bible app to support. • The plan should be presented to the adult before the liturgy to justify and discuss reasons for choices made with confidence.

		• Pupils will give meaningful written feedback with reference to the scripture, including suggestions for next steps. In addition, more able children will be able to: • lead meaningful, structured discussion of scripture, etc. independently, seeking contributions from their peers and responding to these in a meaningful way. • Be particularly creative and resourceful in their planning of worship opportunities. • Support peers and younger children in planning worship. • Help evaluate collective worship During the worship: • Set up altar independently, being increasingly creative. • Read the scripture • Compose prayers in different styles to match given needs. • Spend time in silence at ease • Use ICT to select images • Answer questions and at the end, provide simple oral feedback.	They will be able to justify their planning with links to the chosen scripture. • Leading each of the four sections independently. Adult is participatory rather than leading, They may have planned responses to the Word which may stimulate discussion. • They will independently create a prayerful atmosphere conducive to worship.
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