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| Whole school Celebration of the Word opportunities: Daily prayers in class Pupil led prayer time Weekly Gospel assemblies Hymn practice Advent Wreath Stay and Pray Class led assemblies Harvest Festival Church led Mass | | Remembrance Service Nativities Class Mass or liturgy Sacrament of Reconciliation Sacrament of First Holy Communion | | | |
| Prayer Area 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 area. A Bible is displayed too for reference | | | | | |
| Prayer Baskets To assist pupils and teachers, when planning and preparing a Prayer Area, each class has a special basket which contains materials/cloths in a variety of colours to match the liturgical season or theme. Each basket 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 | | | | | |
| Links with Home- Home Prayer Box (Advent and Lent) Each class has a Home Prayer Box that children take in turns to take home for a few days. The prayer box contains: a bible, a piece of fabric (Liturgical colour), a prayer book which children can write in and then share with the class during prayer time. A Travelling Nativity is sent home during Advent in EYFS and Prayer Bear is sent home in Ordinary Time. Also, other age appropriate items. | | | | | |
| Year Group | Provision | Progression in Written Prayer | Prayers the children will learn in school | Pupil Outcomes | We are All Faith Leaders |
| EYFS | Adult-led Children will know that a prayer begins with 'Dear God/Lord' and ends with 'Amen'. Links with Home The Reception Prayer Bear with visit each family throughout the year. The contents of Prayer Bear's Bag will change with the celebrations of the Liturgical Year For example ... During the season of Advent the bag will contain a Travelling Nativity and a Purple Cloth . | 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 Our Father The Hail Mary School Prayer Grace before meals End of day prayer Guardian Angel Prayer Lovely Lady Prayer | 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 | All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. The Year 6 Faith Leaders will be responsible for looking after prayer areas and resources within the classroom As well as supporting the Reception in the development of their prayer areas. They will be prayer role models for the school. |

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| | | | | class prayer box. Children develop their understanding of the liturgical year by celebrating key events in the Church's calendar. | |
| Year 1 | Adult-directed Children will begin to write a series of sentences saying 'thank you, please or sorry' | Write a couple of sentences saying thank you, sorry or please (mostly about family and friends). | The Our Father The Hail Mary School Prayer Grace before meals End of day prayer Glory Be Guardian Angel Prayer Lovely Lady Prayer | By the end of Year 1, children will begin to recognise the elements of 'Gather, Word, Respond, Go Forth' in Celebration of the Word and be able to give some creative ideas for these sections, with support from an adult, planner 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). | All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. The Year 6 Faith Leaders will be responsible for looking after prayer areas and resources within the classroom. As well as supporting the Year 1 children in the development of their prayer areas. They will be prayer role models for the school. |
| Year 2 | Adult-directed 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. | Independently (with some prompts), children write a series of sentences/ short prayer linked to a theme. | The Our Father The Hail Mary School Prayer Grace before meals End of day prayer Glory Be O Sacrament most Holy Guardian Angel Prayer Lovely Lady Prayer | By the end of Year 2, children will recognise the elements of 'Gather, Word, Respond, Go Forth' in Celebration of the Word. They give some creative ideas for these sections, with increasing independence using planner 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 | All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. The Year 6 Faith Leaders will support the Year 2 children in the development of their prayer areas. They will be prayer role models for the school. |
| Year 3 | Child-led (with adult support in planning and delivery) Children start to compose prayers using sentences to form verses. Prayer should start to contain sacramental language – Baptism, Reconciliation, Eucharist, Forgiveness | Independently, children write a short prayer linked to a theme. They write their own sorry prayers. | The Our Father The Hail Mary School Prayer Grace before meals End of day prayer Glory Be Act of Contrition O Sacrament most Holy | By the end of Year 3, children can recognise the elements of 'Gather, Word, Respond, Go Forth' in Celebration of the Word. They will be able to plan creative ideas for these sections, with less support using planner and prayer box. During Celebration of the Word, they will ask and answer questions. Their planning shows developing liturgical sensitivity e.g. by choosing | All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. The Year 6 Faith Leaders will support the Year 3 children in the development of their prayer areas. They will be |

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| | | | Guardian Angel Prayer Lovely Lady Prayer Start to learn The Apostle's Creed Come Holy Spirit Prayer of St Richard of Chichester | the correct colour liturgical cloth and relevant religious artefacts, etc | prayer role models for the school. |
| Year 4 | Child-led (with adult support in planning) 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 (e.g. asking for greater patience). Children start to use a variety of ways of opening and concluding their prayers such as: Let us pray.... We ask God We pray that..... Today we remember....and so ask God to Heavenly Father... Lord, Jesus..... Lord in your mercy, hear our prayer Lord hear us | Independently, children write short prayers linked to a theme. They write a wider variety of prayers and explain their reasoning | The Our Father The Hail Mary School Prayer Grace before meals End of day prayer Glory Be Act of Contrition O Sacrament most Holy Guardian Angel Prayer Lovely Lady Prayer Start to learn The Apostle's Creed Come Holy Spirit Prayer of St Richard of Chichester | By the end of Year 4, children fully understand the elements of 'Gather, Word, Respond, Go Forth' in Celebration of the Word. They are able to plan creative ideas for these sections using the planner as prompts and adapting these to fit in with the theme. They select appropriate artefacts from the prayer box. 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. | All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. 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. The MV group will be Prayer Role Models for their Class. The Year 6 Faith Leaders will support the Year 4 children in the development of their prayer areas. They will be prayer role models for the school. |
| Year 5 | Child-led (with minimal adult support) During Year 5, children continue to explore varied opportunities to Celebrate the Word and experience planning and leading liturgies with increasing independence. They are able to | Children build upon prayer by forming full verses, saying please, sorry or thank you. With support, Children will reference | The Our Father The Hail Mary School Prayer Grace before meals | 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 | All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. |

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| | <p>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. Where possible, children will share these opportunities with other classes in different locations around school, as well as in church. Children will independently record their planning using the Cafod Model of 'Gather, Word, Respond, Go Forth' and will assist the adult when presenting their work in the class Celebration of the Word book, as well as discussing ideas for the classroom RE/prayer display and assisting the adult when appropriate.</p> | <p>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>End of day prayer Glory Be Act of Contrition Eternal Rest Angelus Apostles Creed Come Holy Spirit Prayer of St Richard of Chichester</p> <p>Start to Learn The Magnificat Act of Faith Act of Hope Act of Love</p> | <p>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>Year 5 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. The MV group will be Prayer Role Models for their Class.</p> <p>The Year 6 Faith Leaders will support the Year 5 children in the development of their prayer areas. They will be prayer role models for the school.</p> |
| Year 6 | <p>Child-led (Independent or occasional adult guidance) Children build upon the prayer styles they learned in Year 4 and 5. Children should write fully formed prayers saying please, sorry or thank you. Their prayers should include by any religious language that they have acquired throughout their time at All Saints' 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 Prayer Grace before meals End of day prayer Glory Be Act of Contrition Eternal Rest Angelus Apostles Creed The Magnificat Come Holy Spirit Prayer of St Richard of Chichester Act of Faith Act of Hope Act of Love</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. 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>All Pupils will have the opportunity to lead prayer in class as well as during Mass or assemblies. Pupils from Year 6 will have the leading positions in our Mini Vinnies committee e.g. President, Vice President, Secretary, Treasury. The President leads each session and begin with prayer(s). The committee members will be prayer role models for the whole school.</p> |

Impact

Celebration of the Word helps our children to develop spiritually, emotionally, and socially. Celebration of the Word can provide a foundation for children to grow in faith and develop valuable life skills that support their overall development.

Spiritual Formation: The Celebration of the Word introduces children to Scripture and Catholic teachings, fostering a deeper understanding of God, faith, and morality. Through stories and prayers, children learn about Catholic Social Teaching and our school values, -working together, compassion, kindness, and forgiveness, which can help shape their character.

Sense of Community and Belonging: Participating in shared celebrations helps children feel connected to their friends, teachers, and the wider community. This sense of unity and belonging can foster a sense of security and self-worth, which is especially important during their time at All Saints'.

Developing Reflective Thinking: The celebration includes moments for prayer and reflection, which encourage children to think about their actions, choices, and how they can improve. This process builds emotional intelligence, as children learn to express gratitude, ask for forgiveness, and pray for others.

Moral and Ethical Understanding: By engaging with the teachings of Jesus and other biblical figures, children gain an early understanding of moral lessons and ethical behaviour. These stories provide relatable scenarios that can help children distinguish between right and wrong in their own lives. Prayers often includes themes of kindness, compassion, and forgiveness linking to our CST. For children, these messages can reinforce values that guide them to be empathetic and caring, shaping their moral framework and sense of right and wrong.

Cultural and Religious Awareness: Participating in Catholic rituals and celebrations introduces children to the cultural heritage and traditions of the Church. This can help them appreciate diversity within the school and broader community and respect others' beliefs.

Positive School Atmosphere: A regular, structured celebration fosters a calming and respectful school environment, which can positively impact children's attitudes toward school and learning.