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| St Mary’s CVA New Mills Progression of skills for Celebration of the Word  **God shines within our hearts. Jesus walks by our side. The Holy Spirit gives us strength**  Prayer and liturgy directory  One of the main changes in PLD is to change the core terminology- prayer, celebrations of the word and liturgy to show the different forms of practice within school(Diocesan calendars. This is in addition to the annual plan of provision. The Good news bible is used as a reference in KS1 and scripture reading in KS2. The statement to live by is a weekly discussion point and scripture quotes are added weekly to the school newsletter | | | | | |
| Year Group | Expectations | Resources | Evaluation | Other forms of Prayer | Prayers to know and liturgical items to use |
| EYFS | Children will be introduced to prayer and guided through liturgies during Advent term.  Children will be guided through the planning process by teaching staff and make suggestions for focal point, prayer content during Lent term.  Children will be guided in the planning process by teaching staff, with every child planning in a group during Pentecost term, making suggestions for focal point, prayer content. | Lay Chaplain PowerPoint liturgical presentations.  Liturgy focus resources  Bible  Music  All pupils are taught a range of gather, communion and going forth songs each Thursday by the music teacher | How did it make you feel?  What helped you most to pray? | Participation in Mass-termly  Fortnightly Exposition and Adoration of the Blessed Sacrament (KS2)  Learning prayers with actions  Spontaneous prayer  Mission liturgies, Whole school C/W, Liturgical calendar events  Pause for prayer  Senoir chaplain lead pray e.g Rosary, daily universal prayer, stations of the cross  Weekly Hymn Practice (Thursday)  Class C/W KS1 provided by Lay Chaplain  LKS2 provided by lead Lay Chaplain supplemented by the Let us Pray 2gether  UKS2 plan using CAFOD (W/S) statements to live by (KS) w/c Let us Pray 2gether | * The Sign of the Cross * Morning Prayer * Grace before meals * Evening Prayer * Hail Mary * Our Father   Liturgical items  Crucifix  Bible  candle |
| Year 1 | Children will be scaffolded in the planning process by teaching staff, with every child planning in a group during each term, with children writing their own speech, making suggestions for focal point, prayer content, music choices. | As above  Gather and Pray -pupils prepare the prayer focus and resources. | How did it make you feel?  What helped you most to pray?  Which part did you feel did not help you as much? | As above | As above and…   * Fr John’s Prayer * Motto * Grace after meals Liturgical items   As above  Font  Holy water |
| Year 2 | Children will be facilitated in the planning process by teaching staff, with every child planning in a group during each term, with children writing their own speech, making suggestions for focal point, prayer content, music choices and make decisions about Gathering. | As above  Pupils articulate why they use these resources-what to they represent? | How did it make you feel?  What helped you most to pray?  Which part did you feel did not help you as much?  What elements did we see? | As above  Link to British Values, RRS | As above and…   * St …… pray for us   Liturgical items  As above  Alter  Lectern  Liturgical robes  Lectionary-books  Chalice  Body of Christ  Hymn book |
| Year Group | Expectations | Resources | Evaluation | Other forms of Prayer |  |
| Year 3 | Children will be facilitated to generate their own way of gathering to begin the liturgy and plan their own mission for children to complete the liturgy. | Liturgy focus resources  Bible  Let us pray resources  Lay Chaplain prayer resource | Whole class to evaluate liturgy, recorded on proforma.  Post it notes floor book | As above  Picture news PSHE-British values, Unicef rights of the child, protected characteristics  Alter servers for mass | As above and…   * Liturgy Prayer * Thank you, sorry and asking prayers * Angel of God * Glory Be   Liturgical items  As above  Monstrance  Chalice  Blessed sacrament  Patten  Ciborium |
| Year 4 | Children to generate their own way of gathering to begin the liturgy, a response to the word, and plan their own mission for children to complete the liturgy.  Children to use Extra-Ordo-Nary Liturgical Calendar and Open Bible to support planning of class liturgies from Pentecost Term (if suitable). | As above  Minnie Vinnies club | Whole class to evaluate liturgy, recorded on proforma. | As above | As above and…  Liturgical items  As above  Tabernacle |
| Year 5 | Children to generate their own gather, response, word and mission according to the theme. They may use songs, actions, prayers, classroom resources within the Let us Pray resource | As above  CAFOD liturgical weekly liturgy  FIA- daily gather Morning Prayer of the Church with KS1 | Whole class to evaluate liturgy, recorded on proforma. | Participation in Mass  Parish ambassadors | As above and…   * All pupils create end of day bidding prayers * Glory be using sign * Hail Holy Queen – part of whole school CoW * Liturgical items   As above  Corporal  Purificators  Pall  Roman missal  Cruets  Thurible  Pulpit |
| Year 6 | Children to use Extra-Ordo-Nary Liturgical Calendar to support planning of class liturgies. Children to use weekly Statement to Live by with liturgy for KS2 weekly worship and whole school worship- CAFOD. Children to generate their own gather, response, word and mission according to the theme.  Pupils decide o prayer table and artefacts, CST link and relate to key ordo theme and virtue | As above  Senior chaplains’ weekly prayers with Year 1  Visio Devina with KS1 | Whole class to evaluate liturgy, recorded on proforma. | Participation in Mass  Prayer Leaders  Parish Ambassador  Alter servers at all masses  Senior chaplains lead weekly prayer/parable /liturgy preparation with KS1 weekly | As above and…   * Reconciliation Prayer   Liturgical items  As above   * All prayers highlighted in yellow are circumstantial prayers that are taught through our Religious Education scheme based on the liturgical year |

**The Sign of the Cross**

In the name of the Father, and of the Son and of the Holy Spirit. Amen.

**Morning Prayer**

Father in heaven, you love me,

you are with me night and day.

I want to love you always

in all I do and say.

I’ll try to please you, Father,

bless me through the day.

Amen.

**End of the day prayer**

God our Father, I come to say

thank you for your love today.

Thank you for my family

and all the friends you give to me.

Guard me in the dark of night

and in the morning send your light.

Amen.

**Grace Before Meals**

Bless us, O God, as we sit together.

Bless the food we eat today.

Bless the hands that made the food.

Bless us, O God.

Amen.

**Hail Mary**

Hail Mary, full of grace,

the Lord is with thee:

blessed art thou among women,

and blessed is the fruit of thy womb, Jesus.

Holy Mary, Mother of God,

pray for us sinners,

now and at the hour of our death.

Amen.

**Fr John’s Prayer**

‘I’m important and precious because God Loves me.’

**Our Father**

Our Father, who art in heaven,  
hallowed be thy name.  
Thy kingdom come.  
Thy will be done on earth, as it is in heaven.  
Give us this day our daily bread,  
and forgive us our trespasses,  
as we trespass against us,  
and lead us not into temptation,  
but deliver us from evil. Amen.

**Glory Be- using sign language**

Glory be to the Father,

and to the Son,

and to the Holy Spirit,

as it was in the beginning,

is now, and ever shall be,

world without end.

Amen

**Prayer to the Guardian Angel**

Angel of God, my guardian dear,  
to whom God's love commits me here,  
ever this day be at my side,  
to light and guard, to rule and guide.  
Amen.

**Act of Faith**

My God, I believe in you

and all your Church teaches,

because you have said it

and your word is true.

Amen

**Act of Hope**

My God, I hope in you,

for grace and for glory,

because of your promises,

your mercy and power.

Amen.

**Eternal Rest**

Eternal rest give unto them, O Lord,

and let perpetual light shine upon them.

May they rest in peace.

Amen.

**Act of Sorrow**

O my God, I thank you for loving me.

I am sorry for all my sins:

for not loving others

and not loving you.

Help me to live like Jesus

and not sin again.

Amen.

Rosary -Lead by lay chaplain

**Prayer for St. Francis of Assisi**

Lord, make me an instrument of your peace:  
where there is hatred, let me sow love;  
where there is injury, pardon;  
where there is doubt, faith;  
where there is despair, hope;  
where there is darkness, light;  
where there is sadness, joy.

O divine Master, grant that I may not so much seek  
to be consoled as to console,  
to be understood as to understand,  
to be loved as to love.  
For it is in giving that we receive,   
it is in pardoning that we are pardoned,   
and it is in dying that we are born to eternal life. Amen.

**Prayer to the Holy Spirit**

O Come, Holy Spirit,

fill the hearts of your faithful,

and kindle in them the fire of your love.

Send forth your Spirit and they shall be created.

And you shall renew the face of the earth.

O God, who has taught the hearts of the faithful

by the light of the Holy Spirit,

grant that by the gift of that same Spirit

we may be always truly wise

and ever rejoice in his consolation. Amen.

**The Nicene Creed**

I believe in one God, the Father almighty,  
maker of heaven and earth, of all things visible and invisible.

I believe in one Lord Jesus Christ, the Only Begotten Son of God,  
born of the Father before all ages.  
God from God, Light from Light, true God from true God,  
begotten, not made, consubstantial with the Father;  
through him all things were made.  
For us men and for our salvation he came down from heaven,

and by the Holy Spirit was incarnate of the Virgin Mary, and became man.

For our sake he was crucified under Pontius Pilate, he suffered death and was buried, and rose again on the third day in accordance with the Scriptures.  
He ascended into heaven and is seated at the right hand of the Father.  
He will come again in glory to judge the living and the dead  
and his kingdom will have no end.

I believe in the Holy Spirit, the Lord, the giver of life,  
who proceeds from the Father and the Son,  
who with the Father and the Son is adored and glorified,  
who has spoken through the prophets.

I believe in one, holy, catholic and apostolic Church.  
I confess one Baptism for the forgiveness of sins  
and I look forward to the resurrection of the dead  
and the life of the world to come. Amen.

**Hail Holy Queen**

Hail, Holy Queen, Mother of Mercy,   
our life, our sweetness and our hope.  
To you do we cry,  
poor banished children of Eve.   
To you do we send up our sighs,   
mourning and weeping in this valley of tears   
Turn then, most gracious advocate,  
your eyes of mercy toward us,  
and after this exile  
show unto us the blessed fruit of thy womb,  
Jesus.  
O clement, O loving,   
O sweet Virgin Mary.

Holy, holy, holy lord God of hosts. Heaven and earth are full of your glory. Hosanna in the highest. Blessed is he who comes in the name of the Lord. Hosanna in the highest-all KS2

The Angelus

Please refer to progression of symbols document. Non negotiables for all ages to understand water, bread and light.

Adult guidance

*EYFS Adult to plan and lead one adult led prayer each half term to ensure modelling of good practice.*

**Advent 1**:

Teacher to model the basic structure of a prayer to the children. All planning done by the teacher.

Begin to talk to the children about what made the prayer feel prayerful and note down pupil-voice on post-it notes (introducing evaluation).

Adults to lead CoW to model good practice.

Children encouraged to participate in planning. Adults to scaffold planning by providing liturgically relevant options for children to choose from

Time given to talking through the structure of CoW and what prayer is.

Staff should select at least three items from the prayer focus and explain their symbolic importance (eg, crucifix, candle and liturgical cloth).

Children encouraged to feedback their feelings and emotions post prayer.

**Advent 2 :**

Teacher to continue modelling the basic structure of a prayer to the children. All planning done by the teacher.

Teacher to support children in choosing appropriate items for the prayer focus, teaching them about the colour of the fabric for the liturgical time of year.

Talk to the children about how the prayer made them feel and what made them feel that way (introducing evaluation) and note down pupil-voice on post-it notes. Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook

**Lent 1**:

Teacher to select theme, scripture, response and mission of prayer.

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 prayer with the sign of the cross (introduction to leading worship).

Talk to the children about what is essential in a prayer (sign of cross, scripture, mission etc) – did we have all of these things? What could have made our prayer better? (introducing evaluation) and note down pupil-voice on post-it notes.Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook.

Lent 2

Teacher to model to the whole-class how they select cards from LUP2G and place them on the board. Start to incorporate more than one element in each section of the prayer.

Explain that this is how you plan their liturgies. Begin to assign certain aspects of the prayer to children at your discrepancy.

Continue modelling basic structure of prayer to children.

Gather whole class evaluation pupil-voice on post-its or slips of paper. Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook.

**Pentecost 1**:

Take a small group to help you plan a prayer using LUP2G resources.

Adult to know the direction they want to go in with said prayer, but to encourage ideas/cards from children and to co-plan this with them. Children to have the chance to pick from a limited selection of cards for one section of the prayer (eg. the Gather) and have the chance to discuss what the adult has chosen and be able to add to it or suggest changes. Ensure the theme of the prayer runs throughout and elements chosen create a ‘golden-thread’ that is weaved throughout the prayer.

Talk to children about why some ideas will work with the theme of the prayer 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 or slips of paper. Perhaps consider using photos and things created in the prayer to document your moments of prayer in a scrapbook.

Year 1

*Adult to plan and lead one adult led prayer each half term to ensure modelling of good practice.*

**Advent Term**:

Teacher to model the basic structure of a prayer 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 prayer 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 prayer. Adult to ensure their ideas are cohesive and stick to the theme of the prayer.

Adult facilitates locating the appropriate reading in the Bible and models correct introductions and responses depending on the scripture. *Note: choosing an appropriate piece of scripture also means that you have the freedom to choose the length and complexity of the piece to suit your children. You do not need to stick to what it says on the LUP2G cards.*

Adult to facilitate the delivery of the prayer, introducing the different elements of the prayer and which children will be speaking, giving explanations and links where needed, and following up on what children have said if a message has been lost or misunderstood.

Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ from children).Whole class to evaluate prayer.

**Lent Term –**

As above.

Teacher to know the direction they want to go in with said prayer, 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 prayer 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 prayer’ 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 prayer.

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’ and ‘Mission’ from children).

Whole class to evaluate prayer.

**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 adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).

Whole class to evaluate prayer

**Year 2**

*Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.*

**Advent Term**:

Adult facilitates the planning of the prayer with a small group who make use of LUP2G cards to select the Gather and Mission.

Encourage more than one card to be used in each section to add depth to the prayer.

Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture.

Adult facilitates delivery of prayer by providing some introductions and links between the sections of the prayer and explanations where needed.

Adult to have the freedom to follow up on a something a child has said if the message may have been lost or misunderstood.

Adult to write up group plan onto NDCYS adapted proforma (ideas for ‘Gather’ and ‘Mission’ from children).Whole class to evaluate prayer.

**Lent Term:**

As above.

Teacher to support children in locating reading in Bible, reading this clearly as part of the prayer and learning the correct introductions and responses to different scripture readings.

Adult facilitates the planning of the prayer 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 prayer.

**Pentecost Term:**

As above.

Teacher to support children in locating reading in Bible, reading this clearly as part of the prayer and learning the correct introductions and responses to different scripture readings.

Adult facilitates the planning of the prayer 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 prayer.

**Year 3**

*Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.*

**Advent Term:**

Adult to facilitate planning and delivery by ensuring the elements of the prayer have a common thread and are suited to the theme of the prayer.

Adult to add to or re-emphasise students points or the message if necessary.

Adult to support with selecting an appropriate scripture reading.

Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on.

Scripture selected by adult. Adult locates the appropriate reading in the Bible and models correct introductions and responses depending on the scripture Adult to write ideas for plan with children onto NDCYS adapted planning proforma.

**Lent Term:**

As above.

Adult facilitates by preparing any resources the children may need to lead CoW ie. Leaf templates for children to write on during response part of prayer.

Adults support by ensuring the scripture selected links with the theme of the prayer, and the elements the children plan themselves go together cohesively.

Adult to write ideas for plan with children onto NDCYS adapted planning proforma.

**Pentecost Term –**

As above.

Adult facilitates by preparing any resources the children may need to lead their prayer ie. Leaf templates for children to write on during response part of CoW.

Children write ideas for plan onto NDCYS planning proforma, supported by adults for elements not planned by the prayer group.

**Pentecost Term –**

As above.

Adult facilitates by preparing any resources the children may need to lead their prayer ie. Leaf templates for children to write on during response part of CoW.

Children write ideas for plan onto NDCYS planning proforma, supported by adults for elements not planned by the prayer group.

**Year 4**

*Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.*

**Advent Term:**

Adult to facilitate by ensuring the elements of the prayer have a common thread and are suited to the theme of the prayer.

Adult to add to or emphasise children’s points/message during the prayer, but this should be happening less often now. It may be more necessary at the end of the prayer to ‘make more of the mission’ eg. ask the children to tell you what the mission is, give children the chance to talk to the person next them about how they might accomplish the mission before inviting responses. Adult to support with selecting an appropriate scripture reading if necessary. Support children in planning the correct introductions and responses depending on the scripture.

Adult to facilitate by helping the pupils create a calm, prayerful atmosphere. Begin by modelling, stepping back as the weeks go on. Adult facilitates by preparing any resources the children may need to lead their prayer ie. Leaf templates for children to write on during the response part of prayer. Children write their notes and ideas onto the planning proforma, supported by the adult where needed.

**Lent Term:**

As above plus

Adults support by ensuring they respond to the scripture links with the theme of the prayer, and the elements the children plan themselves go together cohesively.

Adult facilitates by preparing any resources the children may need to lead their prayer ie. Leaf templates for children to write on during the response part of CoW.

Children write their notes and ideas onto the planning proforma, supported by the adult where needed.

**Pentecost Term** –

Adults to support the writing of prayer planning, asking key questions such as:

- How does this element link to the theme of the prayer?

- Have you explicitly stated what the theme is? How will you communicate this?

- What songs might remind people of what the theme is?

- Could we write response prayers which keep the theme of the prayer really obvious to our prayer?

- Can the children complete their missions within a given time frame?

- Can we give the children an example when we tell them how to respond/what their mission is?

Adult facilitates by preparing any resources the children may need to lead their prayer ie. Powerpoint with music and images chosen by children.

Children write their notes and ideas onto the planning proforma, supported by the adult where needed.

**Year 5**

*Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.*

**Advent Term:**

Adults to support the writing of CoW planning, asking key questions such as:

* How does this element link to the theme of the prayer?
* Have you explicitly stated what the theme is? How will you communicate this?
* What songs might remind people of what the theme is?
* Could we write response prayers which keep the theme of the prayer really obvious to our prayer?
* Can the children complete their missions within a given time frame?
* Can we give the children an example when we tell them how to respond/what their mission is?

Adult facilitates by preparing any resources the children may need to lead their prayer ie. Powerpoint with music and images chosen by children.

Adult facilitates the delivery of the prayer, if needed and if an important message, theme, instruction or element has been lost. This could be done by asking a leading child to repeat something or explain again, before adding to their explanation if needed.

Children write their notes and ideas onto the planning proforma, supported by the adult where needed.

**Lent Term**:

As above.

CoW planning is overseen by an adult and is guided only when necessary using questions above.

Adult may source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere.

Adult may encourage children to think outside of the box such as different locations for prayer, seating arrangements, actions etc.

**Pentecost Term –**

As above.

**Year 6**

*Adult to plan and lead one adult let prayer each half term to ensure modelling of good practice.*

**Advent Term:**

Adults to support the writing of CoW planning, asking key questions such as:

* How does this element link to the theme of the prayer?
* Have you explicitly stated what the theme is? How will you communicate this?
* What songs might remind people of what the theme is?
* Could we write response prayers which keep the theme of the prayer really obvious to our prayer?
* Can the children complete their missions within a given time frame?
* Can we give the children an example when we tell them how to respond/what their mission is?

Adult facilitates by preparing any resources the children may need to lead their prayer ie. Powerpoint with music and images chosen by children.

Adult support during the delivery of the prayer should be minimal by this point, but is still appropriate if an important message, theme or instruction is lost.

Children write their notes and ideas onto the planning proforma, supported by the adult where needed.

Adult to source music online, check the plan is cohesive and ensure the children know what they are doing and how to make a prayerful atmosphere. Adult may encourage children to think outside of the box such as different locations for prayer, seating arrangements, actions etc.

Remaining terms the same