



Liturgical Prayer Progression Map

At St Thomas of Canterbury School, we believe that liturgical prayer is an important way to develop our relationship with God, develop ourselves spiritually, and gain confidence through leading worship.

We use a four-stage model for liturgical prayer, taking the mass as a perfect example of this.

1. Gather – We welcome everyone and prepare ourselves to get closer to God.
2. Word – We experience a piece of scripture using methods such as drama, art, music, movement, silence, story, song and poetry to bring it to life.
3. Response – We consider what we have seen and heard and how it relates to us.
4. Mission – We rejoice and go forth to live out the Gospel of the Lord in our lives.

All classrooms will have:

- Let us Pray cards with examples of Gather, Response and Mission
- Interactive resources, such as stones, shells, plants and music
- Resources related to the time of Liturgical year (Rosary beads in October, wreath during Advent etc.)
- Children's Bible and/or Good News Bible

Year Group	Expectations – teacher	Expectations – children
FS1	<p>Four-stage model of liturgical prayer introduced.</p> <p>Four-stage model explicitly modelled and explained in all teacher-led sessions.</p> <p>Teacher to choose scripture for all liturgical prayers using the Liturgical planner as a guide and openbible.info/topics to help select scripture with a particular theme.</p>	<p>Children supported to prepare area for liturgical prayer.</p> <p>Children supported to explain the purpose behind gathering together, lighting a candle, displaying the crucifix, and making the sign of the cross.</p> <p>All children to have the opportunity to lead a part of the liturgical prayer over the year.</p> <p>All children to evaluate liturgical prayer and be able to say what they enjoyed and found helpful, and how to improve.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • recognise religious stories • recognise religious signs and symbols used in worship • describe some religious symbols and the steps involved in religious actions and worship
FS2	<p>Four-stage model explicitly modelled and explained in all teacher-led sessions.</p> <p>Teacher to choose scripture for all liturgical prayers using the Liturgical planner as a guide and openbible.info/topics to help select scripture with a particular theme.</p>	<p>Children supported to prepare area for liturgical prayer.</p> <p>Children supported to explain the purpose behind gathering together, lighting a candle, displaying the crucifix, and making the sign of the cross.</p> <p>All children to have the opportunity to lead a part of the liturgical prayer over the year.</p> <p>All children to evaluate liturgical prayer and be able to say what they enjoyed and found helpful, and how to improve.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • recognise religious stories • recognise religious signs and symbols used in worship • describe some religious symbols and the steps involved in religious actions and worship
Y1	<p>Four-stage model explicitly modelled and explained in teacher-led session at least three times a week.</p> <p>Teacher to guide children to use the Let Us Pray resources to plan liturgical prayers.</p>	<p>Children supported to prepare area for liturgical prayer.</p> <p>Children supported to explain the purpose behind gathering together, lighting a candle, displaying the crucifix, and making the sign of the cross.</p> <p>All children to have the opportunity to lead a part of the liturgical prayer over the year.</p>

	<p>Teacher to choose scripture for all liturgical prayers using the Liturgical planner as a guide and openbible.info/topics to help select scripture with a particular theme.</p> <p>Teacher to guide children to choose religious stories that they know for liturgical prayer.</p>	<p>All children to contribute to planning a liturgical prayer, including choosing and reading a religious story.</p> <p>All children to evaluate liturgical prayer and be able to say what they enjoyed and found helpful, and how to improve.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • recognise religious stories • recognise religious signs and symbols used in worship • describe some religious symbols and the steps involved in religious actions and worship • recognise that people act in a particular way because of their beliefs • describe some religious beliefs
Y2	<p>Four-stage model explicitly modelled and explained in teacher-led session at least two times a week.</p> <p>Teacher to guide children to use the Let Us Pray resources to plan liturgical prayers.</p> <p>Teacher to choose scripture for most liturgical prayers using the Liturgical planner as a guide and openbible.info/topics to help select scripture with a particular theme.</p> <p>Teacher to guide children to choose religious stories that they know for liturgical prayer and consider what the story means to them.</p>	<p>Children supported to prepare area for liturgical prayer.</p> <p>Children supported to explain the purpose behind gathering together, lighting a candle, displaying the crucifix, and making the sign of the cross.</p> <p>All children to contribute to planning a liturgical prayer, including choosing and reading a religious story. Children generate their own way of gathering to begin the liturgy.</p> <p>All children to have the opportunity to lead a full liturgical prayer over the year, planned and delivered with support and guidance from an adult.</p> <p>All children to evaluate liturgical prayer and be able to say what they enjoyed and found helpful, and how to improve.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • recognise religious stories • recognise religious signs and symbols used in worship • describe some religious symbols and the steps involved in religious actions and worship • recognise that people act in a particular way because of their beliefs • describe some religious beliefs
Y3	<p>Four-stage model explicitly modelled and explained in teacher-led session at least once a week.</p> <p>Teacher to guide children to choose religious stories that they know for liturgical prayer and consider what the story means to them.</p>	<p>All children to have the opportunity to lead a full liturgical prayer over the year, planned with support from an adult and delivered with limited support from an adult.</p>

		<p>Children evaluate all child-led liturgical prayers using the self-peer-self approach.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs • describe, with increasing detail and accuracy, religious symbols and the steps involved in religious actions and worship • make links between beliefs and life, giving reasons for actions and choices
Y4	<p>Four-stage model explicitly modelled and explained in teacher-led session at least once a half-term.</p> <p>Teacher to guide children to choose a theme for their liturgical prayer and a religious story that fits that theme.</p>	<p>All children to have the opportunity to lead a full liturgical prayer over the year, planned with some support from an adult and delivered independently.</p> <p>Children evaluate all child-led liturgical prayers using the self-peer-self approach.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs • describe, with increasing detail and accuracy, religious symbols and the steps involved in religious actions and worship • make links between beliefs and life, giving reasons for actions and choices
Y5	<p>Four-stage model explicitly modelled and explained in teacher-led session at least once a half-term.</p> <p>Teacher to guide children to choose a theme for their liturgical prayer and a religious story that fits that theme.</p>	<p>All children to have the opportunity to lead a full liturgical prayer over the year, planned with limited support from an adult and delivered independently.</p> <p>Children evaluate all child-led liturgical prayers using the self-peer-self approach.</p> <p>Children to be able to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used • show understanding by making links between beliefs and life • use religious vocabulary widely, accurately and appropriately
Y6	<p>Four-stage model explicitly modelled and explained in teacher-led session at least once a term.</p>	<p>All children to have the opportunity to plan and lead a full liturgical prayer independently.</p>

		<p>Children evaluate all child-led liturgical prayers using the self-peer-self approach.</p> <p>Children to be able to:</p> <ul style="list-style-type: none">• show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used• show understanding by making links between beliefs and life• use religious vocabulary widely, accurately and appropriately
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