

## Prayer and Celebration of the Word Progression Ladder - Religious Education

Foundation Stage	KS1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• Sing a gather song together</li> <li>• Make the sign of the cross</li> <li>• Choose suitable artefacts- given a very limited choice (e.g. candles, Bible, crucifix, rosary beads, etc.)</li> <li>• Create pictures appropriate to the statement/focus which could be placed on/around the focal point.</li> <li>• Pass items around in a circle</li> <li>• Say prayers</li> <li>• Say who/what they want to pray for</li> </ul>	<ul style="list-style-type: none"> <li>• Children are facilitating worship rather than leading (children can lead some elements).</li> <li>• Can explain the purpose, theme or focus.</li> <li>• Children to choose from a limited selection (e.g. pre-selected choices by teacher) to gather for liturgical prayer.</li> <li>• Children to choose the word from a more limited selection (e.g. 2 pre-selected choices by the teacher).</li> <li>• Children to choose a response from a more limited selection (e.g. 2 pre-selected choices by the teacher).</li> <li>• Children to choose a going forth from a more limited selection (e.g. 2 pre-selected choices by the teacher).</li> <li>• Teacher to support the class in acting out liturgical prayer. Children who are confident enough may be able to lead parts of worship independently e.g. a pair of children pass round a bowl of water to allow children to drop a pebble or a child to read the word or prayers.</li> <li>• Teacher to give children resources appropriate for the focal point and allow them to set it up in small groups (with supervision).</li> <li>• As a class, to write prayers with class teacher to share them.</li> <li>• As a class, choose reflective music or song.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to choose from approx. 4 pre-selected choices (by teacher) to gather for liturgical prayer.</li> <li>• Children to choose the word from approx. 4 pre-selected choices (by teacher).</li> <li>• Children to choose the response from approx. 4 pre-selected choices (by teacher).</li> <li>• Children to choose the going forth from approx. 4 pre-selected choices (by teacher).</li> <li>• They understand their choices and can make appropriate use of liturgical colours (using calendar).</li> <li>• Lead singing.</li> <li>• Introduce role play/drama during Scriptures= teacher supported where appropriate.</li> <li>• Use of liturgical dance- teacher supported where appropriate.</li> <li>• Use of silent prayer- teacher supported where appropriate.</li> <li>• Use of meditation- teacher supported where appropriate.</li> <li>• Teacher to support small groups of children to deliver liturgical prayer to the rest of the class.</li> <li>• Children, with supervision, to select items of focal point to set up.</li> <li>• Children to write prayers using religious vocabulary word bank.</li> <li>• Children to choose from a selection of reflective music assisted by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Given the set theme, pupil can select appropriate Scripture passage (Initially from a limited choice)</li> <li>• Children to independently choose how to gather for liturgical prayer (using resources).</li> <li>• Children to independently choose how to respond during liturgical prayer (using resources).</li> <li>• Children to independently choose how to go forth (using resources).</li> <li>• Children in pairs or small groups to take it in turns to have the opportunity to set up a focal point in the classroom using classroom resources. Children to aim to link the focal point to the statements or topic as independently as possible.</li> <li>• Children in small groups to take it in turns to lead the liturgical prayer with the rest of the class.</li> <li>• Children to write prayers using their own religious vocabulary.</li> <li>• Children to choose and lead reflective music/song independently.</li> <li>• Introduce role play/drama during scripture.</li> <li>• Use of liturgical dance.</li> <li>• Use of silent prayer.</li> <li>• Use of meditation</li> <li>• By the end of year 6, all elements should be in place. Pupils should be able to develop parts of liturgical prayer independently with understanding when given a theme or topic.</li> </ul>