



Progression in Prayer and Liturgy

Collective Worship				Other forms of prayer	
Phase	Intentions	Resources	Vocabulary		
EYFS	<p>Adult to prepare prayer focus with children</p> <p>Children to use proforma of Gather, Word, Response and Mission/send to plan and lead celebrations of The Word, facilitated and supported by an adult.</p> <p>All children to have opportunity to plan and lead a celebration of The Word with an adult by the summer term.</p> <p>Teacher to explicitly model celebrations of The Word to children a least weekly.</p> <p>Autumn/Spring Term – whole class planning Summer Term – group planning</p>	<p>Prayer prompt cards, eg Let us pray cards , prayer dice</p> <p>Classroom resources Children’s Bible Crucifix Liturgical cloths Candle Statues, images etc</p>	<p>God Jesus Bible disciple friendship faith Church Prayer Celebration Jerusalem Priest Mass</p>	<p>Nazareth Angel Gabriel shepherds Bethlehem Wise Men Son of God Miracle Good Friday Easter Sunday Holy Week tomb</p>	<p>1 minute meditation facilitated by adult</p> <p>Sign of the Cross</p> <p>Children to begin to join in daily traditional and school prayers, eg Our Father, Hail Mary, Morning Offering, Grace before meals.</p> <p>Prayer leaders who can begin the sign of the cross.</p> <p>Encourage opportunities for spontaneous prayer</p>
KS1	<p>Children to select items for prayer focus from a selection provided by adult.</p> <p>Children to use 4 part proforma and resources to plan and lead celebrations of The Word, facilitated by adult.</p> <p>Children to plan and prepare focal point for worship according to liturgical season/Curriculum topic.</p> <p>Beginning of Yr1 onwards, all children to plan celebrations of The Word in groups, facilitated by an adult.</p> <p>Yr2 to generate their own way of gathering to begin celebrations of The Word.</p>	<p>Prayer prompt cards eg Let us Pray cards and liturgy box, prayer dice</p> <p>Classroom resources KS1 Bible Crucifix Liturgical cloths Candle Statues, images etc Worship 4 part planning proforma Access to hymn folder</p>	<p>Christian worship Gospels Light of the World Trust New Testament Priest altar holy Lectern Easter cross crucifix Paschal candle Advent Lent</p>	<p>resurrection Last Supper symbol Sacrifice Old Testament New Testament Word of God Palm Sunday Saint resurrection Magi</p>	<p>2 minutes meditation facilitated by adult</p> <p>Children to begin to join in daily traditional and school prayers, eg Glory Be, Grace after meals Lectio Divina introduced from Year 2, scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated by adult</p> <p>Encourage opportunities for spontaneous prayer</p> <p>Children to lead daily traditional and school prayers eg Grace after meals, Glory Be Ten:Ten daily prayers</p>



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	Whole class to evaluate celebrations of The Word.				
Lower KS2	<p>Children to suggest suitable items for prayer focus</p> <p>Yr3 to generate their own way of gathering to begin celebrations of The Word and plan their own mission/send for children to complete celebrations. Whole class to evaluate celebrations of The Word, recorded on simple proforma.</p> <p>Yr4 – Children to generate their own way of gathering to begin celebrations of The Word, a response to the word, and plan their own mission/send for children to complete the liturgy. Whole class to evaluate celebrations of The Word, recorded on proforma.</p>	<p>Prompt cards</p> <p>Planning and evaluation proforma</p> <p>Classroom resources</p> <p>KS2 Bibles</p> <p>Crucifix</p> <p>Liturgical cloths</p> <p>Candle</p> <p>Statues, images etc</p> <p>Blank cards</p> <p>Access to hymn folder</p>	<p>Saviour</p> <p>Festival miracle</p> <p>Emmanuel</p> <p>Messiah</p> <p>Moses</p> <p>Commandment</p> <p>Covenant</p> <p>Gethsemane</p> <p>incarnation</p> <p>salvation</p> <p>Psalm</p> <p>Betrayal</p> <p>Judas</p>	<p>cathedral</p> <p>sacrament</p> <p>denomination</p> <p>minister</p> <p>Reconciliation</p> <p>Forgiveness</p> <p>Eucharist</p> <p>Holy Communion</p> <p>Trinity</p>	<p>3 minutes meditation</p> <p>Yr3 - Lectio Divina scripture sourced by adult, linked to liturgical year or Come and See topic, facilitated by adult</p> <p>Yr4 – pupils select scripture linked to liturgical year or Come and See topic for Lectio Divina, led by children, supported by adult</p> <p>Encourage opportunities for spontaneous prayer</p> <p>Children to lead daily and traditional prayers, eg The Apostles’ Creed. An act of contrition, Angel of God, Come Holy Spirit, The prayer of St Richard of Chichester</p> <p>Ten:Ten daily prayers</p>
Upper KS2	<p>Children to generate their own gather, response, word and mission/send according to the theme. They may use songs, actions, prayers, classroom resources</p> <p>Children to prepare the prayer focus</p>	<p>Access to YouTube/hymn folder</p> <p>Worship 4 part planning and evaluation document</p> <p>Classroom resources</p> <p>KS2 Bibles</p> <p>Crucifix</p> <p>Liturgical cloths</p> <p>Candle</p> <p>Statues, images etc</p>	<p>Redeemer</p> <p>Epistle</p> <p>Encyclical</p> <p>Conversion</p> <p>Incarnation</p> <p>Pilgrimage</p> <p>Rite</p> <p>Passage</p> <p>Prince of Peace</p> <p>Vocation</p>		<p>4-5 minutes meditation led by anyone in class</p> <p>Lectio Divina scripture sourced by pupils, linked to liturgical year or Come and See topic, completely child led</p> <p>Encourage opportunities for spontaneous prayer Children to lead daily prayers eg The Rosary’</p> <p>The magnificat, Act of Faith, Act of Hope, Act of Love</p> <p>Ten:Ten daily prayers</p>



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Appendix A

Prayer and Liturgy Directory 2023:

Age phase	5–7 (KS1)	7–9 (Lower KS2)	9–11 (Upper KS2)	11–14 (KS3)
Prayers	<ul style="list-style-type: none">• The Sign of the Cross• The Lord's Prayer• Hail Mary• Glory be• Grace before meals• Grace after meals	<ul style="list-style-type: none">• The Apostles' Creed• An Act of Contrition• Angel of God• Come, Holy Spirit• The Prayer of St Richard of Chichester	<ul style="list-style-type: none">• Morning Offering• The Rosary• The Magnificat• Act of Faith• Act of Hope• Act of Love	<ul style="list-style-type: none">• The Benedictus• The Angelus• Hail Holy Queen• The Memorare• Jesus, Mary and Joseph, I give you• Eternal Rest



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Appendix B: Template for monitoring prayer and liturgy

Provision Prompts <ul style="list-style-type: none"><input type="checkbox"/> attention to mood & setting<input type="checkbox"/> theme/message clear & appropriate<input type="checkbox"/> theme message appropriate for time of liturgical year<input type="checkbox"/> use of Scripture<input type="checkbox"/> opportunities for pupils to lead & participate<input type="checkbox"/> opportunities for spiritual growth<input type="checkbox"/> quiet reflection<input type="checkbox"/> spontaneous prayer<input type="checkbox"/> traditional prayer<input type="checkbox"/> appropriate music<input type="checkbox"/> use of art/artefacts<input type="checkbox"/> standard of organisation<input type="checkbox"/> order	Evaluation of evidence
Outcomes Prompts <ul style="list-style-type: none"><input type="checkbox"/> participation in prayer<input type="checkbox"/> engaged<input type="checkbox"/> respect<input type="checkbox"/> awe and wonder<input type="checkbox"/> interest & concentration<input type="checkbox"/> behaviour<input type="checkbox"/> developing a sense of belonging<input type="checkbox"/> students undertake ministries with confidence	



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Appendix C:

Supporting the inclusion of pupils with special needs

The inclusion of children with special educational needs in prayer and liturgy should be central to the school's inclusion strategy. As with all access arrangements for pupils with special educational needs, consideration should be given to the child's individual SEND profile and the four broad areas of the SEND Code of Practice.

For a child with mild cognitive difficulty, it is unlikely that this difficulty would be a prohibitive factor to pupil participation in prayer and liturgy. However, for a pupil who has a profound or severe learning disability (e.g. non-verbal autistic spectrum disorder), there may be times where their participation in whole-class collective worship may not be appropriate; however, separate inclusive provision should be made to allow the child to express their faith by alternative means, in keeping with their special educational need or disability.

Any decisions around participation in prayer and liturgy for those children with learning disabilities, particularly those with severe neurodisability, should be made in conjunction with the SENDCO, parent or carer, and always should be in the best interests of the child.

It may be unrealistic to expect a child with severe learning disabilities to remain with the group for an extended period of time during class or whole-school prayer and liturgy. However, separate provision, (adapted as appropriate,) may be offered in an alternative location and/or for reduced period of time, in keeping with the pupil's aptitude and ability.

The school should also pay careful attention to participation when there is a wider congregation present. For some pupils with SEMH or sensory/physical needs, a wider and/or unfamiliar group may trigger an increase in SEND needs. Taking these factors into consideration, the school and parents/carers should work together for the best interests of the pupil, to ensure that all pupils are supported to express their faith through prayer and liturgy. When appropriate, all pupils, according to their own faith tradition, should be supported to plan and lead acts of worship, ensuring that their participation does not exacerbate symptoms or presentation of their special education need or disability. Further consideration around inclusion for those children with SEND, should always be made in conjunction with the SENDCo and senior leadership team, involving parents and carers at all steps of the process.



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Appendix D: Diocese of Hexham and Newcastle Prayer and Liturgy Policy template

[Prayer-and-Liturgy-Policy-2025.docx](#)