



Holy Cross and All Saints RC Primary

# **Celebration of the Word Progression Document 2025-26**

*Love Jesus, Love Learning, Love Life*

### Purpose of This Document

This document outlines the structured progression of Celebration of the Word and Prayer across all phases at Holy Cross and All Saints RC Primary School. It provides a clear, developmental pathway from the Early Years Foundation Stage through to Upper Key Stage 2, ensuring that children grow in their understanding, participation, and leadership of prayer and liturgical celebration. The progression is designed to support staff in planning, delivering, and nurturing meaningful prayer experiences that reflect the Catholic life and mission of the school. As stated within the document, children are gradually introduced to sacred spaces, scripture, gestures, senses, and the prayers of the Church, with expectations increasing appropriately as they mature.



### What This Document Contains:

Across each phase—EYFS, Key Stage 1, Lower Key Stage 2, and Upper Key Stage 2—the document details progression in two key areas:

#### **1. Prayer**

Each phase includes development in:

- Sacred Space – from guided choices in EYFS to independent planning and preparation in Upper KS2
- Words – from simple sentence starters (e.g., *“I am sorry for...”*) to writing and leading complex prayers such as Lectio Divina and litanies.
- Gestures – beginning with learning the Sign of the Cross and stillness, progressing to leading others in posture and gesture.
- Senses – using artwork, music, sacramentals, and reflective objects to deepen prayer.
- Prayers of the Church – gradually introducing traditional prayers, from the School Prayer and Hail Mary to the Apostles’ Creed and the Magnificat.

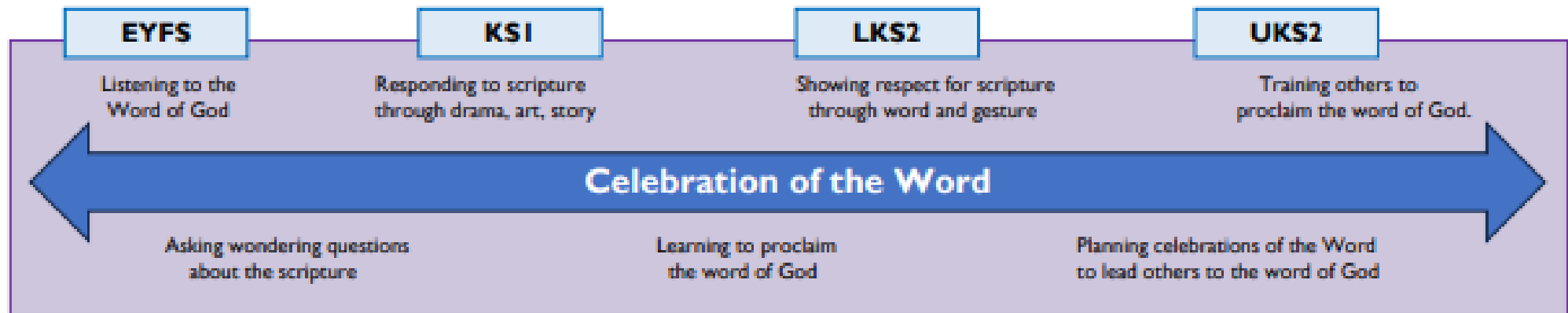
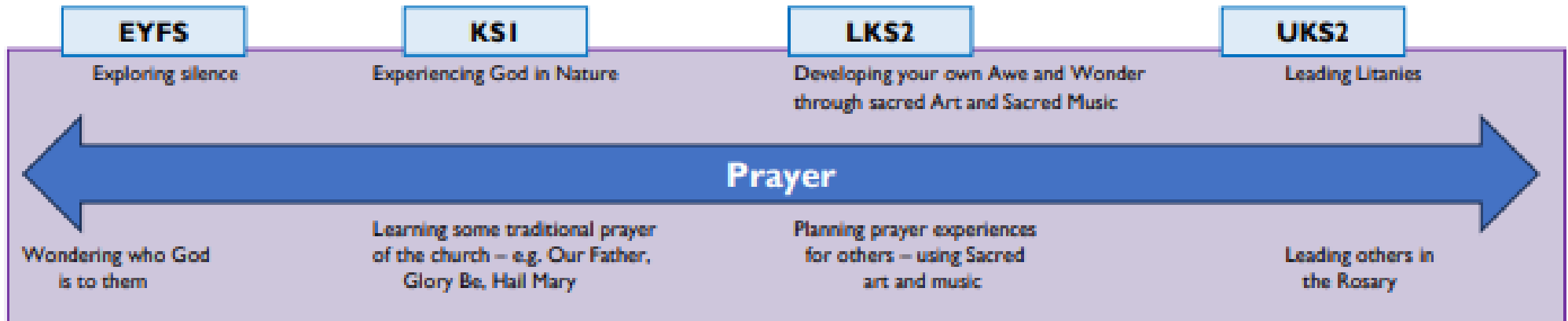
#### **2. Celebration of the Word**

Each phase outlines expectations for:

- Sacred Space – from modelling in EYFS to independent preparation and leadership in Upper KS2.
- Scripture – always read from a children’s Bible, with increasing responsibility for proclamation.
- Response – from simple wondering questions to planned reflective activities using art, music, drama, or silence.
- Gesture and Posture – developing reverence and understanding of liturgical actions.
- Going Forth – encouraging children to live out the message of scripture through actions, reflection, and mission.

It ensures consistency, clarity, and high expectations across the school, supporting all adults in helping children to “Love Jesus, Love Learning, Love Life.”

Prayer Progression





Prayer

Sacred Space	Words	Gestures	Senses	Prayers of the Church
<p>Give the children access to some limited choices of the correct liturgical colour cloth, candles, crucifixes and relevant statues etc. Invite them to make some choices to set up a sacred focus for their prayer. Encourage them to think about and begin to explain their choices. Model and support them in how they might be arranged.</p>	<p>Teach some age-appropriate prayers Sentence starters to guide prayer – “I am sorry for...” inviting them to finish with individual responses</p>	<p>Children to make Sign of the Cross correctly Stillness and Silence – children to be taught silence before anything else Holding their hands in a prayerful way. Model lifting our hearts and minds to God.</p>	<p>Sacred artwork Relevant songs for reflection Objects to hold to focus their hearts and minds</p>	<p>Sign of the Cross School Prayer School Litany of Saints Morning Prayer Grace Before Meals Home Time Prayer</p>

Celebration of the Word

Sacred Space	Scripture	Response	Gesture and Posture	Going Forth
<p>Model and jointly set up a prayer focus area with the children. Model and explain the colour of the liturgical cloth Model and explain any artwork or music chosen to aid their understanding of the scripture Candle, Bible and Cross on every altar. Children to be aware of what each symbolises. Think about using different spaces to normal learning input e.g. facing a different way to aid understanding that this is a different way of listening.</p>	<p>All scripture should be read directly from the Catholic Children’s Bible. Staff free to select just one short part of a passage. The Bible should have a special place in the EYFS classroom Children could solemnly collect and bring the Bible to be read as part of the liturgy. Scripture should be read and shared by the adult – modelling reverence and showing the special nature of the words. Godly Play used in provision to help aid understanding of scripture.</p>	<p>Model wondering questions to engage the children in understanding that this is the word of God – speaking directly to them this day. What does it make them think about? How does it make them feel? Invite children to pose wondering questions about what they have heard. Share artwork or music to aid reflection and thinking time Model and encourage times of silence to wonder and think – this could be aided by the presence of a character</p>	<p>Teacher to deliver appropriate introductions and responses for all scripture. Expect, model and reinforce silence and listening postures when hearing scripture.</p>	<p>Bible open and displayed in classroom to invite further thinking/ reflection. Children to respond to scripture across continuous provision e.g. colouring or small world. Godly Play used in provision. ‘Monday Mission’ introduced to children and displayed in classroom.</p>



<u>Prayer</u>				
<u>Sacred Space</u>	<u>Words</u>	<u>Gestures</u>	<u>Senses</u>	<u>Prayers of the Church</u>
<p>Give the children access to a choice of liturgical colour cloths and invite them to choose the correct one of the liturgical season.</p> <p>Children to choose from a choice of candles, crucifixes and relevant statues to set up a sacred space.</p> <p>Invite children to explain their choices.</p>	<p>Teach the children some age-appropriate prayers and invite them to join in with them and – as confidence grows – begin to lead them with support. • Using sentence starters to guide them – invite them to spontaneous prayer e.g. ‘I thank God for ...’ inviting them to finish the prayer with individual responses • Begin to give them opportunities to make up and say or write their own spontaneous prayers. • Invite them to choose and share prayers from appropriate prayer books.</p>	<p>Invite the children to make the sign of the cross.</p> <p>Invite children to lead others in making the Sign of the Cross.</p> <p>Invite them to be still and silent for short periods of time.</p> <p>Invite them to place their hands in a prayerful way.</p> <p>Standing, sitting and kneeling for prayer – children to think about different ways to pray.</p>	<p>Sacred artwork</p> <p>Relevant songs for reflection</p> <p>Senses box to choose from – statues, sacramentals, Godly play objects.</p> <p>Objects to hold to focus their hearts and minds</p>	<p>Sign of the Cross</p> <p>School Prayer</p> <p>School Litany of Saints</p> <p>Morning Prayer</p> <p>Grace Before Meals</p> <p>Home Time Prayer</p> <p>Hail Mary</p> <p>The Lord’s Prayer (Our Father)</p>
<u>Celebration of the Word</u>				
<u>Sacred Space</u>	<u>Scripture</u>	<u>Response</u>	<u>Gesture and Posture</u>	<u>Going Forth</u>
<p>Children to set up prayer focus for liturgies independently.</p> <p>Independently choose correct liturgical cloth.</p> <p>Choice of images or objects to enhance area.</p> <p>Candle, Bible and Cross on every altar. Children to explain what they symbolise.</p> <p>Children to think about and choose different ways to sit for liturgies and different places e.g. prayer garden.</p>	<p>All scripture should be read directly from the Catholic Children’s Bible.</p> <p>The Bible should have a special place in the KS1 classroom</p> <p>Children to process with Bible at the start of a liturgy.</p> <p>Scripture should be read and shared by the adult – modelling reverence and showing the special nature of the words.</p> <p>Choose to read just one age appropriate part of the Gospel to read and reflect on with the children.</p>	<p>Invite children to wonder about the scripture.</p> <p>Model wondering questions to engage the children in understanding.</p> <p>Invite children to pose wondering questions about what they have heard.</p> <p>Children to sing appropriate hymns linked to the scripture.</p> <p>Times of silence to wonder and think.</p> <p>Share artwork or music to aid reflection and thinking time.</p>	<p>Teacher to deliver appropriate introductions and responses for all scripture.</p> <p>Expect, model and reinforce silence and listening postures when hearing script</p> <p>Invite feedback from the children – what helped me listen and wonder today?</p> <p>Consider passing objects around to help children listen and to listen to their wondering questions and thoughts.</p>	<p>Bible open and displayed in classroom to invite further thinking/ reflection.</p> <p>Children to respond to scripture across continuous provision e.g. colouring or small world.</p> <p>Godly Play used in provision.</p> <p>‘Monday Mission’ introduced to children and displayed in classroom.</p>



<u>Prayer</u>				
<u>Sacred Space</u>	<u>Words</u>	<u>Gestures</u>	<u>Senses</u>	<u>Prayers of the Church</u>
<p>Begin to give children more choices and time to plan leading prayer. Model and support children in making choices of how to prepare spaces for prayer</p> <p>Encourage them to think about creating a prayerful atmosphere including where to pray, prayer focus display or power points, links to liturgical season, making the space different from class time.</p>	<p>Opportunities to choose the prayer they want to plan and lead.</p> <p>Choices from traditional prayers of the church (found in Prayer Journals)</p> <p>Invite them to begin to lead their own pre-written prayers.</p> <p>Give them choices from prayer books</p> <p>Support them in beginning to invite petitions from class and wider school</p>	<p>Invite the children to consider how the gestures and postures they plan to use when leading prayer can help the children to lift their hearts to God.</p> <p>Invite them to plan in choices of whether to sit, stand or kneel at times of prayer</p> <p>Invite them to consider how to introduce moments of silence to aid prayer • Begin to give them opportunities to reflect on the success of their choices</p>	<p>Model and teach children to plan and lead times of prayer for the class making choices of artwork, music or artefacts – from an appropriate pre-selected range - to help the children to focus their hearts on God.</p> <p>Invite the children to begin to reflect on the success of their choices.</p>	<p>The Apostles' Creed Act of Contrition Angel of God Come, Holy Spirit Prayer of St Richard of Chichester</p>
<u>Celebration of the Word</u>				
<u>Sacred Space</u>	<u>Scripture</u>	<u>Response</u>	<u>Gesture and Posture</u>	<u>Going Forth</u>
<p>Invite the children to plan and set up their own prayer focus for Celebrations of the Word – linked to the liturgical season and theme of scripture – with support.</p> <p>Children to dress and lay their own altar including a Bible, Cross and Candle.</p>	<p>Scripture used in a Celebration of the word to be read directly from a children's Bible (NSV-CE). • Scripture choice linked to Sunday Gospel or Gospel of the day – where appropriate</p> <p>Support and prepare those who proclaim the word in celebrations – by helping them to understand meaning and read appropriately.</p>	<p>Model and support children to plan how to use art, film clips, music etc to respond to the scripture story and aid understanding.</p> <p>Moments of silence to aid reflection.</p> <p>Model and support children in posing questions to help children to ponder and reflect on the meaning of the scripture shared</p>	<p>Model and support children to lead class in appropriate posture and gesture for proclaiming and listening to scripture</p> <p>Opening and closing reading with correct words</p> <p>Standing for reading scripture</p> <p>Standing to hear Gospel</p> <p>Make crosses on forehead, lips and heart when hearing Gospel</p> <p>Sitting for response</p>	<p>Help children to plan a question or action to give the rest of class to consider and respond to across the week – linked to scripture message.</p>
<u>Ministry</u>				
<u>Preparing Sacred Space</u>	<u>Welcoming</u>	<u>Proclaiming the Word</u>	<u>Prayers of Intercession</u>	<u>Altar Serving</u>
<p>Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass.</p>	<p>Some children may be called to take on the ministry of welcoming children and adults to the Mass</p>	<p>Some baptised children may feel called to take on the ministry of proclaiming scripture at Mass.</p>	<p>Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass.</p>	<p>Some children who have received their Holy Communion may feel called to serve at Mass.</p>



<u>Prayer</u>				
<u>Sacred Space</u>	<u>Words</u>	<u>Gestures</u>	<u>Senses</u>	<u>Prayers of the Church</u>
Daily opportunities to develop their own prayer lives and have frequent opportunities for prayer. Children should be given regular opportunities to plan and lead prayer – in pairs, groups, class and whole school settings. Opportunities to plan prayer and prepare the space in various settings using a variety of different aids to support prayer – art, music, film, drama, sacred objects.	Write and lead their own prayers - researching and writing prayers for the world linked to current events and needs of the wider school community Plan prayer experiences including but not limited to: Leading litanies Leading the Rosary Planning and writing Visio Divina Planning and leading Lectio Divina Saying spontaneous prayers of praise, thanks, petition and remorse.	Planned prayer should include extended moments of silence to aid prayerful reflection Children should reflect on their prayer – possibly using prayer journals - to reflect on their prayer lives. Children should be given opportunities to reflect on their planned prayers and evaluate success of choices to aid and support the prayer of others	Make informed choices to aid the senses to lift their hearts and minds to God – including but not limited to: Sacred Art Candles and incense Music – hymns and praise Sacramentals – Holy Water, Medals etc Statues Crosses and Crucifixes Links to the liturgical year e.g. cloths, nativity scenes Bibles	Morning Offering The Rosary The Magnificat Act of Faith Act of Hope Act of Love Eternal Rest
<u>Celebration of the Word</u>				
<u>Sacred Space</u>	<u>Scripture</u>	<u>Response</u>	<u>Gesture and Posture</u>	<u>Going Forth</u>
Invite the children to plan and set up their own prayer focus for Celebrations of the Word – linked to the liturgical season and theme of scripture. Children to dress and lay their own altar including a Bible, Cross and Candle. Children to lead and support younger children in how to do this well.	Scripture used in a Celebration of the word to be read directly from a children’s Bible (NSV-CE). • Scripture choice linked to Sunday Gospel or Gospel of the day – where appropriate Children should be prepared in the proclaiming of the word in celebrations with clear understanding of meaning and should read appropriately. • Children should begin to lead and support younger children in their celebrations of the Word..	Extended moments of silence to aid prayerful reflection. Children should plan for responses to the key messages from the scripture chosen that help others to understand some of the intentions of the scripture. This could include posing wondering questions, choosing appropriate music or video clips to invite other to reflect, drama scenes or sacred art reflections/	They should model and lead; standing for the reading of scripture, standing to hear the Gospel, making crosses on forehead, lips and heart when hearing Gospel and sitting for response. Model processing in with the Bible.	Children should plan and lead going forth challenges for others to help them to take the key messages from the scripture shared into their own lives going forth.
<u>Ministry</u>				
<u>Preparing Sacred Space</u>	<u>Welcoming</u>	<u>Proclaiming the Word</u>	<u>Prayers of Intercession</u>	<u>Altar Serving</u>
Some children may be called to take on the ministry of preparing sacred spaces for the sacred liturgy of the Mass.	Some children may be called to take on the ministry of welcoming children and adults to the Mass	Some baptised children may feel called to take on the ministry of proclaiming scripture at Mass.	Some baptised children may feel called to take on the ministry of leading the prayers of intercession in Mass.	Some children who have received their Holy Communion may feel called to serve at Mass.