



St Francis Xavier Catholic Primary School

Progression of Key Skills and Knowledge - EYFS to Year 6

Planning and Leading Collective Worship

Year group/ Key Stage	<u>Provision: Worship opportunities</u>	<u>Pupil Progress</u>	<u>Chaplaincy Team involvement and progression of skills</u>
EYFS	<p style="text-align: center;"><u>Adult-led worship</u></p> <p>During EYFS, children explore varied adult- and older child-led worship opportunities. Creativity is encouraged. They begin to express preferences for different opportunities e.g. "I like to sing about God." and these preferences are used by staff to inform worship provision. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> <p>Adults will record worship opportunities and pupil feedback.</p>	<p>By the end of EYFS, most children will recognise some worship opportunities and know how to engage in simple prayer (e.g., joining hands, Sign of the Cross, etc.). They can answer simple questions during worship and are beginning to make simple, creative suggestions about worship opportunities when asked (e.g., "we could sit in a circle to say our prayers"). They explore the liturgical year by celebrating key events in the Church's calendar.</p>	<p>EYFS and Year 1 will explore their role by attending Gospel Assemblies, observing children from older classes, the RE Subject Lead and the Chaplaincy Team. They will input into class collective worship by feeding back from what they have seen, with support. They will be responsible for looking after prayer areas and resources within their classroom. They will try to be collective worship role models in their class.</p>
Year 1	<p style="text-align: center;"><u>Adult-directed worship (i.e., adults lead planning and then direct children in leading)</u></p> <p>During Year 1, children continue to explore varied worship opportunities and begin to understand the component parts of a liturgy. For example, each component part of the liturgy may be explored in depth over a half term and the children given opportunity to lead that section.</p> <p>Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> <p>Adults will record worship opportunities and pupil feedback.</p>	<p>By the end of Year 1, most children will begin to recognise the four sections of a liturgy and be able to give some creative ideas for these sections, with support. They will be able to work in an adult-directed small group to plan and lead class liturgies. During worship, they will answer questions and, at the end, provide simple oral feedback. They are beginning to show liturgical awareness by being able to talk about celebrating some key events in the liturgical year (e.g., Christmas and Easter).</p>	



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Year 2	<p><u>Adult-directed worship (i.e., adults lead planning and then direct children in leading)</u></p> <p>During Year 2, children continue to explore varied worship opportunities and begin to understand the component parts of a liturgy and how to plan them. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> <p>Adults will record worship opportunities and pupil feedback.</p>	<p>By the end of Year 2, most children will recognise the four sections of a liturgy and be able to give some creative ideas for these sections independently. They will be able to work in small, adult-directed groups to plan liturgies with increasing independence. They will engage in simple discussions during worship and provide simple written feedback afterwards. They show a basic awareness of the liturgical year e.g. "Our prayer cloth is purple because it's Advent. Purple is for preparing – we are preparing for Christmas."</p>	<p>Y2 will play an active role in class worship opportunities. They will contribute to the development of these opportunities with support. They will be responsible for looking after prayer areas and resources within their classroom and begin to make choices about the resources to be used. They will try to be collective worship role models in their class.</p>
Year 3	<p><u>Child-led worship (with adult support in planning)</u></p> <p>During Year 3, children continue to explore varied worship opportunities and take an active role in planning and leading liturgies and other worship opportunities. Creativity is encouraged. Adults decide the theme and (often) the relevant scripture. Adults model making planning choices that are linked to the chosen scripture and justifying these choices. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> <p>Pupils will record worship opportunities by completing planning pro forma and gathering feedback slips.</p>	<p>By the end of Year 3, most children will be able to work as a small group creatively to plan and deliver a liturgy, with adult support. They will engage in adult-led discussions during worship (for example reflecting on scripture lessons) and provide written feedback afterwards, sometimes linking to scripture. Their planning shows developing liturgical sensitivity e.g., by choosing the correct colour liturgical cloth and relevant religious artefacts, etc.</p>	<p>Y3 will play an active role in class worship opportunities by modelling leadership for other pupils. They will proactively contribute to the development of these with support. They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used. They will be collective worship role models in their class.</p>



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Year 4	<p><u>Child-led worship (with adult support in planning)</u></p> <p>During Year 4, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence.</p> <p>Creativity is encouraged. adults decide the theme of worship opportunities and support children in deciding upon relevant scripture. Children work independently at the planning stage, but prior to delivering their worship opportunities (or during planning), their planning is checked/directed to ensure its relevance to the chosen scripture and theme. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> <p>Pupils will record worship opportunities by completing planning pro forma and gathering feedback slips.</p>	<p>By the end of Year 4, most children will be able to work creatively as a small group to plan and deliver a liturgy, with brief adult support at the beginning of the task regarding selection of theme and scripture. Prior to delivering the liturgy/during planning, adults will check-in with children to ensure relevance of activities to the chosen scripture. Adults will also help elaborate upon sections (e.g., discussion in response to scripture) during delivery. Pupils will demonstrate secure liturgical awareness by selecting fitting resources, such as the correct colour liturgical cloth, or will be proactive in seeking support with this. Pupils will be able to provide meaningful written feedback with reference to the scripture covered.</p>	<p>Y4 will play an active role in class worship opportunities by modelling leadership for other pupils as well as beginning to support others when leading. They will proactively contribute to the development of these opportunities and oversee their own development. They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used. They will be collective worship role models in their class.</p>
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Year 5	<p><u>Child-led worship (with minimal adult support)</u></p> <p>During Year 5, children continue to explore varied worship opportunities and experience planning and leading liturgies and other worship opportunities with increasing independence. They are able to justify their planning choices when challenged to do so. Creativity is encouraged.</p> <p>Adults may help to direct more complex parts of worship, such as questioning, so as to ensure themes are explored in depth. Where possible, children will share worship opportunities with other classes in different locations around school and beyond.</p> <p>Pupils will record worship opportunities by completing planning pro forma and gathering feedback slips.</p>	<p>By the end of Year 5, most children will be able to work creatively as a small group to plan and deliver a liturgy independently, with minimal adult support regarding selection of theme and scripture. They will demonstrate secure liturgical awareness through their choice of supporting resources (e.g., liturgical cloth and artefacts) and will be increasingly resourceful and creative in their choices (e.g., by asking for/making items not provided).</p> <p>Children should be able to justify choices of activities by linking these to their chosen scripture. Minimal adult support should be needed during delivery of the liturgy, although adults may interject to extend discussion. Pupils will be able to provide meaningful written feedback with reference to the scripture, including suggestions for next steps.</p>	<p>Y5 will play an active role in class worship opportunities by supporting other children when planning and leading worship. They will proactively contribute to the development of these opportunities by overseeing their own development and suggesting next steps. They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas. They will be collective worship role models in their class.</p>
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Year 6	<p><u>Child-led worship(independent)</u></p> <p>During Y6 children continue to explore varied worship opportunities, planning and leading these with complete independence. Creativity is encouraged. Where possible, children will share worship opportunities with other classes in different locations around school.</p> <p>Pupils will record worship opportunities, by completing planning proforma and gathering feedback slips.</p>	<p>By the end of Year 6, most children will be able to plan and deliver creative liturgy and other worship opportunities independently, including selection of a liturgically relevant theme and scripture. Their choice of supporting resources and artefacts will show creativity and resourcefulness, underpinned by secure liturgical awareness. They will be able to justify their planning and choice of activities by linking these to their chosen scripture – and make this explicit during delivery (e.g., “We have chosen to display the symbol of the dove because...”). Pupils will give meaningful written feedback with reference to the scripture, including suggestions for next steps.</p> <p>In addition, more-able children will be able to:</p> <ul style="list-style-type: none"> • lead meaningful, structured discussion of scripture, etc. independently, seeking contributions from their peers and responding to these in a meaningful way. • Be particularly creative and resourceful in their planning of worship opportunities. • Support peers and younger children in planning worship. • Help evaluate collective worship opportunities and make suggestions for future developments. <p>Have considered what collective worship</p>	<p>Y6 will play an active role in class worship opportunities by supporting other children when planning and leading worship. They will set the standard for the whole school and act as role models for the younger children to guide them.</p> <p>They will proactively contribute to the development of these opportunities by overseeing their own development and suggesting next steps. They will be responsible for looking after prayer areas and resources within their classroom and making choices about the resources to be used, as well as supporting children from younger classes in the development of their prayer areas. They will be collective worship role models in their class, school, Parish Church and local community too.</p>
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		<p>might be like in their future, beyond primary school, and have ideas about how they might wish to pursue it.</p>	
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