

The Bishop Harvey Goodwin School Collective Worship Plan

Autumn 1- Theme - RESPECT

Music Coordinator to choose the hymns: Go tell it on the mountain; When I needed a neighbour; If I had a hammer; Harvest songs.

| | Monday 9.10am Vicar/Head Whole School <i>School Creed</i> <i>Hymn</i> <i>Be Still and know</i> | Tuesday Class/Unit Worship Use interactive approach to worship. Circle Time to explore issues. <i>Learn school blessing actions</i> —hand on another’s shoulder during saying of Lord’s Prayer – Power of Unity | Wednesday Unit Singing Together Class Teacher <i>Class Reflection</i> <i>Candle Prayer</i> <i>School Blessing</i> | Thursday Mrs Nuttall/Vicar Lead Key Stage Worship <i>Lord’s Prayer</i> <i>School Blessing</i> <i>Hymn</i> | Friday Senior Leader (CC in KS1) Celebration KS Worship | Evaluation |
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| Wk1 | NO worship INSET | No Worship INSET Values file - New Beginnings | First day - whole school worship am. Theme- A NEW START. Ch to come into hall silently. Light candle. Remind ch their hands in lap can be open to welcome God. Listen to Brand New Start music video from YouTube. Reflect on making a new, positive start to this year. Are ch wearing anything new? Have a new book? How does this feel? How does it feel to have new shoes? Show new pair in new box. What are pros & cons of new shoes? Shiny, smell new, proud to be wearing them. Can be uncomfortable/take getting used to. Soon we feel like we have always worn them. Relate to new class, new teacher, may feel odd but soon it becomes normal. Welcome any new pupils. Reflection: At start of another year in the life of our school, may we enter into the new opportunities and challenges that lie ahead. Christians give thanks that they don't travel life's journey alone-they believe that God has promised to guide them each step of the way. Ch join in or just listen to A Beautiful Day - children's song on YouTube and reflect on new start as they leave the hall. | KS1 + 2 - The Story of the children meeting Jesus in the Temple - Class worship 1 - see below | Who has made a positive new start? | |
| Wk2 | Values Day: introduce RESPECT - a CORE VALUE. Come in silently. Listen reflectively to Aretha Franklin | Pass round an egg and children to handle respectfully as they pass it round circle. Link to how we are like eggs -although we don't have a shell we are much softer and more | Unit singing Light a candle to say a prayer for someone we respect silently to ourselves. Finish with - Be Still and Know that I am God. | KS1 + 2 - The Story of Jesus & Matthew Class worship 2- see below. (SEAL theme 6: | Who has shown respect to an adult? | |

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| | <p>sing Respect on YouTube.</p> <p>Values file Week 1 St Hilda Story - Sparkly necklace.</p> | <p>sensitive on the outside and must be treated respectfully so not to break.</p> | | <p>Relationships). Hymn - Song - 'Go tell it on the mountain' (Come and Praise, 24)</p> | |
| Wk3 | <p>Respecting each other. Don't laugh at me - respect YouTube clip as reflective song. Draw out messages from clip. Sing - When I needed a neighbour were you there?</p> | <p>Differences are great Class worship 3- see below Will need some edible treats such as Haribo for each child.</p> | <p>Unit singing Light a candle Reflection: Christians might pray in this way: Please give me strength to do what you teach us and not laugh at others when they are less fortunate than me. Give me the strength to forgive those that may laugh at me. Amen Finish with - Be Still and Know that I am God.</p> | <p>KS1 + 2 - Respecting the earth & each other - Smarties Class worship 4- see below</p> | <p>Who has shown respect to another child?</p> |
| Wk4 | <p>Respecting each other That thing called Respect YouTube clip</p> <p>Values file - Week 3 - Respect and reverence for Sacred objects</p> | <p>KS1 -Respect - All About Respect Song- Respect Stories from Mr. Stanley from YouTube</p> <p>KS2 - Follow on from Monday Worship - Look at sacred objects from a range of faiths-Qu'ran, Buddha, Prayer mat. Show variety of sacred items on IWB. Can they identify the religions? Why might they be sacred? How should we treat other people's special objects?</p> | <p>Unit singing Will there be harvest songs to learn? Light a candle Say a prayer - Ask child to find one that they like from school book of prayers from staffroom.</p> <p>Finish with - Be Still and Know that I am God.</p> | <p>KS1 + 2 Show image of Mother Teresa Values File - Week 5. How can we make a difference to someone's day? <i>A smile is the light that tells people that you are home.</i> Challenge children to smile at 10 people today.</p> | <p>Did anyone make a big effort to smile?</p> |

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| Wk5 | Respecting each other Reflective music - A little Respect - Erasure. Values file Week 2. St Francis and the Wolf. Hymn - If I had a hammer | Don't Be Mean Class Worship 5 - see below. | Unit singing - Will there be Harvest songs to learn? Light a candle Say a prayer - Ask child to find one that they like from school book of prayers from staffroom. Finish with - Be Still and Know that I am God. | Year 5 to lead worship on Respect | Who has respected school property e.g. tidied up? | |
| Wk6 | Harvest -Respecting our earth YouTube clip - Earth song - Michael Jackson. Values File Week 4. Do Christians show respect for God & what they believe he made? Make Maker of All an active prayer - insert a repetitive phrase between each line e.g. We Respect you and ch to <i>sign</i> Respect. Print the prayers on large paper and ch point to which time of day they could be said - Morning, Lunch time, End of day, Night time | How can we respect our earth? Remind children of the Christian & Jewish creation story or use Creation Godly Play to retell. What happens to people if we treat the earth badly? Discuss in talk partners. What can we do about it? Give each pair a slip of paper to write an idea on to stick on an image of our world. Reflection: I am going to read the words of a Christian prayer which you may want to join in with: Dear God Thank you for our earth and all it provides for us. | Harvest Songs | Harvest Worship - Led by Year 3/4 | KS1 - Who earned a handwriting pen? Parents to be invited. KS2 - Who has earned a star on chart or class reward? | |

Class worship 1: THE CHILDREN MEETING JESUS IN THE TEMPLE MATTHEW 21:12-16

Aim: to reflect on who we should respect and why

Preparation & materials: Pre-arrange with an older child to perform a short piece or reading but that you will be very rude during it. They should carry on and ignore you. Picture of the Temple courtyard or of two 1st century Jewish priests.

1. Begin by saying that Freda is going to perform a piece called: ... As Freda plays, yawn loudly, look at your watch, talk over the top of her playing ('This music goes on a long time, doesn't it?' 'I hope she finishes soon' 'Oh, I've forgotten something I need.' Go and get it from a cupboard, banging the door noisily.) At the end of the playing, pick up the music stand and get Freda off stage as quickly as possible without giving anyone time to clap. But stop at the edge of the stage and notice some shocked faces - you may have to pretend to notice, if children take it for granted that this is a normal way of treating people.

2, Ask children what the matter is. Admit that you have been very rude to poor Freda and haven't treated her with any respect. Ask for suggestions as to what you did that was disrespectful. (Yawning, talking over the top of her playing, going out noisily, not saying thank-you or clapping). Ask Freda how she felt when you behaved like that. Ask children why you should treat Freda with respect. (Because showing respect for someone is showing how much we value them. When we don't show respect, we hurt other people's feelings.) In our school, we all need to respect each other. Sometimes it's hard for grown-ups to remember to respect children, and sometimes it's hard for children to respect grown-ups. There was one grown up who respected everybody, whether they were young or old.

3. Tell this story - Display pictures of Temple courtyard or of 2 Jewish priests. Explain that in this story, every time children hear the word 'respect', they should put their thumb up and make it bow down like a finger puppet. Respect!

What a noise there was in the Temple courtyard! Two priests disapproved. 'My word, this is noisy!' said Ebenezer pompously. 'Absolutely.' replied his friend Silas. 'People today just don't show any respect. When I was young, we used to show respect for everyone older than us. Now no-one seems to respect anyone else at all.' The two priests looked down their noses at the crowd in front of them.

Ebenezer snorted. 'It's all the fault of that young whippersnapper from Galilee. What's his name? - Jesus. He's a troublemaker. He doesn't respect any of us! Do you know what he did yesterday? He stormed into the courtyard here and tipped up all the tables of the pigeon-sellers and shouted that nobody was showing any respect for the house of God! He called us a den of thieves!' 'Dreadful behaviour!' agreed Silas. 'No respect! And look! There he is now! With all those horrible sick people around him. And those revolting children! Ugh! Children! Has Jesus no respect - encouraging them to come into the house of God?'

Ebenezer gasped and pointed across the courtyard. 'Who is that rude man, dancing about, waving his legs in the air? Oy! You! Show some respect! This is the house of God!' But the dancing man shouted back, 'Jesus has made me better! I can walk! Look! I can dance too! Thank you Jesus!' And he jigged away happily. Then a little girl shouted, 'I can see! Jesus has made me see again!' The two priests were horrified.

But not as horrified as when a whole gang of children suddenly jumped up and shouted yelling at the top of their voices: 'Praise to the Son of David! Yo, Jesus! Wow Jesus, you're great! Respect!' This was too much for the two priests. They strode across the courtyard and shouted at the children: 'Will you be quiet! This is God's house, not a playground! Show some respect!' The children were frightened by the two important men getting angry with them. They looked at Jesus with big worried eyes. Would he be cross too?

Jesus stood up and smiled at the children as if he thought what they were saying was brilliant. He turned to the 2 priests and looked very sad. Silas shouted at him rudely, 'Do you hear what these children are saying?' Jesus' face broke out in a big smile. 'Oh, I can hear them all right,' he said. 'Haven't you read your Scriptures?' 'We're priests!' bellowed Ebenezer. 'We know our Scriptures back to front!' Jesus nodded. 'Well, then. Can't you remember that bit in the Psalms where David says, 'Oh God, you've taught children and babies to sing praises?' These children are doing what they should: showing God's Son some respect!'

'You call that respect?' shouted Ebenezer, his face purple with rage. 'I certainly do,' said Jesus quietly. 'That's real respect. Not just pretending.' Silas and Ebenezer frowned. How dare he speak to them like that! 'We'll have to get rid of this Jesus,' muttered Silas. 'Yes,' agreed Ebenezer. 'He has no idea who he needs to respect round here.'

4. Ask who showed no respect in that story. (Silas and Ebenezer showed none for Jesus, the children or for the dancing man). Ask who showed respect. (The children showed respect for Jesus and Jesus showed respect for them. He showed respect for his 'enemies' the priests, because he was polite, even when he was challenging them.)

Questions for circle time: • I wonder if we should respect everyone? I wonder if that means doing everything they tell us to do? • I wonder how we can show respect for each other? • I wonder if showing respect always means being quiet? • I wonder if adults do/should respect children? • I wonder what that means? • I wonder if children do/should respect adults? • I wonder what that means?

Prayer: You can listen to the words of this Christian prayer & make them your own if you wish. Jesus, help us to show respect for each other in the way we behave today. Help us to remember to put other people first and to think about their feelings, both in our classrooms and in our playground.

And now, Freda will play her piece again, but this time, I'm going to give her the respect she deserves. And let's show our respect by giving her a big clap.

Class worship 2: THE STORY OF JESUS AND MATTHEW (Matthew 9.9-13)

Aim - To explore the theme of people who help us, and consider how Jesus treated everyone with respect, whatever their job or role in society (SEAL theme 6: Relationships).

Preparation and materials: Pictures of people in uniform doing different jobs, including a tax inspector (a person in a suit would be fine, Google Images has pictures of people with an Inland Revenue badge).

1. Show images of people in uniforms who perform public roles, e.g. police officer, cleaner, traffic warden, fire-fighter, vicar. Discuss each image and whether or not we 'like' the role that is performed e.g. what do we think of fire-fighters? We like them because they would save us from fires. Discuss how 'important' each role is e.g. the cleaner performs a very important job, but doesn't get paid well. All these roles are important & people who do them deserve our respect. Some jobs are unpopular but have to be done e.g. our parents may not like traffic wardens, but if people parked wherever they liked it could be dangerous & inconvenient.

2. End with a picture of a tax inspector. Explain how it could be thought of as an unpopular job. Adults have to pay a proportion of their wages in tax. Not everyone likes to give the money they earn to the government-it helps pay for schools, hospitals & the army. Discuss how in Jesus' time, tax collectors were unpopular because they were dishonest & charged people more than they should & kept the extra for themselves. They were outcasts - people who are 'cast out', not included, are hated and looked down on. It isn't nice to be an outcast. Sometimes we may feel like this, if we are not included in games or our friends quarrel with us. Christians believe that Jesus didn't consider anyone to be an outcast. He wanted everyone to feel wanted and loved.

3. Read or tell the story of the calling of Matthew (from Matthew 9.9-13). *'As Jesus was walking along, he saw a man called Matthew sitting at the tax booth; and said to him, "Follow me." And Matthew got up and followed him. As Jesus sat at dinner in the house, many tax-collectors and sinners came and were sitting with him and his disciples. When the Pharisees saw this, they said to his disciples, "Why does your teacher eat with tax-collectors and sinners?" When Jesus heard this, he said, "Those who are well have no need of a physician, but those who are sick. Go and learn what this means, 'I desire mercy, not sacrifice.' For I have come to call not the righteous but sinners.'" Jesus wanted Matthew to follow him and to be his helper and friend. He asked Matthew to pay back all the money he had stolen from people and gave him a chance to start again. Jesus always respected people and gave them a second chance.*

Reflection: Think about how it might feel to be an outcast. Think about Jesus teaching that everyone should be included, respected and loved, whoever they are, whatever job they do. Think about these words a Christian might say: Jesus our friend, Help us to love everyone, whoever they are, include everyone, whoever they are, and to be thankful for what people do to help us. Amen.

Class worship 3: DIFFERENCES ARE GREAT

Aim: To celebrate differences between people, and to help children understand that racism is ridiculous.

Preparation and materials -Six small edible treats, out of sight but within easy reach.

1. Ask -can you tell me something about yourselves that is different from everybody else in the world? Suggest: hair, nose, fingerprint, family, voice, history, shape. Say that an amazing thing about the world is that everyone is different. Christians believe that God made everyone different and God loves that. But sometimes we do silly things to each other - because we are different from each other.

2. Pick six volunteers, three with one particular physical attribute that they share with you, e.g. same hair colour, colour of clothes, eye colour; and three without any similar attributes - but don't tell the children. (NB: Do not use sex or race to decide your categories. If you have a multi-ethnic gathering, ensure

that pupils of different races can be on the winning side.) Explain that you are going to play a game. You are going to ask each child three questions, and after the questions some will receive a treat and some won't. The children will have to guess why you have chosen the winners.

3. Ask each volunteer three questions that they can all easily answer, e.g. Who is your head teacher? What town are we in? What day is it tomorrow? Give the chocolate to the 3 children who share the same physical characteristic as you after they have answered correctly, without explanation. Ask everyone why they think those children got the chocolate & the others didn't. Reveal why you gave them the chocolate, e.g. because they have green eyes, and you have green eyes too. Ask the children if they think this is fair.

4. Explain how ridiculous it is to treat people unfairly because they look different or sound different, but sometimes this happens. Say that Christians and Muslims and members of all other faiths (particularly mention faiths represented in your school) believe that God wants us to treat everyone with love and respect, however they differ from us.

5. Ask the volunteers to sit down, but as they move off, call them back, as if you've just realized the folly of your ways. Repeat, as if remembering: it is ridiculous to treat people unfairly because they look different or sound different. Give treats to those who didn't get them.

Reflection: These are the words of a Christian prayer which you may want to repeat: Dear God, Thank you that you made us each different from each other, yet each the same in some ways. Help us to love the differences in other people. Amen.

Class worship 4: THE EARTH AND EACH OTHER – SMARTIES CLASS WORSHIP

Aim: To reflect on the Christian and Jewish creation story and develop understanding that everything and everyone deserves our respect.

Preparation and materials - Child-friendly version of Genesis 1.1-2.1. Props to illustrate the story, e.g. torch for light, a pale blue sheet for the sky, a dark blue sheet for the sea, cardboard cut-out stars, plants, toy animals. 3 jam jars with lids, half full of warm water. A packet of Smarties. A dark coloured paper.

1. Explain that you are going to tell a story from the Bible. Ask for six volunteers. Explain that it one of the first stories in the Bible and that you are going to read it while your helpers act it out. Read the Creation story and help children to hold up their part of creation.

2. Explain how, in the story, Christians believe God was pleased with what he had made. He respected the work he had done. It is good for us, too, to respect ourselves and the work that we do. Let the children go back to their places.

3. Explain that Christians believe the story says that God asked the first people on Earth to look after the Earth and respect it. Who can think of ways that we can respect the place where we live? (e.g. walk rather than drive; don't drop litter; look after our pets; turn off lights to save energy).

4. And what about other people? Sometimes it can be hard to respect other people because they can seem so different from us. Who has ever seen Blind Date? A type of question they ask on the programme might be- if you were a Smartie, what colour would you be and why? Ask for some answers and bring three

children to the front. Ask each of them: What's your name and where do you come from? Explain that each person looks different, likes different things; all of us are different colour Smarties. But what about on the inside?

5. Ask the children to put their chosen colour Smartie into a jar of warm water and shake. (Smarties will go white.) Ask them to fish out their Smartie and put it on a piece of dark paper so everyone can see the Smarties have gone white. This illustrates that underneath, we are all the same. We all have the same feelings: happy, sad, angry, excited.

6. Christians believe that the first story in the Bible explains that God made people in his own image. If we can understand that however different people may seem from us, underneath they are similar to us, so that will help us to respect them. Ways of respecting people can include: being kind to others in the playground; sharing equipment during lessons; opening doors, smiling, being friendly to people even if we think we don't have much in common with them.

Reflection: I will read the words of a Christian prayer which you may wish to make your own. Dear God, We thank you for the story of creation, which teaches us about respect. Help us to respect our own work, to respect our world and to respect other people -especially if they seem different from us.

Class worship 5: DON'T BE MEAN

Aim -To show the value of treating others with respect.

1. Explain that you will read a story called Half Pay. Ask children to listen carefully because you want to know what they think about it when you have finished.

Many years ago there lived a woodcutter who was mean. His name was Mr Grudge. He earned his living by cutting and selling wood. He cheated his customers by giving them fewer logs than they had paid for and by putting in fir logs, which don't burn as well as oak. He employed several people to cut timber for him but he worked them hard and paid them too little. So they left him and went off to find work on the local farm.

So Mr Grudge had a lot of timber in his yard but no one to cut it up. He called out to every passer-by and asked if they would like a job cutting up the wood. 'All right', said one man, 'if you give me £5 an hour.' 'That's a lot of money,' said Mr Grudge. 'You'll have to work hard to earn that.'

The man did work hard, but at the end of the day Mr Grudge told him that he had only cut half the wood so he only gave him half his pay. 'If you want the rest of your wages you must come back tomorrow,' he said. The man did not come back again but found himself a job in the village butcher's shop.

The following day the same thing happened to a woman who took a job with Mr Grudge. She too only received half her promised pay, so she went & found a job in a grocer's shop.

On the third day another man agreed to work for Mr Grudge, who did the same thing again. The man went off angrily and found himself a job in the fire brigade.

So Mr Grudge had to saw and chop the wood himself. It made him very hot, tired and hungry. He was looking forward to a good supper. The butcher had delivered the meat, the grocer had delivered bread, cheese and candles and the farmer had delivered the milk. But Mr Grudge had a nasty shock. Instead of a nice juicy steak there was only half a chop; there was only half a stale loaf; there was only half a piece of cheese and that was mainly rind. Even the milk tasted funny and he guessed that it was half water. He was very angry. He was thinking about the rude things he would say to the farmer, the grocer and the butcher the next day.

He lit his candle and went to bed with his stomach only half full. But instead of wax the candle was half cardboard and as it burned down it set fire to the table. The fire soon spread. He rushed to the window and shouted, 'Help, help! Fire, Fire!' His house was ablaze. Soon he could hear the fire engine coming, but only half as fast as it could really go. Very slowly the firefighters connected their hoses and began to put out the fire.

One firefighter put a ladder up against the window and Mr Grudge came down as fast as he could. But when he was halfway to the ground he came down more quickly than he expected because there were no rungs on the lower part of the ladder! 'Sorry,' said the firefighter. 'It was only half a ladder because we couldn't afford a whole one.' The firefighters worked at half pace. The fire was spreading rapidly. The sparks from the blazing house were spreading across to the timber yard. 'Save my timber!' shouted Mr Grudge. The fire was beginning to be put out in the house but by this time all the wood in the timber yard was burning like a giant bonfire. The firefighters turned off the water and started to roll up their hoses.

'You can't finish now!' said Mr Grudge. 'Sorry,' said one of the firefighters, whose voice seemed familiar. 'We'll come back and finish the job tomorrow if you want your money's worth. Goodnight!'

Discuss the story. Do you think the firefighters were mean to Mr Grudge? Why did he only get half a chop from the butcher? Who gave him watered milk? Who gave him half a loaf, half a piece of cheese and half a candle? How do you think he felt? Do you think it would have taught him a lesson?

If we want people to treat us fairly we must learn to be kind to them. If we are mean to others we may find that they are mean to us and it is not very pleasant when we are on the receiving end.

Reflection: Can I be more helpful, kind and true, Serving others in all I do? Being more generous in work and play, Becoming a better person day by day.

Prayer: If you want to bow your head as I recite the words of a Christian prayer: Dear God, Teach us to be kind and generous and to think about other people in all we do. Amen.

The Bishop Harvey Goodwin School Collective Worship Plan - Autumn 2 - Theme - HOPE (Core Value)

Music Coordinator to choose the hymns: Give me oil in my lamp, Shine Jesus Shine; You are the light of the world and Christmas songs

| | Monday 9.10am Vicar/Head Whole School School Creed Hymn <i>Be Still and know to finish</i> | Tuesday Class/Unit Worship Use interactive approach to worship. Circle Time to explore issues. <i>School blessing actions</i> | Wednesday Unit Singing Together Class Teacher <i>Class Reflection Candle Prayer School Blessing</i> | Thursday Mrs Nuttall/Vicar Lead Key Stage Worship <i>Lord's Prayer- School Blessing Hymn</i> | Friday Senior Leader (CC in KS1) Celebration KS Worship | Evaluation |
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| Wk1 Hope | Values Day: intro new theme of HOPE - a Core value. Christians say that Jesus is the Hope of the world. What does that mean? Values File HOPE week 1 Will need a range of candles e.g. paschal candle. | Look at Holman Hunt's painting Jesus light of the world. What is the light doing, signifying, expressing? Why? If you had to give this picture a title what would it be? | School Blessing Light a candle during singing time and reflect on what they are hopeful for in their family. | Remembrance Service. | Celebration/ Our Values prayer. Who has shown hope about improving their work? | |
| Wk2 Hope | 9.15am Barnado's rep to come to start BIG Bauble Appeal | http://www.essex1.com/pages/paul/bible26.html Jacob's Dream. Explore hope through this bible passage. How had God given Jacob hope? What do we hope for in our future? | School Blessing Light a candle during singing time and reflect on what they are hopeful for in their work. | KS1 - Give out candle outlines to complete before worship. Talk as a class what are their 'lights'? Share in worship. Invite some children to hold inflated balloons as stimulus as read story: A balloon for Granddad by Nigel Gray. KS2 - Read - Star of Fear, Star of Hope (about Jewish child in Nazi Germany) | Who has given some encouragement to another? | |
| Wk3 Hope | Rev A - Values File Week 2 The Rainbow as symbol of | KS1 - One Seed a story and | Light a candle during singing time and reflect on what they | KS1 & 2 Rainbow as symbol of Hope Class | Has anyone been supportive | |

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| | Hope and Desmond Tutu. | song on YouTube. KS2 -Use a story from YouTube dealing with hope for critically ill or injured children. Look at hope for recovery and talk about experiences where we cling to hope to see us through. | are hopeful for as a class. | worship 1 - see below Choose children to come to front to take a piece of coloured ribbon for each colour of the rainbow as you tell story and join hands at end of story. Adapt for KS2! | of a friend? | |
| Wk4 Hope | SN -Wk 4 Values File Hope for the Future Use section on Disney - When You Wish Upon A Star from YouTube (Wishes soundtrack) as reflection Music. Children to take a wishing stone (pebbles in big bags from BandQ) as they leave hall to use in class worship tomorrow. | Stone visualisation. Get to know stone, handle, feel, look at features. Place in whole class pile. Can they find their stone again? Make a wish on their wishing stone. Could use a marker pen to write one word on their stone as a reminder of their wish. Put on class worship table. | Light a candle during singing time and reflect on what they are hopeful for, for their friends. | KS1 and KS2 - What is Hope? Class worship 2 - see below | Who has been hopeful in their positive attitude to work? | |
| Wk5 Hope | Advent/Light Whole school lighting of Christmas trees. Whole school singing carols and lighting trees together. | KS1/2 - The Story of Hanukkah. Show Hanukkah artefacts - Dreidel, Jewish skull cap and Menorah). KS1 show Youtube Sesame Street clip to explain Hanukkah. KS2 show Primary resources PowerPoint or www.holidays.net/chanukah/story.html | Light a candle during singing time and reflect on what they are hopeful for, for their future. | Week 3 Planting Hope - Values File. KS1 - Godly Play set for The Parable of the Mustard Seed. (without George Muller section). KS2 - Images could be put on PowerPoint of each stage in story (with George Muller section) | Who has given some encouragement to another? | |

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| Wk6 Chris tmas Hope Joy | SN - On Angel's Wings by Michael Murpurgo | Story of The Girl & the Starfish Class worship 3 - see below . What can you do to make a small difference to others? Your friends? School? Home life? | Light a candle during singing time and reflect on what they are hopeful for, for their future. | NISCU Perpetual Puppet Theatre for whole school at 10am-10.30am | Who has a hopeful/ positive attitude to work? |
| Wk7 Hope and Joy | Rev A - Week 5 Values File - Bringing Hope to Others - Street Children | School Christmas Play. Explore www.toybox.org to look more at the stories of street children. | Light a candle during singing time and reflect on what they are hopeful for, for Christmas. | No Worship due to parties? | Who gave 100% in the Christmas play? at Christmas Party? |

Class worship 1: RAINBOW STORY

Aim - To explore the idea that a rainbow is a symbol of hope.

Green said: "I am the most important because I am the sign of life and of hope. I was chosen for grass, leaves, trees--without me, all animals would die. Look out over the countryside and you will see that I am in the majority."

Blue interrupted: "You only think about the Earth, but consider the sky and seas. It is water that is the basis of life and drawn up by the clouds from the deep sea. The sky gives space and peace and serenity. Without my peace, you would all be nothing."

Yellow chuckled. "You are all so serious. I bring laughter, gaiety, and warmth to the world. The sun, the moon, the stars are yellow. Ever time you look at a sunflower, the whole world starts to smile. Without me, there would be no fun."

Orange started next to blow her temper. "I am the color of health and strength. I may be scarce but I am precious because I serve the needs of human life. I carry the most important vitamins. Think of carrots, pumpkins, oranges, and mangos. When I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you."

Red could stand it no longer. He shouted: "I am the ruler of all of you. I am blood! Life's blood. I am the color of danger and of bravery. I am willing to fight for a cause. I am fire! I am the color of passion and of love, the red rose, the poppy and the poinsettia. Without me, the earth would be as empty as the moon!"

Purple rose up to his full height. He was very tall and spoke with great pomp: "I am the colour of royalty and power. Kings, chiefs, and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me. They obey."

Finally, Indigo spoke, more quietly than the others but with determination: "think of me. I am the colour of silence. You hardly notice me, but without me, you all become superficial. I represent thought and reflection, twilight and deep water. You need me for balance and contrast, for prayer and inner peace."

All the colours boasted and quarrelled, each convinced of their own superiority. Their quarrelling became louder and louder. Suddenly there was a startling flash of bright lightening! Thunder rolled and boomed! Rain poured down relentlessly. The colours crouched down in fear drawing close to one another for comfort.

In the midst of the clamour, Rain began to speak: "You foolish colours, fighting amongst yourselves, each trying to dominate the rest. Don't you know you were each made for a special purpose, unique and different? Join hands with one another and come to me." Doing as they were told, the colours united and joined hands. The rain continued: "From now on, when it rains, each of you will stretch across the sky in a great bow of colours as a reminder that you can all live in peace. The rainbow is a sign of hope for tomorrow." So, whenever a good rain washes the world and a rainbow appears in the sky, we can remember to appreciate one another.

Class worship 2: WHAT IS HOPE?

Aim - To explore the idea that Christians believe God is a true hope.

Preparation and materials: A football, picture of a popstar (optional) and the following words on the IWB' *Hope is believing that good things will happen.*'

1. Explain that Christians understand the Bible to say- there are three important things in life: love, trust (faith) and hope. We are going to explore one of those-Hope. What does it mean to you? Display the sentence: '*Hope is believing that good things will happen.*' Ask children to repeat the phrase. In talking partner's-what might it mean?

2. Take out a football. Say that when you were young you hoped you would be a fantastic footballer. Ask someone to come to the front to try to tackle you. Allow them to do it easily. Say that you had that hope but it obviously wasn't a true hope. Show the picture of a popstar. Say that when you were young you wanted to be able to sing and be famous. That was your hope. Say you are going to sing a song now. Sing it terribly. Ask if they think you can be famous. When they say no, say that is not a true hope.

3. Ask if anyone has heard the phrase, 'Put your hope in God.' What does this mean? Your hope to be famous or rich or sporty may or may not come true, but God is always there and will never let you down. He is a true hope.

Tell this story. *One night, a house caught fire and a young boy was forced to flee to the roof. The father stood on the ground below with outstretched arms, calling to his son, 'Jump! I'll catch you.' He knew the boy had to jump to save his life. All the boy could see, however, was flame, smoke and blackness. As can be imagined, he was afraid to leave the roof. But his father kept yelling: 'Jump! I will catch you.' But the boy protested, 'Daddy, I can't see you.' His father replied, 'But I can see you, and that's all that matters.'*

PRAYER: Christian's believe God can see us and God holds each of our futures, and so we can put our hope in him. Someone once said, '*I don't know what the future holds, but I know who holds the future.*' Dear God, Help us to have true hopes, and help us to hope in you. Amen.

Class worship 3: THE GIRL AND THE STARFISH

Aim - To reflect on the hope that even one small action can bring

A young girl was walking along a beach upon which thousands of starfish had been washed up during a terrible storm. When she came to each starfish, she would pick it up, and throw it back into the ocean. People watched her with amusement.

She had been doing this for some time when a man approached her and said, "Little girl, why are you doing this? Look at this beach! You can't save all these starfish. You can't begin to make a difference!"

The girl seemed crushed, suddenly deflated. But after a few moments, she bent down, picked up another starfish, and hurled it as far as she could into the ocean. Then she looked up at the man and replied,

"Well, I made a difference to that one!"

The Bishop Harvey Goodwin School Collective Worship Plan

Spring 2 - Theme - Forgiveness

Music Coordinator to choose hymns: Kum By Yah; Understanding Jonah song; Easter; Lord of the Dance; Hillsong kids- Give me a J_E_S_U_S

| | Monday 9.10am Vicar/Head Whole School School Creed Hymn | Tuesday Class/Unit Worship Use interactive approach to worship. Circle Time to explore issues. School blessing | Wednesday Unit Singing Together Class Teacher Class Reflection Candle Prayer School Blessing | Thursday Mrs Nuttall/Vicar Lead Key Stage Worship Lord's Prayer School Blessing Hymn | Friday Senior Leader (CC in KS1) Celebration KS Worship | Evaluation |
|--------------------------------|---|--|---|--|---|------------|
| Wk1 24 th Feb | INSET | Values Day: The Chalice as symbol of forgiveness (theme for days work) Introduce in worship and lead into Lent. SN/JH to Launch new Value for this half term - Forgiveness. Use props/food to show children what we might give up and why? (Saying sorry) Use chalice as symbol. | Light candle Ch think then talk about - If someone makes a mistake does that mean we stop loving them? Listen to calm music whilst reflecting on when someone said sorry to you. Christian prayers often say: Dear God We are sorry for doing wrong things. Please forgive us. Help us to forgive those who are unkind to us. Amen. | KS1 and KS2 Forgiveness Class worship 1 -see below On Thursdays - leader to mention looking for children to gain house points for Friday's theme. | Has anyone apologised this week? | |
| Wk2 3 rd Mar | Forgiveness Week 2 Values File Being Forgiven and Starting Again - Story of Jesus and Zacchaeus. | Dress the Worship Table with  Rembrandts Return of the Prodigal. Discuss positions, poses, expression, bodies etc. What is being portrayed? Read - Story of the Prodigal Son Godly Play script. | Light candle Listen to Please Forgive me - Bryan Adams Discuss meaning behind quote - Matthew 6:14 If you forgive those who sin against you, your heavenly father will forgive you. Look at a selection of Languages saying SORRY and learn. | KS1 - Changing. We can change just like Zaccheus did in the story we heard on Monday. Share Hungry Caterpillar story-show images of caterpillar to chrysalis to butterfly on large paper. How can we change from what we are now to something better? Scribe children's ideas onto each image and leave in hall to remind children over the week. KS2 - The Buffalo and Monkey Jatarka Tale Class worship 2 from Buddhism see below. | Have they completed a lovely homework based on saying SORRY? | |

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| Wk3 10 th Mar | Forgiveness Led by NISCU at 9.15am Whole school | Dress Worship Table. Listen to 'Sorry seems to be the hardest word' by Elton John. Why is sorry hard to say? Pass round a 'sorry box' for children to place silent sorry's in, that they may not feel able to say out loud. Does it make them feel better to apologise and move on? How can we move on? | Light candle Listen to Forgive me - Leona Lewis. Reflect upon candle about what they are sorry for. | KS1 and 2 Week 4 Values Files Gordon Wilson | Has anyone forgiven someone else? | |
| Wk4 17 th Mar | Joseph and his Coat - forgiveness | Dress Worship Table. Use SEAL picture 'GUILTY'. Hold up photo card. What do they think this emotion is? What did the boy do? He smashed a window and is not sure what to do next. What should he do next? Put image on wall and children say ideas as teacher scribes what he should do next. | Light candle Listen to Forgiveness - Wretch 32 Reflect on candle about how they might deal with apologising for their actions next time. | Puppetry Theatre at 2:30pm for whole school. | Has anyone said something nice to a friend? | |
| Wk5 24 th Mar | Forgiveness Week 5 Values File The Cross | Dress Worship Table The Story of the lost sheep (Props to use for Godly Play) | Light candle. Listen to-If I could turn back time by Cher. Reflect on this Christian prayer: Now the light has gone away; Jesus, listen while I pray. Asking you to watch and keep And to send me quiet sleep. Jesus, wash away all that has been wrong to-day; Help me every day to be good and gentle, more like you. Let my near and dear ones be Always near and dear to Thee. O bring me and all I love To your happy home above. Amen | KS1 & 2 Listen to Amazing Grace - John Newton. Week 3 Values File. Have copy of Lord's Prayer written out large for pupils to see. Say The Lord's Prayer. Which words mean saying sorry. Who do we want to forgive us our sins? Unpick the prayer, revise words and pronunciation of tricky areas. KS2 Forgiveness about Two brothers Class worship 3 see below | Have we said something kind to a classmate? | |

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| Wk6 31 st Mar | Easter The Emmaus Road | Dress Worship Table Read Forgiven by AA Milne class worship 4-see below Use beetles and people as props. | Light candle. Ch look at images of Jesus on the cross and imagine a personal prayer Christians might make to him at this sad time. Look at images of when he rose. Why are Christians grateful for this? | KS1 & 2: Tell The Easter Story Learn the rhyme ' One a penny, two a penny, hot cross buns' Give each child a piece of Hot Cross Bun and tell them about the symbolism of it in Christianity. | KS1 and KS2 Easter Worship led by Year 5 | |
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Class worship 1: FORGIVENESS Matthew 18:21-35, Psalm 51

Show a torn book or broken picture frame. Look what Mrs Jones has done! I am so upset! She's broken my favourite... I know it was an accident, but I really liked this And she broke it. Look, here she is now. I'm so upset I can hardly bear to be in the same room as her. I really don't want anything to do with her.

MRS JONES: Oh this is terrible. How can I put this right? If I don't do something, we won't be friends any more. What should I do? (listen to suggestions)

Say sorry? That's a good idea. Look, Mr Bloggs, I'm really sorry that I broke your ... I know how much it meant to you, but please will you forgive me?

YOU: Hmmm. What should I do now? Should I forgive Mrs Jones or not? I don't *want* to.

MRS JONES: Can you all try to persuade Mr Bloggs to forgive me? Put your hand up if you've got a good reason why he should. (Get children's suggestions)

MRS JONES: Those are all great reasons to forgive someone. Christians believe that Jesus knows how important it is to forgive people, not hold onto our grumpiness. He told a brilliant story about forgiveness. Sidney, Cynthia and Celia, can you tell it to us? They tell the story of 'The Unforgiving Servant'

YOU: Goodness me - so if I don't forgive you, I can't expect anyone else to forgive me - is that right? So let me see. Reasons for forgiving someone: (List this and all the reasons the children came up with) Those are all such good reasons for forgiving Mrs Jones, I think you've persuaded me. Mrs Jones, I'm still very upset, but I forgive you for breaking my... Perhaps we can be friends again? (Shake hands and smile)

Reflection: Ask everyone to think quietly to themselves: How does it feel when someone says to you 'That's ok. I forgive you?' And how does it feel when you say to someone who has hurt you 'That's ok. I forgive you'? Whenever we've done something wrong, we can say sorry. Christians believe that God will forgive us, because of what Jesus did for people on the cross.

Class worship 2: THE BUFFALO & THE MONKEY

In a previous life, Buddha was born in the form of a buffalo living in a forest in ancient India. He was kind-hearted and never troubled anyone. Just above the tree where the buffalo stayed, lived a very naughty monkey. He always caused trouble to the kind buffalo. Whenever he saw the buffalo sleeping, he would jump on his back from the tree. Sometimes he would catch hold of the buffalo's tail and swing it in the air or pull his horns. Even though this caused pain to the buffalo, he was kind and silent and did not say anything to the monkey & forgive his behavior.

Yaksha, who lived in the tree, could not tolerate the cruel behavior of the monkey anymore. One day he said to the buffalo, " Why don't you punish the wicked monkey for his mischief? You are so big and strong that you could teach him a good lesson." The buffalo replied." Oh Yaksha, I don't want to give pain to anyone.

But the day is not very far when the monkey will suffer for his bad deeds".

One day when the kind buffalo was away, a wild buffalo came and stood under the very same tree where the monkey lived. The naughty monkey did not know that it is a wild buffalo. As usual he jumped from the tree and landed on the buffalo's back with a loud thud. The wild buffalo got mad with anger and attacked the monkey and killed him. The naughty monkey met his end in a cruel way.

What questions do you have about this story? What is it about? Give love, happiness and respect to others; because you get back what you give.

Class Worship 3: TWO BROTHERS AND FORGIVENESS

Once upon a time two brothers who lived on adjoining farms fell out with each other. It was the first rift in 40 years of farming side by side, sharing machinery, and helping each other. It began with a small misunderstanding, it grew into a major difference, and finally it exploded into an exchange of bitter words followed by weeks of silence.

One morning there was a knock on John's door. He opened it to find a man with a carpenter's toolbox. "I'm looking for a few days work" he said. "Perhaps you would have a few small jobs here and there. Could I help you?"

"Yes," said the older brother. "I do have a job for you. Look across the creek at that farm. That's my neighbour, in fact, it's my younger brother. Last week there was a meadow between us and he took his bulldozer to the river and now there is a creek between us. He may have done this to spite me, but I'll go him one better. See that pile of timber by the barn? I want you to build me an 8-foot fence -- so I won't see his place anymore."

The carpenter said, "I think I understand the situation. Show me the nails and the post-hole digger and I'll be able to do a job that pleases you."

The older brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day.

The carpenter worked hard all that day measuring, sawing, nailing.

About sunset when the farmer returned, the carpenter had just finished his job.

The farmer's eyes opened wide, his jaw dropped.

There was no fence there at all. It was a bridge -- a bridge stretching from one side of the creek to the other! A fine piece of work handrails and all -- and the neighbour, his younger brother, was coming across, his hand outstretched.

"You are quite a fellow to build this bridge after all I've said and done."

The two brothers stood at each end of the bridge, and then they met in the middle, taking each other's hand. They turned to see the carpenter hoist his toolbox on his shoulder. "No, wait! Stay a few days. I've a lot of other projects for you," said the older brother.

"I'd love to stay on," the carpenter said, "but, I have many more bridges to build."

Class worship 4: FORGIVEN AA MILNE

I found a little beetle, so that beetle was his name,

And I called him Alexander and he answered just the same.

I put him in a matchbox, and I kept him all the day...

And Nanny let my beetle out

Yes, Nanny let my beetle out

She went and let my beetle out-

And beetle ran away.

She said she didn't mean it, and I never said she did,
She said she wanted matches, and she just took off the lid
She said that she was sorry, but it's difficult to catch
An excited sort of beetle you've mistaken for a match.

She said that she was sorry, and I really mustn't mind
As there's lots and lots of beetles which she's certain we could find
If we looked about the garden for the holes where beetles hid-
And we'd get another matchbox, and write BEETLE on the lid.

We went to all the places which a beetle might be near,
And we made the sort of noises which a beetle likes to hear,
And I saw a kind of something, and I gave a sort of shout:
"A beetle-house and Alexander Beetle coming out!"

It was Alexander Beetle I'm as certain as can be
And he had a sort of look as if he thought it might be ME,
And he had a kind of look as if he thought he ought to say:
"I'm very, very sorry that I tried to run away."

And Nanny's very sorry too, for you know what she did,
And she's writing ALEXANDER very blackly on the lid,
So Nan and me are friends, because it's difficult to catch
An excited Alexander you've mistaken for a match.

The Bishop Harvey Goodwin School Collective Worship Plan

Summer 1 - Theme - Justice (Ascension and Pentecost)

Music coordinator to choose songs: Our God is a Great Big God, Sing out the Values - Honesty, School Worship Disc - Shine Jesus Shine, Come and Praise - If I had a hammer

| | Monday 9.10am Vicar/Head Whole School School Creed Hymn | Tuesday Class/Unit Worship Use interactive approach to worship. Circle Time to explore issues. <i>School blessing actions. Learn new hymns</i> | Wednesday Unit Singing Together Class Teacher Class Reflection Candle Prayer School Blessing | Thursday Mrs Nuttall/Vicar Lead Key Stage Worship Lord's Prayer School Blessing Hymn | Friday Senior Leader (CC in KS1) Celebration KS Worship | Evaluation |
|----------------------|---|---|---|---|--|------------|
| Wk1 23rd April | | | <p>Whole school worship. Values Day: Launch of new value-Justice</p> <p>St George's Day 23rd April - patron saint of England. What does that mean? Explain history of St George's day and show images e.g. info on www.woodlands-junior.kent.sch.uk</p> <p>Is it fair? Watch the YouTube 8 min clip of You are Special based on the book by Max Lucado - deals with being treated fairly by others and ask who might the maker represent?</p> | <p>Use Out of the Box worship basket - with 2 boy models, a father, green to represent the land, an apple. Can they guess the bible story? KS1 -Tell story Jesus told of The Two Sons using Nick Butterworth & Mick Inkpen book. How might the first son have felt & why? Was it fair? What can we learn from this story?</p> <p>KS2 - Jesus Clears the Temple. Show a picture of a place special to you. Can ch guess what it might be? Give clues. It is a special place where I make the rules. Ask ch to imagine their special place & a rule for it. How would they feel if someone broke the rules & made a mess in their special place? Would it be fair? School is a special place- we have rules to ensure everyone is happy hence the Golden Rules. Tell ch the story of Jesus in the temple. Ask them to think how Jesus was feeling about his special place. Discuss fairness theme within the story. Was Justice done?</p> | Who did outstanding work in Values day and bring along sample to show. | |

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| Wk2 28 th April | Rachel from NISCU | Put ch in pairs & give a pile of books/beanbags to one child in each pair. Ask them to do a press up with the books on their back whilst the other has none. Is this fair? How could they make it fair but keep the books? Try & solve their paired problem. (share books to carry load between them) How did it feel to carry the load? Help a friend? What can we learn from this? | Discuss who ensures Justice is done in school. Teachers, ch, staff, Mrs Nuttall. | KS1- The Fair eggs-periment class worship 1 (see below) KS2 - Who made it? class worship 2 (see below) | Who did good Justice homework that needs celebrating? |
| Wk3 5 th May | Bank holiday | Wesak 6th May An important Buddhist festival celebrating the Buddha's birth, enlightenment and death. Lead Lotus flower or Rainbow visualisation class worship 3 (see below) How did it feel? What can we learn from Buddhist meditation? (in Worship garden) | Look at image of a policeman. Dress child up - if dress up available in FS. How and why do the police try to ensure justice is done? | KS2 and KS1 - Week 4 Values file p136 - Including other worship suitable for KS1 and KS2 | Who has upheld the Golden Rules well this week? |
| Wk4 12 th May KS2 SATs | Props - Jubilee Debt symbol (on values CD), wine, water, silver jewellery, scales, dust and bag of grain to help tell story and make visual for ch. Week 3 - Values file p133 - The Prophet Isaiah and how he was unjust | Tell story of Daniel in the Lion's Den. Was it fair that Daniel was put in the den? in a circle talk about times when they feel something isn't fair and ask others to explain why/why not. Explore the statement - <i>Treat others how you would want to be treated.</i> Matthew 7:12 What does this mean? Draw out equality and fairness theme. | Look at an image of a judge in a court. This is where justice is supposed to be done in this & many other countries. Explain how the gavel (justice hammer) is used to signify the end of a hearing when a decision is made and cannot be taken back. | KS2 - Nelson Mandela - Freedom song - Hold up Mandela quotes about freedom & fairness ' <i>To be free is not merely to cast off your chains, but to live in a way that respects and enhances the freedom of others.</i> ' Explore Mandela's life using pictures to help visualise the long imprisonment. Draw out themes of Justice and his dreams. KS1 - ask 2 children to front. Give one a biscuit and the other none. Ask if this is justice/fair? Now give two other ch a biscuit but make one get the biscuit from a distance with no | Who has demonstrated fairness? |

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| | | | | use of arms or legs! Do they give up? Sometimes when we feel things aren't fair we do give up. In our school we try to make everything fair and just. Now give the other ch a biscuit too. | | |
| Wk5 19th | Ascension - 17 th May Clergy to deliver session on Ascension - use helium filled balloon to demonstrate. | Look at an image of Jesus ascending to heaven What might the people in the picture be thinking & feeling? The ascension is 17 th May and was 40 days after Jesus' Resurrection. Read Annunciation-class worship 4 | Jesus appeared to his disciples many times before he finally ascended to heaven. What would you say to Jesus if he appeared to you? | Pentecost - 27 th May Peter's message p13 of Pentecost book - Acts 2:17 (in values file). Explain that Pentecost marks the beginning of the Christian church. The word means 50 and it was 50 days after Easter. Vicars often wear red robes to symbolise the flames in which the Holy Spirit came to earth. Show images and explain Ascension & Pentecost. Class worship Luke 24:49 there is further info on Request.org.uk | Has someone shared well with a friend? | |

Class worship 1: THE FAIR EGGS-PERIMENT (From 10-Minute Life Lessons, by Jaime Miller)

Materials: Clear drinking glass filled with water, fresh egg, $\frac{1}{4}$ cup salt, a marker, and tablespoon

Carefully place the egg in the glass of water. Tell pupils that the egg (give it a name like "Eddie") represents someone who is not being treated fairly. Sinking to the bottom represents how someone who is left out or mistreated would feel - sad, depressed, defeated, unappreciated, and unloved. Remove the egg from the water. One tablespoon at a time, add salt to the water. As you stir in each spoonful, explain that the salt represents different ways to show fairness towards others e.g. following the rules when playing a game, taking turns and sharing, treating others with honesty and respect, taking action to help someone being treated unfairly. After you have added all the salt, put the egg back in the water. (put a smiley face on the egg with the marker) and it will float. Explain that now "Eddie" is being supported with kindness and "held up" by the fairness and acceptance of others.

Class worship 2: WHO MADE IT? KS2

1. Ask 4 people to the front, 2 physically larger, stronger people and 2 less strong people. The 2 strong people represent developing countries, the 2 weaker people represent developed countries. Have a ball of string and get the 2 developed 'countries' to hold on to one end of the string with their hands.

Then start talking about slavery and how we hoped we had got rid of slavery. But no. We have economic slavery. Take the other end of the ball of string and wrap it around the 2 individuals representing developing countries. Each time you talk about another level of unfairness, wrap another piece of string around the 2 developing countries. Eventually have a few strands around and show how the 2 developed countries can control the developing countries by gently tugging them. That represents how we have economic slavery today.

2. Ask pupils where they think their clothes are made and by whom. They can check tags on their own clothing or on the collar of a classmate's shirt. You may want to bring a piece of clothing made in a country with questionable child labour laws (e.g.: Pakistan, India, Thailand, Brazil, Mexico, China, and Indonesia).

3. Explain that due to many determined people who took action when they saw injustice by marching the streets in protest in 1908, the USA has laws that protect working conditions and prohibit children from working in factories. Before the workers went on strike, women and children were forced to work in horrible, filthy conditions, for long hours for very little money. Instead of attending school and playing with friends, young children had to work in factories. Unfortunately, there are still countries in this world that do not have laws that protect children. The children that live in these countries may not have schools or the right to an education. They are expected to work in a factory perhaps making the very clothes we wear. Encourage pupils to think about ways they can help these children.

Class worship 3: LOTUS FLOWER VISUALISATION FROM BUDDHANET

Aim: children will learn more about their innate potential

The lotus grows in mud and blossoms above the muddy water surface. For Buddhists, this symbolises our ability to rise above our defilements and sufferings. *Imagine that you are a lotus seed buried beneath a muddy lotus pond. There is mud all around you, which you can feel clearly. Above this muddy pool are sunshine and air. You are not disheartened as you begin your journey towards the surface. You begin to wiggle in the earth. You grow roots deep into the mud. Your little stem grows up slowly. Suddenly, "pop" you are out of the mud! Your stem grows higher and taller. You rise up slowly, fighting against the muddy water. All of a sudden, you are out of the muddy water. You reach up towards the warm sun, shining down on you. Your lotus bud begins to grow on top of your stem. It expands and grows larger, finally bursting into full bloom. A white lotus flower. You stand beautifully above the muddy water, not dirtied by the mud from which you grow. You are white, fragrant and beautiful. Everyone who sees you marvels at your beauty! Your determination to grow out of the muddy pond reminds Buddhists of the Buddha and his journey to Enlightenment. The Buddha, like a lotus, is determined to develop out of the muddy surroundings, which represent the defilements and sufferings of life. He did all that is to be done and he shows us that we can all do it too. We have negativities and we all have the potential to grow out of our defilements and achieve fully developed great compassion and wisdom, like the Buddha. So you are like a beautiful white lotus flower, and your role is to remind people to rise above their limitations, just as you arise above the muddy water and aren't dirtied by the mud from which you grow.*

RAINBOW MEDITATION FROM BUDDHANET

Feel your body becoming lighter and lighter. See all the colours of the rainbow. Feel your body becoming all of the colours of the rainbow. Slowly, visualise giving out red colour. Your whole body becomes red colour. Feel yourself giving out energy & strength. You are now full of energy and strength. Slowly, visualise you give out orange colour. Your whole body becomes orange colour. Feel yourself giving out happiness & joy. You are now full of happiness & joy.

Slowly, you are giving out yellow colour. Your whole body becomes yellow colour. Feel yourself giving out intelligence. You are now full of intelligence.

Slowly, you give out green colour. Your whole body becomes green. Feel yourself giving out harmony & friendship. You are now full of harmony & friendship.

Slowly, you are giving out blue colour. Your whole body becomes blue colour. Feel yourself giving out peace. You are now full of peace.

Slowly, you give out indigo colour. Your whole body becomes indigo colour. Feel yourself giving out gentleness. You are now full of gentleness.

Slowly, you give out violet colour. Your whole body becomes violet. Feel yourself giving out beauty & self-respect. You are now full of beauty & self-respect.

You are the rainbow, your colours are going out everywhere. Feel yourself getting bigger, your colours going out further, until they cover this whole room, then further until they cover the whole country, and still further until they cover the whole world. As you spread out all the colours, you are also spreading out energy, happiness, compassion, wisdom, friendship, peace, and gentleness. You spread out even further and become even bigger. Now your colours of light are spreading throughout the whole universe. You are as big as the whole universe, your light shines out in every direction in space.

Slowly, all the colours changed into a stream of white light. This white light is now flowing down the top of your head down to your heart. Feel all the white light going into your heart.

Class worship 4: ASCENSION

During the 40 days after Jesus' resurrection, (being raised from the dead), he appeared to his disciples from time to time. He spoke to them about the kingdom of God. Once he told them to stay in Jerusalem and wait for the gift he would send them. That gift would be the Holy Spirit. He would live in them and guide them. He would be a Comforter to them. Jesus wanted them to tell everyone on earth that he had died for them. He told them to teach and to baptize those who believed. After Jesus said this, he was taken up to heaven right in front of their eyes. A cloud hid him from their sight and two angels, who looked like men dressed in white, came and stood beside them. The angels said, "Why are you looking up in the sky? This same Jesus who has been taken up into heaven will come back some day in the same way you have seen him go into heaven."

The Bishop Harvey Goodwin School Collective Worship Plan

Summer 2 - Theme - Perseverance

Music: The Wise man built his house upon the rock; Sing out the Values -Independence; Peter, James & John in a sail boat action song; One more step...

| | Monday 9.10am Vicar/Head Whole School School Creed Hymn | Tuesday Class/Unit Worship Use interactive approach to worship. Circle Time to explore issues. School blessing | Wednesday Unit Singing Together Class Teacher Class Reflection Candle Prayer School Blessing | Thursday Mrs Nuttall/Vicar Lead Key Stage Worship Lord's Prayer School Blessing Hymn | Friday Senior Leader (CC in KS1) Celebration KS Worship | Evaluation |
|---------------------------------|--|--|---|--|--|------------|
| Wk1 2 nd June | Values Day: Launch of new value. Persevering with the truth - Wk 1 from values file page 341 Down in the well Need - Line of clothes tied together. Be bold be strong | WW1 day in school Class worship to reflect theme within KS/year group. | Learn this half term's songs & keep older ones on going. Reflection - Show image of Little Boy from Lost and Found. How did he demonstrate perseverance? | Rama rescues Sita - Story from Hinduism Use the Rama and Sita models in school as visual aids. | Great Perseverance work on values day. | |
| Wk2 9 th June | Rachel from Niscu Outdoor Learning Week | The Enormous Turnip story. Work together to finish a job. Set teams challenge to build the longest snake by rolling newspaper- must be even rolls to make snake and work as a team to persevere. Reward good team work. Draw out what they learn. | Reflection - Show picture of children team working. Which are they? The onlooker? The doer? How can they focus themselves?  | Keeping Going class worship 1 (see below) Could also have a pot/bowl of whipping cream that could be passed around for children to whip during worship. Do we always need to persevere on our own? Who can help? | Who has shown perseverance in a challenging task this week? | |
| Wk3 16 th June | Persevering to the end. Watch YouTube clip 'perseverance' Derek Redmond had an injury in middle of race but had to finish. How was he feeling? Watch again focus on people around him- crowd clapping, people trying to stop him & his dad supporting him. | Story of MEDUSA Perseus showing perseverance to save his mum. Look at a postage stamp - what qualities does it have? It sticks until its job is done! Do we do the same? What is important for us to stick to- school, riding bike. Give stamp outlines as a reminder of perseverance. | Reflection - Winston Churchill said - Never, never, never give up! Is this true of everything? No, but never give up on the things that are important to us. | Hare and Tortoise poem class worship 2-see below or tell Aesop's fable. | Like Derek Redmond has anyone tried really hard in a sports activity this week? Or Great Perseverance Homework. | |

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| Wk4 23 rd June | God's Persevering Love Parable of the Lost Sheep. Use props to retell the story or ch with sheep head bands and shepherd dressed up or Godly Play box. | Create a class wall frieze. One titled LOST & the other FOUND. Ch draw image of a time when lost (or lost something) and when they were found to add to posters. Scribe ch ideas of what to do to persevere to find what we need e.g. keep on searching; don't give up hope. - add to posters. | Reflection - The story of the lost sheep shows the shepherd's perseverance. How have they demonstrated this value? | Bible story -Jesus heals the paralysed man Who showed perseverance here? Use children to role play the story. | Who has helped the teacher find something this week or helped her to persevere? Read Lost and Found by Oliver Jeffers. | |
| Wk5 30 th June | Persevering to finish the job Values File Week 2 - p343 Using props/visual aids | Story of Moses & the escape from Egypt Give each child a star shape and write on it one of their goals for their future to send to next class. How might we achieve them? | Reflection - Take time to reflect on our own goals and targets for our personal lives and how we might reach them. | Perseverance and self-belief Henry Ford said: "Whether you think you can or you can't... you're right!" <i>What does this mean for learning?</i> Perseverance story from Islam <i>The ant & the king</i> | Class to nominate a child who has persevered in a task. | |
| Wk6 7 th July | Moving on Fears and Phobias worship 3 Jesus and his disciples in the boat (see below) | Explore life of Helen Skelton (BBC presenter) & how she has persevered. Make a class list of our perseverance. | Leavers Performance for school | Thursday 10 th Yr 2 Blessing at Church. Y6 leavers worship for parents | Persevered in handwriting? Pens Celebration Worship KS1/KS2 | |
| Wk7 14 th July | Celebration worship to end year. End of Year Leavers 'Sweets' worship 4 (see below) | Attendance worship | | Dalton Ghetti - Perseverance What can we learn from pencils worship class worship 5 - see below. | Final Celebration Worship | |

Class worship 1: KEEPING GOING

Aim: To think about perseverance and the value of 'keeping going'.

Preparation & materials: Pack of cards. Ask a colleague to construct a house of cards which you will 'accidentally' knock down. They are to calmly start again.

1. Invite a colleague to the front and ask them to build a house of cards two or three levels high. While they are doing this, start to tell the story below. Half-

way through your story you should 'accidentally' knock the cards over. Apologize and carry on with your story. The colleague should build the house of cards again, hopefully achieving this as you end your story.

2. Tell the story as dramatically as possible, as there are two things for the children to concentrate on!

Once upon a time there was a piece of iron which was very strong. One after another, the axe, the saw, the hammer and the flame tried to break it.

'I'll master it,' said the axe. The axe's blows fell heavily on the iron, but every blow made its edge blunter. The axe gave up and stopped striking the iron.

'Leave it to me,' said the saw. The saw worked backwards and forwards on the iron's surface until its jagged teeth were all worn and broken. Then it too fell aside.

'Ah!' said the hammer. 'I knew you wouldn't succeed. I'll show you the way.' But at the first fierce blow, off flew the hammer's head and the iron remained unmarked.

'Shall I try?' asked the small, soft flame.

'Forget it,' the others all replied. 'What can you do?'

But the flame curled around the iron, embraced it, and never left the iron until it melted.

2. Point out how sometimes, even though we seem weak, if we keep going we really can achieve things that might seem impossible. Point out how the 'builder' has kept going making the house of cards, even though the cards fell down. Explain that people from many religions, including Christians, believe that God is patient and keeps going with us. He loves us so much that even when we seem to be getting nowhere he will keep trying to build us up. Thank the card-building colleague.

Reflection: Ask children to be quiet and think of something they find difficult, and if they wish to they could quietly ask God for the strength to keep going.

Class worship 2: HARE AND TORTOISE

Aim: To show that it is important to do our best at all times and that continuous effort brings rewards.

Preparation: If the poem is used for choral speaking the children will need to rehearse beforehand.

1. Begin by suggesting that some people find some things easy to do, while others always find them difficult. Remind children that when things get difficult it is easy to want to try to avoid them, to want to give up, perhaps not bother, pretend we don't care about them.

2. There were many times when Jesus was faced with hardships but he persevered and overcame them. Reference could be made here to the temptation of Jesus in the wilderness (Matthew 4.1-11).

3. Read the following poem, which is an adaptation of one of Aesop's fables **The Hare and the Tortoise:**

Hare was proud; he boasted, 'I'm better than the rest,

I always get a prize, come top in every test.'

*He had few friends, always drove them away.
He had to win at any cost, it's rather sad to say.*

*Tortoise was very timid, yet always tried his best
And even though he worked so hard, came far behind the rest.
In spite of this he'd loads of friends, was always full of fun.
He never said a hurtful word - was kind to everyone.*

*When Sports Day came a race began, they all stood on the line
The rain poured down, 'twas very cold and hare began to whine.
Tortoise, though, said nothing; as usual he tried and tried.
Soon he reached the winning post, Hare's victory he denied.*

*At last someone had beaten Hare, Tortoise hadn't wasted time.
Hare, so busy moaning, hadn't seen him cross the line!*

*Tortoise was a hero and he at last was praised.
While Hare, who'd lost the race, was totally amazed!
Tortoise, ever thoughtful, felt sorry for the Hare
And held out a hand forgivingly, his friendship to declare.*

*Hare now understood, he wouldn't get the praise
And Tortoise had revealed to him the error of his ways.
Tortoise had learned that plodding on would help to see him through
So we should learn to do our best in all we say and do.*

4. Discuss: What were the main differences between Hare and Tortoise? How was Tortoise able to win the race? What lessons did they both learn? Have the children heard the phrase, 'If at first you don't succeed try, try again'?

5. Reflection. What do you do in times of weakness? How do you get the strength to overcome your difficulties? You might want to ask God to teach you to keep going when things are hard for you and to help you not to take your gifts and talents for granted.

Worship 3: FEARS AND PHOBIAS

Aim: To reflect on the Christian belief that Jesus is always with them

Materials: a flip chart with front page divided into two columns headed 'Team A' and 'Team B' for score keeping; Chocolate (without nuts) for prizes.

1. Explain that as we are thinking about moving on to secondary school we are going to do a Phobias quiz. Ask: what is a phobia? Comment that a phobia is something that grips a person and affects their whole life. It may seem silly to some that people are afraid of things like spiders or the dark or water, but that is what a phobia is.

3. Ask for 8 volunteers to play the quiz and one volunteer to keep score (or ask a teacher to do this). Ask the volunteers to come to the front and divide them into two teams. Say to the teams that the names of different phobias will be read out and that they have to come up with the correct meanings for each one. They should put hands up to indicate that they want to answer. To include the rest of the children, ask them to help judge who has the correct answer. You may want to ask: Arachnophobia - spiders; Aerophobia - flying; Agoraphobia - open spaces; Claustrophobia - enclosed spaces; Vertigo - heights (use this as a tie breaker)

4. Congratulate the teams, give out chocolates and ask the volunteers to return to their places. Comment that as the children move on to their new school you hope they won't feel gripped by fear or panic! They may feel nervous or a bit scared but hopefully not terrified.

5. Explain that you are going to tell the story about someone in the Bible who started off very brave but then got scared. It's about a man called Peter who was one of Jesus' disciples, which means he was Jesus' friend and follower. Read Matthew 14:22-33.

6. Discuss: Who was the bravest disciple in the boat? Why was that? How do you think Peter felt when he was walking on the water? What do you think the other disciples thought as they watched? What did Peter do when he was afraid and started sinking? What did Jesus do when Peter was afraid and started sinking? Peter was the only disciple who walked on the water even though he found it scary. After all, he'd never done it before!

Christians don't believe that Jesus expects us to walk on water (so don't try it at home on your garden pond!). There will be things we have never done before and Christians believe that Jesus is there all the time, however we are feeling and whatever we are doing and that they can always talk to him.

Reflection: Reflect on the new & exciting things at your new school. You may feel nervous about some of them at the moment. Who can you ask for help?

Worship 4: END OF YEAR LEAVERS 'SWEETS'

Aim: To think about moving on and the lessons to take with us.

Preparation and materials: Bag with sweets in: chocolate buttons, chocolate flake, Revels or liquorice allsorts, Guzzle Puzzle; chocolate orange, large bar of anything, Smart price chocolate, Dairy milk

1. We are all moving on in some way. Some of us are going to new schools, others are moving class. We are going to look at a range of different sweets this

morning and think about how they can help us remember the important messages of how to stay on a good path so we are happy and achieve our potential. Show your bag with sweets in-take them out of one at a time - the order does not matter. Buttons - these are the first sweets we have and remind us of the first things we learnt. To have manners, to share, to be respectful. We must keep doing all these things, we don't just stop doing them once we have learnt them. We still like these chocolates even though we had them as a baby. We have learnt these lessons and we still need to use them.

2. Flake - wonderful, exciting, delicious. But eat it at the wrong time and you can get in a mess. Like some people, and some of our behaviour, it is only for sometimes and some places. Mix with the wrong people in class and we are too chatty, best left for break time or after school.

3. Revels or liquorish allsorts - these help us remember that there are things we love, don't mind and others we don't enjoy at all. This is like some of your peers, your new teachers and your lessons. Focus on the ones you love and you can get through the others. If you only ever had the ones you loved and you ate nothing else you would soon get bored. Remember it's the mixture that make life interesting.

4. Something new (e.g. Guzzle Puzzle) Has anyone tried this? What did you think? Oh maybe I won't like it because... But how will I know unless I do try it? Sometimes we think we are not going to like something because are friends don't do it, like a club. Sometimes we let other people's opinions cloud our own. We need to be brave and try new things, even if other people aren't. Then we can say for sure, if we don't like it. But best of all we might find something we love.

5. Chocolate orange - this can only be eaten if you smash it. You can't give it a little tap, that won't do. To succeed you need to whack it. And so it helps us remember we need to go for it, don't hold back. Be the best you can - take responsibility for your learning - if you have something to say in class don't keep it to yourself. Go for it - put your hand up, say it or ask your question, be determined to be the best you can.

6. Large bar of anything - this you have to share, if you have this and people know about it and you don't share you won't have friends for long. You need to share what you know with people, such as directions, how to get a good mark for your homework. You might need this help yourself and you would want someone to tell you. You might find you have to share friends you've had for a long time, there might be people who know no one, so find a space for them in your group.

7. Smart price chocolate- basic & plain. It will do. Don't ever be this. Be interesting, have something to say. If you have enjoyed a lesson find out more about it yourself. When you have a good knowledge you have things to say. Have a hobby, set a goal, these things make us interesting.

8. Dairy milk- this has been the same for years and years. This is like us at this school dependable and reliable, we will always be here for you. If you need us we are here, the same as we are now we will be here in the years to come, we will not forget you. Revisit us. We all wish Year 6 the best of luck in their new school and to others ready to move onto new year groups. Keep the 'sweet' message in your mind as you move on to new challenges.

Reflection: Reflect on how each of the sweets has a message and a lesson to help you remember. Change is daunting, but embrace it and remember it is normal to feel worried and anxious but these feelings will soon pass. Who can you ask for help?

Class worship 5: WHAT CAN WE LEARN FROM PENCILS?

Aim: To reflect on the perseverance involved in creativity.

Materials: Slides of HB pencil; a drawing; Dalton Ghetti & his artwork (from Google Images)

1. Welcome. Show slide with HB pencil. Who has had a new one of these this year? Is a pencil amazing or beautiful? How could it be? We can draw something beautiful with it -show slides.

2. What else could be beautiful about this pencil? Take suggestions.

3. Show a picture of Dalton Ghetti and explain about his achievements.

Dalton began to learn how to handle tools at the age of 6 when at school in Brazil, he used a razor blade or a pocket knife to sharpen pencils for drawing and writing. When Dalton was 8, his mother, who was a seamstress, taught him how to use a needle to help her with hemming and sewing buttons. At 9, his parents gave him a set of metal tools for children, which he used to make his own boxes, toys and go-carts. This is when he began sculpting with knives, chisels and a hammer. Ever since, he has created objects out of all kinds of materials. At first, he carved large objects; but in 1986, as a challenge to himself and because of his interest in small living things, like plants and insects, he decided to create the smallest carvings that he could see. One day, he picked up a working pencil and started carving it.

4. Show images of Dalton's carved lead pencils.

His idea is to bring people's attention to small things. Small is beautiful. Most of the pencils he uses are found on the street. Dalton's work is a recycling process. He turns discarded objects into art. To create his sculpture, he holds the pencil under a strong table lamp and carves it mostly with a sewing needle and a sharp, triangular, small, metal blade. He works at very small intervals: 1 to 2 hours maximum per day whenever he gets inspired. He works slowly by removing specks of graphite at a time. It takes months or years to complete a sculpture. For Dalton, sculpting pencils is a hobby and a form of meditation, which requires a lot of patience. His pencil carvings are not for sale. He doesn't do it for money. He sculpts pencils for himself and his art comes from his heart. He wants to keep it that way.

5. Discuss what we can learn from Dalton- take suggestions.

6. His story got me thinking about an old parable which is about a pencil maker.

The Pencil Maker took the pencil aside, just before putting him into the box. "There are 5 things you need to know before I send you out into the world." he told the pencil, "Always remember them and you will become the best pencil you can be."

"1. You will be able to do many great things, but only if you allow yourself to be held in someone's hand." Accept the help and support of others - we are here to give you a hand, let us guide you, take advice & succeed.

"2. You will experience a painful sharpening from time to time, but you'll need it to become a better pencil." Teachers don't like telling pupils off, and if we do so it's for you to become better. It's what you NEED, not necessarily what you want. You will experience a painful sharpening from time to time, by going through various problems in life, but you'll need it to become a stronger person.

"3. You will be able to correct any mistakes you might make." The whole point with pencils is that you can rub out and try again, we learn from our mistakes. You

will be able to correct any mistakes you might make. Although...

"4. On every surface you are used on, you will leave your mark. No matter what the condition, you must continue to write."

"5. The most important part of you will always be what's on the inside."

The pencil understood and promised to remember, and went into the box with purpose in its heart.

Reflection: Remember you are special person, allow yourself to become something incredible.