

Always building friendships with one another, whilst being thankful for what we have.

while trying hard each and every day to trust other people around us through humility and service.



Remembering to forgive when we have been wronged and hoping to help others less fortunate than ourselves.

# The Magdalen Church of England / Methodist Primary School



## Collective Worship Long Term Planner

### *Yearly Overview of Themes*

Determined to show compassion for those around us and develop a community that embraces Justice and peace.

<b>Term</b>	<b>Week</b>	<b>Theme and Overview Description</b>
<b>1</b>	<b>1</b>	<b>CELEBRATING OUR SCHOOL</b>
<b>1</b>	<b>2</b>	<b>CELEBRATING THE TRINITY: GOD THE SON</b>  We celebrate the central ideas of Christian belief: God the Father, God the Son, God the Holy Spirit At best, the Trinity is a complex and mysterious concept and so the main focus is upon The Lord's Prayer (Our Father ...)
<b>1</b>	<b>3</b>	<b>CELEBRATING THE TRINITY: GOD THE SON</b>  The focus here is upon the "titles" of Jesus - either given by himself with his own teaching or given by others as a response to Jesus. Make sure that there are opportunities for some understanding of the bigger ideas/concepts being explored here as well as the stories and teaching used by Jesus.
<b>1</b>	<b>4</b>	<b>CELEBRATING GOD THE HOLY SPIRIT (THE FRUIT OF THE SPIRIT IS LOVE)</b>  By looking at some of the fruits of the Spirit, pupils can see more easily that the Holy Spirit within people can affect their behaviour. If the Holy Spirit is a "helper" then a person has support in loving others even when that is not easy. Build up a display on the idea of the fruit of the spirit being love (and peace and joy in the next two weeks) - ask the pupils to add thank you or please or sorry prayers for times when they have received love (peace, joy), please prayers that God will help them to show more love (peace, joy) and sorry prayers for times when they have not shown enough love (peace, joy). Perhaps these could be class based and designed by pupils themselves so that they are class and age appropriate.
<b>1</b>	<b>5</b>	<b>CELEBRATING GOD THE HOLY SPIRIT (THE FRUIT OF THE SPIRIT IS PEACE)</b>  This is a theme which needs to be re-visited regularly - both to convey the peace needed within the school community, home, local area and also more widely in the world.
<b>1</b>	<b>6</b>	<b>CELEBRATING GOD THE HOLY SPIRIT (THE FRUIT OF THE SPIRIT IS JOY)</b>  Use lots of images and everyday examples to help pupils to understand the idea of joy - the spontaneity, effusiveness and depth of true joy,
<b>1</b>	<b>Harvest</b>	<b>CELEBRATING HARVEST</b>  The theme is that of God as the faithful gardener. This links in with our own ways to celebrate harvest with special celebrations and local links to Wainfleet.

2	1	<p><b>CELEBRATING GOD OUR FATHER ('OUR FATHER WHO ART IN HEAVEN')</b></p> <p>The first weeks of this term are based on the words of the Lord's Prayer. This prayer is a summary of Jesus' teaching about God's kingdom and about how to relate to God as father. There are two versions in the Gospels: Matthew 6 v 9-13, Luke 11 v2-4.</p> <p>This is the Christian family prayer said all around the world in hundreds of different languages. Make sure that you are sensitive when talking about fathers as not all pupils will have a positive experience of fatherhood.</p> <p>However, all humans have an inadequate experience of fatherhood when compared with the Christian view of God who loves more than any earthly father and also demands more. It is important to point out that Christians call God "Our Father" because they are following Jesus' example and using his prayer. As you work through the Lord's Prayer, you will be exploring different aspects of God the Father to whom the prayer is addressed.</p>
2	2	<p><b>CELEBRATING GOD AND HIS KINGDOM ('THY KINGDOM COME')</b></p> <p>For week 2 it includes ideas that God's kingdom is part both of the present and of the future.</p>
2	3	<p><b>REMEMBRANCE</b></p> <p>This will be linked to the work with the RBL and the service within our own school remembrance garden. It is also important to make this in the context of collective worship. There is much 'remembering' in the Bible. Worship for this week should focus on the importance of this within our life as individuals and within our life as a school and as a wider community.</p>
2	4	<p><b>CELEBRATING GOD THE PROVIDER ('GIVE US THIS DAY OUR DAILY BREAD')</b></p> <p>This provides an opportunity to think about our "bread" and also to consider those for whom bread is not a daily provision.</p>
2	5	<p><b>CELEBRATING GOD THE FATHER WHO FORGIVES ('FORGIVE US OUR TRESPASSES AS WE FORGIVE THOSE WHO TRESPASS AGAINST US')</b></p> <p>It is important to deal with both parts of this sentence - we can 'say sorry' but forgiveness is something far more significant and is based upon the understanding that we are forgiven by others and also by God.</p>

2	Advent	<p><b>CELEBRATING ADVENT</b></p> <p>The suggestion for Advent is to create a Jesse tree to help pupils to look forward to the coming of Jesus by thinking about his ‘family tree’.</p> <p>The Jesse Tree takes its name from a passage in the book of the prophet Isaiah 11:1: "A shoot will spring forth from the stump of Jesse, and a branch out of his roots." The Jesse Tree illustrates the descent of the Messiah from Jesse of Bethlehem, through his son David.</p> <p>The Tree is often represented in art. Many pictorial representations of the Jesse Tree show a symbolic tree or vine with spreading branches to represent the genealogy. The most typical form which the Jesse Tree takes is to show the figure of Jesse, often larger than all the rest, reclining or sleeping.</p> <p>From his side or navel springs the trunk of a tree or vine, with branches on either side. On the branches are figures representing the ancestors of Jesus. The trunk ascends vertically to Mary and then Christ at the top. Symbols added to the tree day by day tell the story of Christian Salvation from the creation of the world to the coming of Jesus. Each symbol represents an important person or event in the life of God’s people.</p>
2	Christmas	<p><b>CELEBRATE CHRISTMAS</b></p>
3	1	<p><b>REFLECTING UPON BEING WOVEN TOGETHER IN COMMUNITY</b></p> <p>Pupil worship leaders might design an interactive prayer area on the theme. There is an underlying idea of “community” – different aspects of being bound together in a particular group and how this is an important part of each person’s life in terms of belonging and feeling secure</p>
3	2	<p><b>REFLECTING ON JESUS - WOVEN INTO OUR HUMAN COMMUNITY</b></p> <p>Jesus became part of a human community – relating his experiences to those of the children deepens their understanding that Jesus can empathise with them because he became human and lived his day-to-day life just as people continue to do over 2000 years later.</p> <p>The key concept here is that of Incarnation and an understanding that Jesus was fully human but also God the Son. The episodes chosen are all those with which children can identify.</p>

3	3	<p><b>REFLECTING UPON MAKING SURE THAT EVERYONE IS WOVEN IN</b></p> <p>There are occasions when people are excluded from communities – examples taken from the New Testament can help children to see that it is wrong and unjust to exclude people because of factors such as disease or race. These are sensitive issues but they affect children and young people so it is important to address them in this context as well as within the appropriate curriculum areas.</p>
3	4	<p><b>WOVEN TOGETHER BY WHAT IS RIGHT</b></p> <p>There have been and still are communities in which there is unfairness and injustice. Christians throughout history have spoken out about the wrongs which they have seen even though it may have been costly for them. In each case, children should know that it was a strong and unshakeable Christian faith which sustained these people.</p>
3	5	<p><b>REFLECTING UPON BEING WOVEN TOGETHER BY SHARED WISDOM</b></p> <p>Looking at the advice we take and the attitudes which we share helps us to understand how our community has been shaped and how it operates and, hopefully, how it can operate more successfully and more harmoniously.</p>
3	Epiphany	<p><b>EPIPHANY</b></p> <p>During this week, there is an opportunity to look at the Wise Men in various ways and to explore the account of their visit to Jesus.</p>
4	1	<p><b>THE CREATORS - GOD AND MYSELF</b></p> <p>This term’s worship is based upon the ideas of ‘Creation’. A display might be prepared in advance or built up more gradually as the theme progresses with an opportunity for pupils to offer their prayers in an active way.</p> <p>Alternatively, pupil worship leaders might design an interactive prayer area on the theme. This is an opportunity to look at the particular gifts and talents of pupils – linking this especially with abilities to “create”. This can include the gift of creating a better place – by loving, giving, caring – as well as creating a piece of work.</p>
4	2	<p><b>CREATORS OF GREAT BEAUTY</b></p> <p>I have listed a few suggestions but the list is only a starting point. Make sure that the focus is the creation of something which is precious and beautiful for God or a response to/expression of faith/offering of beauty in worship The themes for the week lend themselves to some simulating and beautiful displays – the pupil worship leaders might be able to contribute to these.</p>

4	3	<p><b>CREATORS OF GREAT BUILDINGS</b></p> <p>There is the opportunity to look at the great religious buildings of our county/country/world using the wonders of technology. Again the focus should be the creation of churches and cathedrals as expressions of faith in and love for God.</p>
4	4	<p><b>CREATOR OF CHANGE</b></p> <p>Everyone is changed as they travel through life - rather like the pebbles on the display table. Pebbles in the sea or on the beach are changed as they interact with the sand and with the sea. The other message of the pebbles is that they are ordinary but unique. The idea of change is that it improves on what was there before.</p>
4	Lent	<p><b>FOCUS ON JESUS - LOOKING FORWARD TO EASTER</b></p>
4	Easter	<p><b>EASTER: THROUGH THE EYES OF ST PETER</b></p> <p>Following Peter through the events of Holy Week gives us a different view of events. You could interview 'Peter' each day about what has been happening or read 'Peter's diary' each day to find out what has been going on. Try and bring Peter alive in some way, if possible.</p>
5	1	<p><b>RESPONDING TO HOPE</b></p> <p>It is important that the Resurrection is revisited even though Easter Sunday will have taken place during the holidays. Schools may also find it useful to quickly re- cap the events of Holy Week before talking about the resurrection.</p>
5	2	<p><b>RESPONDING TO COURAGE</b></p>
5	3	<p><b>RESPONDING TO FORGIVENESS</b></p> <p>It is important to reflect that Forgiveness is at the very heart of the Easter story as expressed in John 3:16, 'For God so love the world that He gave his only Son, that whoever believes in him should not perish but have eternal life'.</p>
5	4	<p><b>RESPONDING TO PEACE</b></p> <p>Shalom includes ideas of healing and health, wholeness and well-being. It means harmony, stability and security within a community.</p> <p>It refers to relationships based on truth and righteousness, where people flourish because they are nurtured. (Definition from <a href="http://www.christianvalues4schools.co.uk/">http://www.christianvalues4schools.co.uk/</a>)</p>

5	5	<p><b>RESPONDING TO KOINONIA</b></p> <p>Koinonia means ‘that which is in common’ and is often translated as ‘fellowship’ or ‘community’ (definition from <a href="http://www.christianvalues4schools.co.uk/">http://www.christianvalues4schools.co.uk/</a>).</p> <p>There is great scope this week to celebrate the school’s position as part of a wider community, to embrace the links it has with the church community, or even with another church school.</p> <p>Visual stimulus - make paper templates of the pupils’ hands. Ask them to write their name on them. These could form a border around the school hall during this week of worship, giving representation that we are all joining hands in fellowship.</p>
5	<b>Ascension</b>	<p><b>REFLECTING UPON IDEAS FOR ASCENSION</b></p>
5	<b>Pentecost</b>	<p><b>IDEAS FOR PENTECOST</b></p> <p>Pentecost celebrates the coming of the Holy Spirit just as Christ had promised before he ascended to heaven.</p> <p>It occurs 50 days after Easter (10 days after Ascension). It is sometimes known in the UK as Whitsun or Whit Sunday. This was traditionally a day when new believers were baptised or confirmed, wearing white to signify purity. It is often considered as the birthday of the Christian Church and as such many churches often have a ‘birthday party’ to celebrate. Colours used are red, orange and gold to symbolise the flames of the Holy Spirit but also to represent the joyfulness of the occasion.</p> <p>The word ‘spirit’ comes from the Latin word ‘spiritus’ meaning ‘breath’ and the Holy Spirit is often referred to as the ‘Breath of God’. It is symbolised by a white dove.</p>
6	1	<p><b>RESPONDING TO WISDOM</b></p> <p>There is a type of literature in the Bible that is sometimes called ‘Wisdom Literature’ and an important idea in these writings is that ‘the fear of the Lord is the beginning of wisdom’. Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God who is the source of all life and all values (taken from ‘Christian values for schools’).</p>

6	2	<p><b>RESPONDING TO REVERENCE</b></p> <p>Reverence is the proper human response to what is holy and sacred. It is related to awe and respect. It is this profound respect that is expressed in the Biblical phrase ‘the fear of the Lord’. This is not fear in the sense of terror or abject grovelling but a reverent acknowledgment of God’s greatness and our complete dependence. Such reverence is the proper response to the mystery of life and death, or to the created world in which we live. This profound respect for God is the spring from which true worship flows (taken from ‘Christian values for schools’).</p> <p>Worship is an often misrepresented concept. It is far more than just a period of singing songs as part of a service in church. It is a whole-life response to God, at all times and in all places.</p>
6	3	<p><b>RESPONDING TO THANKFULNESS</b></p> <p>Thankfulness has always been at the centre of the life and worship of God’s people. Under the Law of Moses, there were not only sacrifices for forgiveness, there were ‘thanks offerings’ as well. ‘Songs of thankfulness and praise...’ are at the heart of Christian worship.</p> <p>Thankfulness is directed towards God who gives and sustains life. Seeing the world as God’s creation underpins the way we approach everything in life, seeing it as a gift and not as a right. For Christians the greatest of all acts of worship is simply called ‘thanksgiving’- eucharistia in Greek - thanksgiving for the death and resurrection of God’s Son and the way of forgiveness that is opened up.</p>
6	4	<p><b>RESPONDING TO TRUST</b></p> <p>Trust is the very essence of faith; trust in the God who is trustworthy. ‘Trust in the Lord’ is a central theme in the Psalms. Time and time again, God is the acknowledged as the source of all true security and strength. Trust is essential to human life and lies at the heart of all relationships. Trust entails vulnerability, putting yourself in others’ hands. We have to trust experts - pilots, dentists, surgeons.</p> <p>Yet, within our society, there often seems to be mutual distrust between people and those responsible for governing them. Trust is central to civilised society, to living together in harmony, so it is to be valued and honoured. With wisdom and discernment, we can re-learn to trust.</p> <p>We can begin to rebuild trust in our mistrustful society by being reliable ourselves, by not letting people down. Similarly, when we work with others, if we are willing to let go of control ourselves and trust in the abilities and integrity of others, everyone can be enriched.</p> <p>Jesus, after all, entrusted his ongoing work to his disciples and ultimately to us.</p>



6	5	<p><b>RESPONDING TO FRIENDSHIP</b></p> <p>Think creatively about how to mix up the seating arrangements for worship this week, allowing pupils to have discussions with a wider circle of friends.</p>
6	6	<p><b>RESPONDING TO ENDURANCE</b></p> <p>At its root, endurance is recognition that life is sometimes difficult and painful, and that it is important not to give up in the face of adversity. Endurance and perseverance are only possible where there is hope and that hope is based on the enduring nature of God's love and faithfulness.</p> <p>Particular sensitivity will be needed when exploring this value. Adversity will mean different things to different children, with many having already faced a range of serious challenges and difficulties in their young lives.</p>
6	<b>End of Term / Transition</b>	<p>End of Term /Transition</p> <p>The end of Term or leaver's service is the ideal opportunity to think about which of the explicit Christian values will help the pupils face the challenges of moving on. Scripture Union have produced a resource for Collective Worship based on the popular TV quiz 'Family Fortunes'.</p>