

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

Autumn Term 1 2020

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

Week	Type	Collective Worship Focus
1 Monday	Whole School	<p data-bbox="517 230 1169 266">CELEBRATING A NEW START (whole school)</p> <p data-bbox="517 304 1485 376">Lamentations 3 v 23 “Great is his faithfulness; his mercies begin afresh each morning.”</p> <p data-bbox="517 416 1501 958">Welcome the children back and say how good it is to see them. Welcome new children and new members of staff. Say that, as we are beginning this new school year, it is like making a new start. Show the children something new that you have bought for yourself for the new term e.g. a new pen, diary, a piece of clothing, shoes etc. Make a big thing about it being new. Ask the children if any of them have something new to start the new term. Take a few answers. How does it feel when you have new things? They will be getting new books with clean pages. This is a chance to start everything afresh. They will try not to make any mistakes, but they are bound to at some point. Mistakes can be rubbed out, erased, so that we can start again. It is like this in our lives. We make mistakes, but we can start again. God makes each day new and we can make a fresh start. Share the Bible reference above with the children. Each day we can start by remembering that the last day and night have gone, today is the start of new things if we want them to be. We can try new things, even change the way we are. It’s a new beginning.</p>
1 Tuesday	Whole School	<p data-bbox="517 996 1165 1032">CELEBRATING OUR SCHOOL (whole school)</p> <p data-bbox="517 1070 1469 1142">Isaiah 43 “Do not be afraid, for I have ransomed you. I have called you by name; you are mine”.</p> <p data-bbox="517 1182 1501 1691">As we start our new term, let’s think about what we are looking forward to and about how great our school is. Ask children to offer answers and record on a flip chart as they are said (or get a scribe to do this for you). They could be recorded in two columns. Talk about belonging to the school community. Show the pupils items which have name labels on. These might include a luggage label, school jumper, coat and so on. As you read the names on the objects, have them returned to their owners. Explain that these things belong to people. How do we know we are part of the school community? Try to get the answer that the logo is on the school uniform. If not, stick a label onto someone with the school name on it. The Bible talks about us belonging. In Isaiah 43, it says that we belong to God and that He calls us by name. Christians believe that all people belong to God, but they don’t all wear labels to say so. Have a moment of silence and ask the pupils to think about their own name and those of their friends in the school community.</p>

1 Wednesday	Whole School	<p>CELEBRATING BEING PART OF A TEAM (whole school)</p> <p>Mark 1 v 17 “Come, follow me,” Jesus said.</p> <p>Ask pupils for answers to the thinking question. Ask the pupils to put up his/her hand if they are part of a team. Ask them what it is like. What are the best things about being in a team? (Friendship, loyalty, working together, playing your part and being needed etc.). Ask them if it is always easy? Take feedback.. As Jesus began to get ready to tell everyone about God, he needed to gather together a strong team to help him. He asked a lot of those he chose - to leave everything behind, to change their ways and so on. It wasn't easy for them. Read to the children an appropriate version of the Calling of the Disciples. Just like our sports teams and the disciples, we are all part of a team - The School Community Team! As our term begins, we may need to leave behind our old ways and learn and practise new skills. We need to support and encourage each other to make the team a success. We all have different strengths and abilities, just like the disciples, but each one of us plays a vital role in making the school team successful</p>
1 Thursday	Key Stage	<p>CELEBRATING BEING ME (key stage)</p> <p>Matthew 10:29-31 Are not two sparrows sold for a penny? Yet not one of them will fall to the ground outside your Father's care.</p> <p>And even the very hairs of your head are all numbered. So don't be afraid; you are worth more than many sparrows. Set up a kind of „Antiques Road Show“. Have a table set up and have 3 or 4 children line up with different items. „Value“ them, asking the children first for their suggestions (use terms such as „a lot“ or „not much“ or similar - to be explained to the children before you start). Have a mixture of cheap and more expensive items and include something of sentimental value. Explain that cost and value are different things. Sometimes things are valuable because of the material they are made of.. It may be „one of a kind“. It may hold precious memories or may even be something made for you. Explain that we are all precious and valuable to God. Christians believe that people cannot be bought as they are too valuable. They are not valuable in the same way as precious metals or jewels, but they are precious because God has made every one of us different. We are like unique pieces of art. We should celebrate being individual and being ourselves. When Jesus was talking about the value of people He said, “If God cares about every sparrow that falls, how much more does he care about people”. So, we are ALL precious!</p>

2 Monday	Whole School	<p>JESUS THE BOY (whole school)</p> <p>Luke 2 v 41-52</p> <p>Prepare the story in advance so that, as you read it, stop to interview people randomly as they become: part of the party travelling south for the Passover, people among the crowds in the busy streets of Jerusalem, those who are enjoying the Passover celebrations a group of friends setting off home again, part of the initial search party when they discover that Jesus is missing, his parents and relatives looking frantically for Jesus in all the likely places in the city, those sitting with Jesus in the temple, friends listening to Mary as she tells them of Jesus' strange reply when he was found (Luke 2:49) Explore: Are we willing to learn and to go on to discover more about God's kingdom (God's way of doing things)? - what might this be in our everyday life?</p>
2 Tuesday	Whole School	<p>JESUS THE FRIEND (whole school)</p> <p>Matthew 4 v 18-22</p> <p>Jesus was a special friend to his group of disciples and they went through many special times together - this is the story of how he found them. Start off your seaside special story with a treasure hunt in some sand. Hide the following items in a large bowl or box of sand: interesting shells, pieces of netting, a little boat, some plastic fish, some rocks, a starfish, - depending on how much sand and space you have, include as many fun seaside items as possible. What we have found in the sand helps us to step into the story of today's important seaside surprise. Shells: James's story began down by the shore... Some netting: ... where fisherman were mending their nets once when Jesus came along. A boat: James's family owned their own boat. Some fish: James and John were probably sorting out their catch on the boat with their hired helpers. Perhaps James's mum, Salome, was sorting out the best fish to put on a special meal or to send to the high priest, with whom they had a contract. Some rocks: Andrew had already introduced his brother Peter to Jesus. Jesus had given Peter a nickname. You're going to be 'a rock', he said. A starfish: Jesus was the 'star' in this story. He had such wonderful ideas and did such amazing things that people followed him. They didn't really know who he was yet but they knew he was special. He was compelling. There was something different about Jesus. He was to be a very special friend to them and he can be a friend to us today.</p>
2 Wednesday	Whole School	<p>JESUS THE TEACHER (whole school)</p> <p>Mark 10 v 17-25</p> <p>You'll need: an expensive briefcase or suitcase filled with as many objects as you have children which show that the person who owns it is very wealthy: e.g. gold jewellery, cheque book, toy horse, money, scroll for Torah Give the case a build-up - make it a bit mysterious. Say that you've got a case belonging to someone here, and you'd like the group to see what they can discover about the owner. They will probably deduce that the owner is rich and 'religious'. Say that someone very like the owner of this case once had a</p>

		hard decision to make. Tell the story – there is a script below or use a version of your own. Ask the group what they think Jesus meant by ‘treasures in heaven’. Do they think these are worth more or less than the ‘stuff’ the young man needs to give up?
2 Thursday	Key Stage	<p>JESUS THE HELPER – key stage</p> <p>John 2 v 1-11 Find a picture of the wedding at Cana or simply of wine and, using pieces of cardboard, slowly uncover the picture a little at a time so that they can guess what you are revealing. Tell the story, using the children as actors and using wine glasses, a table and six large pots (or washing-up bowls, big saucepans or similar) as props. ‘Hot seat’ Mary, a wedding guest, the bride and a disciple to find out what they thought of the miracle. Try to establish how disastrous it would have been if there had been no wine for the party. Ask the children to pray now for people or places who are going through a bad time, asking Jesus to turn those situations into better times. Ask what this story tells us about who Jesus is.</p>
3 Monday	Whole School	<p>JESUS THE WAY (whole school)</p> <p>John 14 v 6</p> <p>There are various ways of introducing the idea of directions – maps, plans, a blindfolded person being instructed by a friend etc. You could use a variety of visuals to show different ways of finding the way and the importance of being sure of the way. There are many films where people undertook epic and dangerous journeys and they had to be sure that they were going the right way. When Jesus said he was the way, he was talking about the ultimate journey - he was promising to show people how to find God and then he could help them along that way. How do we know that we are following the right way – who helps us and how can we keep our eyes fixed on Jesus the way?</p>
3 Tuesday	Whole School	<p>JESUS THE DOOR/GATE</p> <p>John 10 v 7-10</p> <p>The image here is that of the entrance to the sheepfold. Find an image of a sheepfold from the time of Jesus – ask questions about why the sheepfold is needed (safety, security, warmth, away from dangers of wild animals etc) The picture is of the shepherd who let his sheep in and out to find the pasture or even lies across the entrance as the „gate“. There is also an opportunity to use the Holman Hunt picture of Jesus standing at the door or ideas about being welcomed/not welcomed at doors in our everyday lives. You might like to play out some scenes for this. What welcome just Jesus offer to use? What sort of welcome do we offer to others?</p>

3 Wednesday	Whole School	<p>JESUS THE KING OF KINGS (whole school)</p> <p>Mark 11 v 1-11</p> <p>Talk about Kings and Queens - what do they do and how are they treated? Think about earthly kings - perhaps look at some of the images of British monarchs and explore what the king or queen is saying about himself/herself eg The Ditchley Portrait of Elizabeth I which has lots of symbolic references to Elizabeth's majesty and sovereignty. The story of Palm Sunday shows how Jesus was treated as a King - with crowds and cheering. But the symbolism was a complete contrast to that of earthly power and glory - a donkey for transport and a message of peace Although Jesus was a King - in fact the greatest King ever - his kingdom is one of peace and love and harmony.</p>
3 Thursday	Key Stage	<p>JESUS ALPHA AND OMEGA (key stage)</p> <p>Revelation 22 v 12-13</p> <p>Alpha and Omega are the first and last letters of the Greek alphabet (like our A and Z). Jesus is all we need to know about life and about God and about ourselves. Hand out letters of the alphabet from a Scrabble set or that you have made and give the group some time to come up with words they would use to describe Jesus that begin with the letters they have. For a time of prayer together, have a set of letter 'A's to letter 'Z's available. Lay them out at the centre of your circle. Use these to pray for different beginnings and endings, for example: prayers for the beginning and ending of every journey this coming week prayers for the beginning and ending of each new day this coming week prayers for the first and the last in the world's eyes (rich/poor; famous/unknown)</p>
4 Monday	Whole School	<p>Remind pupils that the fruit of the Spirit is love (Galatians 5 v 22-23) and that it grows if we let it grow and help it to grow</p> <p>LOVE IS PATIENT (whole school)</p> <p>I Corinthians 13 v 4</p> <p>Give examples of things which people cannot wait for - to be 10, 11 or 12/to start work/to go on holiday etc.. Use a practical example like not being able to open a present until the next day in worship - wrap a present and ask someone to come forward and guess what is in the box. Do they want to open the present? Perhaps let them take off one layer and then say they have to wait to take off the next layer - how is it going to feel to have to wait to see what is inside the box. Everyone will be disappointed. We all try and rush things eg the presents waiting under the Christmas tree. This attitude can cause people to waste time by rushing forward too quickly - love waits for people to be ready and values each moment for its own sake. If we are going to show love to the people we meet, we might not always get a reply or a thank you straight away but we need to be patient and keep on loving anyway</p>

4 Tuesday	Whole School	<p>LOVE IS NOT PROUD (whole school)</p> <p>I Corinthians 13 v 4</p> <p>Ask who is guilty of showing off – what makes people do this? Set up some scenes in which people show off about what they have or what they look like or doing well in school. You could show a Disney clip in which someone is boasting about themselves eg Gaston in „Beauty and the Beast“. Are these the most important things? St Paul does some boasting in Corinthians 11 v 24-28 – he admits that it is tempting to show off about how brave and special he is. However, he says that the most important thing to be proud of is his faith in Jesus. What can pupils be proud of? (the sort of people they are, the love they can show)</p>
4 Wednesday	Whole School	<p>LOVE PUTS UP WITH A LOT (whole school)</p> <p>I Corinthians 13 v 7</p> <p>Use a big thermometer to “take pupils” temperatures” when different things happen, eg someone picks on you/you have to do work again etc. Does the temperature go up because you get angry and want to get your own back? How can you keep the temperature at the same level or even make it go down? Love does not “explode” over little things – only over things that matter to God such as unfairness and injustice. What sort of things should we not put up with? – a world where some people have everything and others have nothing, discrimination against the weak by the strong, any time when people do not love their neighbour as they love themselves.</p>
4 Thursday	Key Stage	<p>MOTHER TERESA (key stage)</p> <p>I Corinthians 13 v 4</p> <p>Explain in simple terms what Mother Teresa did in Calcutta and use these short quotations which she wrote as appropriate to the age group. How did Mother Teresa live out these words in her life. See if pupils can think of ways of responding to these words in their lives. Write some prayers based upon these ideas to use during the week and beyond: ‘Let us always meet each other with a smile, for the smile is the beginning of love’. ‘Spread love everywhere you go. Let no one ever come to you without leaving happier’. ‘Love begins at home, and it is not how much we do... but how much love we put in that action’</p>

<p>5 Monday</p>	<p>Whole School</p>	<p>Remind pupils that the fruit of the Spirit is love, PEACE (Galatians 5 v 22-23)) and that it grows if we let it grow and help it to grow</p> <p>PEACE BETWEEN US (whole school)</p> <p>Proverbs 7 v 14</p> <p>Listen to dramatic music eg Mars by Holst – what does this remind the children of? Is it like a dam when it has burst? The first words of a quarrel are like a crack in a dam – and the dam will only hold if other angry words are kept back. Talk about ways in which to make sure the dam holds, such as walking away or changing the subject or asking God to help. End with some contrasting peaceful music.</p>
<p>5 Tuesday</p>	<p>Whole School</p>	<p>PEACE WITHIN US (whole school)</p> <p>Mark 4 v 35-41</p> <p>Jesus and his disciples were once caught in a storm. Prepare groups to be special sound and visual effects teams. One for the sea; one for the sail; one for the snoring and startled crew. For the sea, use the large dark or blue sheet like a parachute held between the group. First it is calm and then slowly it begins to be more choppy and eventually becomes a violent storm with sound effects. For the sail, a group should hold up the white sheet vertically. This will involve some of the group standing on chairs (take care!) to reach high. This also moves gently at first and then begins to flap more violently with sound effects For the crew, some will be lying on the cushions asleep (with sound effects!) and some will be rowing. Practise a startled waking-up and shouting for help, as the storm develops. Choose one other person to be the one who shouts loudly "be quiet" at a given signal. Tell the story from Mark 4 verses 35-41. Add in the sound effects of sail, sea, snores, startled cries and then the sudden cry of peace. Think about the importance of the sudden peace after the storm and how important it is to have peace in life.</p>

5 Wednesday	Whole School	<p>PEACE AROUND US (whole school)</p> <p>Psalm 23</p> <p>Psalm 23 is a very personal and thoughtful prayer of praise to God. It focuses on the character of God, which is expressed through the commitment of a shepherd to his sheep. Focus first on the things that God gives, which include rest, refreshment, peace, protection, safety, food, drink, kindness and love. Now draw up a list together of all the things that God gives to us each and every day. David recognises God's gifts and presence in all circumstances, including a special sort of peace. David uses his own profession as a shepherd as a launch pad to explore his ideas about God. In the same way, use some up to date situations to think through what God can be like each and every day. For example, your psalm might start off: The Lord is my teacher so I always know where to come for help... The Lord is my sports coach so I always know that he's got my best interests at heart... The Lord is my music tutor so I can trust him to give me the best music to play... The Lord is my driving instructor so I can be confident when I am out on the road... Think about how these images might relate to a sense of peace.</p>
5 Thursday	Key Stage	<p>TAKING TIME ON REFLECT ON PEACE (class or key stage)</p> <p>Luke 24 v 36</p> <p>WISH BY LOIS ROCK This is a poem which speaks of peace in all aspects of life – from the individual heart to the whole of the world. How can people ensure peace in all these places – what is the pupils’ part in this?</p> <p>INNER PEACE BY LOIS ROCK Is a simple and short poem which asks a question and gives practical answers for the individual. Also explore the idea of how to “tend” peace in a heart so that it will continue to grow.</p>
6 Monday	Whole School	<p>GROWING THE FRUIT OF THE SPIRIT (whole school)</p> <p>Galatians 5 v 22-23</p> <p>Remind pupils that the fruit of the Spirit is love, peace, JOY (Galatians 5 v 22-23)) and that it grows if we let it grow and help it to grow. Think about ways in which we might help fruit to grow – what conditions do fruit trees need? Bring in a plant to demonstrate how to help it to thrive. What conditions does it take to grow love, peace and, for this week, joy? Take a person and show what is needed to make him or her grow in love and peace and joy – the right friends, family, helpers, safe places to live, situations where they have positive experiences, times when love, peace and joy are modelled to them etc How are they going to try and help joy to grow in their lives.</p>

6 Tuesday	Whole School	<p>THE JOY OF ANNA AND SIMEON (whole school)</p> <p>Luke 2 v 25-38</p> <p>Focus on the joy of this episode – how Anna and Simeon were full of joy when they saw Jesus for whom they had been waiting and praying. Bring out a birthday cake and candles. Light the candles. Talk about birthday celebrations. Ask if anyone has had a birthday recently. Talk about the mood of joy that surrounds birthday celebrations. Jesus can also bring joy into people’s lives, it’s a deep joy that comes from knowing what Jesus has done for us through his life, death and resurrection. Think about the image of light in this account – the way in which joy can ‘light up’ a person’s life. Can pupils think of times when they felt ‘lit up’ with joy. Listen to some joyful music or look at some images of ‘lit up’ faces.</p>
6 Wednesday	Whole School	<p>THE LOST COIN (whole school) Luke 15 v 8-10 You should have ten coins but one is missing! Tell the story by moving the coins around to create some objects and people from the story (perhaps using a visualiser and asking pupils to come and help you – or pupil worship leaders) Suppose a woman - can you make the letter W with your nine coins? Suppose a woman has ten silver coins and loses one - can you make a picture of a person (arms, legs, head, body) with the nine coins? She searched with a lamp - can you make a lamp with the nine coins? And she sweeps the house - can you make a broom with the nine coins? She searched and searched - can you make a face with two eyes looking this way and that? She must have been sad and anxious - can you make a face with eyes and no smile? She searched carefully until she finds the coin. - now, can you look around the room to find the missing coin somewhere? And when she finds it she's happy - can you make a face with a smile? She calls her friends and neighbours together and says, 'Be joyful with me; I found my lost coin' - can you make a line of three friends holding hands with the ten coins? Can you make a picture of the biggest smile ever? This is the joy of heaven. How did the woman celebrate? How would you celebrate?</p>
6 Thursday	Key Stage	<p>PRAYING WITH JOY (key stage)</p> <p>Philippians 1 v 4 ‘In all my prayers for all of you, I always pray with joy’.</p> <p>Take time to think about people around us who give us joy at home, at school and in the wider world. Think of the ways in which they do this. Give opportunities to draw the faces of these people and offer thank you prayers ‘with joy’. Make individual class displays of these faces or make class books which can be passed around for other classes to look at.</p>

<p>Harvest</p>	<p>Whole School</p>	<p>APPLES TO CHOOSE (whole school)</p> <p>Genesis 3 v 1-6</p> <p>There are ideas about three special gardens over the course of this week to help thinking about God as the faithful gardener. Between them, these gardens hold the clues about how our lives can produce the fruit and the harvest that God is looking for. All these three gardens are in the Bible and God is the faithful gardener. Remind pupils that you will build up a ‘big picture’ over the week. Apples – the fruit of the first garden. I wonder what's your favorite variety of apple? There are so many to choose from nowadays – many from around the world. Some look tasty. Some look rather waxy! Some look as if they may be sweet but turn out rather sharp. Here are some apples to choose from the fruit garden. Invite some children and adults to taste a few of the apples and give their opinions. The Apple Garden is there right at the beginning of the Bible story. It is the garden of choice...The Garden of Eden. God in love allowed us to choose whether to love him and know him or not, and people chose not to. God never wanted to force love on his creation and so it meant that people chose what was bad for them and for the world. Christians take the mess of the world with its failed harvests and unfair trade seriously and own up to the truth about who causes the ‘mess’ in the world (people not God). Take time to reflect on how God the gardener for the garden of apples reminds us on we should try and make the world into a better place.</p>
<p>Harvest</p>	<p>Whole School</p>	<p>OLIVES TO CRUSH (whole school)</p> <p>Luke 22 v 39-43</p> <p>The second garden is very different. This garden produces olives. Show the bowl of olives. Who likes olives? Invite some children and adults to come and taste them and give their opinions. You may get a mixed response to this! These olives grow in gardens too and can be eaten. But they can also be crushed to make olive oil, which has many uses. So here are some olives to crush from this fruit garden. God is faithful and does not leave us in the ‘mess’ that we heard about yesterday . Here is the olive garden next. It is a real garden in place and time and one where once God, in the form of Jesus, knelt to pray. It's called the Garden of Gethsemane – an olive garden at the foot of the Mount of Olives. Here Jesus chose to be crushed like the olives in that garden; crushed on the cross in our place for all the mess which people caused. Jesus took on himself all the bad that people had brought into the world so they can have the opportunity of a new start, a clean sheet, a fresh beginning. Take time to thank God the gardener for the garden of olives which reminds us of what Jesus did on the Cross.</p>

<p>Harvest</p>	<p>Whole School</p>	<p>GRAPES TO CURE (whole school)</p> <p>Galatians 5 v 22-23</p> <p>The third garden is very different again. This garden produces grapes. It is a grape garden or vineyard, as it is more usually known. I wonder who likes grapes? Most people do and they are good for our health. They look good. They can be very sweet and tasty, which is why we sometimes take grapes to people in hospital. Grapes help us get better. Here are grapes to cure. Invite some children and adults to taste the grapes. This leads us on to the last garden, the grape garden. This is the garden Jesus used to describe how we can be different. In this garden Jesus says he is the main trunk of the tree and if we choose to belong to him, we can start producing the good fruit of the Spirit which we can see in Jesus: love, joy, peace, patience, kindness, goodness, gentleness, self-control and faithfulness. Jesus described this garden to his disciples on the night before he died (see John 15). As we get linked up to Jesus and this grape garden – this vineyard – this is the way we can be different and produce a harvest of good things that can make us and the world the sort of place God intended it to be all along. Take time to thank God the gardener for the garden of grapes which helps us to think about the sort of person we can be.</p>
<p>Harvest</p>	<p>Key Stage</p>	<p>GOD THE GARDENER WANT US TO THRIVE (key stage)</p> <p>Luke 13:6-9</p> <p>Here is a story of a gardener coming to look for fruit (figs) on his fruit tree This gardener comes looking for fruit but there was none. Nevertheless the gardener gives the tree another chance. He is a hopeful gardener, doing his very best to make the tree produce fruit. I wonder what you think this story from Jesus is about? Ask for some ideas. Remember to hear and receive all ideas positively. Jesus' stories are usually about God and God's relationship to his people in some way. Perhaps God is coming to see whether our lives have produced a good harvest but is God disappointed? This gardener God), in love, offers another chance. Before the Ground Force team is called in to dig us over, God waits a bit longer for the fruit to come! What is the harvest of your life?</p>