

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

Summer Term 6 2021

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>WISDOM ABOUT TRUE RICHES - THE RICH FOOL (whole school)</p> <p>Luke 12:13-21</p> <p>What does it mean to be 'rich'? If the focus is on material goods, encourage pupils to think about other kinds of wealth, especially being rich in character and rich in experiences etc. Jesus tells the parable of the Rich Fool (Luke 12:13-21). The pupil leadership group might present this as a drama or power-point. Although this parable may seem to be mainly about greed and obsession with money, at a deeper level it is about putting our trust or faith in the wrong things. It's about missing the point; it's about being a fool. The fool does not realize that his soul is 'on loan' from God, who can require it back whenever he likes. The fool thinks that the aim of life is to 'be happy' and he thinks that you can gain happiness by doing what you want and be gaining more and more possessions. The wise person recognizes their own limitations, trusts in God and understands that there is more to life than may be seen on the surface.</p>
1 Tuesday	Whole School	<p>WISDOM ABOUT TRUE RICHES - FROM PROVERBS (whole school)</p> <p>Proverbs 30 v 7-9 and I Kings 3 v 9 'Two things I ask of you, O Lord: keep lies from me: give me neither poverty nor riches give me only my daily bread, otherwise I may have too much and forget you.'</p> <p>You will need: A fairy wand, A felt-tipped pen and large sheet of paper. Show your magic wand and ask the pupils what they would wish for if they were given two wishes. Write up their suggestions eg I would wish for new trainers, a bike, to go on holiday etc . Explain that you cannot grant their wishes as your wand does not work. Pupils can come and test its lack of power by trying to turn teachers into frogs etc. You can explain that sometimes people who win lots of money find it is very unsettling. You might want to refer to the lottery here and the Church's call for smaller amounts of prize money to be shared by a larger number of people. Friendships can be spoilt by sudden wealth. It takes a truly wise person to handle large amounts of money. What should a person who is truly wise ask God for? (eg Solomon in I Kings 3)</p>
1 Wednesday	Whole School	<p>WISDOM ABOUT OUR MOTIVES - FROM PROVERBS (whole school)</p> <p>Proverbs 16 v 2 and Luke 21 v 1-4 'People may think everything they do is right, but the Lord judges not only the actions but also motives'</p> <p>You will need: A range of items, of differing values, A charity collection tin, (home-made) or collecting plate, Ten coins (any denomination), A £5 pound note, a 1p coin. Ask the pupils what £5 could buy, ask them what 1p would buy. Give one pupil a £5 note and another 1p. Ask them to come and select items they could buy for either £5 or 1p. Talk with the pupils about the difference between the two amounts. If both were put in a collection box, which would be the greater amount? Jesus told a story about a woman who gave very little, but Jesus said it was considered a great amount by God owing to her motives and circumstances. In Luke 21.1-4, there is an episode in the</p>

		<p>Temple at Jerusalem in which stood large collection boxes into which people dropped their donations as they went by. As Jesus watched, some rich people went by, dropping in huge amounts. Later, a very poor widow crept by. She dropped in two tiny copper coins. Together the coins were worth far less than 1p. Jesus turned to his disciples and said, 'That poor widow gave far more than all the others: they gave and still had plenty left over. She gave her all.' The widow was different from the others who gave large amounts because her circumstances were different. She was unlikely to be showing off in her giving, when she was so desperately poor. She was not giving her 'left over' money. Her motives must have been very strong to give everything she had. In the Bible, it constantly emphasises that God looks at motives behind giving, not the gift itself,</p>
1 Thursday	Key Stage	<p>BEING WISE ALL THE TIME (class or key stage)</p> <p>Proverbs 13.16 and Philippians 4 v 8 'Wise people are careful to stay out of trouble, but stupid people are careless and act too quickly.'</p> <p>You will need: A glove with some stickers on for eyes, mouth etc. or similar puppet Introduce your puppet - give him/her a name. Hold the glove/puppet without putting your hand inside. Try to get the glove to wave to the children. It must refuse to do anything you ask it. Ask your puppet to run, jump, dance, hit you etc. All the time the glove must hang limp. Finally ask it what the matter is: it can whisper to you or the pupils can tell you what is wrong. 'My glove puppet says it has no mind of its own, it needs someone else's hand to control it.' Either put the glove on yourself or ask one of the children to put it on. Now tell the glove to do things. Demonstrate it running, jumping etc. Our hands and bodies do not act by themselves, they are guided by our minds, just as the glove puppet is guided by the hand and the mind of the puppeteer. Some people do not use their minds before they act. They act first and think afterwards. It's like a hand running free with no mind to guide it. Actions, like words, need careful thought, and if our minds control our actions, it is very important that we watch what we put into our minds. (see Philippians 4.8).</p>
2 Monday	Whole School	<p>SHOWING OUR REVERENCE TO GOD (whole school)</p> <p>Exodus 3 v 1-12</p> <p>As Moses approached the presence of God in the burning bush, God said to him: 'Do not come any closer. Take off your sandals, for the place where you are standing is holy ground.' This scene captures something of the essence of 'reverence.' Tell the story using, for example, http://www.thebricktestament.com/exodus/the_burning_bush/ex03_02a.html or scenes from 'The Prince of Egypt'. Focus on the fact that Moses recognised who God is and treated God with reverence. The link to worship is made as God says that Moses will return to worship him where he is now standing.</p>

<p>2 Tuesday</p>	<p>Whole School</p>	<p>WORSHIP - ALL THE TIME (whole school)</p> <p>Hebrews 13:15-16.</p> <p>Worship isn't only about what comes out of our mouths but also what we do with our lives. Worship is often more than we realise, than we have perhaps allowed it to become.</p> <p>Set out the letters of the word W O R S H I P. It involves, for example: W - Working at home, at school, in the office, at the shops and in the garden O - Offering help and care to others R - Rejoicing S - Sharing H - Having fun and enjoying God's world I - Involving yourself in the pain and the brokenness of the world P - Praying</p> <p>What other types of worship might these letters stand for especially in your school? Church?</p>
<p>2 Wednesday</p>	<p>Whole School</p>	<p>WHY DO WE WORSHIP? (whole school)</p> <p>See Bible verses below</p> <p>Teach the following question (from a leader) and answer (from the larger group) and ask them to suggest some actions that go with the words they say:</p> <p>When do we worship? All the time! When is God God? All the time! When does God love us? All the time! When do we worship? All the time!</p> <p>Here are a few things that some famous Christians have said about worship. Display these (or read them out) and ask pupils which ones they like the best and what they think that they mean. 'Let us sing a new song not with our lips but with our lives.' Saint Augustine 'True worship - really spiritual worship - is the offering of our body and all that one does every day with it, to God.' William Barclay Here are some verses from the Bible. What new things do these say about worship? 'Bow down and worship the Lord our Creator! The Lord is our God, and we are his people, the sheep he takes care of in his own pasture' Psalm 95:6-7. 'Worship the Lord your God, and serve only him' Matthew 4:10. 'I will always praise the Lord. With all my heart, I will praise the Lord' Psalm 34:1. Explore some of these ideas with pupils in an age appropriate way - your worship leaders might be able to help with this. How and why do we offer worship in our daily life in school?</p>
<p>2 Thursday</p>	<p>Key Stage</p>	<p>PICTURES OF WORSHIP FROM CREATION (key stage)</p> <p>Habakkuk 3:17-19.</p> <p>What is this prophet advising us about worship? What does that mean for us? Use the ideas below in an age appropriate way. Use a globe as a visual aid</p>

		<p>and also encourage the group to produce sound effects and movements based on words from the Psalms 96 and 98, Isaiah 44, Psalm 114 and/or Matthew 21 about how all creation worships.</p> <p>W - Waves roar and lift up their voice O - Ocean depths shout R - Rainforests (trees) clap S - Stones shout H - Hills skip I - Immoveable mountains sing P - Pastures and fields exult/leap</p> <p>Write your own version of this. Look up Psalm 19:1-4. How might we listen to the sounds of creation worshipping God?</p>
<p>3 Monday</p>	<p>Whole School</p>	<p>THANKFULNESS TO GOD (whole school)</p> <p>Mark 14:22-23</p> <p>While they were eating, Jesus took bread, gave thanks and broke it, and gave it to his disciples, saying, ‘Take it; this is my body.’ Then he took the cup, gave thanks and offered it to them, and they all drank from it. 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. Millions of Christians will go to a Communion Service (Eucharist) every Sunday, in fact some will want to go every day because the service is so important to them. For most Christians, the Communion Service is an important moment when they say thank you to God. To show how important it was to one Christian, share the story of Buzz Aldrin, the second man on the moon. He wanted to express his faith and give thanks to God by taking Holy Communion on the moon! What does this say about how special this occasion was to Buzz? What does it tell us about how important his faith was? Why was it important to Buzz to say thank you to God?</p>
<p>3 Tuesday</p>	<p>Whole School</p>	<p>THANKFULNESS FOR ALL GOD’S GIFTS (whole school)</p> <p>I Corinthians 10:26</p> <p>This could be the perfect opportunity to have worship outside so the pupils can see God’s gifts for real. If possible, make the most the school’s spiritual garden or veg patch as part of worship. Seeing the world as God’s creation can underpin the way we approach everything in life, seeing it as a gift and a blessing and not as a right. This should apply to everything in God’s world including the things that are really easy to overlook! Explain to the children the term ‘taking things for granted’. One such thing that might be taken for granted is the potato.</p> <p>Provide a group of children with a variety of potatoes- ask them to describe it as if they didn’t know what it was. Potatoes don’t look like much- they don’t even smell that nice! However, ask the children about all the things they love which come from potatoes! Explain them that we need to be thankful for</p>

		<p>even the simplest of things. Consider how we would feel if they didn't exist. Ask the children to think of countries who might be grateful of a harvest which had produced potatoes. Saying grace before mealtimes is such an important part of worshipping school's day. It means we are being thankful for something which we could just take for granted.</p> <p>(This week could be a good opportunity to refresh how grace is being said in school and to invite pupils to write their own.)</p>
3 Wednesday	Whole School	<p>SHOWING WE ARE THANKFUL (whole school)</p> <p>Ephesians 5:19-20</p> <p>This passage from Ephesians gives us ideas as to how we can show God that we are thankful. Is it enough just to say the words 'thank you'?</p> <p>It's a start, but there are lots of other ways! - Praise and singing is such an important part of worship because it's an emotional and creative opportunity to show that we are thankful to God. Share some of the verses from the pupil's favourite praises or quotes from the Book of Psalms.</p> <p>How do they show thankfulness? - If we are really thankful for the world we live in, then we need to show this by looking after it. There are opportunities for eco - schools to discuss here what they have done. However, small acts like picking up litter, turning off taps, or helping to look after animals all show that we are thankful. - (older pupils)</p> <p>Jesus said in Acts : it is more blessed to give than to receive. Some Christians show they are thankful for God's generosity by passing this generosity on to others. Ask the children how they feel when they give or do something nice for someone else without expecting something in return?</p>
3 Thursday	Key Stage	<p>BEING THANKFUL FOR OTHERS (class or key stage)</p> <p>Luke 17: 11-17</p> <p>In this story, Jesus heals 10 people who have leprosy but only one returns to thank Jesus - a Samaritan. Explain to the children how important it is to appreciate the skills and labours of others, especially those who regularly help in school. Do we still remember to say thank you or just like the potato, are they being taken for granted? Ask them to think of specific people who go above and beyond to help the school. Many will do this because of their faith. (KS2 - you could share the concept of Christian Stewardship with older children. People will often give their time, skills and money and not expect anything in return . They will do this as part of the Christian value of service).</p> <p>Ask the pupils to think of ways to express their appreciation and thanks to other members of the community and visitors. These could then be used to develop a special thanksgiving service for the end of term.</p>

<p>4 Monday</p>	<p>Whole School</p>	<p>ABRAHAM TRUSTS GOD (whole school)</p> <p>Genesis 12: 1-9</p> <p>Abraham relies on God to lead him to a new land as he sets out into the unknown. Most of us know the route we are going to take when we set off on a journey. We have maps, satellite navigation or computer printouts of the directions. So it is hard to imagine what Abraham's journey was like, across miles and miles of desert to an unknown destination. He had to put his trust in a God he could not see but who he believed was close to him whenever he turned to him in prayer. Set up the room with a small obstacle maze. Ask one child to guide another blindfolded child around a maze of chairs/obstacles? What did feel it like for the blindfolded person to have to trust someone else? Who would they rather be giving the directions - their best friend or someone they don't quite know so well? Abraham didn't really know what sort of new land lay ahead. Abraham must have experienced many fears and worries on this long journey. I wonder what kept Abraham going? Talk about these questions with the pupils. Have they ever had to wait ages for something and began to wonder if would ever happen? Have they had to face some unknown challenges that were worrying? How would having trust in God help?</p>
<p>4 Tuesday</p>	<p>Whole School</p>	<p>THE TWELVE SPIES (whole school)</p> <p>Numbers 13:1-33</p> <p>This is a great story about how trust in God helps us to face new places and experiences that are unknown to us. It will be particularly useful to use as part of transition support for Year 6.</p> <p>God told Moses to choose twelve leaders to send into the Promised Land to explore it. He chose twelve leaders from the tribes of Israel and said to them: 'Go and see what the country is like; what the cities are like; what the people are like. Bring us back some fruit so we can see how well it grows there. The twelve explorers marched off across the River Jordan into the Promised Land.</p> <p>When they saw the countryside their mouths fell open; and two of them, Joshua and Caleb, did a high five. When they saw the cities they trembled; except Joshua and Caleb.</p> <p>And when they saw the giant people, their knees knocked together; except Joshua and Caleb, who were too busy thanking God for this lovely place where they were going to live. They cut a bunch of grapes that was so big that it took two men to carry it on a pole. And Joshua and Caleb were the only ones whose eyes weren't goggling and whose knees weren't knocking, so they got to carry the grapes. They all marched back to Moses and the people. The explorers sat down in front of the people, biting their nails. They said: 'The fruit is really good.'</p> <p>Then they all said, 'BUT...' and it all came rushing out: 'The cities are huge and strong! And the people are so enormous! We looked like grasshoppers next to them! We'll never win any wars against them!' And all the people went, 'That's really scary! We don't want to live there!' And Joshua and Caleb said: 'Just trust God! We've got to have this amazing land! It won't be a problem.'</p>

		<p>It doesn't matter how big the people are, if we've got God on our side.' And as it turned out, Joshua and Caleb were right. God's people had nothing to worry about.</p> <p>It didn't matter how big the people there were or how strong the cities were - with God on their side they could go in and enjoy that wonderful place God had got ready for them. The story is about facing something new and unknown. It throws up feelings of nervousness, adventurousness; trust and mistrust; excitement, fear, disappointment; puzzlement, faith and praise. Try to ask questions that relate those feelings to times the children have felt these things, for example: The explorers were very nervous about going into the Promised Land: I wonder when you've been nervous about going somewhere new? I wonder how you felt? I wonder who you turned to for advice? What helps you when you feel scared by new things?</p> <p>What sorts of rumours about changes worry you? -Caleb and Joshua trusted God. Why did they dare to do that? How do you think God helps Christians today to face what's new?</p>
<p>4 Wednesday</p>	<p>Whole School</p>	<p>TRUST IN JESUS (whole school)</p> <p>Mark4:19</p> <p>Jesus and his disciples were once caught in a storm.</p> <p>Give some pupils special sound effects and invite some children to come up to be the visual effects team.</p> <p>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 a group.</p> <p>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.</p> <p>This could 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.</p> <p>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.</p> <p>Practise these different elements. Tell the story from Mark. Add in the sound effects of sail, sea, snores, startled cries and then the sudden cry of peace. Prompt the pupils to think more about the story with the following questions and leave these up during a period of reflective silence: I wonder what the disciples thought about Jesus when they saw he just went on sleeping and didn't help? I wonder if they thought they were going to drown and what would happen if they died? I wonder who they are blamed for getting into this mess in the first place? I wonder what I would have done if I'd been in the boat? Why is it sometimes it is difficult to show trust even when we know we should?</p>

4 Thursday	Key Stage	<p>TRUSTING ONE ANOTHER (class or key stage)</p> <p>Mark 2: 1-5.</p> <p>Jesus heals the paralysed man. In this story the man has no option but to trust his friends in order to be able to see Jesus. He literally places his life in their hands as they lower him through the roof of the house. What does this say about his friends/ what does it say about him? Ask a group of pupils who are roughly the same height to stand in a circle and holds hands. Tell them that in a moment you are going to ask them to do something which will only work if they all trust one another. Ask them how they are feeling. Does anyone want to leave the circle? What will they expect of each other in the group? Then ask the group to hold hands and after the count of three, lean back (there is a safety point to notice here, as it does only work if they all lean back at the same time!) The pupils should notice that by equally supporting and trusting each other nobody fell down. How did it feel to be part of the circle? Explain that just as God is consistently there for us in His trustworthiness, He also expects us to be there for one another.</p>
5 Monday	Whole School	<p>WHAT KIND OF A FRIEND AM I ? (whole school)</p> <p>John 15:14</p> <p>True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. Friendship is all about trust, feeling comfortable in each other’s company, and being able to share joys and sorrows. We value our friends—and this is an echo of the value placed by God on each person as His friend. Show the famous picture entitled The Boy with Many Friends http://www.bbc.co.uk/arts/yourpaintings/paintings/the-boy-with-many-friends-164580</p> <p>In the picture, the artist drew a group of boys and in the middle was one shy looking boy. In the picture, he was the centre of attention – him in the middle and everyone else seeming as if they were trying to gain his attention, and the reason was obvious. On the floor in front of him was a massive, newly-opened hamper, and inside it were cakes, fruit and all sorts of nice food. It’s obvious that the boy in the middle was the hamper’s owner - the boy with many friends – and everyone wanted to be his friend just so they could share some of the food. Is that what makes a true friend? Aristotle, the philosopher and scientist from Ancient Greece, said this about friends: “Misfortune shows those who are not really friends”.</p> <p>What he’s suggesting is that true friends support you and are friends throughout the good and bad days – they don’t run away and leave you if you are in trouble. There are plenty of stories about famous people, rock stars and film stars who say that most of their “friends” during the good times disappear quickly when misfortune comes their way and when the money runs out. What type of friend are we going to be? We mustn’t be a friend only to have something from someone. Our purpose is not to make friends in order to use them. A true friend means being prepared to give as well as receive. A true friend means being someone in whom we can trust. When everyone else turns their back, the true friend will stay. Ask the pupils to think about more characteristics that could be true of a good friend? When we look at the life of Jesus Christ, we see that He has been a very special friend to many.</p>

		Jesus was a good friend to those without friends. A friend to those that everyone else would have turned their backs on. That is a friend worth having.
5 Tuesday	Whole School	<p>THE FRIENDS OF JESUS (whole school)</p> <p>John 15: 9-17</p> <p>This story talks of how Jesus considered the disciples as his friends and how He expects them to be friend with one another. Ask the children if they think could name all of Jesus' friends. No doubt pupils will start to think of the names of people in the bible. You could support this by having flash cards with a mixture of disciples' names and others which are more contemporary. Ask the children to choose which they think are Jesus' friends. Children may discard the modern names. But challenge the pupils to think that these could be the names of Jesus' friends. The point to make is that all Christians today are friends of Jesus. Christians try to follow the model of their friend Jesus in the way in which they act and behave. Being a friend of Jesus means helping other people just as He did and sharing God's message too. Christians will chat to him through prayer and take time to learn about his life story through the Bible. From what children know of Christ, what type of friend do they think He would be? Why do they think he is a good model of friendship?</p>
5 Wednesday	Whole School	<p>THE FRIENDS OF JESUS Part 2 (whole school)</p> <p>Luke 19:20</p> <p>This is the story of Zaccheus , who was not at all popular with many people. He was a wealthy tax collector, who was considered to be a sinner. But Jesus saw good in Zaccheus and went to his house even though he would have been criticised for doing so. Ask them to think about how they would feel if they were Zaccheus, before and after meeting Jesus. You could write before and after thought bubbles to show the difference that being Jesus' friend would have made to how Zaccheus felt. Discuss with children how quickly we sometimes judge people without really getting to know them. Why do we do this? Is it because of what other people say? Are we sometimes afraid to be friends with someone who is different? Jesus tells us we must love one another t because we are all God's children. Doesn't everyone deserve to have friends?</p>
5 Thursday	Key Stage	<p>BEING BUDDIES (Class or key stage)</p> <p>Luke 10.30-35 'if one falls down, a friend can lift him up'.</p> <p>(Ecclesiastes 4:10) In the parable of the good Samaritan, Jesus tells us that we must all love one another even our enemies. The well-known story of the good Samaritan illustrates this very well. (for older pupils who will know the story , they could mime and ask children to guess which story it is). The point is that we all have a duty to be a friend. The school may have playground buddies or a friendship bench. Some pupils are in a position of trust to be friends but that doesn't mean that they are the only people who can be friends. Ask pupils who they would like to be in the story of the good Samaritan. If we walk by the bench when someone is alone or ignore the person who is crying, then we are like the people in</p>

		the story who ignore the injured man. How does that make us feel? What can we do to change our attitudes and behaviour?
6 Monday	Whole School	<p>GOD'S ENDURING LOVE (whole school)</p> <p>Psalm 118 'Give thanks to the Lord for he is good; His love endures forever'.</p> <p>Resource: a picture of an anchor (or a real anchor if you can get one!) Ask the children to discuss things that they have endured or found difficult in school. Perhaps it was a day of tests or a day when their best friend was absent and they had no one to play with, perhaps they were worried about someone they loved. On these days, we just have to keep going despite not quite feeling ourselves. This is endurance. Discuss the real purpose of an anchor and re-iterate how strong it has to be. This is like the love of God which is so strong we can trust in it, no matter how stormy life gets. Who else is like an anchor in the children's lives?</p>
6 Tuesday	Whole School	<p>WHO HELPS US TO ENDURE? (whole school)</p> <p>It is really important that we can turn to someone who understands how we might feel when we are having to endure tough times. Ask the pupils if they can remember some the things that Christ had to endure (eg: temptation in the desert, being criticised by others, being betrayed by his friend, people doubting him, calling him names, being crucified). Many Christians turn to Christ in prayer to help them through difficult times, because they know He understands. Ask the children to think about what would have kept Christ strong when times were difficult.</p>
6 Wednesday	Whole School	<p>WHO HELPS US TO ENDURE? (whole school)</p> <p>Matthew 26</p> <p>Even Jesus, despite all of his strength and ability to endure, looked to his disciples to help and sustain him by watching and praying with him. Jesus chose his disciples well - they knew all about endurance! Many of them were fishermen. Today, it's considered to be amongst the most dangerous jobs in the world and a great example of endurance - the fisherman have to keep going back out sea to earn a living though conditions are really difficult. (Show pictures or a video of a modern trawler at sea to exemplify this or bring in a raw fish!). Talk about how even 2000+ years ago, Jesus' friends would have had a dangerous job having to cope with long hours, in small, simple boats on rough seas and smelly fish! They went on to endure many more tough times: they remained friends with Jesus and they went onto spread the Word of Christianity even when it was very dangerous to do so.</p> <p>Ask the children to think about the skills / values that they would want in a friend who will help them endure the difficult times.</p>
6 Thursday	Whole School	<p>SMALL BUT STRONG (Class or key stage)</p> <p>Romans 15:4 'For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope'.</p> <p>Hand out a few empty limpet shells to the pupils and ask them to guess what animal it is! Not many people know that the animal which once lived in the limpet shell is one of the strongest animals on earth. Show pictures of limpets clinging to a</p>

		<p>rock by the sea. How on earth does it manage to cling on with all the waves crashing around it? The answer is very clever. God has given this tiny animal a ring of teeth which are so strong that it can bite into the rock and just hold on. Not even the strength of the sea can shake it off! Explain that God has given each of us our own skills to cope when times are difficult. KS1: Ask younger pupils why they might be strong like the limpet. KS2: Discuss with older pupils skills like inner resilience, perseverance and persistence.</p>
<p>End of Term / Transition</p>	<p>Whole School</p>	<p>THE LORD BLESS YOU AND KEEP YOU</p> <p>Numbers 6: 24-26</p> <p>The end of term or leavers' service is the ideal opportunity to think about which of the explicit Christian values will help the pupils to face the challenges of moving on. The quiz formats below will also give schools an opportunity to gather the thoughts and responses of the wider school community towards worship.</p> <p>Further ideas for Family Fortunes: We asked 100 pupils 'Which bible story reminds us how God is always there for us?' We asked 100 parents 'What is best about being part of a Church school?' We asked 100 teachers 'What is the best memory you have of the leavers?' We asked 100 Year 7 pupils 'What's the best thing about being in Year 7?' We asked 100 people 'Which Christian value is the most important one to help through transition?' Teams of year 6 pupils could compete together to think of the answers. Remind them they are part of the school's family and also an important part of God's family.</p> <p>Celebrity Squares Nine members of the school community could act as the 'celebrity' which make up a noughts and crosses square. (This can be simulated by arranging the school stage into a three step tier). The question format here is based on true or false answers, with the 'celebrity' being asked the answer to the question and the contestant deciding whether it is true or false. Questions could range from 'Give an example of how Christ showed trust' to common misconceptions about secondary school.</p> <p>Pointless With pupils arranged into teams the questions posed have to have several possibilities eg: Give an example of how someone in the Bible demonstrated courage. As with Family Fortunes, the community will have to have been preinterviewed or have filled in a questionnaire to establish pointed or pointless answers. These questionnaires could also be used to support the self-evaluation of collective worship to find out which Bible stories have had the most impact on the pupils.</p> <p>The Chase Pupils will have to battle their wits against an expert to see who has the better knowledge. Experts could be the headteacher (for questions about the school), the local priest or foundation governor (for questions about Christian ethos / values) or, if possible, invite the transition co-ordinator from the secondary school for questions about the secondary school.</p>