



A POLICY FOR SPIRITUALITY, WORSHIP AND ASSEMBLIES AT ST BARNABAS & ST PHILIP'S SCHOOL

Introduction

This school is in general accord with the Diocesan policy on worship in voluntary schools. As an Anglican school we seek to reflect essential features of the rich tradition of Anglican practice.

We are a school which draws pupils from other denominations and from a variety of multi-faith backgrounds. We seek, in all our activities, to promote shared values and understanding. We believe that Christian love, humility, trust and reconciliation are of prime importance when meeting with people of all faiths.

The Nature of Worship

The word 'worship' is derived from the old Anglo-Saxon work 'weathscipe', which means honour. Worship in this sense could be described as an experience which is special and separate from everyday activities, in which reverence is paid to a divine power or Being, or to that which is beyond humanity. Worship in schools is necessarily going to be different from the worship offered by faith groups, where those present may be presumed to have some beliefs in common. It is for this reason that worship in schools is called 'collective' rather than 'corporate', since it must provide material to promote the spiritual development of people of all faiths or of none. Seen from this viewpoint, collective worship in schools seeks to set the individual within the context of the realm of the spiritual. It seeks to give expression to the living relationship between God and the worshipping community and between individuals within that community.

We believe that there is an integral partnership between the content and the conduct of school worship and the ethos of the whole school. We promote this by all staff setting standards as role models for the pupils, which are consistent with the Christian values we teach.

We believe in the importance of prayer in worship that is appropriate to pupils' understanding, and ideas and images that are suitable for their ages and backgrounds. However, we also believe that children can use prayers which are beyond their current understanding where the rhythm and beauty of language offer a pointer to something more to be revealed (eg 'The Lord's Prayer'). A selection of prayers that are sometimes used are included in Appendix 1).

Entitlement

There are legal requirements for worship in voluntary aided schools. The 1988 Education Act specifies that:

"All pupils in attendance at a maintained school shall on each school day take part in an act of collective worship" unless "the parent.... requests that he or she may be wholly or partly excused from attendance at a religious worship in the school."

Parents have a right to withdraw their children from daily acts of worship, although the school makes it clear to them in the school's prospectus that the act of worship is central to the life of the school. If, however parents finally decide to take this option for their children, we undertake to ensure that these pupils are adequately supervised, have something purposeful to do and are not made to feel isolated and 'different'.

Implementation

There is a daily Act of Worship which is Christian in nature.

We believe in the importance of staff in contributing to the development of a whole-school ethos to support the promotion of Christian values. Teaching staff and support staff regularly take responsibility for leading their own acts of class worship and whole school worship with support and advice available from the Headteacher.

Opportunities are given for pupils to reflect individually on spiritual issues and be followed and developed across the curriculum and throughout the life of the school.

As part of our Anglican heritage we:

- Observe key seasons within the cycle of the Anglican year: Advent, Christmas, Lent, Easter and Pentecost;
- Focus each half term on one of the core values of Christian spirituality
- Celebrate a service in rotation once a term at St Barnabas & St Philip's churches;
- Offer a twice-yearly service of the Eucharist for Yrs 5-6
- Provide opportunities to discover the value of silence and meditation within the context of Christian worship.

We recognise and celebrate a diversity of approaches when conducting acts of worship both formal and informal and encourage pupil involvement where possible. We recognise the problems involved in conducting a whole-school act of worship for a group of pupils covering a wide range of development. Taking part in a whole-school act of worship encourages a sense of unity and identity among pupils and between pupils and staff. This incorporates a variety of class and whole-school acts of worship into the weekly cycle.

We expect that pupils will be present at acts of worship but the commitment of the school is to respect each individual's faith stance.

We affirm and celebrate pupil achievement and success once a week on one of the occasions when we meet together as a whole school.

Staff are provided with guidance notes to help them structure the time of class-based worship effectively (see Appendix 2). We provide written guidelines to visiting speakers to support them with this task and also a weekly outline of suggested themes coinciding with the core value being considered that half-term (see Appendix 3).

We believe that worship should be set in the context that appeals to the imagination. We promote an atmosphere in the hall or classroom that allows for a range of response that adds to the richness, variety, awe and wonder of the experience.

Review

The Headteacher and staff will review this policy as appropriate.

ST BARNABAS AND ST PHILIPS SCHOOL

School Spirituality

'At a time of educational change and challenge, the need to be unambiguous and explicit about the key characteristics of church schools becomes a priority.' (The Chadwick report, 3.2)

1. Definition

'That which is formed when a distinctive set of beliefs, reinforced and celebrated through a variety of activities and practices, gives rise to particular emotional responses.'

Experiences

"Authentic spirituality involves an *experience*, a spiritual and often emotional response which can include feelings of significance, reconciliation, awe, joy, peace, acceptance, and comfort. Where these responses derive from spiritual values and convictions, such experiences are often said to be 'transcendent' since they can be experienced even when outward circumstances might naturally lead to despair, rejection, bitterness and hate. In this way, these responses can help us deal with difficult situations involving death, loss, and disappointment. They can lead us to make choices that might seem counter-intuitive and even self-sacrificial.

Beliefs

But what causes these experiences? Spirituality also involves a set of *beliefs* about ourselves and the world, which can both inspire the spiritual response and provide an interpretation of it. For the Christian, such beliefs come from the Scriptures, the creeds and traditions of the church. They include convictions about the nature of God; who we really are in relationship to Him, and our place in the greater scheme of things. By contemplating such beliefs, we are drawn towards an understanding of life's deeper significance and meaning.

Practices

A third essential component of spirituality is spiritual *practice*. An intellectual consideration of our beliefs does not automatically evoke a spiritual response. As a result, various disciplines and activities help us access the spiritual response. Activities such as singing, meditating, praying, allowing scripture to 'speak' to us and corporate activities of worship all play a role in moving us from the head to the heart. For it is in the heart that we find the most powerful effects of spirituality, shaping our responses to life and our world.

With this in mind, St Barnabas and St Philips School demonstrates its commitment to an explicitly Christian Spirituality through:

- a. an *awareness* of Christianity's core values and convictions.
- b. providing appropriate *opportunities and activities* for pupils to experience the virtues arising from them.
- c. A positive celebration and affirmation of these virtues within relationships, curriculum and corporate worship

2. Spirituality as a set of Values

Describing spirituality primarily as a set of experiences should not be taken to mean that it is simply a passive response. Christian values and virtues are disciplines that form a vital part of Christian spirituality and are often practiced before they are experienced. A distinctively Christian spirituality, while pervading all areas of school life, will especially inform our attitudes to:

- Friendship
- Endurance
- Hope
- Humility
- Creation
- Peace
- Compassion
- Reverence
- Thankfulness
- Justice/Integrity
- Trust
- Service
- Love

Taken on their own, these values are not necessarily unique to Christianity, but taken as a whole, and informed by the scriptures and Christian tradition, they form the basis of a distinctively Christian world-view. These values are not merely passive beliefs, they necessarily describe attitudes and actions that are to be nurtured and practiced as a distinctive set of Christian 'virtues'. For example, ...

a. Integrity

The word 'integrity' has its roots in words meaning 'whole' or 'complete'. It is related to the word 'entire'. It is about truthfulness, honesty and a reliable consistency in a person's values, intentions and actions. To act with integrity means doing the right thing, even when that involves loss to myself. It means recognizing motives, and refusing to act out of prejudice, intolerance, anger or pride. It is about confronting injustice in appropriate ways in our communities and our wider world.

b. Courage

In the Bible, the word 'courage' seems to occur most in phrases where a person 'takes courage'. Often the story tells of people facing something that seems to be pushing them beyond their own resources and then God reminds them of the support and strength that is available. Courage seems to be much more closely linked to trust than to self-reliance. It was shown by Abraham, Moses, Daniel, Paul and, most of all, by Jesus. It was very hard for them to do what was required, but the strength came from a trust that it was God's will and so they would know his strength and support.

c. Humility

Humility has a central place in Christ's teaching. It is contrasted with pride, where people ascribe to themselves the honour and glory which is God's alone. Humility acknowledges that God is God and that we should live in trusting dependence upon Him. The Christian message insists that it is through identifying with Christ's humble service and sacrifice that we rediscover that other truth about ourselves – that we are sons and daughters of God and made in God's image. As Mary sings in the Magnificat: He has brought down rulers from their thrones but has lifted up the humble (Luke 1:52).

d. Service

Words relating to 'servant' and 'service' are central in Christian theology. Some of the most important prophecies in Isaiah speak of the coming of the 'Servant of the Lord' and his role as a 'suffering servant.' That is why Jesus said that he 'came not to be served, but to serve, and to give his life as a ransom for many.' Jesus washed the feet of his disciples at the Last Supper – an example to be followed.

The parable of the Good Samaritan also shows we should serve those in need whoever they are. Such service is not offered to gain some advantage for ourselves. 'Going the extra mile' involves sacrifice, putting ourselves out for someone else's benefit. It also means that we cannot serve other masters as well – such as money.

e. Forgiveness

God's forgiveness of sin is one of the core messages of the cross. Jesus requires us to 'forgive others as we ourselves have been forgiven', as enshrined in The Lord's Prayer. Historically, the choice to forgive and bear the pain caused by others has given rise to some remarkable stories and is one of the key qualities distinguishing Christianity from other religions.

3. Spirituality as an Environment

How is the environment of St Barnabas and St Philips School affected by the School's spirituality?

- Because God is a Loving God, it will include the way people feel cared for

- Because God makes each person with care and delight, it will include a celebration of the uniqueness of each person and their relationship with God.
- Because God is omnipresent, it will include fostering an atmosphere that there is something wonderful and mysterious about everyone.
- Because God creates each person with a purpose, it will be about helping each pupil to discover their unique task.
- Because God is a forgiving God, it will be about the way we practice forgiveness and reconciliation in our relationships.
- Because God is a God of integrity and justice, it will be about the way we handle conflict, disagreement, failure and disappointment

4. Evidence of Spirituality Embodied in School Life

What might pupils primarily be expected to practice as well as experience in a school whose spirituality is shaped primarily by the convictions and values of the Christian faith?

a. Activities

- An *awareness* of Christianity's core values and convictions. This will be evidenced in:
 - Conversations with pupils who will be able to articulate its key themes
 - Appropriate displays involving with key subject words and biblically illustrated themes
 - Visits to places of worship
- Appropriate *opportunities and activities* for pupils to experience the Christian virtues arising from them. This could include:
 - Debate and discussion
 - Learning walks
 - Photography and Video
 - Expressive arts
- Positive celebration and affirmation of these virtues. This will include:
 - Corporate worship; praying, singing, considering key bible texts
 - Pupil feedback in class, school council, assemblies etc. on their experiences

b. Interactions

- Evidenced by stories of pupils experiences within the school concerning reconciliation; love for another, integrity, courage, humility and service etc.
- The way disciplinary matters are handled by staff

c. Environment

- How the school atmosphere and environment is perceived by pupils, staff, parents, governors through appropriate feedback.

Introduction to Assembly Themes

The themes that follow are drawn from 'Christian values for schools'. Each half-term, pupils are given the opportunity to develop an understanding of the concept and significance of a particular Christian value and how putting it into practice is both an act of worship, as well as a benefit to the whole community. We have selected 12 values in all, providing the school with a biannual cycle.

More information on this can be found at <http://www.christianvalues4schools.org.uk/>

The suggested themes are only guidelines and may be supplemented with other relevant scriptures and supporting material/resources from the wider curriculum including science and literacy. It is hoped that this material will be added to, building up a compendium of useful resources for those leading whole school or class assemblies.

There will be times when it may be more appropriate on any given day, to focus on a particular aspect of the liturgical season and these recommended themes should not preclude that.

Finally, the weekly dates will of course need to be changed from year to year and liturgical themes (Easter, Pentecost etc.) appropriately moved to coincide with the festival itself.

Vera Vagic – July 2021

Assembly Themes – 2021-22

FRIENDSHIP

Friendship is an undisputed value in our society, with children often spending more time with their friends than with family. It is a key concept in the Christian framework, with Jesus being criticised for being 'the friend of sinners' and eating with those whom society rejected. Sharing a meal with someone is an explicit sign of friendship and the word 'companion' literally means 'one with whom you share bread.'

Trust, feeling comfortable in each other's company, being able to share joys and sorrows are all features of friendship and these are things of immense value. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. All this echoes the value placed by God on the preciousness of each person.

The Bible has many sayings about friendship, perhaps the best known: 'Greater love has no one than this, that he lay down his life for friends. You are my friends if you do what I command you.' (John 15: 13-14)

Week 1 – beginning Thursday 2nd September 2021

Who cares for me?

- Families – Parents-Grandparents-brothers/sisters
- How are we shown care by others?
- Why we need friends (to share with; rejoice with, give and receive comfort, affection, advice and support etc)
- Jesus cared about children (Mark 10: 13-16).
- Toy story (the movies)
- Jesus the 'good shepherd'- John 10
- Story of the lost sheep (Luke 15: 3-7)

Week 2 – beginning Monday 6th September 2021

As above

Week 3 - beginning Monday 13th September 2021

Friends

- The Four Friends (who brought their disabled friend on a stretcher (Luke 5: 17-26); Ruth's friendship with Naomi (Ruth 1)
- Jesus's friendship with family at Bethany (Luke 10: 38-42)
- What makes a good friend? How to be a good friend
- Giving and receiving
- The golden rule: 'Love your neighbor as yourself'
- The writer of Ecclesiastes puts it very simply: 'if one falls down, a friend can lift him up'. (Ecclesiastes 4:10)
- 'A friend loves at all times.' (Proverbs 17:17)

Week 4 - beginning Monday 20th September 2021

Treating others as 'friends'

- Harvest and sharing food with others
- Salvation Army –The Upper Room Charity; The Homeless nightshelter
- What does it mean to be a 'friend in need'?
- Humanitarian aid as an expression of the brotherhood/sisterhood of human-kind
- Story of The lonely giraffe'
- 'Is that what friends do?' (Marjorie Newman)

Week 5 - beginning Monday 27th September 2021

Expressions of Friendship

- Qualities you like to see in a person. The Qualities Jesus had? (Listening; compassion; helping and explaining...)
- Playground behaviour and Friendships
- Meals people had with Jesus (eg Jesus at Levi's house, Luke 5:27-31); The last supper when Jesus eats with his friends; how is eating today and expression of 'friendship'?
- 'Wounds from a friend can be trusted, but an enemy multiplies kisses.' (Proverbs 27:6)
- Luke 9 – Jesus feeds the 5000. An illustration of sharing with others
- What it means to be lonely. How can we reach out to the lonely? 'God sets the lonely in families (psalm 68:6)

Week 6 – beginning Monday 4th October 2021

Being a good friend/neighbour

- Parable of the good Samaritan (Luke 10:25-37)
- Learning not to be jealous, willing to say sorry.
- Games that are enjoyed in the playground. What it feels like when you are not included in a game?
- How to sort out arguments, make friends. Role play. Avoiding confrontation
- How friends help each other
- Colossians 3:12-14 – the disciplines of kindness, gentleness and forgiveness. What it means to 'put on love', even when we don't feel loving towards someone.
- The opposite of bullying/ignoring: 'The Eighteenth Emergency' - Betsy Byars

Week 7 – beginning Monday 11th October 2021/18th October 2021

Groups of friends

- Snow White and the seven dwarfs
- The 3 musketeers
- The 12 disciples
- The Hairy McLairy series
- Respecting one another's different roles
- One body, many parts each part works to help the whole (1 Corinthians 12:12ff)
- Team-work (expeditions; accomplishing a task together). 'Plans fail for lack of counsel, but with many advisers they succeed. (Proverbs 15:22)
- The story of Moses being supported by Aaron and Hur (Exodus 17:10-12)

Jesus, our friend

- How the names and titles given tell us about Jesus – 'friend of sinners' (Luke 7:34)
- What does Jesus mean when he says he will 'lay down his life for his friend'? Contemporary examples?
- The story of Zacchaeus (a man who became an unlikely friend of Jesus (Luke 19:1-10)
- The calling of the disciples (Matthew 4:18). Jesus calls us to be his friends.
- Mary and Martha, friends of Jesus (Luke 10:38-42) – Mary sits at Jesus' feet and gives him her full attention
- Jesus calls us 'his friends': 'I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you.' (John 15:15)

Half Term Week 8 - beginning Monday 23rd October 2017- 29th October 2021

THANKFULNESS

Thankfulness has always been at the centre of the life and worship of God's people. 'Songs of thankfulness and praise...' are at the heart of Christian worship. 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; to give thanks for something is to acknowledge that the benefit to me is a gift not a right;

Luke tells the story of the ten lepers who were healed but how just one came back to give thanks. Thankfulness is a wholehearted response. It stems from a consciousness of God's gifts and blessings. It is a joyfulness that erupts into praise. The New testament frequently encourages us to 'be thankful' (Colossians 3:15), to 'give thanks in all circumstances' (1 Thessalonians 5:18) and says that our lives should 'overflow with thankfulness' (Colossians 2:7). 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.

Week 9 – beginning Monday 1st November 2021

What am I thankful for?

- In what ways are expressions of appreciation and thankfulness built into the life of the school? How are pupils helped to develop the skills of expressing appreciation and thanks to other members of the community and visitors?
- What have I been pleased with? What have I achieved this year? What am I looking forward to? Thank God for all he has done for you
- 'Speak to one another with psalms, hymns and spiritual songs. Sing and make music in your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ'. (Ephesians 5:19-20)
- What have I enjoyed most about this year? What have been the highlights? What should I be thankful for?
- To be cheerful is a choice, consciously focusing on what I do have, not on what I don't. How doing this can 'lift our spirits'.

Week 10 – beginning Monday 8th November 2021

Saying 'Thank you'

- In what ways are the creative arts used in worship to express thankfulness?
- Story of the 10 Lepers (Luke 17:11-19) – taking the trouble to say 'thankyou'
- Ways we show our appreciation; praise; tokens of appreciation; gifts, cards, quality-time etc.
- How we show thanks and appreciation to God: worship, prayer, service, obedience; 'God loves a cheerful giver' (2 Corinthians 9:7-8 and verses 12ff where the generosity of Christians causes thanks to overflow in thanks to God)
- Remembrance Sunday – an act of remembrance – to give thanks for those who gave their lives in times of war and conflict

Week 11 - beginning Monday 15th November 2021

Thankfulness for the example of others

- Qualities you like to see in a person. The Qualities Jesus had?
- Early Saints and Early Christians; What is a saint? Names of Saints and why we're thankful for their example.
- Buildings named after Saints - Hospitals, Schools Churches, St Mary Abbots; St Cecilia – patron saint of music -22 November.
- Charity workers, hospice workers, missionaries, as well as the usual - Mother Theresa etc.
- The story of St Barnabas who was known as an 'encourager'; other people we're thankful for.

Week 12 - beginning Monday 22nd November 2021

The Eucharist/Communion

'While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, "Take and eat; this is my body." Then he took a cup, and when he had given thanks, he gave it to them, saying, "Drink from it, all of you. This is my blood of the covenant, which is poured out for many for the forgiveness of sins.' (Matthew 26:27-28)

- Children's experience of celebration meals, Birthday treats, Christmas dinner, Special occasion food, Sunday Lunch, Christian Eucharist Meal.
- The Lord's Supper - Matt 26: 17 - 30
- Explanation of the symbolism of bread and wine: Bread as a symbol of life, 'I am the Bread of Life' (John 6:35); wine as a symbol of making glad the heart (Psalm 104:15)
- The vocabulary - Chalice, Paten, Communion, Last Supper and Mass
- As food becomes a part of us, in the same way Jesus 'lives' within us
- The presence of God with us. This act of 'remembrance' declares that when we eat and drink, God is present with us.
- Old Testament parallel - Exodus 12: 1 – 28. Bitterness of slavery, but how through sacrifice, God's people are spared death on the night of the Passover and set free by God's saving Power.

Week 13 – beginning Monday 29th November 2021

The benefits of thankfulness

- The scriptures command us to approach God with an attitude of thankfulness:
Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. (Philippians 4:6)
Enter his gates with **thanksgiving** and his courts with praise; give thanks to him and praise his name. (Ps 100:4)
- Why would this be?
- How does a thankful attitude help us appreciate something?
- How does thankfulness help us keep a positive attitude?

Week 14 – beginning Monday 6th December 2021

Christmas Customs and symbols

- How Christians prepare to celebrate the birth of Jesus
- Christmas Customs – wreath, calendars and candle; carols, holly, special food.
- The purpose of celebration meals and times of feasting
- The story of King Wenceslas
- The story behind the carol 'silent night'
- Sources of Light - overcoming darkness, stars & signs, stained glass 'light of the world' - Holman Hunt; Christingle, Chanukah (Jewish Festival of light 18th Dec) following the overthrow of the Syrians by Judas Maccabeus
- Gifts of the Magi - gold for a king, frankincense for worship, myrrh for death

Week 15 – beginning Monday 13th December 2021

The Nativity story

One of the best-known stories in the world, the nativity reminds us that God became one of us. To show us how to live life the way God intended. 'He came down to earth from heaven, who is God and Lord of all'.

- The Story of the annunciation; journey to Bethlehem, the birth of Jesus; Shepherds, angels and wise men.
- Expectation - Jews awaiting the birth of the Messiah- Isaiah 9 :2-7 and 40:3
- Mary and Joseph awaiting the birth, Luke 1:26 - 38, Matt 1:18 - 25
- The significance of the incarnation – The word became flesh - John 1 v1-14
- 'Cast out our sin, and enter in, be born in us today'.

SERVICE

Words relating to 'servant' and 'service' are central in Christian theology. Some of the most important prophecies in Isaiah speak of the coming of the 'Servant of the Lord' and his role as a 'suffering servant.' That is why Jesus said that he 'came not to be served, but to serve, and to give his life as a ransom for many.' Jesus washed the feet of his disciples at the Last Supper. This turned upside down the normal relationship between master and disciple, leader and follower. Jesus is very clear about the meaning of his action: 'Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done.'

The parable of the Good Samaritan shows we should serve those in need whoever they are. Such service is not offered to gain some advantage for ourselves. 'Going the extra mile' involves sacrifice, putting ourselves out for someone else's benefit.

Serving God means serving others. It also means that we cannot serve other masters as well - such as money. However, the Christian message is equally clear that service is not all about restrictions. It is precisely in a life of service that we become most truly free, and are fulfilled in our humanity.

Week 1 – beginning Wednesday 5th January 2022

The people we serve

- The presentation of Christ in the temple (Christ has come to serve God's plan of salvation); the gifts of the Magi – their journey as an act of service
- 'Be completely humble and gentle; be patient, bearing with one another in love'. (Ephesians 4:2)
What does it mean to 'serve' another?
- People we serve: our families, friends, teams, school, charities and causes. Why do we serve them? What motivates us to serve others, even when there's no reward? Refer to the significance and dignity God bestows on each individual – how we are only fully human when we serve the common good.
- We serve because in so doing, not only does the one served benefit, but the whole community benefits...including the one who served!
- The prayer of St Francis ('Make me a channel of your peace...') explores how it is in self-giving, that we receive from God.
'For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many'. (Mark 10:45)

Week 2 – beginning Monday 10th January 2022

People who serve us

- Where do pupils learn about people who have demonstrated service to others and how are they helped to understand that these could provide examples for their own lives?
- People who serve us: public servants; civil servants.
- Charity workers, hospice workers, missionaries, as well as the usual - Mother Theresa etc.
- People who serve the 'cause of a better humanity' – world figures - Archbishop Justin Welby, Archbishop Desmond Tutu, as well as local figures – politicians, clergy
'This is also why you pay taxes, for the authorities are God's **servants**, who give their full time to governing.' (Romans 13:6)
- How do we show gratitude for those who help and serve us?

Week 3 - beginning Monday 17th January 2022

The parable of the Good Samaritan

An in-depth look at one of the best-known parables. (Luke 10:25-37). Themes to explore include:

- Love thy neighbor - who is my neighbor?
- The context of the parable; fulfilling the commands of God to do good to others, not harm them
- How do we help the less fortunate?
- How prejudice can stop us from serving others
- Other things that prevent us from seeing the needs of those around us (selfishness, greed, busyness)
- Supporting charities: World Vision etc.
- The parable of the sheep and goats: '...Lord, when did we see you hungry, or in prison...?' (Matthew 25:31-40) – Jesus asserts that when we serve the needs of others, we are serving the cause of Christ (our service becomes an act of worship to God)

Week 4 - beginning Monday 24th January 2022

Using our gifts and talents to serve others

- How are pupils encouraged to recognise their own particular gifts and find ways of using them for the benefit of all so that the community becomes all that it could be?
- Explore the children's talents. Things they like to do and are good at.
- The Parable of the Talents - Matt 25:14 – how our gifts serve others, and in so doing, serve God.
- Poem - When you are Old by WB Yeats - May we strive to do what we can so that we can look back in years to come with no regrets.
- Serving God through our worship and devotion
'No one can **serve** two masters. Either you will hate the one and love the other, or you will be devoted to the one and despise the other. You cannot **serve** both God and Money.'
(Luke 16:13).

Week 5 – beginning Monday 31st January 2022

Jesus washes the disciples' feet

An in-depth look at one of the defining passages of the gospels,

'Jesus knew that the Father had put all things under his power, and that he had come from God and was returning to God; so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.' (John 13:3-5)

Themes to explore include:

- The most worthy of honour and respect is the one who serve all. How we can do things that serve ourselves...or others.
- In God's world, the servant-hearted are to be honoured above the self-seeking
- Washing feet in Jesus' day is entirely practical (people wore open-sandals, and ate reclining on the floor). What practical acts of everyday service can we do?

Week 6 – beginning Monday 7th February 2022

Lent and 'Ash Wednesday'

- The meaning of Shrove Tuesday and Lent and its place in the Christian calendar
- Lent Boxes - Lent pledges, collecting money; Fasting; Giving something up; self-control and self-discipline.
- Doing something positive, helping others, showing kindness to others
- Temptation: Jesus and the Devil (Matthew 4:1-11); Temptation in life: Children's experiences; resisting temptation

Half Term Week 7 - beginning Monday 14th February 2022

HUMILITY

Introduction

The words 'humility' and 'humanity' are directly linked, both being derived from 'humus' - the earth. God made us from the earth and remembering that we are (of ourselves) 'but dust', helps us appreciate that life comes from God, and is a gift. It is only from this position of humility in relation to God that our worship can be true and heart-felt.

Humility has a central place in Christ's teaching. It is contrasted with pride, where people ascribe to themselves the honour and glory which is God's alone. Ultimately, pride seeks to compete with God, whereas humility acknowledges that God is God and that we should live in trusting dependence upon Him. This is not meaning we should fail to celebrate our skills and gifts or take delight in our accomplishments, but acknowledge that those with a humble attitude will flourish in life because God watches over the humble to prosper them. The Bible makes it clear that God is on the side of the humble and against the proud.

Throughout his teaching, Jesus uses a series of images and examples to encourage his disciples to adopt a position of humility in relation to the world and others, exemplified in Jesus' washing of the disciples' feet. The Christian message insists that it is through identifying with Christ's humble service and sacrifice that we rediscover that other truth about ourselves - that we are sons and daughters of God and made in God's image.

Week 8 – beginning Monday 21st February 2022

Humility as an attitude

- The 'upside-down' world of God: We often think that promoting ourselves and pushing others out of the way so we can dominate is the way to make something of myself. God shows us a better way:
 'He has brought down rulers from their thrones but has lifted up the humble. He has filled the hungry with good things but has sent the rich away empty. (Luke 1:51-53 – the Magnificat')
- How do we encourage humility regarding the limits of our knowledge and recognise that our current opinions may be mistaken? Optical illusions – how the eye can be deceived – keeping 'open-minded'
- People who humbly heard what God said to them, accepting what God said on trust: Elizabeth & Zechariah (Luke 1:5-23); Mary (Luke 1:26-38); Joseph (Matt 1:19-21)
- How do we encourage pupils to see humility as a strength?
- How do we encourage pupils and adults to ask for help when they need it?
- The dangers of pride
- The parable of the Pharisee and the tax-collector (Luke 18:9-14), Jesus contrasts the self-congratulatory prayer of the one with the penitent humility of the other and concludes

Week 9 – beginning Monday 28th February 2022

Humility fosters good relationships

- What makes for good friendships?
- Not showing favouritism/discrimination (James 2:1-4)
- Not judging others (Jesus warns of the dangers in judging others in the Story of the plank and the speck, Matthew 7:1-5)
- 'Do nothing out of selfish ambition or vain conceit. Rather, in humility consider others better than yourselves' (Philippians 2:3)– how do we put this into practice? Being willing to forgo my rights so that someone else will benefit.
- 'Laying down our lives for others' – modern examples ...

Week 10 - beginning Monday 7th March 2022

Humility as serving others

- How we feel when we've helped someone or done a good job. How our dignity and character grow through the service of others.
'For those who exalt themselves will be humbled, and those who humble themselves will be exalted'. (Matthew 23:12)
'Humble yourselves before the Lord, and he will lift you up'. (James 4:10):
- The story of Esther, who realised that God had given her a position of influence she neither sought nor wanted. She is advised:
'...For if you remain silent at this time, relief and deliverance for God's people will arise from another place, but you and your Father's family will perish. And who knows but that you have come to your royal position for such a time as this?' (Esther 4:14)
- How pride can make us think we're too important to serve the needs of others

Week 10 - beginning Monday 14th March 2022

Humility as obedience

- The principal of submitting to a rule of law. 'Putting ourselves above the law...' Appropriate 'submission to authority' – examples.
- Rules: Why do we have them? Rules at Home, In School, In Church. Rules of the Highway Code; The Ten Commandments (Exodus 20); The Sermon on the Mount (Matt 5)
'He guides the humble in what is right and teaches them his way'. (Ps 25:9)
- Luke 6:27-36 Love your Enemies, Romans 13:1-8, Luke 7:1-10 Jesus & the Centurion
- Learning not to be jealous, willing to say sorry
- Humility blesses God. We must worship from a position of acknowledged humility:
'Everyone who exalts themselves will be humbled, and the one who humbles himself will be exalted'.
'Once more the humble will rejoice in the LORD; the needy will rejoice in the Holy One of Israel'. (Isaiah 29:19)

Week 11 – beginning Monday 21st March 2022 & Week 12 – beginning Monday 28th March 2022

Humility – the example of Jesus

- How does worship help pupils to appreciate Jesus' humility and to reflect upon how this might inform their own values?
- Jesus washes the disciples' feet (Maundy Thursday)
'Jesus knew that the Father had put all things under his power, and that he had come from God and was returning to God; so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.' (John 13:3-5). Jesus sets us an example of how we should be.
- The events of Holy Week all display Jesus' humility. While his status gave him the right to be King of all, he submits himself:
 1. to the will of His Father in the garden of Gethsemane ('not my will but yours be done (Matthew 26:36-42)
 2. to the humiliation of a false trial
 3. being forced to carry his cross and ultimately die upon it. But God is faithful to his promise to raise up the humble, and so on the third day, Jesus is raised by God's power:
'...And being found in appearance as a man, he humbled himself by becoming obedient to death— even death on a cross! Therefore, God has now exalted him to the highest place...' (Philippians 2:8-9)
- Easter Day Mark 16:1-20, Mary in the Garden John 20:11-18, Appearance to the Disciples John

TRUST

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. This is contrasted with trust in chariots, horses, weapons, wealth or princes (Psalm 20:7; 118:8-9). We can easily think of the modern day equivalents. Trust placed in the wrong things is close to idolatry. Trust is essential to human life and lies at the heart of all relationships. Trust entails vulnerability, putting yourself in others' hands.

Marriage is founded on trust and is a God-given framework in which human trust can be developed. 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 relearn to trust.

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. Jesus, after all, entrusted his ongoing work to his disciples and ultimately to us.

Week 1 – beginning Tuesday 19th April 2022

What does it mean to be Trustworthy?

- Where do pupils learn about how central trust is to society?
- People we trust: pilots, surgeons. Doctors, police. Why do we trust them? What's the basis for that trust?
- Do we trust everyone? Why not?
- Honesty and integrity as the basis of trust. 'My word is my bond'.
- 'The boy who cried wolf' – truth vs lies
- Faithfulness- being reliable; doing what we said we'd do
- God demonstrates his faithfulness and reliability to keep his word.
- 'Do not lie to each other, since you have taken off your old self with its practices' (Colossians 3:9)
- The scriptures assert we can trust what God says: 'The law of the LORD is perfect, refreshing the soul. The statutes of the LORD are trustworthy, making wise the simple'. (Psalm 19:7)

Week 2 – beginning Monday 25th April 2022

Trusting in God

- Trust is the foundation for Christian faith. How and why can God be trusted?
Trust based on the *facts* of Christ's life; trust based on integrity of God's *word*; trust based on our own *experience* and the testimony and experience of others
- Examining the evidence for Jesus being who he says he is
- The story of Thomas – trusting without seeing (John 20:24-29)
- Trust as a choice:
 1. 'Some trust in chariots and some in horses, but we trust in the name of the LORD our God'. (Psalm 20:7)
 2. The story of the man born blind (John 9:1-35). The blind man demonstrates trust in Jesus by washing his eyes. Others doubt, but Jesus commends the attitude of believing.
- Trust brings reward:
 1. And without faith it is impossible to please God, because anyone who comes to him must believe that he exists and that he rewards those who earnestly seek him. (Hebrews 11:6)
 2. The story of Jairus's daughter being healed – faith in Jesus's power (Luke 8:50)
 3. 'Then Jesus declared, 'I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty.' John 6:35
 4. 'Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.' (Proverbs 3:5-6)

Week 3 - beginning Tuesday 3rd May 2022

Trusting the Bible

- The bible – a library of books!
- The reliability of the Bible: Dead Sea Scrolls. How the Bible came to us. Bible Quiz, Bible facts
- Translators of the Bible, the story of Wycliffe (who lost his life so that there could be an English translation of the bible, demonstrating his trust in the power of God's word)
- Styles of writing in the bible - Communicating what is true – through facts, history, experience, poetry, fables and stories which convey truth.
- All scripture is 'God-breathed'.... (2 Timothy 4:16-17)

Week 4 - beginning Monday 9th May 2022

Trusting in the Promises of God

- 'His divine power has given us everything we need for a godly life through our knowledge of him who called us by his own glory and goodness. Through these he has given us his very great and precious promises... (2 Peter 1:3-4)
 1. For salvation: 'God so loved the world that he gave his only Son, that whosoever believes in Him will not perish, but have everlasting life.' (John 3:16)
 2. 'I will never leave you or forsake you...'. (Hebrews 13:5)
 3. Do not be anxious: Do not let your hearts be troubled...trust in me...I go to prepare a place for you' John 14:1-2)
 4. Matthew 7 – do not worry. Why are we anxious? God's promise to provide
 5. To forgive our sins 1 John 1:9 'If we admit our sins, God is faithful...and will forgive...'
 6. For rest...'Come to me all who are heavy laden and I will give you rest' (Matt 11:28)
 7. Peace 'Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. (Philippians 4:6-7)

Week 5 – beginning Monday 16th May 2022

The role of Trust in relationships

- Where do pupils learn how trust may be built between groups of people on opposing sides or from different backgrounds?
- How do we express trust in relationship to others? To God? Obedience demonstrates trust
'Blessed are all who fear the LORD, who walk in obedience to him'. (Psalm 128:1)
- How are children helped to understand that marriage is founded on trust and that marriage is an important context in which human trust can be developed?
- Love as a basis for trust. We trust those we are convinced love us and want the best for us. How does God convince us of his love?
'God so loved the world that he sent his only son... (John 3:16); 'This is how we know what love is: Jesus Christ laid down his life for us'. (1 John 3:16).
- Trust as a choice based on available evidence
- How can broken trust be restored? (owning up, restitution, forgiveness)

Week 6 – beginning Monday 23rd May 2022

Trusting in the Holy Spirit

- The promise of the Holy Spirit 'How much more will God give the Holy Spirit to those who ask...'
- Wind - Symbolism of the Holy Spirit and gifts of the Holy Spirit. The birthday of the church. The dove as a symbol of peace. Shalom.
- The fruit of the Spirit: Love, Joy, Peace, Patience, Gentleness, Kindness, Goodness, Self-Control, etc. (Galatians 5:22-23)
- Gifts of the Holy Spirit – take each one and explore meaning

People who trusted in God

- In what ways do you use examples of Jesus' trust in God to develop the pupils' understanding of trust?
- How the example of others can inspire us to trust what they trusted?
- Story of Abraham's journey and his trust in God
- Jesus trusting God in Gethsemane 'not my will, Lord, but yours' (Matthew 26:36-42)
- The great 'faith chapter' in Hebrews 11 – how the heroes of the bible trusted God. This great 'cloud of witnesses' is to inspire us to similar trust
- The story of Shadrach, Meshach and Abednego and the fiery furnace (Daniel 3:13-28)

Half Term 30th May 2022- 3rd June 2022

ENDURANCE

Introduction

Although the word refers to humans standing firm in the face of hardship, persecution or scorn, it is important to note the constant assurance in the Bible that God's love, mercy, faithfulness and righteousness *endure* forever (e.g. Psalm 118, 136).

Emphasis upon endurance is common in the New Testament where it is linked with Patience, self-control, courage and suffering (St Paul teaches that endurance is strengthened by suffering, is character building and is characterised by love.

At its root, endurance is a recognition that life is sometimes difficult and painful, and that it is important not to give up in the face of adversity. Discipleship is depicted as 'taking up the cross daily' and following in Jesus' footsteps (Luke 9:23). A follower of Christ has made a choice and then sticks to it, come what may – and in (and only in) that process, becomes a true disciple of Christ.

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 to lead us through life's complexities.

Week 8 – beginning Monday 6th June 2022

Keep going!

- Zacchaeus (Luke 19: 1-10), who doesn't give up wanting to see Jesus
- The story of Ruth; The story of Job; The story of Hannah.
- Persistence pays off; skills and talents developed through practice and learning from failure.
- What it means to 'learn from our mistakes'
- Our experiences of keeping going; running a race; solving a puzzle; What it means in sports to 'push through the pain barrier' – how does this apply to other areas of our lives?
- The bible describes the Christian as 'running a race'...Philippians 3:1-14). Also in Hebrews: 'Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, ²fixing our eyes on Jesus, the pioneer and perfecter of faith.... Consider him who endured such opposition from sinners, so that you will not grow weary and lose heart'. (Hebrews 12:1-3)

Week 9 – beginning Monday 13th June 2022

What will last?

- In a fast moving world of rapidly changing fashions and conflicting opinions, how do we help pupils to see which things have enduring value?
- God never changes or gives up loving us: (Psalm 100:5 and 117:2 - God's love and faithfulness endures forever; 'I have loved you with an everlasting love; I have drawn you with unfailing kindness. (Jeremiah 3:13)
- Stories of long-lost friends/re-unions
- Games/toys/clothes we 'grow out of' compared with things we never grow out of (excitement at birthdays, Christmas, the need for love and hope etc)
- Investing in what will last ('Do not store up for yourselves treasures on earth...' (Matthew 6:19-21)
- The great 'love' chapter in 1 Corinthians 13 (esp vv11ff)
'When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became fully grown, I put the ways of childhood behind me. For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known. And now these three remain: faith, hope and love. But the greatest of these is love.'

Week 10 - beginning Monday 20th June 2022

Hard Tasks

- Resisting Temptation: Jesus and the Devil (Matthew 4:1-10); Temptation in life : Children's experiences of temptation
- What it means to 'Do the right thing'
- How do we respond to difficulty? (ie 'flight' (run away); fight (get angry); face (consider options and carefully decide a course of action)
- What helps us endure? (the example and support of others; inner resourcefulness; prayer)
- The story of Elijah's journey in 1 Kings 19 (strengthened by God for a daunting task)
- Examples of children experiencing life-challenges - how they overcome and/or stayed positive.
- Then he said to them all: 'If anyone would come after me, he must deny himself and take up his cross daily and follow me.' (Luke 9:23). Choosing to be devout will be hard, but the reward is we become more and more like Jesus.

Week 11 - beginning Monday 27th June 2022

Courage

- The story of Joshua (Joshua 1:1-11), God tells J. to be 'bold and very courageous, because I am with you'; Daniel in the lion's den – refuses to worship false gods, and faces the consequences (Daniel 6:10-22)
- Courage as an attitude we can develop – doing the right thing in spite of the consequences
- What helps us when we feel discouraged?
- It is the hope of God's pleasure and reward that helps motivate us
'...and we rejoice in the hope of the glory of God. Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope'. (Romans 5:2-4)

Week 12 – beginning Monday 4th July 2022

Patience

- How can pupils understand that some things are worth working for even though they do not bring immediate results? How patience is vital to endurance.
- The parable of the wise and Foolish virgins Matt 25:1 – 13 (some give up waiting for the bride to arrive, and so miss the wedding)
- Persistence in prayer; the story of the 'persistent widow' (Luke 18:1ff)
- How do we develop patience? Patience as a virtue – an attitude of trust, hope and peace in the face of delay; How do we respond to 'waiting for something'?
'Those that wait upon the Lord will renew their strength...' (Isaiah 40:30-31)
- The story of Thomas Edison's lightbulb (he took 200 attempts before he perfected the incandescent bulb)

Week 13 – beginning Monday 11th July 2022

People of Courage/Endurance

- Examples from contemporary life; Physical Courage, emotional maturity; Moral Courage.
- Resource: 'Real People' - Creative Publishing
- Children of courage. Personal examples - Great Ormond Street, Physical Courage, Moral Courage. Owning up, speaking out against wrong.
- The story of Corrie Ten Boom; Martin Luther King; Archbishop Desmond Tutu etc.
- Stories of the Saints (usually commended for their courage and/or endurance); what makes a saint? The story of St George; St Barnabas; St Philip – how does their example encourage us to endure?

Week 14 – beginning Monday 18th July 2022

Looking to the future & preparing for change. Transition to next year/school etc.

- What are you looking forward to? Least looking forward to?
- Children's experiences of journeys - family journeys; first journey alone
- Life as a journey (with different 'stages'; Milestones in life)
- The story of the Emmaus Road (Luke 24:13ff) - Jesus walks with us on the journey
- Bible journeys: The story of the Exodus to the Promised Land; The Journey to Bethlehem - Luke 2: 1-4, the Journey of the Wise Men - Matthew 2
- God's promise to guide us - Ex 3:16-17; Jesus, the good shepherd who guides the sheep (John 10)

APPENDIX 1 - A selection of prayers for use in class or whole-school acts of worship

The Lord's Prayer

Our Father who art in heaven,
hallowed be Thy name,
Thy kingdom done,
on earth as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us.
And lead us not into temptation,
but deliver us from evil.
For Thine is the kingdom,
the power and the glory,
for ever and ever. Amen.

From the prayer of St Richard of Chichester

O most merciful Redeemer, friend and brother:
may I know you more clearly
love you more dearly,
and follow you more nearly, day by day.

A prayer attributed to St Francis of Assisi

Lord make me an instrument of your peace:
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is discord, union;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy.

O divine Master,
grant that I may not so much seek to be
consoled as to console;
to be understood as to understand;
to be love as to love;
for it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to eternal
life.

A prayer of St Ignatius Loyola

Teach us, good Lord,
to serve thee as thou deservest;
to give, and not to count the cost;
to fight, and not to heed the wounds;
to toil, and not to seek for rest;
to labour, and not to ask for any reward,
save that of knowing that we do thy will.

A prayer of St Patrick (adapted)

May the strength of God pilot us,
May the power of God preserve us,
May the wisdom of God instruct us,
May the hand of God protect us,
May the way of God direct us,
May the shield of God defend us.

May Christ be with us,
Christ above us
Christ in us
Christ before us
This day and evermore.

From the Holy Communion Service

Almighty God,
To whom all hearts are open,
All desires known,
And from whom no secrets are hidden:
Cleanse the thoughts of our hearts
By the inspiration of your Holy Spirit
That we may perfectly love you,
And worthily magnify your holy name;
Through Christ our Lord. Amen.

A form of prayer for use in a classroom

This simple form of prayer was developed by the Iona Community for use in small groups.

Three candles or nightlights are needed, and these should be placed on a table where everyone can easily see them.

1st leader I will light a light. In the name of the Maker
 Who lit the world, And breathed the breath of life for me.

A candle is lit and placed centrally.

2nd leader I will light a light. In the name of the Son
 Who saved the world, And stretched out his hand for me.

A candle is lit and placed centrally.

3rd leader I will light a light. In the name of the Holy Spirit
 Who encircles the world, And blesses my soul with a longing for God.

A candle is lit and placed centrally.

**All - We will light three lights. For the Trinity of love.
God above us. God beside us. God beneath us
The beginning. The end. The everlasting one.**

A moment of silence is kept.

At lunchtime the following grace is said:

INFANTS:

Thank you for the world so sweet
Thank you for the food we eat
Thank you for the birds that sing
Thank you Lord for everything. Amen

JUNIORS:

For what we are about to receive, may the Lord make us truly thankful. Amen

At the end of the school day the following prayer is said:

INFANTS:

Jesus, tender shepherd hear me
Hold thy little lambs tonight
Through the darkness be thy near me
Keep me safe till morning light. Amen

JUNIORS:

May the grace of Our Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with us for now and ever more. Amen

APPENDIX 2 - Leading Classroom Worship – a guide for teachers.

1. Think of a total time of ten to fifteen minutes depending on the content, but include:
 - some time for thinking
 - some time for sharing
 - some time for listening
 - some time for stillness and silence.
2. Use a focus which the pupils will learn to recognise and respect: the lighting of a candle, a vase of flowers, a picture, a piece of sculpture, a cross, a shell or another object.
3. Learn to use silence. Regularly conclude with silence.
4. Keep the session simple and short. Use some of the following:
 - a short passage of scripture
 - a story, poem or piece of literature
 - a picture, poster or slide
 - a prayer
 - a hymn or song which pupils come to know well
 - a personal account of an event or experience in your own life
 - music.
5. Invite pupils to reflect on the content of the worship either individually or in small groups, allowing for discussion and reflection.
6. Use music to begin or end.
7. A classroom act of worship may lead to pupils into a quiet, creative activity such as writing or painting.

APPENDIX 3 - GUIDELINES FOR VISITORS TO THE SCHOOL

Although these guidelines were primarily written in mind for classroom visits, the principles are generally transferable to whole-school acts of worship.

BEFORE THE VISIT

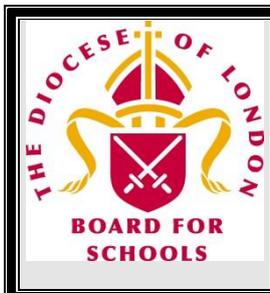
1. It is helpful if visitors
 - are familiar with the school or class, eg through a prior visit;
 - are clear about their brief, and able to speak to it;
 - have prepared their material thoroughly;
 - arrive promptly.
2. It is helpful if the teacher
 - has provided the visitor with a clear brief;
 - has given the visitors details of resources and equipment available to them;
 - is aware of the demands on the visitors;
 - has an alternative act of worship prepared in case of an emergency.
3. It is helpful if the pupils
 - know who the visitors are and are aware of their background;
 - have framed some questions to the visitors;
 - have briefed a welcome for the visitors.

DURING THE VISIT

4. It is helpful if the visitors
 - use words and materials at a level appropriate to the age ranges;
 - are 'pupil-friendly', ie not patronising, aware of the cultural sensitivities of some pupil, conveying a sense of enjoyment and a sense of humour, and use artefacts and visuals;
 - keep to the brief given by the teacher;
 - are prepared to receive questions from pupils and are sensitive to the response of the class/group to what is being presented;
 - do not use the opportunity to influence pupils unfairly;
 - are aware of, and help to break down, some of the stereotypes about their community.
5. It is helpful if the teacher
 - is the guardian of the relationship between class and visitors, and is ready to interpret or intervene if necessary.

AFTER THE VISIT

6. It is helpful if the teacher or Headteacher
 - offers feedback to the visitors on positive points of the visit, and those, which might be developed or altered and values fostering an environment of feedback and comment.
7. It is helpful if the pupils
 - follow up the visit appropriately, and relate it to the longer-term education in the subject area;
 - are appreciative of the visit (perhaps through letters/drawings sent to the visitors);
 - invite visitor back to see children's work, as appropriate.



APPENDIX 4 London Diocesan Board for Schools

Core Values Underlying British Identity

In church schools Christian values should be written through the school as if through a stick of rock. The values which our schools endorse are those of:

Reverence; Wisdom; Thankfulness; Humility; ;Endurance; Service; Compassion; Trust; Peace
Forgiveness; Friendship; Justice; Hope; Creation; Koinonia;

More details about all of the values and how they might be taught are to be found on the National Society website. <http://www.christianvalues4schools.org.uk/>

Additional material demonstrating how values can underpin the whole curriculum can be found on the website of 'What If Learning'. <http://www.whatiflearning.co.uk/>

These values are ones that are shared by many people in this country because the Christian faith has for centuries been a driving force in our education and legal system and those values have made their mark on our history.

We are fortunate in that we live in a country where the majority of people care about the wellbeing of others, where injustice and cruelty to others appals and where people can be stirred to be compassionate and generous in their support for a good cause.

These characteristics have not come about by accident but through our history and experiences as a nation. Stubbornness, stoicism and resilience are also traits which as a nation we share but they have also been the vehicle for developing deeply held beliefs about the importance of freedom, justice and the rule of law.

It would be challenging to try and pin down how those characteristics have evolved and become part of our being and how over many years governments have tried to enshrine the ideas in law. A recent piece of legislation is the Equality Act. The Equality Act 2010 has three aims:

- to eliminate unlawful discrimination
- to advance equality of opportunity
- to foster good relations between people

The values that matter and influence public decision making might be summed up by the following list:

1. No one is above the Law; the same rules apply to everyone whether rich or poor.
2. The Monarch is the Head of the Church and together with the House of Commons and the House of Lords they are the supreme authority.
3. Everyone has a right to be treated equally, belonging to a different race or religion should not make any difference. Everyone, whatever their race or religion, should deal with each other in a tolerant and open way.

4. People are allowed to speak freely and to hold their own opinions, even if they are eccentric, as long as no harm results to others.
5. People can buy and sell property, land or belongings, they can sign contracts and have them honoured, without fear of confiscation by the state or other people.
6. Encouragement is given to people to volunteer and to set up organisations that explore the interests and needs of a community. They are able to work out for themselves the best way to operate within the law.
7. Children are helped to grow up happily in a loving, kind and disciplined environment by being part of a stable, loving family and wider community.
8. Learning about the achievements and mistakes of the past and valuing the rights and obligations that have gradually emerged out of the history of Britain.

Educational Suggestions

1. Introducing the concept of law through the development of rules which govern the school. Students, parents and staff agree the rules by which the school is to be run, the rationale for the rules and the sanctions which any failure to uphold will incur. Older students may discuss current cases that are in the press and explore the laws that will be used. 'Lord of the Flies,' by William Golding, for older students could be an interesting way into a discussion about a life without rules.
2. With younger children watching the Queen going to open Parliament can be a starting point for a discussion about how our democracy works and the role of the monarch. Older students could look at alternative models of government particularly in less well developed or newer countries. 'Animal Farm' by George Orwell, for older students would provide an excellent starting point for a discussion on democracy and alternative styles of leadership.
3. Equality of opportunity should be demonstrated in the school systems so that students are confident that everyone in the school has access to what is available. Malorie Blackman's book, 'Noughts and Crosses', is a useful starting point for a discussion about segregation. Heroes of the past such as Rosa Parks and Nelson Mandela have challenging stories. Para-Olympians and others provide evidence of how much, with the right support, people can achieve. RE should help to provide knowledge and understanding about what people believe and how their faith affects how they live.
4. The importance of free speech is a long held belief and is well illustrated by Speakers Corner in Hyde Park where anyone can go and address the crowd. Holding school debates and learning how to propose and oppose a motion in a polite but direct way is a useful skill for any student.
5. Learning about how business and commerce works and as students get older exploring how you manage a bank account, credit cards and interest rates, start a pension and get a mortgage are all valuable life skills which should be a part of a rounded education.

6. Naming some of the organisations it is possible to join from Brownies to Scouts, choirs, sporting clubs, faith group organisations. Discussing how they serve their community, what difference do they make, who started the organisation and why? Are there gaps in the provision, who do they think should fill those gaps, how could they do that? Are there charities it would be good to support and if so which ones and why? How do you decide?
7. PSHE should be beginning to address some of the issues around growing up healthy and well, in body, mind and spirit. Collective worship should provide a time for students to be reflective about their own lives and those about them. Families come in all shapes and sizes and the emphasis is on the care and love that they provide for the individuals in the family. The family may well include the wider community and so learning to be part of that wider community in a safe way is also a critical part about growing up and learning to read the verbal and non-verbal signals that people give in order to remain safe. For younger children a film like 'Pollyanna' is a rather old, but very happy, film about a girl who loses her conventional family but builds a new family within the community.
8. Learning about the history of Britain and being able to make links and learn from the events of the past to understand the dilemmas and solutions for today's issues.

An example of why these values are important to our common life may be drawn from the following list of issues which make for general unrest:

- High levels of taxation
- Strict wage controls
- Workers controlled by tough legislation
- Foreign wars that appear pointless to much of the population
- Politicians that can seem out of touch and self-serving
- People feeling powerless and angry in the face of bureaucracy
- Radical preachers gaining ground with the disaffected
- A deadly disease spreading uncontrollably and the potential threat to our own country.

This is a description of England in 1381 and it would be foolish to ignore the lessons that moments in our history might teach us in this century.