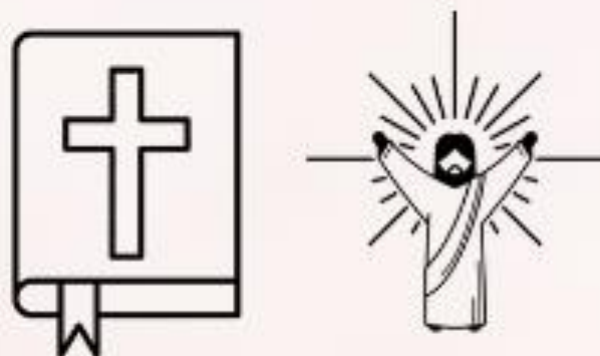




Collective Worship



Curriculum Booklet

School Vision Statement

‘With God all things are possible’ Matthew 19:26

It is this belief in us from God that will enable us to dream, believe and achieve

Aims

- At Bredbury St Mark’s we align our school vision with that of the Chester Diocese Academy Trust with the promise that we want every child to experience ‘life in all its fullness.’ (John 10:10)
- Our vision is supported through our school motto DREAM BIG. We believe in the capabilities of all and that dreams can be turned into reality.
- We endeavour to inspire and motivate everyone to be the best that they can be, growing and learning in a community inspired by Christian values.

Our chosen key Christian values contribute towards achieving our vision.

Hope, Perseverance, Courage, Love, Friendship and Forgiveness

- We aspire to equip everyone with the skills needed to believe they can achieve and to reach their goals. Our school is a safe, happy and welcoming place where every child’s uniqueness is valued and supported.
- Working together with our community, we will develop happy children who can succeed in the modern world with their enquiring minds, spirit of curiosity, respect for themselves, others and the environment and having the skills, resilience and adaptability to thrive.

Why is CW important at Bredbury St Mark’s?

- *As a Church of England School, we believe that RE is an important core curriculum subject and is embed in our school beliefs and values through our Christian Ethos.*
- Our school motto – “Dream Big” to reflect our vision that is ‘With God all things are possible’ Matthew 19:26. Our Christian Ethos is at the centre of everything we do and we help the children to grow and develop through our 6 Main Values: Love, Hope, Forgiveness, Friendship, Perseverance and Courage.
- It is important for all Children to know they are cared for and loved, and can achieve anything they want to in life with the belief and support of God and the staff at Bredbury St Mark’s.
- Collective Worship at St Mark’s is accessible to all no matter their religious beliefs. We believe that all children and adults should have access to the stimulating stories, dramas and other content delivered during collective worship and be able to take

something away with them to make them think and challenge difficult questions in their life. Therefore we make sure that Collective Worships are designed to allow the 'Warm Fires and Open Doors' approach so children and adults can access the learning and teaching at their level.

Core Values

When we developed our new Visions 6 Core Values we chosen to run along side this and have become the basis for everything we teach and deliver in school. These Values were chosen by a core group first (made up of the Headteacher/CW + RE Lead/ Teaching assistance and the Reverend from St Mark's Church, who is also a governor).

Once these were chosen the Vision and values were then discuss with staff in a staff meeting, shown to the Governor, explored with the children, and shared with parents, so that viewpoints and opinions of all members of the school community could contribute to the vision. All the thoughts and responses were collated by the CW/RE lead and then the final draft was decided by the staff in a staff meeting.

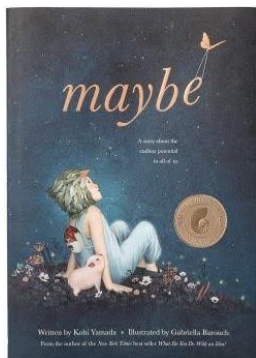
The Core Values chosen are:

Hope, Perseverance, Courage, Love, Friendship and Forgiveness

As a school we feel these core Christian Values will help our children to develop into independent, understanding, and successful individuals.

These Value go alongside our vision '*With God all things are possible*' *Matthew 19:26. It is this belief in us from God that will enable us to dream, believe and achieve* and our Moto (*Dream Big*).

We also have a school text that is linked to our Moto and vision.



Maybe by Kobi Yamada

How Collective Worship is Planned

CW is planned by the CW worship Lead at Bredbury St Mark's which allows consistency. The core structure of the planning follows the Imaginor Roots and Fruits planning- following the 12 core values, over a 2 year cycle:

Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness

Collective Worship Planner						
School Vision: 'Dream Big' 'With God all things are possible' Matthew 19:26 Term: 6 Week: 1 Value: Truthfulness Value Quote: 'Tell the Truth to each other.' Zechariah 8.16 Season: Ordinary Time (Green)- 6 th June- 19 th Nov- Between the festivals green cloths symbolise all living things, renewal and promise of new life.						
Date	Leadership	Theme/ Topic	Source material	Evaluation- Worship Leader to complete Focus of worship Song & type of prayer / meditation		
Monday 13 th June				INSET		
Tuesday 14 th June GREEN CLOTH	EN	Telling the whole truth	Imaginor pg 241 • A torch • 3 helpers and 3 scribes • 3 feeling boxes each containing the same 6 objects that are difficult to identify using touch alone. • Poem letters			
Wednesday 15 th June	Class Teacher		FAIR PLAY! In small groups, children play the card game 'Go Fish' or 'Happy Families'. Players are required to be truthful when they are asked for a card. Play the game and then ask questions. • How would you feel if one of the other players lied about the cards they had? Then challenge everyone to play a round without always telling the truth . • What happens? It does not take long for the point of this game to get across as children struggle to get matches when everyone lies and says they do not have the card. Use the outcome of this game to reinforce the point that no one wins when we lie.			
Thursday 16 th June	KS	Worship through song	<u>Evaluation</u>			
Friday 17 th June	Andy/Martin	<u>Evaluation</u>				

This 2-year cycle allows children to access the learning multiple times throughout their time at Bredbury St Mark's but by having a 2-year cycle, children have matured and are able to access the learning at a different level next time they encounter the same value.

The Collective Worship is also supplemented by the 'Values for Life' planning and special days are covered throughout the year e.g. Saint's Days and other key events both in the Christian Calendar and those related to the children living in modern Britain e.g Fair Trade, International Women's day.

These events are linked to Values that have been covered throughout collective worship. E.g. justice, courage, compassion.

Below is an example of the Imaginor Planning. All the planning follows the Windows, Mirrors, Doors approach.

TRUST

BEING TRUSTWORTHY, NOT GOSSIPING

WORSHIP TABLE

- 3 candles and a Bible open at today's verses, Proverbs 11:13
- Worship cloth or table runner, colour corresponding to the Church season (for further information see www.imaginor.co.uk/ebw)
- Trust poster from page 155 (laminated and on a stand)
- An anti-gossip poster, created by one of the children

PREPARATION AND RESOURCES

- A girl and boy puppet (Bella and Barney)
- A box of matches

Welcome

Fade the assembly music and light the three candles on the Worship Table, as the following words are spoken:

WELCOME WORDS 1

We light three candles in the name of: God the Father whose promises are true, God the Son who trusted his Father's promises and God the Holy Spirit who gives us faith to trust God today.

WELCOME WORDS 2

We have gathered in the name of God the Father, Son and Holy Spirit, to worship together and think about our value trust.

In the Bible there is a book of wise sayings called Proverbs. Here's one of them.

"No one who gossips can be trusted with a secret, but you can put confidence in someone who is trustworthy." Proverbs 11:13

Are you someone who can be trusted?

Let's hear what Barney and Bella have been up to.

Learning

Two puppeteers operate puppets Barney and Bella from behind a screen or table covered with a cloth.

Barney: Hi Bella! You're looking excited. What's happened?

Bella: Barney, you'll never guess what!

Barney: What?

Bella: You know Mia in Year 5?

Barney: Yes.

Bella: She was really rude and now Mrs Harding has phoned her Mum to take her home for the rest of the day. Oh... *(sighs)*... I wasn't supposed to tell anyone. *(sighs)* Oh no. I promised Mrs Harding I'd keep it to myself.

Barney: What do you mean?

Bella: I promised Mrs Harding I wouldn't go around spreading gossip. Oh, I feel really bad now.

Barney: How did you know about it in the first place?

Bella: I went into the corridor by the office to box for my coat and I heard Mrs Harding phoning Mia's Mum. She knew I'd overheard and told me not to spread it round the school as it was none of my business.

Barney: And she said, "Bella, can't trust you!" Those were her very words! And I said, "Yes you can trust me!" But she can't, because now it will be all over the school and she'll know who told everyone, and...ah dear! *(begins to sob)*

Bella: It's alright, Bella, don't cry! You've only told one person and that's me. I know, but now it will get out to everybody!

Barney: No it won't! I won't tell anyone, and you'll make sure you don't tell anyone about it, OK?

Bella: OK, but can I really trust you Barney, not to tell anyone?

Barney: I might get lots of things wrong, but I do know that I can be trusted!

Responding

We can show that we are trustworthy friends by not gossiping. I wonder how we decide what is news and what's just gossip?

One way of deciding is to ask yourself 4 questions before you speak.

Is it true?

Is it kind?

Is it helpful?

Is it anything to do with me?

If you're not sure of these things, then perhaps the 'news' is really gossip and you shouldn't spread it.

Some teachers will prefer not to use matches, if so, substitute an alternative prayer:

PRAYER TO STAMP OUT GOSSIP

Let us pray.

Light a match and hold it up for a moment.

Gossip is someone else's news that we have not been given permission to pass on. If we do then it can be like a tiny flame that becomes a fire that spreads far and wide. Gossip is like fire, it hurts people.

Blow out the match and all respond.

Sorry Lord, for the times we gossip.

Light another match.

Gossip is news that has nothing to do with us. It spreads bad things about people.

Blow out the match and all respond.

Sorry Lord, for the times we gossip.

Light another match.

Gossip can get out of control and soon it can turn into lies.

Blow out the match and all respond.

Sorry Lord, for the times we gossip.

Lord, we know we should never play with matches. Help us not to play with gossip either, so that we can be trustworthy friends and people won't get hurt.

Amen

Reflecting

Being trustworthy can be difficult. It is always tempting to pass on gossip, especially when we think others will want to hear it. But we need to be people that others can trust. How trustworthy are you?

Fruits from the Roots

STAMP OUT GOSSIP. DON'T LET IT SPREAD.

Design an anti-gossip poster for your classroom.

EYFS- The younger children have a combined approach during collective worship. They access some of the learning from the Value that the whole school are covering but also follow the planning from the updated Imaginor 'Jack in the Box' resources.

Collective Worship in the Early Years setting looks different to that of the whole school. During the Autumn Term most worships will take place in the classroom. This allows the children to setting into the setting and access the learning in a familiar space. After this time children then access a combination of the worship with the whole school and separate worship within their classroom.

The Jack in the Box planning that is followed uses repetitive songs and structures.

JACK IN THE BOX VOLUME 2

BIG BIBLE HEROES

AUTUMN: WEEK 7

STORY Gideon is courageous Judges 6

LEARNING FOCUS God is strong

VALUE LINK Courage (being brave) and Justice (fairness)

WELCOME - Hello Time

Hello everyone.

Open the box, take out the worship cloth, shake it out dramatically and spread it carefully at the centre of the circle, while singing:

(Tune: Here we go round the mulberry bush)
 Here is the cloth for worship time.
 Let's all be still for worship time.
 Here is the cloth for worship time.
 What will we learn today?

Let's find Jack and sing our Welcome Song. Take Jack out of the box and sing the song:

(Tune: Tell the angels on the bus)
 Welcome everyone and say hello,
 Say hello, say hello!
 Welcome everyone and say hello,
 I'm glad you came.

What are we going to learn today Jack? Jack whispers to you.

We are going to learn how Gideon put his trust in God and so can we, because God is strong. Jack has brought his favourite book, the Bible.

Jack helps to take the Bible out of the box. Show the Bible to the children and place it on the cloth. Meanwhile everyone sings:

(Tune: Frère Jacques)
 Here's the Bible, here's the Bible.
 A special book, a special book.
 What's inside it? What's inside it?
 Let's take a look, let's take a look.

LEARN - Story Time

Gideon is courageous

Tell the story using the story props.

God is strong and he can help us. Our Big Bible Hero today learned to trust God when he felt afraid and didn't know what to do. God helped him to have courage, to be brave.

The Big Bible Hero was called Gideon. He was a farmer. *(Take out figure and animals)*

Where Gideon lived all the people were very worried because some big bullies kept taking things from them. This wasn't fair, was it? The bullies took their sheep, they took their cows, they took their horses and donkeys. They even took the food growing on the land: the wheat and fruit and vegetables.

"This is terrible," the people said to one another, "What can we do? How can we stop the bullies? They are so much stronger than us."

One day Gideon was sitting under a tree on his farm, trying to hide from the bullies and thinking about how unfair everything was, when suddenly he realised that standing next to him was an angel, a messenger from God.

(Take out figure)

The angel said, "Gideon, God is sending you to chase away the bullies so that everyone can live peacefully again."

"What?" said Gideon. "I can't do that! I'm not strong enough and I've never done anything brave like that before." But God said...

"Gideon, don't be afraid
 You can trust in me.
 I'll be with you and make you brave.
 You just wait and see."

Gideon wasn't sure. He still felt nervous. "Can I do this? Will God really be with me?" he wondered.

But at last he decided to trust God. He did just as God told him and gathered some friends together. One night they went out carrying torches and loud trumpets. *(Take out torch and trumpet and encourage children to join in actions)* They waved the torches and blew the trumpets as hard as they could. They gave those bullies such a fright that they ran away and didn't come back.

The people were so pleased. "Hooray! Well done, Gideon," they said. "You are so strong and brave." But, Gideon said...

"It's God who's strong.
 It's God who helped me through.
 He was with me and made me brave.
 And he can help you too."

REFLECT - Thinking Time

Can anyone remember what Jack likes to do when he's looked at the Bible? He likes to have some thinking time. *(Put finger on chin)* Let's sing the song.

(Tune: Here we go round the mulberry bush)
 Now we're ready for thinking time. *(point to head)*
 Thinking time, thinking time. *(point to head)*
 Now we're ready for thinking time. *(point to head)*
 What have we learned today? *(put finger on chin)*

We have been learning about how when he trusted God, Gideon was able to pluck up the courage to chase away the bullies.

Pretend that Jack is whispering in your ear.

Jack says sometimes he feels worried when things go wrong, just like Gideon did. It's so good to remember that God is strong and will help us. I wonder if you can think of things that sometimes make you worried, that you could talk to God about.

Let's all have a quiet moment to think... *Pause, and then recap the Children's ideas.*

RESPOND - Prayer Time

Now we're going to get ready to talk to God. Let's sing:

(Tune: Twinkle, twinkle little star)
 We know God is always there. *(point up)*
 Now it's time to say a prayer. *(hands together)*
 Stretch hands wide then piggy back! *(as sung)*
 Fold them safely in your lap. *(as sung)*
 We know God is always there. *(point up)*
 Now it's time to say a prayer. *(hands together and close eyes)*

Thank you God, that you are strong and we can trust you. Please help us to be brave about things that make us feel worried. Amen

Goodbye Time

We've had fun with Jack but he's sleepy now and needs to go back in his box. We'll see him again soon.

The children help you to put away the Bible and props while chatting together about what has been learnt. As you sing Jack waves goodbye to the children.

(Tune: first two lines of Baa Baa Black sheep repeated.)
 Goodbye everyone, wave goodbye to Jack.
 We've had fun and he'll be back. *(repeat twice)*

Jack goes back in his box.

Delivered:

Collective worship is delivered daily. Children and adults can access the worship in different settings throughout the week: whole school, class-based and over at our local church.

Monday- Whole school delivery in the hall by a member of SLT

Tuesday- Whole school delivery in the hall by a member of SLT

Wednesday- Small class-based worship delivered by the class teacher- this is more personalised to the needs of the class and pitched to match the age of the children more directly. This worship is a way to develop the learning from the Monday worship.

Thursday- Worship through song- Whole school delivery in the hall by a member of SLT

Friday- Church Delivered by a member of the Church linked to our current value.

Reflections Areas/Pray Spaces

Every classroom in school has its own personal refecton area/prayer space that the children can access throughout the day. This area reflects the different values that are being taught during Collective Worship that term. It is a place for children to interact with the Value, write prayer and a space to display the work on learning the children have taken part in during the worships.

Each classroom has ownership over their own worship area to make sure it is inviting and personal to that class. Key elements will be consistent throughout school, however other elements are class specific and aimed to support the age range of the different classes from EYFS-Y6.

All the collective worship areas have some sense on interactions. Whether that is a simple inviting task for the children to complete or a space to write and record their thoughts and prayers.

At Bredbury St Mark's we believe that the reflection areas should be:

- A place where children can reflect. Think about how to link it to what has happened that week. E.g. the doves for a quiet place to think linked to the Monday CW.
- Must be a focal point of the classroom so you are drawn to it when you walk in the room.
- An inviting place to think.
- A place to connect with God
- Linked to our value- Have things on out that link to the worship that has happened.
- Ability to write or record a prayer (prayer slips at the moment hopefully will have books next year)
- Built upon and added to/active.

To achieve the above and allow consistence for all children the areas must contain:

- In Class Collective worship book which contains the work done during Wednesday CW.
- Children's bible- could be open at the story of that week.
- Cross
- Value sheet- New one with the thoughts and questions
- 3 candles- these represent Holy Trinity.
- Something for the children to record prayers or thoughts on
- The holy trinity (poster)
- The lord's prayer
- Items linked to the value. Either suggested by the children or taken from the weekly worships.
- Our Vision and Motto (including our key values) so it can be referred to throughout the day.

Evaluations/reflection on Worship

Each Collective worship delivered is evaluated. This is completed by the adult delivering the worship. E.g. on Monday a member of SLT, on Wednesday each class teacher evaluates their own.

These evaluations focus on the learning the children took from the worship and also aids the Worship Lead in developing and improving the worships for future delivery. The evaluations are collected and kept by the Worship Lead.

Along with the adults' comments, each whole school worship children are given a thoughts/prayer slip to complete. Several of the older children (KS2- extending to Year 2 later in the year) are selected each worship to put down their thoughts and feelings about the worship they have just access or to write a prayer if they wish.



An explain of the children's reflection sheet. This format allows the children freedom. Most choose to write their reflection or prayer however the space allows for other methods of recording to happen- e.g. drawings.

Collective Worship Planner				
Term: C	Week: 1	School Vision: 'Dream Big' 'With God all things are possible' Matthew 19:26	Value: Truthfulness	Value Quote: 'Tell the Truth to each other.' Zechariah 8:16
Station: Ordinary Time (30 weeks)	4 th June - 29 th June	Between the fast and feast days symbols of being strong, renewed and promise of new life.	Theme: Truthfulness	Source material
Date	Leadership	Theme	Source material	Evaluation: Worship leader to complete
Monday 1 st June	EN	Telling the truth	Matthew 24:14	Focus of worship Song & type of prayer / meditation
Tuesday 2 nd June	EN	Telling the truth	Matthew 24:14	Focus of worship Song & type of prayer / meditation
Wednesday 3 rd June	Class Teacher	FAIR PLAY!	Matthew 24:14	Focus of worship Song & type of prayer / meditation
Thursday 4 th June	KS	Worship through prayer	Matthew 24:14	Focus of worship Song & type of prayer / meditation
Friday 5 th June	Andy/Martin	Evaluation	Matthew 24:14	Focus of worship Song & type of prayer / meditation

Each half termly planning sheet has space for evaluations

Collective Worship Evaluations- Help and support sheet for Staff.

Think about what the children learnt and have taken from this CW instead of what activity they did.

Some examples of things you could put into the evaluation.

- What have the children learnt?
 - Were able to retell the parable during reflection.
 - Where able to link the ideas from the CW to their personal experience and explain how they linked.
 - What was discussed with development/what the children took from it.
(example- chat about forgiveness or who we forgive
link- the children said that we should forgive but then found it a lot harder to agree after discussing certain scenarios. Linking back to classroom/playground squabbles.)
 - **Example-** At the start children were unable to tell me who St George was but by the end they knew he was the Patron Saint of England and could tell me the story of St George and how people celebrate the day. (KS1 example)
- What the children struggled with. (concepts and ideas)
 - **Example-** The children understood what happened in the parable but struggled with the idea that the father was God and we have sinned, but God is waiting for us with open arms.
- What worked well planning wise. (not best type as a standalone evaluation)
 - Children really enjoyed video it kept them engaged.
 - Children liked creating some made/drew (give a few examples that link to what they learnt)
 - Children enjoyed the action in the story when they could take part.
- If discussions take place you might want to write something one or two of the children said that was insightful/ relevant.
- What didn't go well and why or something you tried differently that worked well (which wasn't in the planning).
 - Children enjoyed acting out the story instead of drawing.
 - Found a different video better for KS1 or UKS2?
 - This story was too challenging for KS1 they didn't understand it.
 - Using props and puppets to retell the story helped.
 - Anything that you feel could help with this session for next time.


Home School Values

Each Half Term the Worship Lead creates a Home School Value sheet that it sent out to all parents and carers. This sheet is designed to support families to engage with the Values at home.

The Home School Values used at Bredbury St Mark's are those from the Imaginor resources.

Each Home School Values sheet contains the same content to allow a familiar and consistent approach for parents and children.


- A **story** from the Bible that helps to demonstrate the value in action.
- A **talk together** section which help scaffold and support talk in the home through engaging questions and real-life examples of the Values in action e.g. perseverance linked to athlete training at the highest level.
- A **Quiz**- this is normally some kind of word puzzle e.g. a wordsearch, crack the code or similar.
- **Family Focus activity**. This activity gives a suggestion as to how a family might demonstrate that value during the half term. E.g. to write challenges for each other that require perseverance and completing one each week.
- **Home-School Challenge**- these activities are normally craft-based, and we ask the children to take photos or bring them into school so we can share the brilliant work. E.g. designing and creating a mosaics, this will require perseverance to complete.



Home School Value


Perseverance

This term we will be focussing in school on the value PERSEVERANCE.
We hope your family will find these ideas helpful as you explore the value and have fun together.



Home School Value

Perseverance



Please send us your mosaics.
We would love to display them in school or send us a photo so we can share your amazing work on Twitter.

READ TOGETHER...

The Widow Who Never Gave Up


There was once a judge living in a town just like this one, said Jesus to the crowd of people who were listening to him and hanging on his every word. This judge did not care much about God or justice. The crowd muttered to one another and smiled knowingly, they all knew judges like him! A poor widow, called Sarah, lived in the same town. She was being treated badly by her neighbour who was making her life very difficult indeed. Sarah went to the judge to ask him to hear her case and give her justice. At first the judge tried to ignore her. Silly old woman he thought. Why won't she leave me alone. Doesn't she realise that I have more important things to deal with?

But Sarah **persevered**. You are my only hope she told the judge. You must help me. Day after day she went to see him.

In the end, the judge was so exasperated that he thought to himself I will never get a minutes peace unless I help this old woman.

Finally he let her explain to him the problems that she was facing and agreed that Sarah's neighbour was indeed behaving very badly and must be made to stop at once. Sarah's **perseverance** paid off and eventually she got the justice she deserved.

So keep **persevering** and keep praying said Jesus to the crowd.



TALK TOGETHER about Perseverance

Teachers often say that **perseverance** is something that many children find difficult.

Very little that is really worthwhile in life can be achieved without **perseverance**. An athlete may train for years before they are ready to compete at the highest level. A musician must practice every day, sometimes for hours at a time, if they are to really master their instrument.

- How would each family member rate themselves on a scale of 1- 10 at **perseverance**?
- Can you give an example of something you have achieved by determined **perseverance**?
- Is there a skill that you think you could improve with **perseverance**?

QUIZ Wordsearch

P	E	R	S	E	V	E	R	A	N	C	E
D	A	Y	H	E	L	P	H	O	P	E	S
C	N	E	I	G	H	B	O	U	R	R	W
F	E	C	I	T	S	U	I	K	R	A	B
P	N	C	Q	Y	N	V	P	H	E	T	S
B	H	O	P	E	S	P	A	P	Z	C	F
L	M	R	U	S	U	F	R	E	I	E	H
B	G	A	W	T	Q	A	D	A	K	I	H
J	W	O	D	I	W	X	N	V	H	S	R
P	I	G	N	O	R	E	L	A	F	E	J


PERSEVERANCE
DAY
HELP
HOPE
IGNORE
JUDGE
JUSTICE
KEEP
NEIGHBOUR
PROBLEMS
SARAH
WIDOW

FAMILY FOCUS


The Perseverance Challenge

Ask each member of the family to write (on identical pieces of paper) a challenge that will require **perseverance** to complete. Fold the paper 4 times and place it in a bag with the others. Invite each person to place their hand into the bag (whilst looking the other way) and pick out a challenge which they have one week to complete. (Think carefully about the challenge you set and if possible make it a worthwhile and useful thing to do).

HOME-SCHOOL CHALLENGE



Mosaics are one of the oldest ways to make art. People have been arranging tiny coloured pieces of glass or pottery for thousands of years to create beautiful designs. But the process is time consuming and needs lots of **perseverance**. This term's Home-School Challenge is to make a mosaic picture (no bigger than A3 – 29x42cm) using small pieces of coloured paper. The subject of your mosaic is up to you. It could be a pattern or a picture. All the pictures submitted will be displayed in our school Challenge Gallery.



IMAGINOR LTD. REG NO. 08610795 Items from Imaginor Home School Value Resources