

Collective Worship Themes 2026-27

Collective worship is an integral part of the day to day life of our school. It happens, not just at set times of each day, but is also threaded through our Christian Ethos values, our curriculum, our behaviour policy, our RE, our PSHE, our RHE, SMSC and our Global Neighbours work. Integral to our daily collective worship is a clear collective worship structure:

Gathering: signalling the start of this special time together

Engaging: Something that the 'worshippers' will relate to and engage their interest

Responding: An opportunity for reflection and prayer

Sending: A response, a challenge or a thought to take away

Each collective worship follows this structure and supports everyone taking part in the worship to engage with it most fully.

Themes for 2026-27

	Autumn 1		
	Love, Courage, Respect		
Week	Theme	Focus Story	Follow up
Week 1	New Beginnings	'The Friendship Bench'	
Week 2	Love	'You are Special' by Max Lucado	See below
Week 3	Love	'The Good Samaritan' Luke 10 v25-37	
Week 4	Courage	'David and Goliath' 1 Samuel 17	
Week 5	Courage	'David and Goliath' 1 Samuel 17	
Week 6	Respect (Black history month)	'The Woman at the Well' John 4 v1-42	
Week 7	Respect	'The Woman at the Well' John 4 v1-42	
Week 8	Harvest	The Farmer Scattering the Seed Matthew 13	Year 1 to lead Special Things Collective Worship
	Autumn 2		
	Patience (Mirror Moments: Ourselves)		
	"Love is patient and kind; it is not jealous or conceited or proud, it is not arrogant" 1 Corinthians 13v4		
Week	Theme	Focus Story	Follow up
Week 1	Patience	Can't You Sleep Little bear? Martin Waddell	See below

Week 2	Remembrance/ Children in Need/Anti bullying week	See Royal British Legion website See Children in Need website	
Week 3	Patience	'Waiting is not easy' Mo Willems	
Week 4	EARA	Sharing their work across school	
Week 5	Patience	Jonah and The Whale Jonah 1	
Week 6	The Nativity	The Journey to Bethlehem Luke 1-2	
Week 7	The Nativity	The visitors to the baby Luke 1-2	
Spring 1			
Joy (Door moments: Others) "May the God of hope fill you with all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope." Romans 15v13			
Week	Theme	Focus Story	Follow up
Week 1	Spirituality Day		See below
Week 2	Joy	The Lost Coin Luke 15 v8-10	
Week 3	Joy	The Lost Sheep Luke 15 v3-7	
Week 4	Joy	'Inside Out' Disney Pixar	
Week 5	Joy	Joseph Genesis 37-50	
Week 6	STARF charity	Sharing the work of the charity and how we can make a difference and bring joy to others	
Spring 2			
Gentleness (Window Moments: Jesus died for us) "Let your gentleness be evident to all. The Lord is near." Philippians 4 v5			
Week	Theme	Focus Story	Follow up
Week 1	Gentleness	'I call my hand gentle' by Amanda Hann	See below
Week 2	NSPCC	How we can stay safe and keep others safe from harm.	
Week 3	Gentleness	'Jesus blesses little children' Matthew 19	
Week 4	EARA	Sharing their work across school	
Week 5	Easter	Easter Luke 22-24	Year 2 to lead Easter Collective Worship

	Summer 1		
	Fairness (Candle Moments: What matters to me) “Learn to do right and seek justice” Isiah 1 v17		
Week	Theme	Focus Story	Follow up
Week 1	Fairness	Zaccheus Luke 18	See below
Week 2	Fairness	Zaccheus Luke 18	
Week 3	Fairness	‘Fair is Fair’ by Sonny Varela	
Week 4	Christian Aid week	Global Citizenship, how we can make a difference	
Week 5	Fairness	Esau and Jacob Genesis 27	
Week 6	Pentecost	Pentecost	
Week 7	Fairness	Review of previous weeks	
	Summer 2		
	Responsibility “For we are responsible for our own conduct” Galatians 6v5		
Week	Theme	Focus Story	Follow up
Week 1	Responsibility	Sustainability week	See below
Week 2	Responsibility	Noah and the Flood Genesis 6	
Week 3	Responsibility	Noah and the Flood Genesis 6	
Week 4	EARA	Sharing their work across school	
Week 5	Responsibility	The Parable of the Two Sons Matthew 21 v28-32	
Week 6	Responsibility	Down through the roof! Luke 5	
Week 7	Moving on		

	AUTUMN 1 2026 WHOLE SCHOOL WORSHIP	FOLLOW-UP WORSHIPS & CLASS-BASED SESSIONS THROUGHOUT WEEK	
		YEAR R & KS1	Reflection Spaces
Week commencing.....	Love, Courage and Respect		
03.09.26	New beginnings Ask the children to share how they are feeling today. What are they worried or scared about as they start in their new classes? Read the story 'The Friendship Bench' by Wendy Meddour. Talk about the how Tilly felt at the start of her day and again at the end. Discuss what they could do to help them to feel loved and safe in their new classroom. Share the bible verses Matthew 6 25-33 and share how God asks us not to worry Reflect on how we can share our worries with God and reflect this in the prayer.	Show the children the worry dolls and the story of Silly Billy. -Think about all the new things in school and reflect on how this makes us feel and how we can say thank you to God for all the new people and experiences in our school lives. -Create a worry doll to help with your worries. -Make an appreciation flower expressing thanks for children/adults in your class	
07.09.26	You are Special by Max Lucado General introduction to all our values and the importance of them in our school and how we will demonstrate them in all we do. Listen to the story and think about how the boy felt in different parts. Who do you think the puppet maker might have been? How did he see the puppet? Reflect on the fact that God loves us, even though we don't always do the right things and that he wants us to love others in the same way. Woodmice	Re read the story and think about the boy. Think about all the things that are special about you and that make you loved. Create your own puppet outline and fill it with all the qualities that make you loved. Reflect on the fact that God loves us, even though we don't always do the right things and that he wants us to love others in the same way. 4	
14.09.26	Love "Love each other as I have loved you" John 15 v12 Revisit all our values and the importance of them in our school and how we will demonstrate them in all we do. Focus on Love through retelling of the story of the Good Samaritan and how he showed love to a stranger, putting the injured man's needs ahead of his own. Owls	Classes to explore the value of love from a Christian perspective. To understand what the word love means in the context of their relationships in school and how they can demonstrate love towards one another. Share in Collective Worship how in their classes, the playground and at lunchtime they will show love to one another.	

21.09.26	<p>Courage “For the Lord your God is with you wherever you go” Joshua 1 v9</p> <p>Focus on courage through retelling of the story of David and Goliath and how David was courageous and did the right thing without giving up, even though he must have been scared. He trusted God and knew that God would take care of him.</p> <p>Otters</p>	<p>Classes to explore the value of courage from a Christian perspective. To understand what it means to be courageous and do the right thing, even when that isn't easy and to be courageous in all they do, always trying their very best and never giving up. Share in collective worship the children's understanding of what it means to show courage.</p>	
28.09.26	<p>Courage “For the Lord your God is with you wherever you go” Joshua 1 v9</p> <p>Ask the children if they have ever felt brave. Introduce the word courage and remind the children this means making good choices, even when you may feel scared. Watch the video https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-brave/z7vrwty</p> <p>Ask the children who they can talk to when they feel afraid. Revisit and recap on the story of David and Goliath. Focus on the bible verse and explore what this meant to David on the battlefield. How did he find the courage he needed to fight Goliath? Explain to the children that, if they feel scared, they can pray to God and ask him for the courage they need. Time of reflection to think about things that we need courage to do and how we can ask God to help us in these.</p> <p>Sika Deer</p>	<p>Reflect once more on the story of David and Goliath. Think of lots of words to describe what David did and how he would have felt inside when he faced Goliath. Children to reflect on times when they feel afraid and need courage. Write a prayer asking God to give them courage for all of the things they find difficult.</p>	-
05.10.26	<p>Respect “treat others as you would want them to treat you” Matthew 7 v12.</p> <p>Listen to the story of the woman at the well (John 4 v1-42). Reflect on the fact that Jews and Samaritans did not speak to one another usually. Do the children think this is right and fair? How would they feel if someone wasn't allowed to talk to them because of the colour of their eyes or their hair? Link to Black History month</p> <p>Badgers</p>	<p>Classes to explore the value of respect in order to understand that, on a daily basis we want children to show respect as an integral part of all their relationships in school, as we value one another in our daily life and celebrate our differences. Share in collective worship the children's understanding of what it means to show respect.</p>	-

12.10.26	Respect “treat others as you would want them to treat you” Matthew 7 v12. Listen to the story of the woman at the well (John 4 v1-42). Reflect on the fact that Jews and Samaritans did not speak to one another usually. Do the children think this is right and fair? How would they feel if someone wasn’t allowed to talk to them because of the colour of their eyes or their hair? Make a comparison with the black history discussion from last week. Woodmice	Build on your exploration from last week as to the ways in which we need to show respect in school. Link this to one another and to our world around us.	-
19.10.26	Harvest The Parable of the Sower (Matthew 13) Listen to the story of the parable of the Farmer who sows his seed. Reflect on what the different areas of soil represent. How can we be the good soil as we live out our values if love, courage and respect? Whole school Collective Worship led by Year 1	Read the parable of the Sower once more. Think about all the wonderful produce we have in our world and write prayers thanking God for sending the sun and the rain to help the crops to grow.	-
	AUTUMN 2 2026 WHOLE SCHOOL WORSHIP	FOLLOW-UP WORSHIPS & CLASS-BASED SESSIONS THROUGHOUT WEEK - Read other Bible stories that relate to the Christian Value - Share fictional stories - Focus on ideas suggested below	
		YEAR R & KS1	Reflection Spaces
Week commencing. . .	CHRISTIAN VALUE FOCUS: Patience (the ability to endure difficult people and situations without giving into anger or giving up hope. Because God continues to show us patience when we are doing disappointing things, we can show others patience when they disappoint us.)		
02.11.26	Patience Talk about going to sleep and why it is sometimes difficult to sleep. Talk about reasons for this and watch some clips. Listen to the story ‘Can’t You Sleep Little Bear’ by Martin Waddell and ask if their stories were the same as the bear in the story.	Think of times when they have shown patience. Why is it sometimes difficult to show patience and what can we do to help us be more patient?	Reflection Corner ideas 

	<p>Look at the words that illustrate the Fruits of the Spirit. Talk about the importance of being kind and patient to one another. Can they think of times when they were patient and kind? Which of our values does this relate to?</p> <p>Otters</p>		
<p>09.11.26 Remembrance Day/ Children in Need</p>	<p>REMEMBRANCE DAY “God loves a cheerful giver” 2 Corinthians 9v7 Discuss with the children the significance of Remembrance Day and all that we have to be thankful for as a result of others sacrifice.</p> <p>Owls</p>	<p>Create a class poppy and fill the petals with things we want to say thank you for.</p>	
<p>16.11.26</p>	<p>Patience Share the story ‘Waiting is not Easy’ by Mo Willems. Explore the questions of the slide and ask the children if they see the elephant’s behaviour in themselves? Explore the images of the starry night and reflect on times when it is good to be patient. Explore a range of pictures link to patience and talk about the consequences of waiting and being impatient. Remind the children about the Bible verse “Love is <u>patient</u> and kind; it is not jealous or conceited or proud; it is not arrogant.” Encourage the children to consider why Jesus wants us to learn to be patient. Share with each other some strategies for helping to stay patient, such as taking deep breaths, counting in your head or fiddle toys etc.</p> <p>Badgers</p>	<p>Share with each other some strategies for helping to stay patient, such as taking deep breaths, counting in your head or fiddle toys etc.</p>	
<p>23.11.26</p>	<p>EARA The EARA group will share the work they have been doing with the rest of the school and will share what it means to consider the rights of others.</p> <p>Sika Deer</p>		
<p>30.12.26</p>	<p>Patience Remind everyone of the theme of patience and remind the children that patience is important and reminds us of our Christian values and how God wants us to show love to one another.</p>	<p>Reflection – Use the pictures from collective worship to help children reflect upon the idea that they will undoubtedly have been given second chances, on many occasions, to make good choices. But have they also given others the same? Perhaps some children will be willing to share honest examples of when this has happened to them or when they have demonstrated patience with others.</p>	

	<p>Share a picture of the children at school. Talk about what a school needs in order to be a happy place. Listen to the story of Jonah and the fact that God is patient with Jonah and gives him a second chance to speak to the people of Ninevah. Reflect on how we can be patient and forgiving towards one another.</p> <p>Woodmice</p>	<p>Think back to the happy school community photograph. Perhaps being patient and forgiving of one another is one aspect of why everyone is smiling? Just like Nineveh, schools are better places if we are patient and forgiving with each other.</p>	
07.12.26	<p>Nativity Tell the story of Mary and Joseph travelling to Bethlehem and how they trusted that God had a plan for them and their special baby and the reasons they had to say thank you to God.</p> <p>Owls</p>	<p>Re-enact the story of the journey to Bethlehem that first Christmas. Write some speech bubbles of what they might have said as they journeyed along.</p>	
14.12.26	<p>Nativity Tell the story of the shepherds and the Wise Men in the Christmas story. How did they show thankfulness to God for sending his special Son?</p> <p>Whole school sharing</p>	<p>Sequence the Christmas story, and record all the times that people said thank you to God.</p>	
	<p>Spring 1 2027</p> <p>WHOLE SCHOOL WORSHIP</p>	<p>FOLLOW-UP WORSHIPS & CLASS-BASED SESSIONS THROUGHOUT WEEK</p> <ul style="list-style-type: none"> - Read other Bible stories that relate to the Christian Value - Share fictional stories <p>Focus on ideas suggested below</p>	
		YEAR R & KS1	Reflection Spaces
Week Commencing	<p>CHRISTIAN VALUE FOCUS: Joy (choosing to respond to external circumstances with inner contentment and satisfaction, because we know that God will use these experiences to accomplish His work in and through our lives.)</p>		
04.01.27	<p>Spirituality Day See Spirituality planning for 2025</p> <p>Otters</p>	<p>Reflections on the Spirituality tasks for the week and reminders to children about the different types of spiritual moment.</p>	
11.01.27	<p>Joy Remind the children of what it means to feel joyful and the importance to say thank you to God for the joyful things in our lives. Tell the story of the Lost Coins (Luke 15 v 8-10) Reflect on why the lady felt so much joy when she found the coins. Ask the children to reflect if they have ever lost anything special and found it again and how did it make them feel? Have they ever had a party to celebrate something special with family and friends?</p>	<p>Explore together what it means to be joyful. Think of the celebrations they have been to that have brought them joy. What is it about those times that has made them so joyful.</p>	

	Owls		
18.01.27	Joy Tell the story of the Lost Sheep (Luke 15 v3-7) Reflect on why the shepherd felt so much joy when he found the sheep. Woodmice	Act out the story of the Lost Sheep and reflect on a time when you were sad, and someone did something to bring you joy.	
25.01.27	Joy Introduce the character 'Joy' from Inside Out. Ask the children to share what makes them feel happy inside. Explore the pictures on the slides and say the reasons that people are happy/joyful in the pictures. Reflect on how their behaviour can reflect on others and how they can bring joy to one another. Sika Deer	Think how they can bring joy to others through showing love and kindness to each other. As an extension, you could explore which ideas bring happiness that is quite short lived and those that bring lasting joy.	
01.02.27	Joy Introduce joy, hope and peace as three of the fruits of the spirit. Recap the story of Joseph from Genesis 37-50. Reflect that, if Joseph had been angry or complaining, he would not have succeeded in all that he went through. Instead, he kept his faith and joy in God and knew that God had a plan for him. Despite what happened to him, Joseph had joy in his heart rather than bitterness. Reflect on the fact that Joseph knew that God loved him, even when things were difficult and that God helped him to see joy, however tricky the time. Badgers	Think about times when something has been difficult or tricky and they have found a way to look for something good in the situation	
08.02.27	STARF charity week Share the work that the charity does to support others and make a difference. Think about the different ways in which we can help others in our school and beyond and how that brings us joy. Foxcubs	Explore other charities that the children know about and find about some of the ways in which the charities help and support others. Ask the children to reflect on how this charity work brings people who are giving and receiving support, joy.	

	Spring 2 2027 WHOLE SCHOOL WORSHIP	FOLLOW-UP WORSHIPS & CLASS-BASED SESSIONS THROUGHOUT WEEK - Read other Bible stories that relate to the Christian Value - Share fictional stories Focus on ideas suggested below	
		YEAR R & KS1	Reflection Spaces
Week commencing	CHRISTIAN VALUE FOCUS: Gentleness (someone who is gentle wants to help others, even when they have been done wrong. An example of gentleness can be seen in John 8, when the Pharisees bring a woman who was caught in adultery to Jesus.)		
22.02.27	<p>Look at a range of objects, a hammer, football, piece of wood, glass vase and an egg, and ask the children what each one is used for. Move on to think about which ones are strong, and which ones do we have to be more careful with. Use the word 'gentle' when talking about the vase and the egg, show how you have to cradle the vase and the egg so that they don't break.</p> <p>Tell the children that, in the same way, we have to be careful and gentle with people too. Ask the children to look at the people on slide one. Which people do we think are being gentle?</p> <p>Share the story 'I call my hand gentle' and talk about how the person uses their hand in the story.</p> <p>Explain that Jesus showed us how to be gentle when talking about how the shepherd was gentle with his sheep and when asking the children to come to him. Explore ways in which we can be gentle this week.</p> <p>Hedgehogs</p>	<p>Talk with a partner and draw pictures and share ways in which we can be gentle to one another, especially in the playground.</p>	
01.03.27	<p>NSPCC</p> <p>Watch the video and see how we can keep ourselves and others safe from harm with Buddy's help.</p> <p>Rabbits</p>	<p>Watch the NSPCC video as a class and complete the activities about safe adults and safe places and keeping ourselves safe from harm.</p>	
08.03.27	<p>Ask the children what comes to your mind when you think of the word 'gentle'? Share some of their ideas. Put the children into pairs. Ask each pair to show you with their hands handing over something precious to their partner, being careful not to break it. Talk to the children how much they had to focus and concentrate. Ask the children to do the action again, focusing on the action of their hands. Discuss how it takes patience, concentration and care to be gentle.</p> <p>Talk about how Jesus asked us to be gentle to one another and how he showed his gentleness to others by healing people who were sick, calming the storm, bringing people back to life and feeding people.</p>	<p>Devise a class list of examples of gentleness and ways in which we can be especially gentle with our hands.</p>	

	Following the discussion, ask each child once again to look at their hands. Ask them to think of something that they can do with their hands that will show their gentleness. Otters		
15.03.27	EARA presentation on what makes us all special and unique. Woodmice		
22.03.27	Easter Listen to the events of the Easter Story. Reflect on all that happened to Jesus on those three days, when he was shown respect and when he was not. Reflect on how he would have felt and how you would have felt if you had been there. Owls	Think back to the story of Palm Sunday last week and then think about the Easter story, how did the way Jesus was treated change and was Jesus shown respect on each occasion? Create an Easter Garden to remind you of the events at Easter.	
	Summer 1 2027 WHOLE SCHOOL WORSHIP	FOLLOW-UP WORSHIPS & CLASS-BASED SESSIONS THROUGHOUT WEEK - Read other Bible stories that relate to the Christian Value - Share fictional stories Focus on ideas suggested below	
		YEAR R & KS1	Reflection Spaces
Week commencing	CHRISTIAN VALUE FOCUS: Fairness (even handed, vindicate, impartial, openness, fairness, rightful, honesty, virtue, judge) <i>The justice is revealed in the Bible is always revealed in the context of love. It includes the call to take responsibility for one another, especially the poor and oppressed, and to see that no-one is excluded from the essentials of life.</i>		
12.04.27	Zaccheus Play a game that explores the idea of fairness e.g. Throwing beanbags into a hoop – is it fair if the hoops are different sizes? Or if some children stand closer or further away? Spend some time talking about what makes a game fair. You could link this to sports day if appropriate. Look at the art work showing the story of Zaccheus and ask what the children notice. Show the video story of the tory of Zaccheus BBC Treasure Champs video Ask the children what was fair/unfair about the story. Explore the slides of the children playing toys. Which ones are sharing fairly and why? Sika Deer	Explore the word 'fairness' with the children. Ask them for times when they have been fair/unfair to others and record these. Ask them to think about how it makes them feel when people are unfair to them.	

<p>19.04.27</p>	<p>Zaccheus</p> <p>Revisit the story of Zaccheus from last week. Explore the following questions: In what ways was Zacchaeus unfair in the story? (He took money that wasn't his.) Were the other people unfair to Zaccheus, or did he deserve to be left out? How did Jesus treat Zacchaeus? How did Zacchaeus change at the end of the story? Do you think he acted fairly? Imagine you're running in a race at sports day. You're doing really well, and you might even win your race. Suddenly you bump into the person next to you by mistake and trip them up. What would you do next? Talk to the person next to you. Who would keep on running? Who'd stop and check if they were ok? Who would do something different? Why? What would be the fair thing to do? Should you stop if it was an accident and you didn't mean to knock them over? Why / why not? What do the children think is happening in this picture? Remind them that the Olympics is happening later this summer and that we're thinking about examples of fairness in the Olympics. Remember that the Olympics is a really big deal, even more important than school sports day. People train for years to get a place at the Olympics and for many runners it's the most important thing in their life. In the Rio Olympics in 2016, Nikki Hamblin from New Zealand bumped into one of the other runners in her race, an American called Abbey D'Agostino. This happens quite often, but Nikki Hamblin surprised everyone by stopping to help the other runner get up and they ran the rest of the race together, even though they were both injured. The judges decided to give them both places in the final, even though they finished last. Was anything unfair in this story? What was fair? Why do you think the judges let them both run in the final? Was that the right thing to do? They were both given the Olympic Fair Play medal for stopping to help each other. If two top level athletes can behave like this in a really important race, what can we learn from them? Play Speak Up by Fischy Music. Encourage the children to start joining in with the words. Talk about why it's important for us to speak up or stand up if we see something that's unfair. Challenge the children to look out for opportunities to be fair in the coming week. Tell them that you'll be asking</p>	<p>Challenge the children to look out for opportunities to be fair in the coming week. Tell them that you'll be asking them for examples when they've noticed other children acting fairly.</p>	
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	<p>them for examples when they've noticed other children acting fairly.</p> <p>Badgers</p>		
26.04.27	<p>Fair is Fair</p> <p>Revisit the theme of fairness and remind the children hat fairness means.</p> <p>Spend some time talking about what makes a game fair. Does it always have to be the same for everybody? What if you needed to adapt a game if someone couldn't see, or only had one arm, or used a wheelchair? Would that be fair?</p> <p>If you want to explore the idea that fairness doesn't always mean everything is exactly the same, these books are helpful: <i>Fair is Fair</i> by Sonny Varela.</p> <p>Explain that they are going to hear a story about something that wasn't fair. There was once a man who needed help to walk and nobody would help him. That wasn't very fair was it! Tell the story of the lame man from John 5.</p> <p>Jesus met whose legs weren't very strong, who was lying by a pool. People had told him that the water had special power and that if he could get into it while it was moving, then his legs would get better. The problem was that he couldn't move quickly enough, and nobody would help him.</p> <p>In those days, people often thought that there was something wrong with you if you couldn't walk, and they didn't always treat people with disabilities very kindly.</p> <p>Jesus stopped and talked to the man and asked him what was wrong. He listened patiently while the man told him that he couldn't get into the water and that nobody would help him. Jesus told him to get up, pick up the mat he was lying on and walk. The man trusted Jesus and did what he said. He found that he could walk by himself.</p> <p>Some of the religious leaders didn't like what Jesus had done and complained about him, but the man was really happy that Jesus had made him well.</p> <p>Read out these statements and ask the children to give you a thumbs down if they think it's unfair, and a thumbs up if it's fair. (You could add in sideways thumbs if they're not sure.)</p> <ul style="list-style-type: none"> • The man had been lying by the pool for a very long time. • Nobody would help him get into the water. • Some people were unkind to those who couldn't walk properly. • Jesus stopped and talked to him. 		

	<ul style="list-style-type: none"> • Jesus listened to his problem. • Jesus helped the man walk again. • Some people complained about what Jesus did. <p>Talk again about the Olympic Games. The Olympic Games are for the fastest, strongest and fittest people in the world. There's another set of games for people who are also incredibly strong and fast and skilful, but who have some disabilities. They might use a wheelchair to help them move around, or perhaps they've been in an accident. Give the children a couple of minutes to talk about what they see in the pictures. Try to normalise the language of disability and stress that the wheelchairs and blades are just aids that help people move more easily. Some of the athletes were born with a disability and some of them have been in accidents.</p> <p>Ryan Boyle is an American cyclist. He is a world champion and won a silver medal in the Paralympics. Ryan loved mountain biking when he was a child, but when he was nine he had an accident and had to learn to ride a bike all over again. He had a special bike made and he had to train incredibly hard, but he ended up being a world champion. He has written a book about his experiences to encourage other people who have had problems in life.</p> <p>Do you think we can learn anything from the Paralympics about treating people fairly?</p> <p>Foxcubs</p>		
03.05.27	<p>Christian Aid week</p> <p>Explore the theme for the week and how Christian Aid Week could help farmers in Malawi plant better seeds, secure a fairer price for the crops, and build happier futures for their children.</p> <p>Forest Council share how they want to lead on helping our world locally to be a better place.</p> <p>Christian Aid Global Explorers Website.</p> <p>Hedgehogs</p>	<p>How can we help others in the same way that Christian Aid help. Reflect on the work that the Forest Council are exploring and how important it is that each person gives of themselves and their time to make a difference.</p>	
10.05.27	<p>Jacob and Esau</p> <p>Ask for volunteers to take part in a competition, for example who can skip the most times in one minute, or run the most times through an agility ladder, or bat a ball in the air. Make sure it is obviously unfair, e.g. blindfold one pupil, make another compete wearing shoes and a coat that are much too big for them, or use a beach ball / ping-pong ball.</p>	<p>When might we have to use our voice and speak up? When might it be important to stand our ground? Or step up and do something?</p> <p>Challenge the children to look out for opportunities to be fair in the coming week. Tell them that you'll be asking them for examples of when they've noticed other children acting fairly.</p>	

	<p>Ask the children how they felt? What was wrong with the competition? Did it matter that it was so unfair? Why does fairness matter?</p> <p>Tell the story of Esau and Jacob and how Jacob cheated Esau out of his birthright.</p> <p>Ask them to talk in pairs about what was unfair in the story, how did Jacob cheat his brother? Explain that in those days, the oldest brother was entitled to a double share of the family farm, animals and money. Jacob took his brother's birthright in exchange for a bowl of stew, even though he knew that was wrong and then he tricked his father into thinking he was Esau, so he could steal his blessing.</p> <p>Later in his life Jacob changed and he became a more honest, trustworthy person. God gave him a new name, Israel and he was the father of Joseph and all his brothers who became the twelve tribes of Israel – but he had to go through a lot more experiences before he learned to treat other people fairly.</p> <p>Rabbits</p>		
17.05.27	<p>Pentecost</p> <p>Woodmice</p>		
24.05.27	<p>Review of fairness collective worships</p> <p>Owls</p>		
	<p>Summer 2 2027</p> <p>WHOLE SCHOOL WORSHIP</p>	<p>FOLLOW-UP WORSHIPS & CLASS-BASED SESSIONS THROUGHOUT WEEK</p> <ul style="list-style-type: none"> - Read other Bible stories that relate to the Christian Value - Share fictional stories <p>Focus on ideas suggested below</p>	
		YEAR R & KS1	Reflection Spaces
Week commencing	CHRISTIAN VALUE FOCUS: Responsibility (knowing and doing what both God and others are expecting from me.” You can know what God expects from you by reading His Word.)		
07.6.27	<p>Introduce the word 'responsibility' and relate to the upcoming Sustainability Week</p> <p>Otters</p>	Sustainability week tasks.	

14.06.27	<p>Noah and the Flood (Genesis 6)</p> <p>Using a mystery bag of wet weather items, get the children to guess what is in the bag and then and talk about when you might use them.</p> <p>Show the picture of Noah's ark and ask if anyone knows the story. The tell the story.</p> <p>Ask questions such as 'who did Noah look after in the story?', 'what would have happened if he said that he was too busy or couldn't have been bothered to build the ark?'</p> <p>Explain to the children that Noah chose to be responsible and to look after the animals and his family.</p> <p>Explore if sometimes we can't be bothered to do something or think that it is someone else's responsibility.</p> <p>How can we be helpful and look after other people and the world around us?</p> <p>Ask children to look for ways in which they can be responsible and helpful at home and at school.</p> <p>Sika Deer</p>	Write and draw about all the things that you can do at home and at school this week to be helpful and responsible.	
21.06.27	<p>Noah and the Flood (Genesis 6)</p> <p>Show a selection of animal photos and discuss with the children how you would look after each of these animals. Remind the children of the story of Noah's ark.</p> <p>Explore what it would have been like to live in the ark with all of those different animals. What jobs would Noah and his family have to do to look after the animals?</p> <p>Ask the children to recall ways that they can help and be responsible at school and home taking care of things and of others.</p> <p>Ask the question, how can we take care of God's world? Think of practical ways with the children of how we can care for the world e.g. planting seeds, picking up litter, watering the plants etc.</p> <p>Badgers</p>	Create posters to remind people how to be responsible for our world.	
28.06.27	<p>EARA led worship</p> <p>Foxcubs</p>	Complete task set by the EARA group and present in collective worship on Friday	
05.07.27	<p>The Parable Of The Two Sons (Matthew 21 v28-32)</p> <p>Ask a small group of children to do some jobs. Get a small group of them to agree to do the jobs at first but then change their mind and for the other group to say no initially and then agree to help.</p> <p>Ask the children to talk with a partner and remind themselves of what the word responsibility means. What qualities do you need to be responsible? How do you feel what you're acting responsibly?</p>	Children share how they have been a 'game changer' this week and taken responsibility, even if they weren't asked to or no one was watching.	

	<p>Tell the parable of the two sons (Matthew 21 v28-32). Explore the story and ask the questions ‘were there any surprises?’, ‘which son was responsible?’ Remind the children about the start of the worship, is it better to say you will do something and then not bother or to say you won’t and then change your mind? You can’t always tell by looking at a person whether they’re a responsible person or not – some people look as if they always do the right thing, but maybe when nobody is watching they do something silly or selfish instead. Some people might find it harder to act responsibly, but when they’re given an important job to do, they rise to the occasion and do it really well. Suggest that we can all take responsibility for the choices we make and can choose to do the right thing (although this can be harder for some people than others, for various reasons.) Sometimes, taking responsibility for someone, or something can be a ‘gamechanger’, something that really makes a difference! Ask children to reflect and decide on one thing that they will do in the week ahead to take responsibility, either at home or in school.</p> <p>Hedgehogs</p>		
12.07.27	<p>Down Through the Roof Luke 5 Remind children of the meaning of the word responsibility whether that be for our actions, other people or our world. Tell the story of the men who helped their friend through the roof so he could see Jesus. Explore the questions, ‘how did the man’s friends take responsibility for him?’. They were ‘game changers’ for their friend. Remind them that it wasn’t easy for the four friends in the story, their friend would have been heavy to carry, there were too many people for them to get him into the house. It would have been hard to carry him up onto the roof, make a hole and lower him down to see Jesus – but they didn’t give up when they had problems. They persevered and continued to take responsibility for their friend. They became gamechangers for their friend who couldn’t walk. It might be harder than we think to do our project, but we need to try and keep going, even if we have problems.</p> <p>Rabbits</p>	Share the key learning that the children have gained over this series of collective worships on responsibility. What do they understand about responsibility and how are they going to show it in practice, even if no one is watching.	
19.07.27	<p>End of the Year Talk about holidays that the children are planning to take and locate on a map. Share your suitcase full of holiday</p>	Explore how the children are feeling about their time at RIS and about moving on. Make a memory box to help them	

	items. Talk about all the people in the Bible who went on a journey (Abraham, Moses, Mary and Joseph). At all times God promised to be with them always. Remove 'God' sign from the suitcase and explore that God is with us wherever we travel.	remember the special times. Write down things that they are excited and scared about moving on and ask God to help them with the changes ahead.	
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