

Collective Worship Guidelines





Content

1. Collective worship and the Act: the legal position
 2. Three principles of collective worship
 3. Good Practice
 4. Model policy
 5. Planning collective worship
 6. Create a purposeful atmosphere for collective worship
 7. Stillness
 8. Calendar of religious holidays
 9. List of possible themes
- Appendix A: Examples of weekly plans
- Appendix B: Resources



1. Collective worship and the Act

Organisation

1. Collective worship must be held every day for all pupils on the register (including sixth form pupils in sixth form schools and colleges but not necessarily for nursery and reception pupils).
2. Collective worship can be held at any time of the day.
3. Worship can be held for the whole school or groups of pupils.
4. The collective worship must take place on the school grounds. Any collective worship off school grounds must be in addition to the statutory collective worship.
5. It is the headteacher's duty to ensure that collective worship is carried out on a daily basis.

The nature of worship

1. The majority of collective worship each season must be "entirely or predominantly Christian in tone" and should reflect the broad traditions of the Christian religion. The collective worship should not be denominational.
2. A school which feels that collective worship which is "entirely or mainly Christian in tone" is not suitable for its pupils can ask the local SACRE to lift or modify the clause for the whole school or for some pupils.
3. The worship provided should be one that the pupils can respond to according to their family background, age and ability.
4. Parents have the right to exclude their children from collective worship if they wish.

5. Sixth form pupils have the right to exclude themselves from worship if they wish.



2. Three principles of collective worship

Collective worship should be

- ◆ **inclusive**
- ◆ **spiritual**
- ◆ **educational**

Inclusive Collective worship:

- Is child-centred
- recognises the different nature of the pupil
- gives a pupil the opportunity to actively participate (either directly - by singing a hymn, by praying, or by offering a comment, or indirectly, by reflecting on their experiences)
- promotes the sense of community in the school

Spiritual collective worship:

- gives an opportunity to settle down and to reflect in an atmosphere of silence and peace
- takes place in a special atmosphere which possibly includes an attractive setting, background music or a visible symbol to focus the mind
- encourages pupils to behave appropriately when arriving and leaving worship and to feel at home and comfortable
- encourages pupils to be aware of the spiritual dimension through words, music and images
- provides an opportunity for the pupils to take part in a variety of spiritual experiences such as singing, dancing, drama, sharing food and drink, prayer, silence and meditation
- provides an opportunity for pupils to reflect individually
- is a period separated from the announcements of the day

Educational Collective worship:

- has been planned, prepared, presented and evaluated in order to ensure relevant experiences of a high standard
- relevant to curricular work
- gives schools an opportunity to reflect on their own educational purpose celebrating a range of educational achievements (not just academic or sports)
- is a medium to promote the school's educational objectives



3. Characteristics of good practice in collective worship from the Inspection Framework

- Sufficient time is given to create an appropriate environment of awe
- There are opportunities for the pupils to participate and respond, either by taking an active part in presenting the worship or by listening, watching and joining in the worship offered
- Collective worship develops social spirit, promotes common ethos and values and reinforces positive attitudes
- Collective worship is carefully planned, usually over a number of weeks or over a season, in order to develop themes and ideas. The plans show the diversity and balance of worship and are kept as a record of the work done and to show that they comply with the law
- Effective use is made of appropriate stimuli, including drama, music, literature, artefacts and pictures, to capture and retain pupils' interest and participation
- There are opportunities for prayer and quiet reflection
- Visitors, including local clergy and other religious leaders, contribute appropriately



4. Model Policy

Status

Ysgol ***** is a school maintained by the Local Education Authority. It responds to the statutory requirements of the Education Acts 1988 and 1993 by ensuring daily opportunities for pupils to worship together. It is the responsibility of the headteacher, after consultation with the governing body, to organise the collective worship.

Definition

There is no definition in the legislation of the meaning of 'worship', and therefore the school assumes that it has its natural and ordinary meaning. Collective worship should reflect something 'special' or 'different' to the usual in the school's activities. It should be about respecting and glorifying a divine being or force.

Objectives of collective worship

- Offer an opportunity for pupils to worship
- Encourage pupils to participate and to respond to worship
- Promote the spiritual development of all pupils in a sensitive and careful way
- Developing community spirit and promoting a common ethos and common values of mutual concern
- Developing the sense of values within the school, the local community and the wider world
- Trying to elicit a personal response to essential questions and thereby deepen their spiritual awareness
- Giving pupils the opportunity to investigate their own religious views in relation to others by offering them new experiences
- Enrich pupils' experiences and encourage them to be tolerant of religious views, beliefs and practices

The Relationship between the Curriculum and Collective Worship

The school promotes the relationship between collective worship and the curriculum. Collective worship makes a valuable contribution to the pupils' educational experiences. Similarly, effective use of music, drama, literature and art can contribute to creating a spiritual, worshipful atmosphere. Pupils are encouraged to take part in the worship by preparing and/or presenting worship or by responding personally to the worship.

Responsibility

It is the responsibility of the headteacher and the governors to ensure the provision of collective worship in the school. The school also ensures opportunities for the local religious leaders to join the school's teachers and pupils in collective worship.



Planning

Collective worship is planned carefully paying attention to holidays and religious events, special occasions in the school calendar together with important national events.



Collective worship is considered an important part of the educational day and therefore the provision should be planned to ensure progression and development. Keeping a record of these plans is also evidence of what has been achieved for inspection purposes.

Long-term worship is planned to ensure an appropriate variety of themes. It is also a means of drawing attention to any holidays or religious days (eg in the Christian calendar), national events and days that are important to the school in order to include them in the collective worship.

Short-term worship is planned , that is, weekly in order to maintain high quality collective worship. Planning of this type means:

- be clear about what is sought to be achieved in the worship
- give consideration to the group of pupils involved (eg whole school, learning groups) and also the location of worship (eg school hall, classroom). It should be ensured that what is intended to be achieved in the worship is suitable for this group of pupils and for this location.
- ensure that there are opportunities in all collective worship for pupils to participate - either directly by singing a hymn, by praying together or by commenting - or indirectly by offering them the opportunity to reflect on their own experiences
- ensure that an opportunity is not lost to use a stimulus that would stimulate pupils' response. By 'stimulation' is meant anything that can be used to get the pupil's attention and to focus their thinking. This can be music, a poster, an artefact, a candle, a cross or an ordinary object used every day.

It is also important, of course, to respond to situations that arise in the school, in society and in the news. Of course, these cannot be planned.



Planning collective worship: short term

Theme of the week:

Music of the week:

Objective of the week:					
	Photo	March	Wednesday	Thursday	Friday
Group	Whole school Class Other	Whole school Class Other	Whole school Class Other	Whole school Class Other	Whole school Class Other
Leader					
Opportunities to respond	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion
Stimuli					
Bibliography/ Activity					
Evaluate/ Comments					



6. Create a purposeful atmosphere for collective worship

Start

The location of the collective worship should be prepared before the pupils enter the room. Collective worship often takes place in a place connected to lessons or exercises and so on, so it is important that that place is prepared in a way that will create a suitable atmosphere for devotion. This can be done in a number of simple ways. A small table and a cloth can be placed over it at the front or in the middle of the room and a stimulus can be placed onto it to be the focus of the worship eg a cross, flowers, a candle.

Pupils should be encouraged to enter the room in a calm and orderly manner and background music can be used to create a mood. It is important that pupils feel at home and comfortable and therefore it is necessary to ensure that they are allowed to sit on chairs or on a carpet if necessary.

A definite start to the worship can be created by lighting a candle and saying a prayer together. You can also use a familiar phrase at the beginning of the worship as a sign that the worship is starting eg

Teacher : " In the name of Jesus"

Pupils : " Amen".

Whole school worship and learning group worship

Consideration needs to be given to the group of pupils who are going to worship together when considering the content of the worship as some activities are likely to work better with small groups than the whole school and vice versa (see *the ideas wall*).

Attention should also be paid to the way pupils sit. In a classroom, moving chairs away from the desks and placing them in a semi-circle around the teacher, who is also sitting, can be helpful when trying to create a purposeful atmosphere. In the same way, encouraging the pupils to sit in a horseshoe shape or a circle around the stimulation of worship (eg a candle, flowers) can be helpful at those times when it is desired for pupils to reflect or respond to stimulation. Pupils can be asked to hold hands when praying, for example. This is also a means of reinforcing the sense of belonging to a community.

Take part

It is essential that pupils have the opportunity to participate in all collective worship. This can be direct or indirect. **Direct participation** includes preparing and/or participating in various ways in the collective worship (see *ideas wall*). However, one should beware of offering collective worship which is merely a performance. Instead,

Collective Worship Policy 2010

it should be ensured that all pupils have the opportunity to respond in some way. Participating **indirectly** gives pupils the opportunity to reflect on their own values, on what is important to them, on what worries them and what they celebrate. There are many ways to use stimulation to offer these opportunities:

- The 'stilling' technique can be used in a number of ways (see next chapter). One useful way of doing this is to tell a story, eg a biblical story such as the story of Zacchaeus, in a way where the pupils imagine that they are present. It is possible to lead the pupils through the story slowly, with their eyes possibly closed, and ask questions (eg What's the weather like? What does Jesus say to the crowd? What do the people in the a crowd say to each other when Jesus takes dinner to the house of Zacchaeus?). The pupils should not answer the questions out loud to avoid interrupting the activity but their response could be asked and the significance of the story brought to light after the pupils have opened their eyes at the end of the story and 'returned' to school .
- 'Stillness' can also be used with stimulation (eg live flowers and withered flowers; a candle; a blanket etc.). As part of the 'Hands' theme, for example, the story of the hands of the artist Albrecht Durer could be told and then the pupils could be asked to look at the palm of their hand and respond by thinking about the questions the teacher asks (eg How can hands help? How can hands be nasty things?)
- You can play a piece of music that fits the theme of the week and ask the pupils to listen and guess what was in the composer's mind when composing the piece (eg Holst 'The Planets' in the theme 'Y Byd' or Grieg 'Peer Gynt' in the 'New Life' theme.
- Pupils can also create their own stimulus. For example, as part of the collective worship of learning groups attention could be paid to the stories of Jesus helping others and discussing how Jesus' teaching on how we should live is relevant to living together at school. Pupils in each class could record one way we should behave towards each other on the back of a sheet of paper and then collect all the sheets from the classes together in order to hang them in the hall or in the hallway on twigs. An activity of this type would be very suitable around the time of Thanksgiving and it would be possible to take the twig to the chapel/church as part of the festival celebrations.
- The hall/classroom can be darkened, the pupils can be placed to sit in a horseshoe shape, a candle can be lit and the pupils can be asked to think about a time when they were helped by a person and ask how it made them feel. Then, they could be asked to think of one way they can help another person today. If desired, a few pupils could be asked for their comments but no one should be pressured to answer if they are not confident to do so.



finish

A clear distinction should be made between what is worship and what is a school-wide meeting to hear the day's announcements. A special pattern could be used when ending the collective worship eg reciting the Lord's Prayer or the Grace, or use the same expression as was used at the beginning of the worship:

Teacher : " In the name of Jesus"

Pupils : " Amen"

The room could be changed back to its normal use by extinguishing the candle and moving the table. The room should be left in a quiet and orderly manner.



7. Stillness

What is stilling?

The word stilling means to be physically and mentally still and it is a very effective way of helping pupils to take part in worship. By being still, physically and mentally, pupils are much more aware of themselves and what is happening around them.

Immobilisation can be used in two main ways:

- By asking them to be still and focus on a particular image, eg a candle, or listening to music
- By asking pupils to close their eyes and listen to a story. The teacher tells the story as if the pupils were there themselves and asks specific questions (although the pupils do not answer them out loud) in order to aid the visualization.

Prepare the pupils for stillness

When you start practicing stillness for the first time, you will need to ensure that the pupils are carefully prepared so that they are relaxed and comfortable to do the exercise. When stilling the second time, the pupils will remember what they need to do. It should be remembered, however, that no pupil should be forced to practice stillness if they do not wish to do so.

Instructions of this type can be used if required:

- *Turn your chair so that it doesn't touch us at the desk and so that it faces me*
- *Sit up and back so that your back touches the back of the chair*
- *Place both feet flat on the floor*
- *Place one hand in the other on your back or let them lie comfortably on your knees*
- *Shake your shoulders gently to make sure you are comfortable even though you are sitting up straight*
- *Close your eyes/Turn your eyes towards the candle*
- *Focus on your breathing. Do not rush the breathing. Each time you breathe in, count to four. When you reach four, start counting again*

It is also important to use the same words at the beginning and end of each 'story' so that the pupils are familiar and comfortable with the procedure. For example:

We are going to leave the class and go on an imaginary trip to.....

..... We start to hear the sound of the school again and we return to class.

Collective Worship Policy 2010

The teacher's role in using stillness

- The pupils should be explained exactly what the process is before starting.
- You should try to ensure that no one disturbs the room in the middle of a still.
- A short story should be used when stilling is first done so that the pupils get used to the process. The time they stay quiet can be added a little each time.
- Sufficient time should be ensured in order to practice stillness and use a quiet, comfortable, relaxed voice.
- One should try not to reprimand, even if some of the pupils are restless when this is first done.
- It should be ensured that there are enough opportunities, during the story, for pupils to imagine and visualize.
- Sufficient time should be ensured to practice stillness. Remember that the discussion that takes place after 'returning' to class is just as important as the stillness itself. The pupils will want to report what they imagined and compare their ideas with their friends.

Use the senses

Using a still exercise is a great opportunity to encourage pupils to use their senses. For example, when practicing the still story of Zacchaeus (see appendix A) pupils can be encouraged to consider the weather, what can be seen, heard, tasted and smelled through effective questioning. It is necessary to plan the questions carefully before starting the immobilization.



The River

Sit comfortably and relax..... Let your eyes close and imagine you are standing on the bank of a river... .. You are standing on your own on the bank of a river..... You have to cross the river, but there is no bridge there..... You can see the land on the other side of the river, but the current is too strong for you to be able to swim across and there is no boat nearby.... You are very tired..... You have been travelling for a long time.... You sit down on the bank of the river and wait.....
...While you sit you look at the water flowing out of sight and you start thinking about your life..... As you look into the water of the river, pictures of your life come to your mind..... You see yourself as a baby..... You see yourself as a young child.... You see faces of people you know..... You see places that are familiar to you... .. You see past events in your life... .. Then, you see your reflection as you are looking now in the water

You look up..... There is a small wooden boat traveling across the river..... It is coming towards you..... As the boat gets closer you can see a person rowing the boat..... The boat reaches the river bank and the person reaches out to help you into 'r boat..... You sit opposite the person and he starts rowing you towards the other side of the river.....

You look carefully at the rower's face The rower has a kind face..... You feel that you can trust the rower..... You feel that the rower could help you with any problem or anything that bothering you..... The rower would be able to answer any question you have..... You have one important question..... Think about it..... Think about exactly how you want to ask the question..... The rower seems to be able to read your mind..... "What is your question?", said the rower..... You ask your question..... Maybe the rower answers you..... He may not say anything.....but you can see the answer to your question in the rower's eyes.....

You reach the shore and thank the rower..... As you climb out of the boat, the rower gives you a piece of paper and tells you to look at it when you are on your own leaving the river bank..... You say goodbye and stand on the shore watching the rower disappear into the distance..... You continue your journey looking at the mountains in front of you..... In time, you reach a lovely, sunny valley..... You look for the piece of paper in your pocket..... You take it out of your pocket and read it.....

The piece of paper gives you a special message..... You, once again, continue on your journey... ..thinking about the importance of the message.



A stillness exercise of this type can be used for worship on the theme of 'What is important?'; 'The environment'; 'People who help us' or any other appropriate theme.

Pupils should be encouraged to refrain from responding during the exercise but, instead, to offer comments at the end of the immobilisation. Here are some ideas for discussion:

- *Where were you going?*
- *How did it feel to see images of your life?*
- *Whose faces did you see?*
- *Who was the rower? (man , woman, old, young?)*
- *What was your question you had?*
- *What was the answer that the rower gave?*
- *What was written on the piece of paper?*



The Christian Calendar

Date/Time of year	Festival
October 4 October November 5 November 6 November 8 November 11 Beginning of December December 25 December 26 January 6 January 25 February 14 March 1 March 19 April 20	Feast of St. Francis of Assisi Thanksgiving holiday Saint Cybi's Day St Illtud's Day Wales Saints Day Remembrance Sunday The Advent Christmas St Stephen's Day Epiphany Saint Dwynwen's Festival Valentine's Day St David's Day Joseph of Nazareth Day Saint Beuno's Day
Spring Break which varies	Thursday, Sunday Ash Wednesday Lent Palm Sunday Blasphemous Thursday Good Friday Easter Sunday Ascension Thursday The Pentecost Mother's Day
June 24	John the Baptist's Day



Other religious holidays

Religion	Date/Time	Festival	Description	A message
Hinduism	October	Diwali	The story of Rama and Sita's victory over Ravana. This is the start of the new year and resolutions are made. The festival is named after the divas (lamps) that are lit to celebrate the festival.	Good overcomes evil Light prevails over darkness.
	February or March	Question	Spring Festival. Celebrating the story of Palhad Maharja, a follower of Vishnu. His cruel stepfather tried to force him to turn his back on his religion but without success. He was thrown into a huge fire but escaped alive although his aunt, Holikaa who was supporting him, died.	Dedication and commitment in the face of persecution People's right to worship as they wish.
Islam	vary each year	Ramadan and Id-ul-Fitr	A month of fasting during daylight hours to remember Muhammad receiving the Qur'an from Allah. Also encourages sympathy for the poor, the homeless and the hungry. Id-ul-Fitr is celebrated at the end of the month to give thanks for bringing the community together and for the gifts of Allah.	Self-discipline Danger of greed The importance of community Care for less fortunate people.



Religion	Date/Time	Festival	Description	A message
Judaism	September	Yom Kippur	New Year's Eve. An opportunity to repent for the sins of the past year and seek forgiveness	Repentance They forgive A chance to start anew
	October	Sukkot	Remembering the Israelites wandering in the desert after the exodus staying in tents. Also celebrating the end of the harvest	Man's dependence on God and on nature
	December	Chanukah	Celebrating the rededication of the Temple in 168 cc after it had been defiled by the Greeks. It is celebrated by lighting one candle from the menorah each day of the festival	The victory of good over evil and light over darkness Human rights Freedom to worship without persecution
	March	Purim	The story of Queen Esther saving the Jews from Haman	Good defeats evil
	April	Passover	Celebrating the exodus from Egypt led by Moses	Good defeats evil The importance of rules in order to live together



Collective Worship Policy 2010

9. Possible themes for collective worship		Favorite things	A wonder
	Discover	Fun	War
	Beginnings		
	Choice		
	Courage	Health and disease	Challenge
	Interests		Senses
Promises	Thanksgiving		Make noise
What a mess!	Discipline	Joy	
Time	Silence	Colors	Talents
Patience	Special days	Routes	Fire
Environment	Talents	Success and	Toys
Animals	say "thank you"	Failure	Fairness
Needs	Water	books	Trips
Money and wealth	Hands	Pollution	Greed
Signs	Imagination		Sadness
Leaders	Happy days	They forgive	Cheating
		Death	Grow
	Property	Enjoyment	
Pride	Our neighbor	Me	Ambition
Why not go to..	Win and lose		One world
Happy New Year	Guilt	Goodwill	UNICEF
	Names	Message	Loneliness
Being angry		Change	
Dreams	Me	Novelty	The Seasons
Bully	Friends	News	The local community
Food	Fertility	Hunger	
New Life	Faith	Ourselves	
Family Life			
	Birth	Fear	to cope
Conservation	Care	Adults	Dedication
Love	Hope		Splendor
Homes	Light and	Pattern	
Jealousy	darkness	Decisions	
Lost	Honesty	Belong to	
Body	A prayer	Valuable things	
Create	Work as a team	People who	
Courtesy	Values	help	
Communicate	Dress	Bridges	
Friendship	Do our best		
Justice	Conflict	Sharing	
Responsibility	Holidays	Share a secret	
Circles	Wind	Rules	
Community		Give	
Harvest	Leisure	Try it	
Shadow	Happiness is..	Give a helping	
	Beauty	hand	
Goodness	Human rights	Obstacles	
Keep at it	Peace	Freedom	



APPENDIX A: Examples of weekly planning

Here are two examples of weekly planning. Here is a short-term plan indicating what exactly will be the content of the worship for the week as well as the occasional story or activity that could be useful.

The theme of the first short-term plan is 'Words' and the theme of the second plan is 'Co-living'.



Planning collective worship: short term

Theme of the week:

Music of the week:

Objective of the week:					
	Photo	March	Wednesday	Thursday	Friday
Group	Whole school Class Other	Whole school Class Other	Whole school Class Other	Whole school Class Other	Whole school Class Other
Leader					
Opportunities to respond	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion
Stimuli					
Bibliography/ Activity					
Evaluate/ Comments					

The Man Who Said "Thank You"

Saying "Thank you" is important. When you get a gift, the person giving it to you wants to know if you were pleased. That's why you say "Thank you". It shows how grateful you are. Jesus was kind to ten men one day, but all of them did not remember to say "Thank you".

Mathan was a very unhappy man. He hasn't been happy since the day he found big red marks on his skin. "Oh Mathan," said his wife, "you've got some horrible disease on your skin. What is going to become of us?" At first, Mathan was able to hide the traces of the disease from his neighbours, but before long, his neighbors knew what was going on. "You have got this horrible disease on your skin", they said to Mathan. "You have to live outside the village now. Since you live close to us, we could get the disease too. Go at once."

Mathan went to say goodbye to his wife and children. Everyone was crying because they thought they would never see him again. From then on, Mathan had to steer clear of all towns and villages. "Perhaps," said Mathan to himself as he left his home and wandered along a rocky path into the middle of the hills, "perhaps one day I will be better." Then I can go to the priest to have him look at my skin and say that I am clear of the disease. After that, I would be allowed to go back home".

But after a year, and then another year, the disease was still on his skin. Mathan began to believe that he would never be allowed to go home. Instead, he was going around with other men suffering from the same horrible disease. During the day, they would go around begging for food, and when night came, they would look for shelter somewhere.

Then, one day, everything changed. "Did you hear about Jesus?" one of Mathan's friends asked him. "No, who is he?" he asked. "He teaches people about God," said his friend. "I saw him once from a distance, from behind the crowd that was around him. I heard him speak. He was saying that God loves everyone." "Even us?" Mathan asked. "I hope 'it's meant to be'. No one else loves people like us. Everyone else turns over." "Jesus seems to love everyone," said his friend. "He helped sick people, he made them better." "Oh, I'd like to see him," said Mathan, "perhaps he'll help us." "I heard he was coming to this village," said his friend. " If we go and stand on the path near the village, we might get a glimpse of him."

The two friends walked down the path together, and they saw other men suffering from the same disease. "We are going to see Jesus," said Mathan, "will you come with us?" So, before long, ten ragged men, Mathan and nine others, were waiting on the side of a dusty path. Soon Mathan's friend shouted, "That's it. That's Jesus, at the front." They saw a small group of travelers coming in the distance.

Collective Worship Policy 2010

"He might not come this way," said Mathan. "Let us call upon him, 'Jesus, Master, be kind to us'."

As Jesus came closer, he heard the ten poor men calling, "Jesus, Master, be kind to us." Finally, they saw that Jesus was coming towards them. Although they looked terrible, and had red marks all over their skins, Jesus wanted to talk to them. Everywhere was quiet when Jesus said, "Go show yourselves to the priest."

The men looked at each other. Their skins were as ugly as ever, but Jesus sent them to the priest as if they were healthy! "Come," said Mathan. "Jesus has sent us to the priest." As they walked away from Jesus, over to the priest, a miracle happened. "My skin is smooth and clean," says Mathan happily. "I'm better!" "And me." "And me," said the others.

Mathan was extremely happy. He turned back and ran to Jesus, falling at his feet in joy. "Thank you, Jesus," he said, "thank you for healing me." Jesus smiled. "Where are the other nine?" he asked. "I thought I had cured ten men." When Mathan turned to look, he saw that he was alone. The other nine had gone on without waiting to say "Thank you". "I am glad that you have turned back," said Jesus to Mathan. "Go back home to your family. You're better."

From *Story Time*, by Marjorie Newman and Christine Wright, Word Publications (1996)

Record words on tape

Introduction

The pupils should be reminded of what was discussed in the previous worship, namely that saying thank you is important. Then, we should discuss the effect our words have on people. The pupils can be asked about any interesting quotes or 'soundbites' they know about.

People remember words. When we talk and say things to each other, we may forget what we said but once something has been said, it cannot be erased. Other people remember what we said.

Activity

In order to reinforce the point, one or two pupils can be asked to say a sentence and record it on tape. The sentence can then be played back. How does it feel to listen to what was said? It is possible to delete audio from a tape but it should be emphasized that it is not possible to delete the fact that the pupil said the words.

You can finish by asking the pupils about what kinds of things, in particular, care should be taken not to say eg half-lies, gossip, things that could hurt.

A prayer

Oh God, sometimes we say things we shouldn't. We are tempted to carry gossip about people without thinking about the effect they will have on other people. Sometimes we lie knowing full well that we shouldn't do this. Help us, O God, to think what effect our words will have before we say them. In the name of Jesus, Amen.



The Bully

Aim : To encourage pupils to look after each other

Resources :

- Figure (body shape with clothes filled with papers new, with a mask as a head)
- 4 cards with the letters that spell the word BULLY
- 4 groups of pupils

Introduction

After everyone has sat in silence, the presenters bring the figure to the front and make him sit. They sit apart from him. The teacher starts by saying:

"Good morning, everyone. We have failed to get anyone to act the main part in our worship this morning. 'Nobody wanted to do it. You'll see why when we tell you his name ."

The first group of pupils come to the front. The tallest pupil pushes the smaller ones around and is mean. At the end of the mime, one of the group holds a card with the letter 'B' on it. The group points to the figure and says : *" It's big and pushes us around. The first letter of his name is B"*.

The second group comes and sits in the front. They play with toys. One of the group stands and grabs one of the toys and breaks it. One of the group holds a card with the letter 'W' on it. The group points to the figure and says: *" He does nasty things all the time. The second letter of his name is W"*.

The third group comes to the fore. One of them seems to be injured and is being looked after by the rest of the group. But one stands apart from them and laughs at the patient's misfortune. One of the group holds a card with the letter 'L' on it and says : *" He's the type of person who laughs when other people have hurt them. The third letter of his name is L"*.

Collective Worship Policy 2010

The fourth group comes to the front and stands in a row. They hold a card with the letter 'I' on it. They point to the rest of the school and ask : " *Have you hurt another person? Have you been mean to another person? Have you made fun of another person?*"

The teacher finishes by saying a prayer:

Dad, none of us wanted to play the part of the Bully because none of us want to be called that. But sometimes, we hurt other people, hate other people, and make fun of everyone else. In silence, let us think of one time where we were unkind to another person..... I wonder how that person felt?... Help us today, Father, to remember to be kind to each other and to help each other. In the name of Jesus, Amen.



Planning collective worship: short term

Theme of the week:

Music of the week:

Objective of the week:					
	Photo	March	Wednesday	Thursday	Friday
Group	Whole school Class Other	Whole school Class Other	Whole school Class Other	Whole school Class Other	Whole school Class Other
Leader					
Opportunities to respond	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion	prayer hymn reflection presentation answer questions listening to music discussion
Stimuli					
Bibliography/ Activity					
Evaluate/ Comments					

The man selling balloons

Once upon a time, there was a little black-skinned boy sitting on the grass watching a man selling balloons at the fair. The man had many balloons, one of each colour. The man had a very interesting way of getting people to buy his balloons. Every now and then, he would drop one of his balloons. He released a red balloon and it rose high into the sky. The little black-skinned boy watched the red balloon rise higher and higher into the sky. 'The boy couldn't believe that the man would let the red balloon go and he couldn't take his eyes off it arnoas it disappeared from sight.

Everyone else at the fair was watching the red balloon too. They came and crowded around the man looking at his balloon. The children hoped their parents would buy them a balloon. A few parents also looked as if they would like to have a balloon to take home.



Then, the man released another balloon, a blue one this time. Later on, he released a yellow balloon, and later again, a white balloon. Each balloon rose high into the sky and disappeared from sight. Every time the man released a balloon, people would stop to watch it rise through the air and they would flock to the man to buy a balloon. The man sold many more balloons than the few he lost by releasing them into the air.

There was a black balloon in the middle of the pile of balloons that the man had and the little black-skinned boy had noticed this balloon. He looked at the balloon for a while. Then, he walked towards the man and asked, 'Sir, if you let go of the black balloon, would it rise as high into the sky as the other balloons?' The man understood what the boy was thinking and smiled arno. The rope holding the black balloon in place broke and the balloon was released into the air. It rose higher and



Collective Worship Policy 2010

higher and ascended into the heavens just as the red, blue, yellow and white balloon did. The man said to the black-skinned boy, as the balloon disappeared from view, 'It's not the color that matters. It's what's inside the balloon that makes it rise'.

Questions to ask

- What was the boy thinking when he asked the man if the black balloon would rise as high as the other balloons?
- Why did the man drop the black balloon?
- The balloons needed air to lift them. What do you need to 'lift' you - to make you happy?
- Who are the people who make you happy?
- Describe a time this week when you have been happy?

Mime feed each other

This mime is based on an old history of a country Korea.

Many years ago there was a group of people living in a far country. The people who lived in this country were nasty, selfish people. They didn't like anyone but themselves. In fact, they weren't even willing to talk to each other.

One day, the king of the land decided that he was fed up with the bad behavior of his people and said: "I've had enough of this endless bickering. I will pass a new law to force these stupid people to start talking to each other and to be kinder to each other."

So, the king passed a new law that forced people to use chopsticks to feed themselves. But these are not ordinary chopsticks, but still skilled chopsticks. Everyone in the country went out to buy the special chopsticks and we started trying to use them.

But the people soon realized that there was no way for them to pick up food with the long chopsticks and managed to put the food in their mouths. The chopsticks were far too long. People began to discuss among themselves and ask "What shall we do? If we can't solve this problem, we will starve!"

After a while, these selfish people realized that none of them were going to be able to eat unless they helped each other to do so. And from that day on, the people of the country started helping each other by putting food in each other's mouths. When they start helping each other, they stop being so selfish.

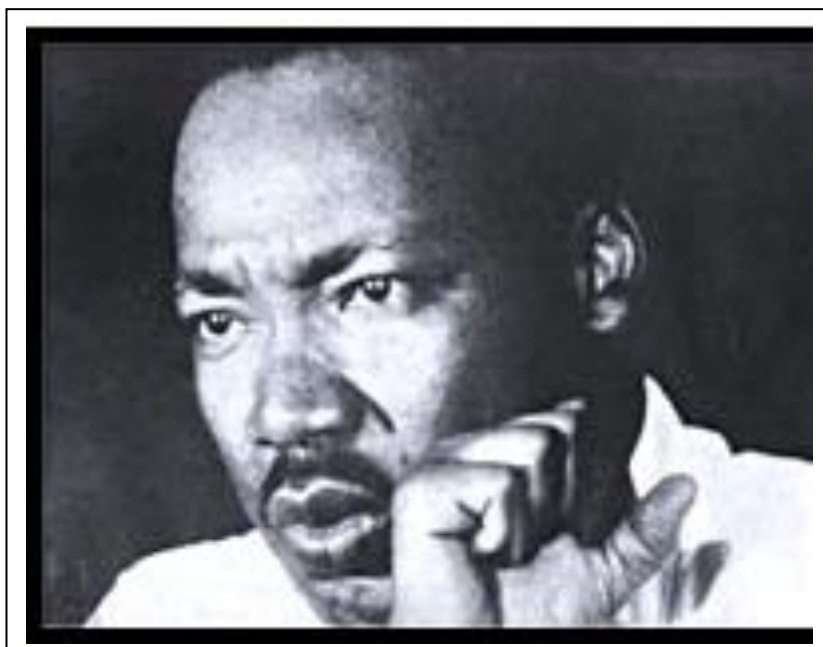
This story can be presented by making a mime, or by asking pupils to work out the problem themselves with two long pieces of wood.

Martin Luther King

Parts of Martin Luther King's 'I Have a Dream' speech can be presented by reading a bit of it or by playing a recording of the speech. The speech can be heard and seen on video on the Encarta CD ROM. Here is the famous part of the speech:

'I have a dream, that one day all God's children, blacks, whites, Jews, Gentiles, Protestants and Catholics, will be able to walk hand in hand and sing the words of the old song of the black people , 'In free at last, free at last, thank God Almighty, we are free at last.'

It is possible to present worship on Martin Luther King when dealing with a large number of themes eg living together, words, famous people. The speech can be used in conjunction with a contemporary event where the work of Martin Luther King is presented as a whole-school worship service. Pupils can then be asked to prepare a *collage* of pieces from recent newspapers which show prejudice based on race, skin colour, religion, gender etc. as part of class worship.



The story of Zacchaeus

The story of Zacchaeus: a still exercise

Sit comfortably in your chair..... close your eyes... let your shoulders relax..... and listen carefully

We want to leave the classroom and go back two thousand years..... You live in a small village called Jericho in a country called Palestine... It is a very hot day Feel the heat of the sun on your side... It hasn't rained for a while..... Look at the dust on the roads..... You are standing on the side of the road that goes into the village..... ... There is a large group of people standing around you... How does it feel to stand here in the great heat?... Everyone feels excited..... You are all expecting a man called Jesus of Nazareth who is traveling to a village Jericho today..... You have been waiting a long time for him..... How do you feel now?... Some of the people in the group have seen Jesus before and seen him teaching, telling stories and even healing people who are sick..... Many people in the group are talking about Jesus..... Listen..... What are they saying?... Why do you want to see Jesus?... The sun is still blazing.....

Suddenly, you feel yourself being pushed from behind..... You turn back and see a man trying to push in front of everyone... What goes through your mind?... You realize that the man trying to push to the front..... Zacchaeus is a tax collector..... He goes from house to house demanding your brass and the brass of your friends in order to give it to the Romans... You hate the Romans..... You hate tax collectors too..... They always take more money than they should..... This is theft..... And here he is trying to push ahead..... What do you say to Zacchaeus? What do your friends say to him?...

Zacchaeus is a small man and he realizes that he cannot see Jesus in the crowd because you and your friends are too tall for him to see above you..... Then, you see Zacchaeus climbing a sycamore tree..... Suddenly, someone shouts: "Look, Jesus is coming !" You are standing almost right in front..... . You are sure to get to talk to Jesus..... But, then Jesus lifts his eyes from the group and looks up to the tree..... He has seen Zacchaeus sitting in the tree..... You hear Jesus shouting: "Zacchaeus, come down from there! Take me to your house. I would like to stay with you for a while ." ... You see Zacchaeus hurrying from the tree and running home to prepare dinner for Jesus..... You can't believe what has happened..... What is the reaction of the group of people who waited in the hot sun?... What do people say to each other?... Now, we are going to return to the classroom at Ysgol Rhydyrafon..... Open your eyes when you are ready.....



A still exercise like this can be used when dealing with a theme such as forgiveness, turning over a clean sheet, friends and so on. It is very important that pupils have the opportunity, at the end of the stilling exercise, to discuss their feelings. Here are some points to discuss:

- *How did it feel to wait for Jesus in the group of people?*
- *Why did you want to see Jesus?*
- *How did you feel when Zacchaeus started pushing in?*
- *How did you feel about Zacchaeus?*
- *What was your reaction when Jesus went to Zacchaeus' house for dinner?*
- *Why do you think Jesus wanted to go to Zacchaeus' house?*
- *What do you think would have happened next?*

It is important at the end of this exercise, that the teacher returns to the end of the story to show that Zacchaeus has turned a clean slate:

"When Jesus went to the house of Zacchaeus, he said to him, "I will give half of everything I have to the poor. And if I have cheated anyone I will give back to him four times as much as you dishonestly took from him." Jesus said, "Today a soul has been saved!" Zaccheus blessed and went into his house very happy."