



Lincoln Diocesan Board of Education Vision Collective Worship 2023

Primary

‘Believing we are **called** into fellowship with God who seeks the flourishing of all, we **aspire** to strengthen our school communities with wisdom, knowledge and understanding.

Through partnerships firmly **rooted** in Christian hope and in the love of God, we **empower** all in our Church school family to love one another with humility, justice and kindness.’

Called

Aspirational

Rooted

Empowering

C A R E





How to use this document

These Collective Worship Plans have been created to help school communities understand the LDBE Vision 2023. It shows the theological underpinning of the story of Moses as well as the other biblical verses linked with the different elements of the vision and C.A.R.E.

The theme of the worship and the biblical background should not be changed, however all the activities and resources can be adapted or changed to suit the needs of your school context, age of the children and how you deliver your Collective Worship.



Each worship has the following sections:

- **Key Driver:** a short explanation of the driver of the vision. There are then 1 or 2 worships based on this Driver
- **Biblical Teaching:** Each worship has either part of the story of Moses and the Burning Bush or a verse related to the theme that it is based on
- **Background of the Driver and Personal Preparation:** This is for the leader of the worship to help them prepare for the worship, it gives some background plus personal activities to help prepare. This can also be used in a staff meeting to help staff prepare for the worship that week
- **Gather:** This is about how everyone gathers, how the room is set up, a hook for them to think about ready to start the worship
- **Engage:** What activities are there to engage everyone with the key driver and biblical teaching
- **Reflect/Respond:** This is an opportunity for everyone to have time to think about and reflect upon what they have heard – how are they going to respond to what they have heard
- **Send:** What happens next? How does everyone take it forward?
- **Spiritual Development:** These are activities to help the spiritual development go beyond the worship, that can permeate throughout the school. Each suggestion is linked to Rebecca Nye's Relational Consciousness and Kathryn Wright's Sacred Pathways which can be found on **appendix 1** with more details here <https://www.lincolndiocesaneducation.com/attachments/download.asp?file=116&type=pdf>
- **Further Resources:** In some worships there are more resources that will help you develop more worship and activities within the school

Each worship is not a set amount of time, you can structure it in a way that works for your school and spend as little, or as long, as you see fit. You can also add to it using other resources.

If you have any questions or need a word copy of an appendix, please contact lynsey.norris@lincoln.anglican.org



Setting the Scene





Setting the Scene

Moses notices the Burning Bush and responds to it.

Noticing is a skill, it is easy to go through the day so focused on what needs doing it's easy to miss the small things, the things that could change the moment, the things that need our attention.

Whether it is a mindful walk, or just taking a breath to have a moment and look around, the Art of Noticing is important.

Biblical Teaching

Exodus 3:3 – 12 Moses and The Burning Bush

Moses saw that though the bush was on fire it did not burn up.

Background of the Driver and Personal Preparation

Quote: 'You don't know, but I'm noticing' David Levithan

Activity: In preparation, take an Appreciative Walk: Bringing attention to the beauty of our surroundings is a way to bring deliberate awareness to mindful walking, and to actually shift our perception of the world, out of the "negativity bias" or inherent pessimism wired into us, toward the positive and beautiful. Various experiments have found that focusing on the beauty around us as we walk tends to have a lasting effect on our mood long after we rest, similar to the way other gratitude and appreciation practices work. This research is the inspiration for another mindful walking practice: to simply notice the beauty in the world around us as we walk. It may be a tree beginning to blossom, a particularly beautiful shaft of light, a house or car painted a favourite colour. On your walk, make a regular practice of noticing one positive thing—something beautiful, something funny, or perhaps even an act of kindness—along the way.

Read: Background information on Moses <https://www.christianity.com/wiki/people/who-was-moses-in-the-bible.html>

Prayer: Father, I ask today you help me slow down and take a breath and notice things around me. Let me not miss the little things, or the big things that would otherwise pass by. Let me notice the sunrise and the sunset, the joy and the sadness, the peace and the hub bub. Father, bring to notice the things you want me to see today. Amen

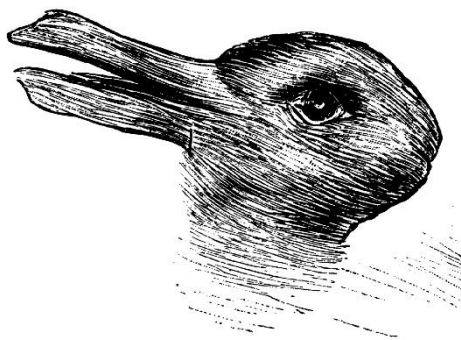


Gather

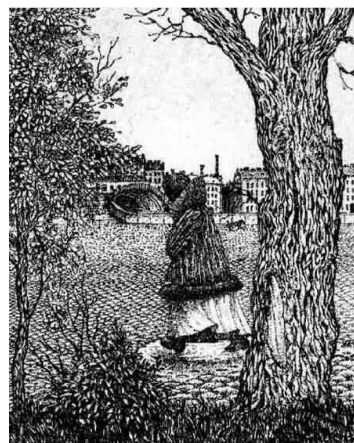
Choose some of the images below, or pick some of your own, as the children come into Collective Worship. Ask them what they notice.



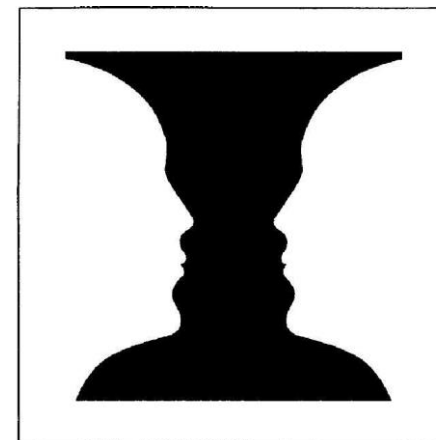
Old or young lady?



Duck or Rabbit?



Face or girl walking



2 faces or two vases

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Choose a song your school loves to sing at this point or use Lighting up the World from iSingPOP <https://youtu.be/vZm4mEobNf4>

You can also use our vision song Show me the Way <https://youtu.be/qHln1RR3Luo>

Engage

In today's Bible story we see that Moses noticed something unusual, something that if he hadn't been observant his life may have been very different.

Watch: The story of Moses and the Burning Bush <https://youtu.be/BingOAfqXxl>

Read: Use the Bible to re-tell the story. Use props and cut outs, such as sheep and flames, and ask the children to act out the story (see appendix 2 & 3)



Questions:

- What was Moses doing at the start of the story?
- Does anyone know why he was a shepherd?
- What did Moses notice?
- Why was it unusual?
- What do you think Moses was thinking/feeling?
- Who spoke to Moses?
- What did he ask him to do?
- What do you think would have happened if Moses had not noticed (perhaps if he'd been on a phone)



Reflect/Respond

Suggested activities:

Spiderman

Instruct the pupils to turn-on their “Spidey senses,” or the super-focused senses of smell, sight, hearing, taste and touch that Spiderman uses to keep tabs on the world around him. This will encourage them to pause and focus their attention on the present, ask them to think about 5 things they can see, 4 things they can hear, 3 things they can smell, 2 things they can touch, 1 thing they can taste. What do they notice that they didn’t before?



Safari walk (this can be used as classroom worship or after being all together)

Tell your pupils that you will be going on a safari: their goal is to notice as many birds, bugs, creepy-crawlies and any other animals as they can. Anything that walks, crawls, swims or flies is of interest, and they’ll need to focus all their senses to find them especially the little ones.

Monkey Business Illusion

Use the Monkey Business Illusion to see what pupils notice and what they miss even when looking straight at something

https://www.youtube.com/watch?v=IGQmdoK_ZfY



Questions to reflect on: Who saw the gorilla the first time? Who got 16 passes? Who did not see the gorilla? How do you think you missed the gorilla? Sometimes even when we are looking in the right direction our focus is on something different, and we can miss things.

Stories to inspire: Use one of the following stories to explore noticing an issue and then acting to make a difference.

William Kamkwamba: He noticed there was a problem and overcame adversity to do something about it. His house in Malawi had no electricity, having had to drop out of school due to his family not being able to pay the fees, at 14 he taught himself and built a wind turbine to generate electric for his house from scrap metal. <https://kids.britannica.com/kids/article/William-Kamkwamba/634306>

Lincolnshire boy, 11, takes on 'epic' beach-clean challenge: <https://www.bbc.co.uk/news/uk-england-lincolnshire-66080059>

Prime Minister awards Milton Keynes twins for raising awareness of disability inclusion: <https://www.mkfm.com/news/local-news/prime-minister-awards-milton-keynes-twins-for-raising-awareness-of-disability-inclusion/>

Send

I wonder...

I wonder, how you can be more observant this week?

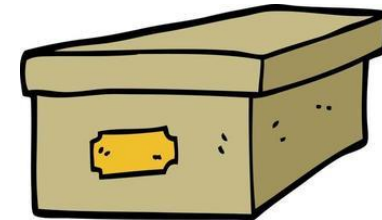
I wonder, what you will notice today that is different from other days?

I wonder, how you will act differently when you notice things today?

Activities:

Create a list of the new things you notice this week

When you have been on your Safari walk collect things, like unusual leaves or pretty stones, that you have not seen before. Create a noticing box to put them in.





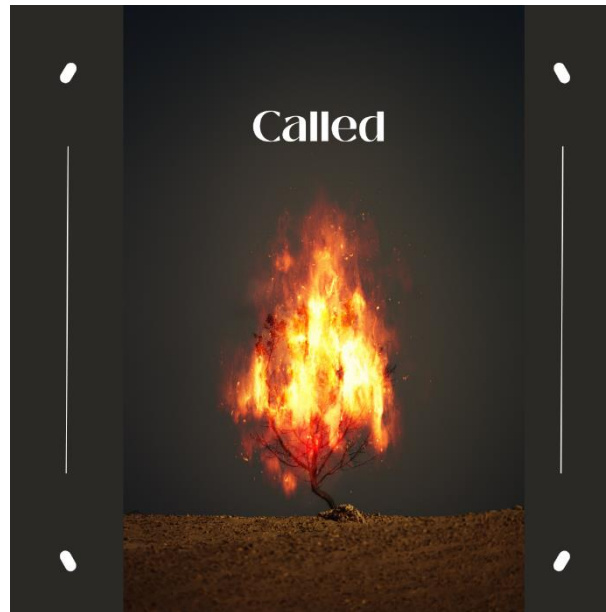
Spiritual Development

Sensate/Child-World Relational Consciousness: Use the cards on **appendix 4** throughout the school week to help pupils notice things at different times, these can be used in the classroom, at lunchtime or in clubs.

Naturalist/Child-World Relational Consciousness: Plant some seeds as a class and notice the stages of growth – what are they seeing they have not noticed before



Key Driver 1





Key Driver 1

Moses has an encounter with a living God.

God calls him by name, and for a community, to go to Pharaoh to ask him to free the Jewish slaves. He asks 'who am I?' and questions his own ability to do this task.

In life today, God calls us into fellowship with him through Jesus so we can flourish.

Biblical Teaching 1

Exodus 3:3 – 12 Moses and The Burning Bush

So now, go. I am sending you to Pharaoh to bring my people the Israelites out of Egypt.

Background of the Driver and Personal Preparation

Quote: 'Thus, when you wake up in the morning, called by God to be a self again, if you want to know who you are, watch your feet. Because where your feet take you, that is who you are.' Frederick Buechner

Read: Read Acts 9:1-19 When God called Saul to be Paul and change his life dramatically

Watch: This YouTube clip is about Darrell a man in prison and how he felt God called him into fellowship with him and how his life changed
<https://www.youtube.com/watch?v=WnL6HOSZ8hk&list=PLV4H76BPzCKVoVu2mfLKUCjDRss2wys52&index=2>

Listen: Oceans <https://www.youtube.com/watch?v=6GGFb6LcX3U> This song is an encouragement that whatever God calls us to he is with us.

Prayer: Dear God, thank you, you have given us all unique gifts and talents and that I was born in this time for a purpose. Help me to know what you have called me to, so I can make a difference where you have placed me. Amen



Gather 1

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Choose a song your school love to sing at this point or this version of This Little Light of Mine

<https://youtu.be/4BtmbjYuBUE> You can also use our vision song Show me the Way <https://youtu.be/qHln1RR3Luo>

Watch: News report on Marcus Rashford and what he felt 'called' to do. Discuss what motivated him to do what he did.

<https://www.youtube.com/watch?v=vyHZ8rbJQUQ> (BBC News)

<https://www.bbc.co.uk/newsround/53047235> (Newsround)



Engage 1

Ask: How do your parents/guardians or other people who want to talk to you get your attention? Do they ever call to you from across the house? Do they have to knock on your bedroom door, or tell you to put down technology so you can listen to them? How do they get your attention? Why do they need to call you? Is it to give you a message, to ask you to do something etc?

Game: What does it do? Display several obscure objects or pictures of items, and have students guess what they are used for. Suggestions include outdated things like a shoehorn, CD player, as well as little known devices like specialized cooking utensils or tools. Discuss how all things (and all people) have a certain purpose and meaning that they can be used for.

Discuss: Link back to the last worship –

How did God get Moses attention?

Can the pupils remember what God had called Moses to do?

Did Moses agree straight away?

Why not?



Watch: Remind the pupils of the story <https://www.youtube.com/watch?v=LZpYMr-Ed0Q> or <https://www.youtube.com/watch?v=GqDMBIRaJJM>

Moses was born and saved for a specific task – he was **called** to save the Israelites from slavery. Only Moses could do this task, although God sent Aaron his brother to help him. This was a specific problem at this time.

Discuss: Can you think of an issue that has a big impact on lots of people in our community/country/world?

How do these issues affect people in our community/country/world?

What can people do to help solve these issues?



Reflect/Respond 1

Group Work: In groups choose an issue that impacts either on the local community, the country or the world at this time. The group should think of ideas of what can be done/what they can do to help solve the issue. Design a spider diagram or poster to show what you have discussed.

This point is a good time to draw attention to any support, charitable giving and/or courageous advocacy which has emerged from within the school community.

Reflect: What do you think you are called to do in this life? Has God called you to do something like he called Moses? Do you have gifts and talents that you can use to make a difference? Can you affect any of the issues that impact society you have discussed?

Prayer: Dear God, thank you, you called Moses for a specific task that allowed the Israelites to be freed from slavery. Please help me understand what you have called me to do in life and the difference I can make. Amen

Send 1

Activity: Give everyone a brightly coloured piece of paper (about the size of a post it note) ask them to write/draw what they think they are 'called' to in life. How are they going to make a difference? Make a school collage using the paper to show what you are all called to and the difference you can make.



I wonder...

I wonder what my community will look like in 6 months' time if I use my gifts and talents to make a difference

I wonder what my community will look like in a years' time if I use my gifts and talents to make a difference

I wonder what my community will look like in 10 years' time if I use my gifts and talents to make a difference

Biblical Teaching 2

1 Corinthians 1:9

God is faithful, who has called you into fellowship with his Son, Jesus Christ our Lord.

Acts 9:1-19 Saul's Conversion to Paul

Not only has God called us for a specific task he has called us to be in fellowship with Him and his Son.

Gather 2

Show an image of the very Hungry Caterpillar turning into a butterfly as pupils come into worship. You could also have the story being read in the background <https://youtu.be/75NQK-Sm1YY> . See which children know the book or have read it.

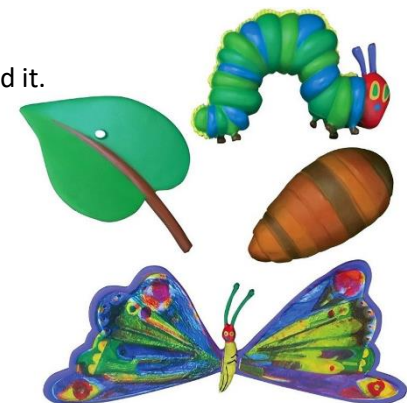
What was their favourite part?

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Choose a song your school loves to sing at this point or Hey Hey Hey! from iSingPOP <https://youtu.be/OgSPf4Aipj8>

You can also use our vision song Show me the Way <https://youtu.be/qHln1RR3Luo>





Engage 2

Object Lesson: explain that the story of the Hungry Caterpillar is about transformation. Either bring out some Transformers or Lego and use them to explain what is meant by transformation.

Watch: The story of Saul's transformation to Paul <https://www.youtube.com/watch?v=oi95cv0tk9Q>

Link the story of Saul to Paul to the 1 Corinthians 1:9 Christian believe that God wants to be in 'fellowship' (take some time to explain the word fellowship) with everyone. To be in fellowship with someone means having shared values, beliefs and behaviours. This fellowship produces a mutual co-operation in God's worship, God's work, and God's will being done in the world. When Paul was in 'fellowship' with God his whole life transformed as his thoughts beliefs and behaviours changed to align with Gods. He started to flourish in a way he had not done before – just as a caterpillar does when it transforms into a butterfly.

Discuss:

1. Do Christians believe Jesus only cares about good people?
2. What was the big change that happened to Saul?
3. Can anyone change or just some people? – Do you have to believe in Jesus to change?

Reflect/Respond 2

Reflect: Light a candle for everyone to focus on and explain we are going to have a moment of quiet to reflect. Put some quiet music on in the background e.g. <https://www.youtube.com/watch?v=0V8yNAZZfSE> or <https://www.youtube.com/watch?v=rczSi4es3l8&list=RDyM2gdVgaQmk&index=7>

- Ask children to think about the good things in their life, the exciting things, the things that are going well
- Now ask them to think about where they would like to make a change/transformation in their life. At this point you may want to give examples about behavior, trying hard with a subject they struggle with, including people in games etc.
- Now ask them to think about if they need help with that change/transformation. Who can help them, is it teachers, friends, family and for some like Paul, it will be Jesus.

Prayer: Dear Jesus, thank you that you helped Saul change from someone who was not nice to Paul who was a much better person. Thank you that you called him into fellowship with you. I ask today if you will help us all change to be better people. Help me to ask the people who will help me transform my life and recognise when I need to change things. Amen



SEND 2

Activity: Give each child a butterfly - **appendix 5**. They could choose to write a prayer on it, or something they would like to transform in their life. They can colour and keep this as a reminder of what they have explored today.

Sing: Fun by Rend Collective Kids <https://www.youtube.com/watch?v=Xlg1aJDMqlw>

Spiritual Development

Caregivers/Child-People Relational Consciousness: Have a week at school where people show random acts of kindness to show how they can transform a person's day

Child-Self Relational Consciousness: Create a journal that helps you document the things you have transformed in your life. You could decorate it with pictures or caterpillars and butterflies to show how they transform.



Key Driver 2





Key Driver 2

Moses actively sought to address injustice

With God's support, Moses actively sought to address injustice. In this story we see God and Moses aspire for something better for the Israelites due to the oppression they were facing.

Biblical Teaching

Exodus 3:3 – 12 Moses and The Burning Bush

The LORD said, "I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So, I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land, a land flowing with milk and honey."

We aspire for our school communities and everyone in them to be strong. This verse speaks of how we can help one another along that journey. The DBE vision speaks of doing this with wisdom, knowledge and understanding.

Background of the Driver and Personal Preparation

Bible Background: Throughout the Old and New Testament, there is a clear call to do justice.

"Give justice to the weak and the fatherless; maintain the right of the afflicted and the destitute," (Psalm 82:3).

"Learn to do good; seek justice, correct oppression; bring justice to the fatherless, and please the widow's cause," (Isaiah 1:17)

Current work: Throughout history Christians have fought against injustice. Below are some current organisations working for change.

Look at the work of *One by One* who are fighting Child exploitation and slavery across the world <https://onebyone.net/>

Look at the work of *A Rocha*. They work to protect and restore the natural world and equip Christians around the world in how to care for the environment. <https://arocha.org/en/>

Look at the work of *Ben Lindsay*. Ben Lindsay OBE is founder of Power the Fight, launched in 2019, Power the Fight is an award-winning charity which tackles violence affecting young people, he also wrote the book We need to talk about Race <https://benlindsay.co.uk/>



Listen: As you prepare listen to the song Amazing Grace and find out about the story behind the hymn.

Modern version by Chris Tomlin <https://www.youtube.com/watch?v=3MZgXXUW08Q>

Tradition version by El Divo <https://www.youtube.com/watch?v=GYMLMj-SibU>

History behind Amazing Grace and the writer John Newton – from slave trader to activist https://en.wikipedia.org/wiki/Amazing_Grace

Gather 1

Think: Have the question on the board for children to think about as they come into worship ‘What makes you angry?’

Perhaps have Amazing Grace on in the background either with the lyrics or an instrumental version. <https://www.youtube.com/watch?v=DbGrKQ483J8>

Share some things, with the children, that make you angry; e.g. traffic jams, being late etc.

Sometimes we get angry about things because of injustice and say ‘that’s not fair’. Share something with the person next to you that is an injustice – when things aren’t fair.

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Choose a song your school loves to sing at this point or Love in Action by Nick and Becky Drake <https://www.youtube.com/watch?v=vzJrAkcfTHY>

You can also use our vision song Show me the Way <https://youtu.be/qHln1RR3Luo>

Engage 1

Watch: Watch the section of the Prince of Egypt that shows the Israelites in slavery. Use this to explain injustice and link it to the rest of the story of Moses and the Burning Bush. <https://www.youtube.com/watch?v=fQhcOJHTdb4>

Share the injustice you talked about, with your partner, that makes you angry



Explanation: Have some weighing scales at the front of collective worship, some weights and some case studies about injustice, either on PowerPoint or pieces of paper, with work that is being done to combat the injustice - see **appendix 6** for examples.

Explain to the pupils - some people are treated unfairly in life, scales are often used as a symbol of justice. Show pupils how the scales work with weights on them. Let's have a look at examples (either read from the front or get children to read out) on injustice. When a case study is read out add a weight to one side – when the work being done is read out add a weight to the opposite side. Talk about balance and what can be done to balance out and change injustice. (adapted from www.prayerspacesinschools.com)

Link to the story of Moses – the injustice of slavery and not allowing baby boys to live, Moses being saved by his mother and brought up by an Egyptian.



Reflect/Respond 1

Reflect: Have two large baskets at the front of the room, one that says injustice and one that says solution

Give children two pieces of paper, ask the children to write what injustice makes them angry on one piece of paper and a solution to that. The solution could be something they can do, someone is already doing or maybe a prayer to ask God to help those that are living under injustice.

Ask children to come forward and put them in the baskets - link back to the idea of balance and the song Love in Action. When we act upon love and do something about injustice it brings balance.

As they come forward play God of Justice by Tim Hughes <https://www.youtube.com/watch?v=b3NeIRb1LY4>

Send 1

Activity: Ask the children to pick one of the challenges below:

- Research: Spend some time researching the issue of injustice to find out more about it
- Action: From your research find out what you can do to raise awareness of the issue with others
- Research: Invite (with the help of your teachers) someone for your issue of injustice to lead a session in school
- Action: Think of a way you can raise money for your issue of injustice
- Pray: Pray for your issue of injustice



Prayer: Dear God, thank you that you care about everything and everyone in the world and you also care about when things are unjust. We ask you to be with people that are struggling with being treated unfairly and those that are in situations that make their life difficult. We ask you to help those that are most in need in our community, across the country and the world. Help us to make a difference in the world and help those who are not treated fairly. Give us wisdom to know how we can help and bring balance. Amen

Biblical Teaching 2

Hebrews 10:24-25

And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.

We aspire for our school communities and everyone in them to be strong. This verse speaks of how we can help one another along that journey. The DBE vision speaks of doing this with wisdom, knowledge and understanding.

Gather 2

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Think: Can you think of a time when someone helped you?

What would have happened if they hadn't helped you?

How did this help make you feel?

Can you think of a time when you helped someone?

Think about it now - what was the look on their face when they realised what you had done for them? I wonder how this made you feel?

Choose a song your school loves to sing at this point or Together by Nick and Becky Drake <https://www.youtube.com/watch?v=xiygQUPfCGI>



Engage 2

Watch: Moses going back to Egypt and getting help from Aaron <https://www.youtube.com/watch?v=Iw3E9QCwOxg> Highlight that Moses felt he couldn't do the job that God had set out for him, so God allowed Aaron his brother to help him. Between them they followed what God asked and set the Israelites free. Moses felt he could not do the job alone.

Read: Use the story of 'Strength in Co-operation' so the children can start exploring what it means to work together.

https://www.bedtimeshortstories.com/strength-of-cooperation-aesop-short-stories?utm_content=cmp-true

Explain: Link what you have looked at the verse about spurring one another on. This is about being in fellowship with Jesus but also requires us to work together as a team. <https://www.youtube.com/watch?v=FZl2GT2-8JI>

And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching. Hebrews 10:24-25

Reflect/Respond 2

When we all work together our school is stronger.

What can you do this week for your school to be stronger?

Task: Give out the outline on muscles (**appendix 7**) ask children how they are going to work together with others this week, like Moses did with Aaron and write it on the muscles.



Send 2

Prayer: Dear God, thank you that you have given us friends and people around us that we can work together with. Help us as we go through this week to notice when people need help, when we can help people to be stronger so that our whole school community can be stronger. Help us to encourage one another when we are struggling. Amen



Spiritual Development

Intellectuals/ Child-People Relational Consciousness: In lessons this week create some group tasks that cannot be completed individually, relate it back to encouraging one another and work together to be stronger

Child-God Relational Consciousness: Put a world map up in the school or blow up globes, have post it notes nearby. Encourage children and adults in the week to write prayers and stick them on the world where there are issues of injustice.

Activist: Encourage the children to lead a courageous advocacy project in an area where there are areas of injustice.

Further Resources

Research: Christian Aid Global Accreditation Neighbour scheme to further work <https://www.christianaid.org.uk/get-involved/schools/global-neighbours/about-accreditation-scheme>

Take it Further: Continue Collective Worship: Use the Archbishop Youth Award free resources to continue Collective Worship on injustice. <https://www.archbishopofyorkyouthtrust.co.uk/resource/communitymatters>



Key Driver 3





Key Driver 3

Just as the burning bush was rooted in holy ground, our schools are rooted with a Christian foundation, through Christian hope and the love of God

Biblical Teaching

Colossians 2:6-7

So then, just as you received Christ Jesus as Lord, continue to live your lives in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness.

Church schools are rooted in partnerships (with the LDBE, one another, churches and families) rooted in Christian hope and rooted in the love of God.

Background of the Driver and Personal Preparation

Quote: 'To be rooted is perhaps the most important and least recognised need of the human soul.' Simone Weil

Discover: What are you rooted in, what keeps you from falling over, what feeds you, what supports you?

Explore: Find out the importance of being rooted in Jesus for Christians <https://www.icblog.net/colossians/2/6-7-just-as-you-received-christ-continue-to-live>

Listen: As you prepare listen to the song 'Cornerstone' which speaks of Jesus being the cornerstone in life and a Christian's life being built on him. Historically, the cornerstone was the most important part of any building. The total weight of an edifice rested on this particular stone, which if removed, would collapse the whole structure. The cornerstone was also the key to keeping the walls straight <https://www.youtube.com/watch?v=izrk-erhDdk>



Gather

Watch: The video explains the importance of roots <https://vimeo.com/218127283> (you will need a Vimeo account to use this)

Ask pupils to take notes of what the roots do and why they are important



- They are an anchor
- Keep the plant in place so it doesn't fall over
- It allows the 'good stuff' i.e. nutrients to enter from the soil so the plant can survive
- The nutrients can be stored for later or used straight away
- They give support
- They help the plant grow

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Choose a song your school loves to sing at this point or Hope by Nick and Becky Drake

https://www.youtube.com/watch?app=desktop&v=u_JUlnlLts&list=PLC0zKawnsa9P4gdJWwoExSEYV5flcHuOV&index=11

You can also use our vision song Show me the Way <https://youtu.be/qHln1RR3Luo>

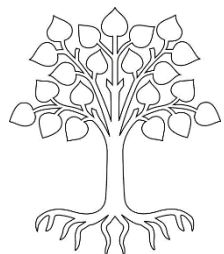
Engage

Discuss: How is our school like roots of a tree?

- How does our school keep us anchored?
- How does our school help me stand tall and not fall over?
- What 'good stuff' stuff does our school give us so we can survive?
- How does our school give everyone support?
- How does our school help us grow?



This is a good opportunity to talk about your school vision and values and how they are like roots that sustain us for now and the future.



Activity: Create a large tree on a display board in the room. Create the roots separately and have either each of your school values on them or elements of your school's vision. Use the questions above to ask how the values/vision behave like roots. The children that answer can come to the front to hold the root and then at the end add them to the tree. If you use an image similar to the one the left, you could add children names to the leaves



Reflect/Respond

Prayer: Dear God, thank you for Jesus, help us to be rooted in His love, help us to stay firmly connected to you so we can grow in faith. Help us understand how important that is. Thank you for your love. Amen

Activity: This would work better in the classroom but can be adapted for whole school's worship

- Give everyone a tree template (**appendix 8**).
- Have them colour the trunk and branches of the tree.
- If feeling brave give everyone finger paints and have them dip their fingertips into the paint and stamp their prints onto the tree branches to look like leaves. Allow them to be creative with their colours.
- The ask them to write in the roots what keeps them strong and gives them support in life

Listen: Spend time listening to the song 'Rooted' <https://www.youtube.com/watch?v=IlsyMk7hZdA> or 'Cornerstone' <https://www.youtube.com/watch?v=izrk-erhDdk> and discuss with pupils what this means for Christians. Who do Christians root themselves in? How do they do that (prayer, read bible, go to church, meet with other Christians) why is it important for Christians to root their lives in Jesus?



Send

Activity: Give each child a sunflower seed (or something similar) to plant. Encourage them to plant it and watch it grow as the roots keep it stable

Sing: Choose a song your school loves to sing as they leave or Hope by Nick and Becky Drake

https://www.youtube.com/watch?app=desktop&v=u_JUlnlLts&list=PLC0zKawnsa9P4gdJWwoExSEYV5flcHuOV&index=11

Spiritual Development

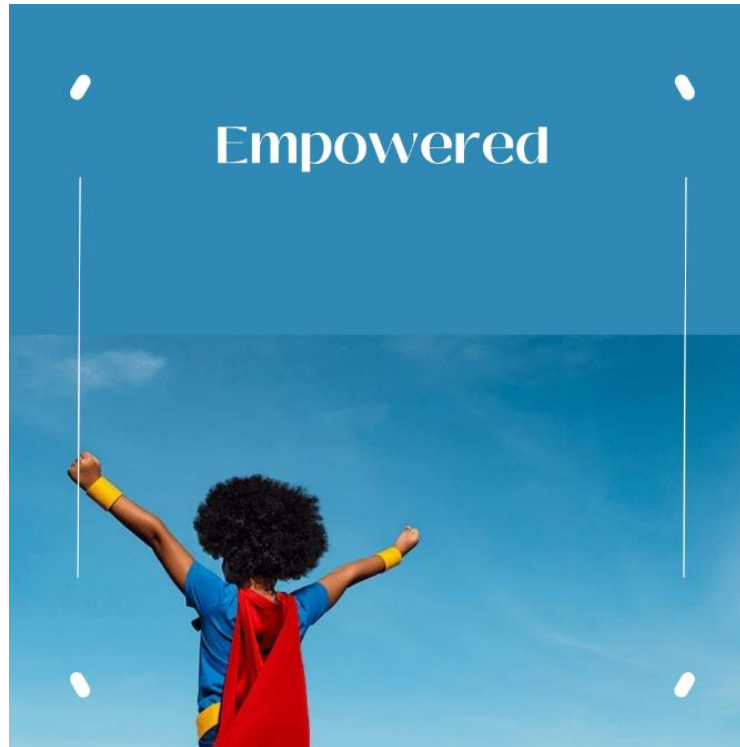
Naturalist/ Child-World Relational Consciousness: Choose a plant to grow in a glass container in water (no soil) to watch how the roots develop over the year. Ideas of plants can be found here <https://www.gardenbetty.com/plants-that-grow-in-water/>

Naturalist: Create a vegetable plot in the school – plant some root vegetables and explore how these roots are important

Child-People Consciousness: Have slips of paper in each classroom that say 'Today I saw that (name of child) was rooted in (school value)' children can fill these out throughout the day, and they could be added to a pin board.



Key Driver 4





Key Driver 4

Moses was empowered by God to undertake this challenging task and be an agent of change.

Biblical Teaching

Micah 6:8

*He has shown you, O mortal, what is good.
And what does the LORD require of you?
To act justly and to love mercy
and to walk humbly with your God.*

Micah 6:8 connects faith with actions, the care for those in need with a Christian's walk with God.

To "walk humbly with God" is the basis for loving mercy and doing justice

To "love mercy" can be translated as love kindness, God wants us to be drawn to mercy—having compassion for those in need.

Moses did this by obeying God and setting the Israelites free.

We can do this with how we treat one another and how we can empower those around us

Background of the Driver and Personal Preparation

Quote: "Start where you are. Use what you have. Do what you can." Arthur Ashe

Listen: In preparation listen to The Justice Song (Global Edition) https://www.youtube.com/watch?v=yxTGsxxX_fA or Act Justly <https://www.youtube.com/watch?v=dk7llf2LkKc>

Discover: What does it mean for you to empower someone?

How do you live your life so that your belief system resonates with your actions?

Do the answers to your previous two questions link with Micah 6:8 at all?



Gather

Look: As pupils join the Collective Worship ask them to look at the image **appendix 9**.

What does this mean to them?

Discuss the difference between the photos – draw out the idea that by ‘acting justly’ and ‘loving mercy’ we can remove barriers so that everyone can have the same access to what they need for life to be fair. You could play ‘Did you feel the mountains tremble?’ by Martin Smith as they do this (start at 3 mins)

https://www.youtube.com/watch?v=8_InSjOaPXI You can also use our vision song Show me the

Way <https://youtu.be/qHln1RR3Luo>

Can they think of examples when people don’t have a fair start compared to everyone else, or what barriers people have in life? How can those barriers be removed?

e.g. disability, poverty, refugees, race, gender (At this point you can link it to the work you have done on protected characteristics)

Take time to be still and light a candle as you start worship

Use the greetings and liturgy of your school to show worship has started

Choose a song your school loves to sing at this point or Love in Action by Nick and Becky Drake <https://www.youtube.com/watch?v=vzJrAkcfTHY>



Engage

At this point any area of disadvantage can be chosen to look at. There are three examples below, however please pick what is most suitable for your school context. The following website has examples of discrimination in schools that could be used and adapted for discussion

<https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/equality-case-studies>

Specific Barriers

Refugees

Watch: This short film was created by Aardman Animations and Save the Children to highlight the experience of refugee children around the world. Inspired by the real stories of children we work with, Home is a lovely, heart-warming film that uses animated characters to tell a story about how child refugees feel



and what it's like to be away from home. It also celebrates the possibilities for children welcoming new refugee friends and learning about different cultures. <https://www.youtube.com/watch?v=eJ3mOQaA5nE>

Discuss the film and the issues around being a refugee:

- What did you notice in the film, what struck you?
- How might it feel to leave your home with a moment to spare or because you are in danger?
- What must it feel like coming to a new school, in a new country and perhaps not speaking the language?
- What made a difference to the new person in school?
- What else might be hard for refugees?

Ask the children how they can show they are 'acting justly' and 'loving mercy' towards refugees. What can they do practically to do this? They might like to explore what happens when a refugee comes to a new school and what they could do or, if that does not happen, what could they do from a distance. This would be a great opportunity for children to lead on a courageous advocacy project.

Diversity

Read: Use the case study from Prayer Space for Schools resource on Ruby's hair (you will need to create a free login) – discuss if the school was 'acting justly' and 'loving mercy'. If not, what should they do?

Ask the children what it might be like to be excluded from school and singled out just because of the way their natural hair grows.



<https://prayerspacesinschools.com/resources/not-f-hair/>

Disability:

Use this image to stimulate discussion – especially around inclusion and not separating people into able and disabled.



Canadian architect Cornelia Oberlander designed the world's first 'stramp'. She designed stairs around the ramp for those with accessibility needs

Reflect/Respond

This poem looks at refugees from two different points of view. Read it from the top down and then read it from the bottom up.

<https://nationalpoetryday.co.uk/poem/refugees/>

Refugees

by Brian Bilston

They have no need of our help
So do not tell me
These haggard faces could belong to you or me
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers

Go back to where they came from
They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out





With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them

It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(now read from bottom to top)

Prayer: Dear God, thank you that you love all of us and we are all created in your image. Please help us to act justly, love kindness, and walk humbly. Help our actions show your love to everyone, thank you for your love.
Amen



Send

I wonder....

I wonder, how we can help refugees today

I wonder, how we can act justly towards one another I wonder, how we can love kindness (mercy) and show this to one another

Activity: Have a set of cards, one for each child, each card needs one of the following words on it:

Action

Research

Pray



Ask each child to choose a card that shows what they are going to do based on this worship

e.g. research – child will find out more about a particular issue

Action – From their research find out what the child can do to raise awareness of the issue with others, you could use this story as inspiration <https://www.savethechildren.net/news/british-teen-woodwork-star-launches-new-fundraiser-after-meeting-refugee-children-ukraine>



Spiritual Development

Child-People Consciousness: Have each class choose a book about people who have had barriers in their life, read it as a class and create artwork that represents what they have found out.

Activist: Encourage the children to lead a courageous advocacy project in an area where there have been barriers.

Caregivers/Child-People Consciousness: Create a display in the school that highlights people acting justly and living mercy either across the school, or locally, nationally or globally.

Further Resources

Refugee week resources <https://refugeeweek.org.uk/get-involved/children-and-young-people/>

Faith at Home Collective Worship on Diversity and Inclusion/Injustice/Refugees/Poverty <https://www.churchofengland.org/our-faith/faith-home/i-am-school-leader>



APPENDIX 1

The Spirituality sections on each Key theme relates to one of Kathryn Wright's Sacred Pathways or Rebecca Nye's Relational Consciousness (more details can be found at <https://www.lincolndioceseeducation.com/spiritualdevelopment>)

Sacred Pathways

- 1. Naturalists:** Loving God outdoors
- 2. Sensates:** Loving God with the senses
- 3. Traditionalists:** Loving God through ritual and symbol
- 4. Ascetics:** Loving God in solitude and simplicity
- 5. Activists:** Loving God through confrontation
- 6. Caregivers:** Loving God by loving others
- 7. Enthusiasts:** Loving God with mystery and celebration
- 8. Intellectuals:** Loving God with the mind
- 9. Contemplatives:** Loving God through adoration

Relational Consciousness -Rebecca Nye



Child-people relational consciousness

'I believe in God's love [but not God] ... so we can love each other ... If I had three wishes I would make nasty people into good people, rich people gives some money to the poor people, and something for myself, but I'd share it with someone else.' (age 6)

Child-world relational consciousness

'Perhaps we've got to ask the clouds [about the origins and continuation of life]. The clouds have been there millions and millions of years ... and well there must be somewhere, somehow ... like when flowers are made, where did the wind come from to blow all the petals off to make them fall on the floor and make more? ... (whisper) It's puzzling.' (age 10)

Child-self relational consciousness

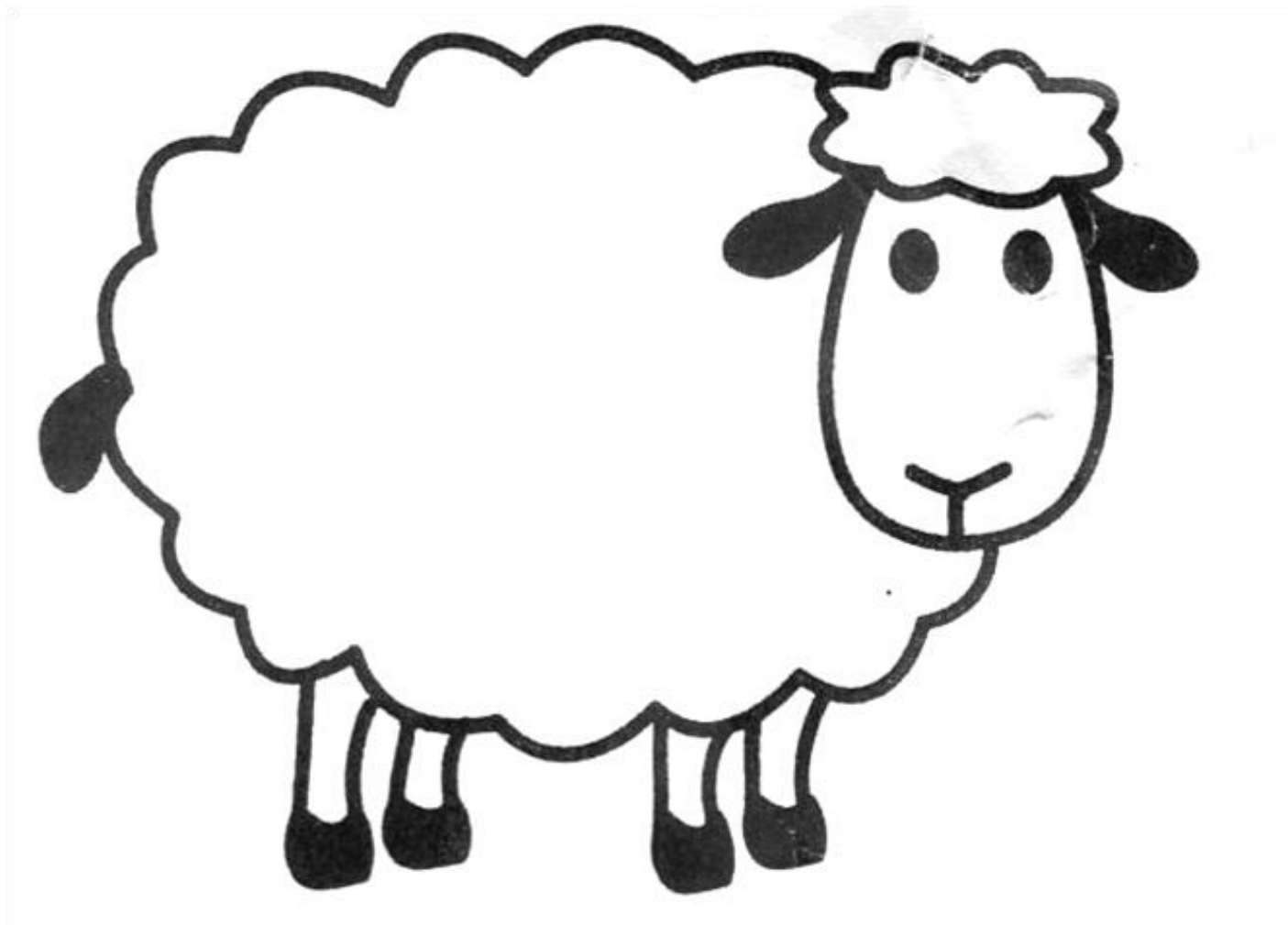
'when I was being rude to my mum and stuff ... [later] I felt like I was a new person..coming out of something ... like ... I don't know what is wrong with me though but I'm a new person from a flower or something. And like I've just grown ... going "I'm a new person and I'm not going to rude to my mum." Makes you feel really, really good actually.' (age 10)

Child-God relational consciousness

'sometimes I feel very lonely when I am alone with God because I can't see God and I can't hear God, I just think about God, I feel really lonely, so I like being with people sometimes too.' (girl 10)²



APPENDIX 2

















APPENDIX 3



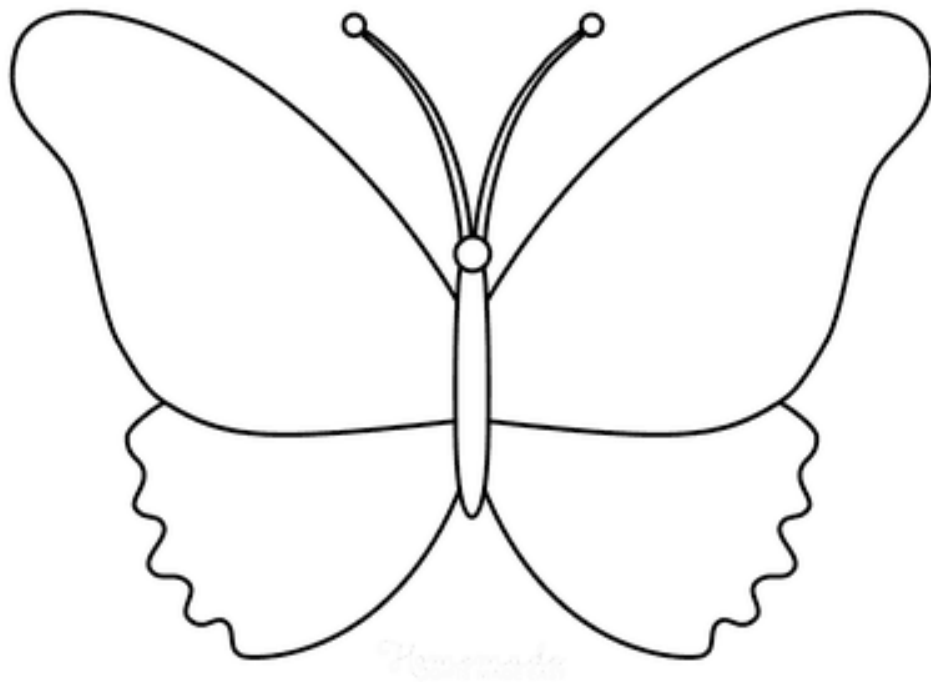


APPENDIX 4

Noticing	Noticing	Noticing
What did you notice that you haven't noticed before?	What did you notice that you haven't noticed before?	What did you notice that you haven't noticed before?
 Today I saw...	 Today I saw...	 Today I saw...
Today I heard...	Today I heard...	Today I heard...
Today I discovered... 	Today I discovered... 	Today I discovered... 
Today I smelt... 	Today I smelt... 	Today I smelt... 
Today I touched... 	Today I touched... 	Today I touched... 



APPENDIX 5



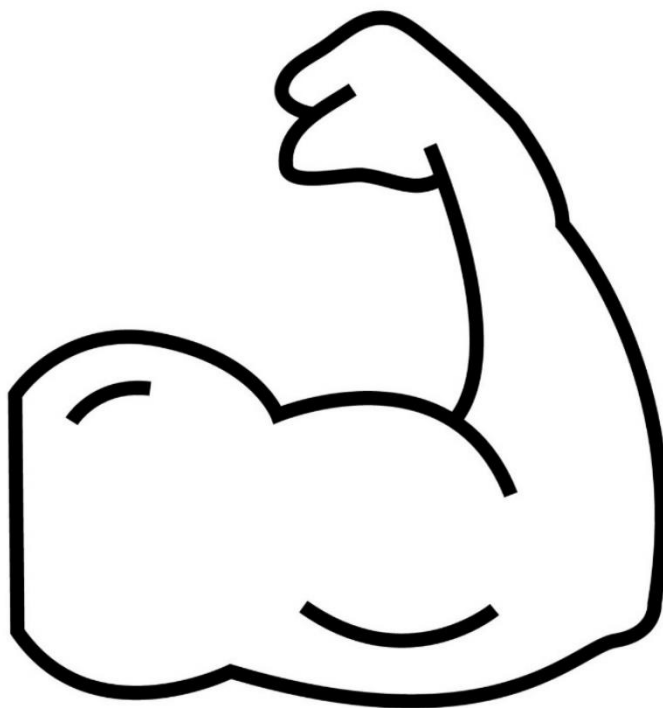


Appendix 6

<p>In Pakistan, an estimated 25 million children aged 5-16 years aren't in school. The situation is worse for girls, who only complete around three years of schooling on average. The main reason for girls dropping out is parents' unwillingness to educate their daughters.</p>	<p>A young woman suffered disability discrimination when she was turned away from a beauty clinic because she was accompanied by her guide dog. The woman was 28-years old when the incident occurred. She was born with a progressive condition which limited her eyesight and had been registered blind for over 15 years. Her guide dog accompanied her everywhere. In 2015, she attended a beauty clinic in Glasgow having booked to receive a facial treatment. Arriving with her guide dog, she was told by reception staff that the dog would not be allowed into the treatment room and would need to wait outside.</p>
<p>There are 20,000 brick kilns in Pakistan, where adults and children are often duped into bonded labour by factory owners who give them loans. Families agree to work to pay off the debt, but bosses add high interest and living expenses – making the debts impossible to pay off. Salaries for adults – who are forced to work at least 14 hours per day in brutal conditions – can be as low as \$5 per day</p>	<p>In the Kamuli district of Uganda, the female literacy rate is just 55%. Less than a third of girls who go to high school graduate from their studies, as opposed to nearly half of boys. Girls face great challenges to stay in school and when a family's resources are limited, girls often lose out. Girls may be kept at home to take up work or if they do go to school, they're vulnerable to harassment or violence on their journey. Once they reach puberty, girls have to find the resources to manage their periods and worse still, could be considered ready for marriage, and not be allowed to continue their education.</p>

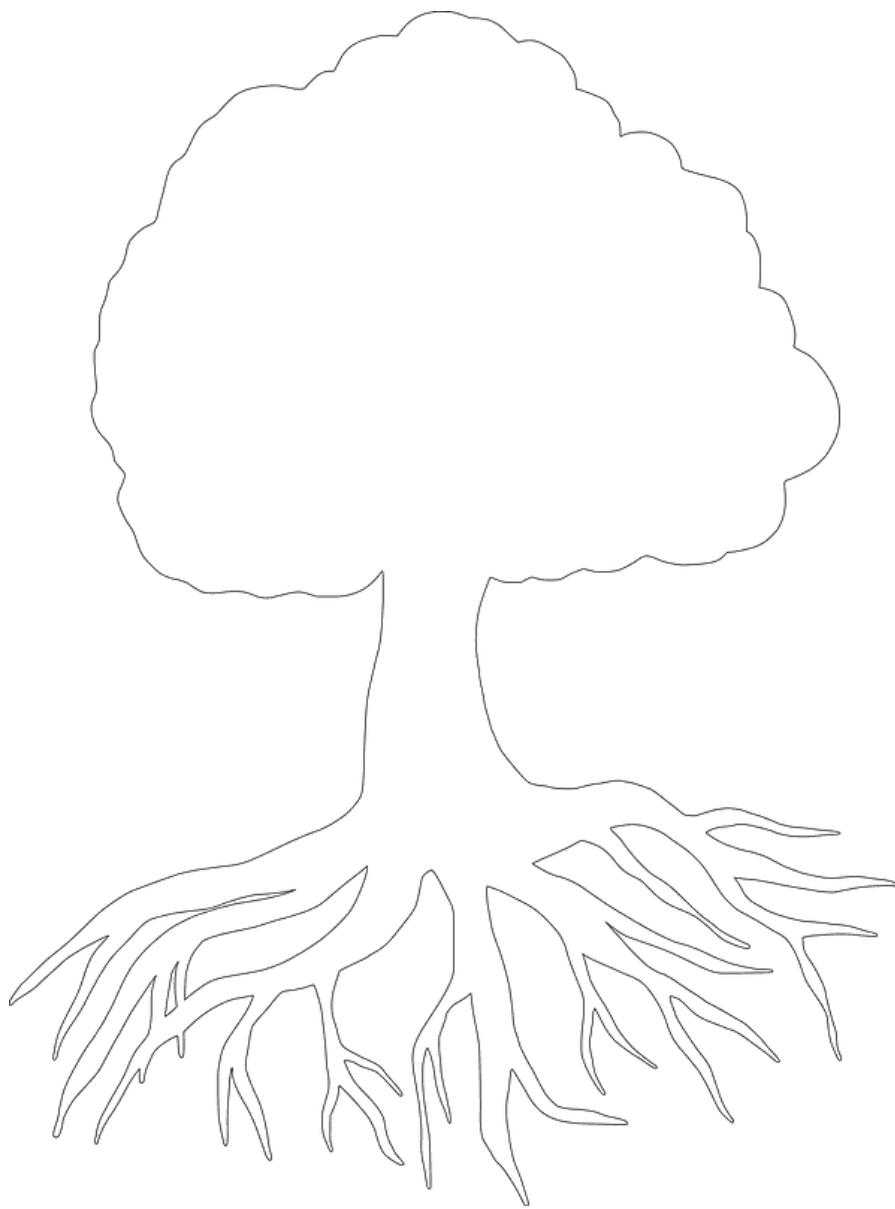


APPENDIX 7





APPENDIX 8





APPENDIX 9

