



Worship Rota: Autumn 2025 1st Half

New Beginnings

LITURGICAL COLOURS
Green

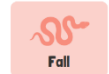
Objective for this half term: This half term, we will be exploring the theological underpinning of our vision (Let all that you do be done in love- 1 Corinthians 16:14) and where this fits in ‘The Big Story of the Bible’ We will continue to be attentive and responsive to world events highlighted by the weekly Picture News themes, and consider how we can show the type of love ‘agape’ that Paul describes in his letters to the Corinthians, with Jesus having set the example. We will be focusing on God, Creation, Fall and The People of God. Pupils and staff take ownership of worship, collectively (KS1 Phase Worship) and in class (KS2 Class Worship). We want our children to be at the centre of planning, leading, evaluating and responding to worship and to be inspired and equipped to take action and make a difference in God’s world. The local Clergy team will be supporting us to understand how our vision is rooted in the bible and its stories.

School Vision:
We are one family...
Love for ourselves, for each other and for the world.

Value:
❖ Confidence
❖ Compassion
❖ Curiosity

Jigsaw:
Being Me in My World

THE BIG STORY



☐: WINDOWS
Looking out at the world, being aware of the world in new ways and wondering about life’s diversity in all its fullness.

☒: MIRRORS
Reflecting on situations or experiences, asking big questions and considering their own insights.

☒: DOORS
Considering how we can act and respond, thinking creatively or putting ideas into action to make a difference.

Week / Key Dates	Themes	Mon	Tues	Weds	Thurs	Fri
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W.B. 1st September						9.00-9.15 Behaviour Curriculum Assembly
School Values Link: Compassion						Toilets Playground


BIG QUESTION:

W.B. 8th September	<p>Assembly: Where does our vision come from in the bible? Bible Story: Paul – 1 Corinthians 16:14 – Let all that you do be done in love. Vision and Values Quiz! (Finishing with Paul modelling a new beginning)</p> <p>New Beginnings: Song: Harvest Samba Paul was a very good example of starting again – a fresh start and new beginnings. Introduce the reflection space. Class/Phase Worship Ideas. Picture News- What can we learn from people who communicate in different ways?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Collective Worship</p> <p>Bible Link: 1 Corinthians 12:4-11 Christian Value: Respect Theme: Ways to Communicate</p> <p>Invitation prayer</p> <p>Dear God, Thank you for giving each of us our own gifts. Help us to see the value in others, even when they do things differently from us. Teach us to be kind, respectful, and open to learning new ways to connect. Amen.</p> <p>Key stage 1 class discussion</p> <ul style="list-style-type: none"> What do you like about how Big Ocean perform? Have you ever used actions instead of words to communicate? Why do you think some people learn sign language? What could help someone feel welcome in a new group if they found it hard to hear? <p>Key stage 2 class discussion</p> <ul style="list-style-type: none"> What does this week’s story teach us about perseverance and teamwork? Why do you think some of Big Ocean’s fans are learning sign language? How can we make sure everyone feels included in our school or community? <p>Worship song The Big Family of God</p> </div> <div style="width: 45%;"> <p>Pupil talk</p> <ul style="list-style-type: none"> What does it feel like when someone doesn’t understand you? Why is it important to learn about different ways people communicate? How might someone feel if they are left out of a conversation because of how they communicate? What could we do about it? <p>Pupil involvement</p> <p>Invite children to pair up and explain they will try to share a simple message with their partner without using their voice. They might choose to communicate something like their favourite food, a hobby they enjoy, or how they’re feeling. Have children think about how they will get their message across, if they cannot use their voice. Think about gestures, facial expressions, or actions.</p> <p>Give the children some time to carry out the activity. Once both partners have taken turns, bring the group back together and ask a few pairs to share how they found the activity. What helped you understand your partner? What was easy or difficult about not using your voice? How did it feel when someone worked hard to understand you?</p> <p>Remind the children this is just a short challenge and doesn’t reflect the full experience of people who are deaf or hard of hearing. Many people communicate differently using rich and expressive languages, like British Sign Language, and may also rely on technology or teamwork, just like Big Ocean.</p> <p>Think</p> <p>Big Ocean is a new K-pop band from South Korea, and all three of its members have hearing loss. They use things like vibrations, flashing lights, and sign language to help them perform music together. Even though the band can’t hear the songs like most people, they work very hard to stay in time and show emotion through movement and expression. Big Ocean want to raise awareness about deaf culture and make K-pop more inclusive, by using Korean Sign Language in their performances.</p> <p>This week’s story reminds us that we all have different gifts and ways of expressing ourselves. Big Ocean use their talent and creativity to communicate through music, showing how everyone can contribute in their own way. As members of God’s family, we are called to respect and celebrate each person’s voice, helping one another feel seen, heard, and included.</p> </div> </div>	9.00-9.15 Whole School Worship - SLT	9.00-9.15 Whole School Worship - Clergy	9.00-9.15 Class/Phase Worship	9.00-9.15 Songs of Praise	9.00-9.15 Celebration Assembly
School Values Link: Confidence, compassion and Curiosity		JM	Creation	KS1 Phase Worship led by: BS/Y2	Staff: DB CY	1:05-1.20 Worship Reflection ← See Windows, Mirrors, Doors prompts.
				KS2: Class Worship Pupil-led		

BIG QUESTION:

W.B. 15th September	<p>Assembly: Picture News – Read the Story of Veronika Bible Story: Mark 12:31- Friendship ☐: What is happening in Ukraine? ☒: I wonder how you would feel if you had to move away from your home? ☒: What could you do to make sure everyone feels welcome this week? Song: Harvest Samba Class/Phase Worship Ideas. Picture News-How can stories help us understand others?</p>	9.00-9.15 Whole School Worship - SLT	9.00-9.15 Whole School Worship - Clergy	9.00-9.15 Class/Phase Worship	9.00-9.15 Songs of Praise	9.00-9.15 Celebration Assembly
School Values Link: Curiosity & Compassion		BS	The Fall – Adam and Eve	KS1 Phase Worship led by: RB-H-Y1	Staff: SR EB	1:05-1.20 Worship Reflection ← See Windows, Mirrors, Doors prompts.
				KS2: Class Worship pupil-led		

Collective Worship



Bible Link: Mark 12:31
Christian Value: Friendship
Theme: Friendship: A Treasure to Share

Pupil talk

- Have you ever been anywhere new? Did anyone help you feel welcome? What did they do?
- Why is it important to be friendly and kind to people, especially when they are new or feeling nervous?
- How do you think Veronika's mum felt when people were kind, welcoming and friendly towards her family?

Think

After fleeing the war in Ukraine, Yulia Biryalko moved to the Isle of Man with her daughter, Veronika. Yulia has since written a children's book inspired by Veronika's experience of settling into a new school. The story, Veronika's Treasure, encourages us to help create a world where everyone feels welcome, valued, and cared for. When people show kindness, include others, and work together for the good of everyone – especially those who might feel lost or alone – they reflect the values of God's Kingdom. This reminds us that even small acts of friendship and welcome can help build a better, kinder world.

Pupil involvement

Remind the children of this week's story and its key message – the importance of welcoming others, showing kindness, and making new friends. Explain that our faces, body language, and actions all play a big part in helping someone feel included.

Ask the children to turn to the person next to them and give their biggest, friendliest smile. Then, turn to the person on their other side and give them a friendly wave. Repeat this with other welcoming actions, such as a thumbs-up, high-five, handshake, or simply saying 'welcome'.

Invite a small group of children to the front and ask them to stand in a line. Starting from one end, each child chooses a welcoming action and passes it along the line to the next person, like a chain of kindness spreading through the group. Finish by reminding the children that small, simple actions such as these can make a big difference to someone who is new or feeling nervous.

Invitation prayer

Dear God,
Thank you for the people who welcome us and make us feel like we belong.
Help us to show kindness to others, especially those who are new or feel alone.
May our words and actions help to build a world filled with friendship, love, and hope.
Amen.

Key stage 1 class discussion


- Do you remember when you first started school? How did it feel? What helped you to feel happy and settled?
- How do you think Veronika felt when other children learned her language?
- What could your class or school do to help someone feel welcomed and part of your school community?

Key stage 2 class discussion

- How do you think it might feel to move to a new country or school where everything feels unfamiliar?
- If you could give advice to someone starting a new school, what would you say?
- What might happen if someone new isn't made to feel welcomed or included? How could that affect them?
- In your opinion, why is friendship described as the 'real treasure' in Veronika's story?

Worship song

When I Needed a Neighbour

<p>W.B. 22nd September</p> <p>School Values Link: Compassion, curiosity (Love for our World)</p>	<p>How can we make everyone feel welcome at Stoborough?</p> <p>Assembly: Creation is costly Bible Story: Deuteronomy 8:7-11 God's people in the Old Testament were warned not to assume that their food would always grow.</p> <p>☐: Where does some of your favourite food come from? 🍴: Should we eat food that has lots of 'air miles' or try to eat more locally? 🍷: Should we be grateful for the food we eat?</p> <p>Song: Harvest Samba Class/Phase Worship Ideas. Picture News-Why do people explore the past?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <h2 style="text-align: center;">Collective Worship</h2>  <p>Bible Link: Proverbs 25:2 Christian Value: Wisdom Theme: God and His World</p> <p>Pupil talk</p> <ul style="list-style-type: none"> How do you think it feels to discover something new or exciting? Why do you think people enjoy trying to solve mysteries? Would you like to go on an adventure to find out something new? How can solving mysteries or making discoveries help us understand more about the past? <p>Think</p> <p>Nearly 140 years after it sank, a team of divers has identified the wreck of a ship, called the SS Nantes, off the coast of Devon, in southwest England. The ship sank in 1858, after crashing into another boat. The shipwreck could finally be named when a diver found a plate with the ship's company logo (or crest) on it.</p> <p>God is wise and mysterious. Christians believe that we can't fully understand everything about God, but we are encouraged to explore and find answers in the world that He made. When we keep looking for answers, it shows we care about people from the past and respect the stories they left behind.</p> <p>Pupil involvement</p> <p>Show the children a zoomed-in or cropped photo of something linked to the sea or exploring the past, such as part of a shipwreck or an artefact. Gradually reveal more of the image, encouraging the children to guess what it might be. Ask the children what they think the photo could be of, why they think that, and what clues they can see.</p> <p>Explain that uncovering the past is often like this – we see small pieces at first and build up the full picture over time. Link this to the idea that God is wise and mysterious. We can only glimpse parts of Him, for example in the beauty of nature, moments of peace, or in the love we share with others, but we are encouraged to keep exploring and learning.</p> <p>Finish by asking the children how it felt to discover the full image. Do the children think it's exciting that some things in the world – and about God – remain a mystery?</p> </div> <div style="width: 30%;"> <p>Invitation prayer</p> <p>Dear God, Thank you for creating a world full of wonder and mystery. Help us be curious, respectful, and patient as we learn more about your amazing creation. Guide us as we explore, reminding us that you are with us in everything we discover. Amen.</p> <p>Key stage 1 class discussion</p> <ul style="list-style-type: none"> Can you think of a mystery or puzzle you've tried to solve? What did you do? Why do you think it's exciting to find answers to things we don't yet know? Can you name something amazing that God created which you want to learn more about? <p>Key stage 2 class discussion</p> <ul style="list-style-type: none"> Why do people work so hard to uncover stories from the past? Do you think this is important? Why? Have you ever seen something that really amazed or puzzled you? Did you understand it straight away, or not? Do you think it's okay if some things stay a mystery? How might this story help us understand more about God and the world He created? <p>Worship song</p> <p>Morning has broken</p> </div> </div>
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<p>BIG QUESTION:</p> <p>W.B. 29th September</p> <p>School Values Link: Confidence</p>	<p>Who should we thank for the food we eat?</p> <p>Assembly: People of God - Noah's Ark Bible Story: Noah's Ark</p> <p>☐: Why did God flood the Earth? 🍴: Do you think God did the right thing? 🍷: Do you need to forgive anyone and 'wipe the slate clean?' Song: Together we Stand (Youtube) https://www.youtube.com/watch?v=QMz51XKzIDY Class/Phase Worship Ideas: Are driverless taxis a good idea?</p>	<p>9.00-9.15 Whole School Worship - SLT</p> <p style="font-size: 2em; font-weight: bold;">BS</p>	<p>9.00-9.15 Whole School Worship - Clergy</p> <p>The People of God (Old Testament) Noah's Ark- what can we learn from this story (note, the story was told on Monday)</p>	<p>9.00-9.15 Class/Phase Worship</p> <p>KS1 Phase Worship led by: RB-H/Y1 KS2: Class Worship pupil-led</p>	<p>9.00-9.15 Songs of Praise</p> <p style="color: red; font-weight: bold;">Staff: GB GS</p>	<p>9.00-9.15 Celebration Assembly</p> <p style="background-color: yellow; text-align: center;">1:05-1:20 Worship Reflection</p> <p style="color: red; font-weight: bold;">← See Windows, Mirrors, Doors prompts.</p>
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Collective Worship

Bible Link: Exodus 31:1-5
Christian Value: Wisdom
Theme: Future Thinking

Invitation prayer

Dear God,
Thank you for the amazing skills and creativity you've given to people.
Help us to use our knowledge wisely and kindly.
Guide us to make choices that help and protect others.
Amen.

Key stage 1 class discussion

- What would it feel like to ride in a car with no driver?
- Who do you think driverless taxis might help the most?
- Can you think of something that makes life easier for you?

Key stage 2 class discussion

- How could driverless taxis affect people who drive for work?
- Why do you think God gave humans the ability to invent things? What do you think He hopes we'll do with those inventions?
- Do you think technology can go too far? Explain your thoughts.

Pupil talk

- Can you think of any inventions? What are they, and how do they help the people who use them?
- Why do people invent new things?
- How can we be wise about using new technology? Why might this be important?

Think

Taxi company, Uber, wants to test cars in London that can drive by themselves, without a person at the wheel. The UK government has changed the rules to let this happen sooner. Many believe the service could bring new jobs, but others are worried about human drivers losing work. The cars have performed well in tests, though checks are still needed to make sure they are safe. Some people have already tried riding in these cars to see how well they work.

God created humans with the ability to learn, build, and innovate. Christians believe people are called to use these gifts with care, thinking about how our inventions affect others. As technology advances, we are encouraged to be thoughtful and responsible with the tools we create.

Worship song

God of Science

Pupil involvement

Start by playing this movement game: Human or robot? First get the children on their feet and challenge them to move like a robot! Think: straight arms, small steps, mechanical noises. After 5-10 seconds, have them stop, then invite them to move like a human. How might this look?

Follow this activity up with a discussion about the strengths and weaknesses of humans and robots. What are some things robots or machines can do really well? E.g., following instructions, moving precisely, doing things quickly. What are some things humans can do that robots can't? E.g., show kindness, make difficult choices, be creative, care for others.

Explain that driverless cars are like robots. They can follow instructions, get you to a place quickly, and don't get tired, but they possibly can't make thoughtful choices in the same way a person can.

BIG QUESTION: *Is wiping the slate clean a good thing?*

<p>W.B. 6th October</p> <p>School Values Link: Confidence, Curiosity & Compassion</p>	<p>Assembly: Moses and the burning bush Bible Story: Ex 2:1-4:20</p> <p>□: What do you know about Moses? ⚡: Why do you think Moses hid from God? 🗨️: What can you learn from this story of Moses?</p> <p>Song: Together we Stand (Youtube) https://www.youtube.com/watch?v=QMz51XKzIDY</p> <p>Class/Phase Worship Ideas: Picture news - What makes news trustworthy?</p>	<p>9.00-9.15 Whole School Worship - SLT</p> <p style="font-size: 24px; font-weight: bold;">JM</p>	<p>9.00-9.15 Whole School Worship - Clergy</p> <p>The People of God (Old Testament)</p> <p>Joshua</p>	<p>9.00-9.15 Class/Phase Worship</p> <p>KS1 Phase Worship led by:</p> <p>BS/Y2</p> <p>KS2: Class Worship pupil-led</p>	<p>9.00-9.15 Songs of Praise</p> <p>Staff: RB-H CY</p>	<p>9.00-9.15 Celebration Assembly</p> <p style="background-color: yellow; padding: 2px;">1:05-1:20 Worship Reflection</p> <p>← See Windows, Mirrors, Doors prompts</p>
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Resource 1

Let's look at a *fictional* news story, reported by three different sources.

DAILY NEWS

BORDER CRISIS ESCALATES

Tensions are boiling over as Westovia accuses Eastland of an "aggressive and dangerous move" by building a fence on shared land. "This could turn into something much worse," one resident warned. Will talks happen before it's too late?

THE NEWS

Eastland and Westovia Disagree Over Border Fence

Eastland has built a fence along a border area that is claimed by both Eastland and Westovia. Westovia has said the move increases tensions. International groups have urged the two countries to use diplomacy to resolve the issue peacefully.

@NewsSnapz:

Eastland just built a fence without asking anyone. Classic move. No wonder Westovia's mad. 🗨️

#DramaAgain #WhosLadishAnyway



Think about...

Which version would you trust the most? Why? What are some clues that a story might be biased or exaggerated? How can the words, tone, or layout change the way a story feels? Why might it be useful to look at more than one news source?

Why might the same story be reported in different ways?

<p>W.B. 13th October</p> <p>School Values Link: Confidence, Curiosity & Compassion</p>	<p>Assembly: Black History Month – Being a Peacemaker- Rosa Parks Bible Story: Romans 12:17-18</p> <p>□: Who was Rosa Parks and what did she achieve? ⚡: Do you think it is important to be a peacemaker? Why? 🗨️: How can you be a peacemaker?</p> <p>Song: Remembrance Song</p> <p>Class/Phase Worship Ideas: Other significant history makers Black History Month focus</p>	<p>9.00-9.15 Whole School Worship - SLT</p> <p style="font-size: 24px; font-weight: bold;">BS</p>	<p>9.00-9.15 Whole School Worship - Clergy</p> <p>The People of God (Old Testament)</p> <p>Ruth</p>	<p>9.00-9.15 Class/Phase Worship</p> <p>KS1 Phase Worship led by:</p> <p>AR-YR</p> <p>KS2: Class Worship: Pupil led</p>	<p>9.00-9.15 Songs of Praise</p> <p>Staff: AR EB</p>	<p>9.00-9.15 Celebration Assembly</p> <p style="background-color: yellow; padding: 2px;">1:05-1:20 Worship Reflection</p> <p>← See Windows, Mirrors, Doors prompts</p>
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<p>W.B. 20th October</p> <p>School Values Link: Confidence, Curiosity & Compassion</p>	<p>Why is it important to learn about Black History?</p> <p>Assembly: Jonah and the whale – having responsibilities and doing the right thing (link to pupil governors) https://www.assemblies.org.uk/pri/1001/jonah-having-the-courage-to-do-the-right-thing</p> <p>Bible Story: Book of Jonah</p> <p>□: What do you think the story of Jonah means? ⚡: Have you ever found it hard to do something right?</p>	<p>9.00-9.15 Whole School Worship - SLT</p> <p style="font-size: 24px; font-weight: bold;">JM</p>	<p>9.00-9.15 Whole School Worship - Clergy</p> <p>The People of God (Old Testament)</p>	<p>9.00-9.15 Class/Phase Worship</p> <p>KS1 Phase Worship led by:</p> <p>BS/Y2</p>	<p>9.00-9.15 Songs of Praise</p> <p>Staff: DB KH</p>	<p>9.00-9.15 Celebration Assembly</p> <p style="background-color: yellow; padding: 2px;">1:05-1:20 Worship Reflection</p>
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		<p> How can you show courage this week? Song: Remembrance Song Class/Phase Worship Ideas: Picture News- What makes somewhere a good place to live?</p> <p>Collective Worship</p>  <p>Bible Link: Psalm 91:1-2 Christian Value: Trust Theme: Seeking Shelter</p>  <p>Pupil talk</p> <ul style="list-style-type: none"> • What makes you feel safe? How can we make sure everyone has a safe place to live? • If you were living in a cave, what would you need to help you feel safe and secure? • If you could create a tool to help you if you were living in a cave, what would it be and how would you use it? <p>Invitation prayer</p> <p>Dear God, Thank you for creating our world and providing us with safe places to live. Encourage us to look to and learn from the past. Help us to use our knowledge wisely and kindly and guide us to make choices that help and protect others. Amen.</p> <p>Key stage 1 class discussion</p> <ul style="list-style-type: none"> • What does it mean to feel safe? What does comforted mean? • What makes you feel safe and comforted? Why? • How can you help those you know to feel safe and comforted? • How might God help us feel this way? <p>Key stage 2 class discussion</p> <ul style="list-style-type: none"> • What does it mean to feel safe? When have you felt truly safe? • What does it mean to feel comforted? When have you given or received comfort? How did it make you feel? • How might the caves have been a place of refuge and comfort for the Aboriginal Australian people? How might God act as our refuge and comfort? <p>Worship song</p> <p>A Shelter in the Time of Storm.</p> <p>Pupil involvement</p> <p>Remind children of this week's story and explain that the people living in the Blue Mountains had to be very clever and resourceful to survive. They found shelter in caves and used what was around them to stay safe. Ask the children to sit quietly and close their eyes for a moment. Guide them through a short imagining exercise: "Imagine you are walking through the Blue Mountains. It's very cold and snowy. The trees are top as green as they are now, and there is very little food. You see a cave ahead. You go inside and feel warm and safe." Once completed, ask the children to explain how the people may have felt before, during and after their discovery of shelter and warmth. Discuss that, just as the people in the Blue Mountains would have been deeply thankful for the shelter and warmth they found in the caves, we too can show gratitude for the safe places we have today.</p> <p>Think</p> <p>Scientists in Australia have discovered that human beings lived in high mountain caves nearly 20,000 years ago. They found tools, burnt wood, and other artefacts deep inside the caves of Australia's Blue Mountains, showing that people once cooked and lived there. The discovery is one of the earliest records of people living within this mountain range. The caves were likely a safe and useful place to shelter during cold winters in the mountains. Christians believe their faith in God offers a promise of safety, comfort and hope during difficult times. Just like the people in the Blue Mountains found shelter in caves, Christians see God as a safe place, offering comfort and security when life is challenging. This story reminds us that in times of danger or worry, God is always there.</p>	Daniel in the Lion's Den	KS2: Class Worship: Pupil led		← See Windows, Mirrors, Doors prompts
		Have you had to show courage to do the right thing?				

Collective worship is:

- Gathering** Making special and significant this part of the day through appropriate symbol and ceremony
- Engaging** Using the best available techniques to stimulate interest in the content
- Responding** Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways
- Sending** Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship