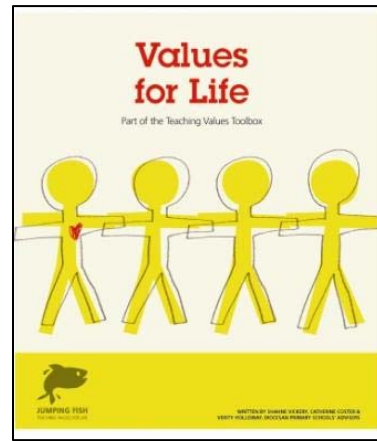


# Working on Worship (8)



## Enriching the 'Values for Life' Programme

'Values for Life' is an assembly programme produced by Gloucester Diocese. It is a very popular resource based around 18 VALUES which provides help for Church schools in relation to Christian worship but which is broad enough for Community schools to use as well. The folder is clear that the values chosen are 'shared' but that there is also a specific Christian perspective.

### What the programme provides:

- 3 years' material for Collective Worship broken down into half-termly themes based on 18 core values,
- a Christian perspective on each value, allowing for the possibilities of other perspectives
- Bible stories and teachings linked to values
- key questions on each value for staff / children to think about, links to children's stories, other religions and connections with the SEAL project.
- all values e.g. PEACE, broken down into different aspects for each of 5 weeks
- a sixth week billed as an opportunity for class-led worship which reflects back on the theme.
- a fully-developed key assembly for each week – often enough for two assemblies in itself.
- resources for KS1 and KS2 follow-up, which can be turned into assemblies
- a CD rom with songs, pictures and other resources upon which the school can build.

### What the programme doesn't provide

- a set scripted assembly for each day of the week

Schools using the programme have suggested the following enrichments based on their experience of using it:

1. **Holding a half-termly staff meeting to prepare for the next value.** Discuss questions posed for thinking about the new value and plan staff involvement in the new programme.
2. **Displaying the key theme in letters big enough to be seen.** Large individual letters on A4 size paper would be one way of tackling this. If you want to make an impact, think big!
3. **Buying the 'Reflecting on Values' pack** for ideas and pictures for setting up displays connecting to each theme. Children or staff can set these up and add to them as the theme progresses. Individual class assemblies could be held around the display.
4. **Giving regular visitors the themes ahead of time.** Clergy may like the Bible story list so they can choose which to do and let you know. Visitors may stick to the theme or do their own thing; the main theme is looked at robustly over time and will not suffer from the occasional deviation!
5. **Using pictures for each sub-theme.** Choose good pictures from the CDrom or internet. Children could also offer drawings or photograph material. Display these as large laminated pictures, build up a display, use them on a visualiser or data projector as children come into the hall.
6. **Creating an image or selecting an object to symbolise the value** OR learning the BSL sign so children make a deeper connection with the value itself.
7. **Being more creative over the leadership of CW** e.g. giving away the lead assembly to help a less-experienced leader do better OR teaming staff in pairs to take over a whole week or even a half-term of assemblies rather than using the once a week model.
8. **Using theme songs for each value**, but not every day for 6 weeks! Ask for a starter list: [helenm@stedmundsbury.anglican.org](mailto:helenm@stedmundsbury.anglican.org)
9. **Celebrating examples of Values being lived out.** Give awards to children / staff who demonstrate examples of the values being lived out. Highlight examples being lived out in the news, including those which aren't being covered at the time.
10. **Ordering resources for each Value from the Schools' Library Service**, creating a wider selection of Bible Storybooks than used in 'Values for Life' and asking older pupils or parents to trawl the library for 'Values' story books.



## **Developing WEEK 6**

This week is described as 'class assemblies' and could be seen as a 'cop-out' on behalf of the publishers. However, there are ways of using this week to excellent advantage e.g.

Allocate one class for each of Weeks 1 to 5 - this class should reflect on what they liked or learnt from their particular week. In **Week 6** they lead a simple act of worship: retelling the story they liked best, saying why, reporting on any class thoughts on their aspect of the Value, choosing a song and including a prayer.

To enable this to happen in Week 6, consider developing a once-a-week Reflective Circle assembly in individual classes. This could review stories told in one of the whole school assemblies or share thoughts on the theme rather than always moving on.

Try this pattern:

*Gather class in circle. Light a candle. Retell story together. Share thoughts. Sing quietly, or say a prayer together e.g. Lord's Prayer or a school prayer. Extinguish candle.*

## **Involving the Parents**

Many schools provide regular details about the next term's curriculum. It makes sense to tell parents about the value being considered as a whole school in Collective Worship and in the general life of the school.

A note to parents could be brief or go into detail providing not just the name of the value itself e.g. Compassion, but also:

- the value and its subheadings.
- a linked Bible text or picture of a Bible story
- a question to think about

Families could be challenged to find pictures, stories and news items on the theme.

## **Learning more about the Christian foundations for Values**

<http://www.christianvalues4schools.co.uk/> - This website launched by the Church of England, explores 15 Christian values, most of which overlap with 'Values for Life', and provides ideas and background to use with children and staff. It promotes clear ways of living out Values, e.g. Forgiveness and Service, in the day-to-day activities of a busy school environment.

The values are introduced with brief theological reflections and examples of how schools have brought them to life, through

everything from collective worship to garden design and architecture. The website also contains questions and ideas for how staff and governors might engage with these values, including:

- discussing the themes at 'circle time' and school councils, and recording the responses on a 'value tree' to create a permanent display at the heart of the school building;
- presenting award cups to individuals during school acts of worship, as a recognition of how students have demonstrated individual values (e.g. generosity to others);
- staff going on a 'learning walk' around the school, to look for evidence of how individual values are demonstrated in the classroom.

### **Other resources to enrich 'Values' assemblies**

The following will help you find and use other resources to enrich the Values programme:

- <http://www.barnabasinschools.org.uk/> - offers assembly materials for both SEAL and a Values programme.
- Margaret Cooling's new 'More Assemblies for Primary Schools' – 3 books from <http://www.rmep.co.uk> – contain a large number of 'values' assemblies
- <http://www.assemblies.org.uk/search/index.php> - search facility on archive section gives all assemblies on a theme e.g. forgiveness
- older assembly books e.g. by Robert Fisher, often tackle values clearly – trawl these and write potential values next to each story. Y6 pupils, governors or parents could be given a list of Values and do this for you. Ask them to note 1 or more values the story illustrates.
- <http://valueseducationpublishing.com> – part of the much wider work of Values education as started at Kidlington. 22 values promoted, again some useful overlap and resources such as posters.



*With thanks to: Geraldine Bagshaw – Stutton; Alison Herbert – St Mary's Hadleigh; Joe McSorley - Bentley; Patsy-Ann Maggs – St John's, Ipswich; Ann Baker – St Botolph's, Rickinghall/Botesdal*