

Collective Worship

Barwell Church of England Academy



Approved by:

Date:

Last reviewed on:

September 2025

Next review due by:

September 2026

Love thy neighbour in a flourishing school community.

We want all children, regardless of their individual circumstances, to feel part of a community with Jesus' protective love at heart which embraces inclusivity with the highest expectations, both academically and behaviourally. As a Church of England School we endeavour to provide a caring Christian environment in which our school community can flourish. We believe that part of helping children and adults on their journey to becoming the best version of themselves includes developing their knowledge and understanding of their own faith, beliefs and spirituality through daily acts of Collective Worship and the teaching and exploration of our Christian and British Values. This will enable children (and adults) to progress in their social, moral, spiritual and cultural development by providing them with the chance to learn, reflect, worship, praise, question and share amongst their peers and build upon their own sense of character. In doing so, opportunities are made to give individuals chance to consider how the beliefs and values of others may compare to their own. This provides an avenue to promote courageous advocacy, aiming to help children understand that everyone is welcome in our wonderfully diverse world and why prejudice, discrimination and injustice should be challenged.

Rationale:

Historically, our Collective Worship delivery originally followed termly suggested themes and objectives provided by the Diocese. These ensured our planning and delivery of Collective Worship was strong and in line with our Diocese's expectations. Sessions were led by our head, deputy, teaching staff, parish priests and church friends, providing a variety of opportunities for engaging worship.

However, we questioned to what extent the coverage developed *our* school's vision and values and whether at times we were trying to include too much content which could result in the intended message and impact being lost.

So, we decided to evaluate, review and subsequently change our Collective Worship delivery by starting back at the beginning, our school vision:

Love thy neighbour in a flourishing school community.

Love Thy Neighbour in a Flourishing School Community. A community with Jesus' protective love at heart, radiating love in all we do. A community that supports our neighbours to flourish, making sure all feel welcome, with a sense of belonging. A community that believes, if the climate is right, all can achieve to the highest, both academically and in mind, body and spirit.

This vision was born from our theological root for all that we endeavour to do:

"A new command I give you: Love one another. As I have loved you, so you must love one another."
John 13: 34-35

As a school, we wanted this 'compassionate, practical and active love' to be that which welcomes, challenges and enables all individuals to flourish holistically. We realised that Collective Worship provided a further avenue to teach about and model this vision in action.

To enable all individuals to understand this love, how it applies to all that we do and to demonstrate how this can be shared, we would use two parables from the Bible. We felt that guiding our journey to becoming the best versions of ourselves were the teachings and associated meanings from the stories of The Good Samaritan and The Lost Sheep.

We wanted to break down the lessons that these stories teach us by thinking about the Christian Values identified within these. From several options, these were narrowed to six core Christian Values, each with a specific Bible verse demonstrating them in action. The Good Samaritan clearly embodies the values of Compassion, Friendship and Thankfulness whilst The Lost Sheep fosters Trust, Hope and Forgiveness.

Each value would be given a half term's focus, being explicitly taught within Collective Worship to all years and a Christian Value lesson delivered to specific year groups each half terms. The teaching of and about these also incorporates examples of how each value can be lived out within and beyond school and children would go onto produce artwork conveying their comprehension and reflections.

The Good Samaritan (The Kind Stranger)		The Lost Sheep (The Good Shepherd)	
Compassion (Autumn 1)	Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble. 1 Peter 3:8	Trust (Autumn 2)	May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit. Romans 15:13
Friendship (Spring 1)	If one falls down, a friend can lift him up. Ecclesiastes 4:10	Hope (Spring 2)	Now faith is being sure of what we hope for and certain of what we do not see. Hebrew 11:1
Thankfulness (Summer 1)	Be joyful always, pray continually, give thanks in all circumstances, for this is God's will for you in Christ Jesus. 1 Thessalonians 5:16-18	Forgiveness (Summer 2)	Forgive us our sins, as we also forgive everyone who sins against us. Luke 11:4

When thinking about how we could best develop the understanding of love, we acknowledged that all teaching about our vision and values needed to be explicit. A 'less is more approach,' with opportunities to revisit and embed key themes, would ensure intended messages were not lost or confused.

It was at this time that we realised that some of our acts of Collective Worship 'shoe horned' in too many elements of worship and practice, meaning that the main focus may have been missed or misunderstood. Moving forward, we needed to ensure that these elements were covered over a week but not necessarily daily within each and every act of Collective Worship.

Research:

Initially, before commencing to restructure of Collective Worship delivery and plan foci to meet our intent, we attended several training events led by the Diocese regarding best practice in Collective Worship and the new SIAMS framework. We also liaised with local schools and their Collective Worship leader teachers whilst ensuring all that we consider implementing adhered to legalities surrounding Collective Worship too.

From this research and with our intent in mind, we were able to develop a set of principles unto which our Collective Worship would be based. This would allow us to always ensure that we focused on what was important to us as a school and fundamentally, our children.

Non-Negotiables and Foundation:

Our non-negotiables for delivery were that all acts would need to be **inclusive**, considering the differing backgrounds, experiences and individual spiritual journeys of our community, **invitational** without compulsion and finally, **inspiring**.

We wanted to offer varying formats and times to invite individuals to learn and reflect. Careful thinking and planning was key here and we established a core foundation that Collective Worship should be based upon:

- **each act of Collective Worship will follow the GERS format (Gather, Engage, Respond, Send)**
- **each act of Collective Worship will have an opportunity to explore spirituality**
- **each week in Collective Worship there will be a strong connection to our Vision and Christian Values**
- **story telling will be at the heart of Collective Worship**

Principles:

Below is a set of principles for our Collective Worship that build upon this foundation:

- **Belongs to Barwell** - we are an outward facing school that collaborates with many others but ultimately, our Collective Worship content will be unique to us as it is centred around *our* vision and values
- **Daily** – an act of worship will take place every day, be this whole school or within classes or smaller groups
- **Planned content** – specific content and delivery will be scheduled termly by the Collective Worship leader and a rota shared with all parties involved in delivery
- **Planned structures** – Collective Worship leader to structure the format of sessions to ensure that anyone planning includes all elements
- **Inspiring, engaging and thought provoking** – provides opportunities for children and adults to come together to think, learn, celebrate, worship and praise in a safe and secure environment. Big questions can be considered and life/national events explored. These may offer chances for fostering feelings such as awe, wonder, thankfulness, mystery and joy, leaving them with things to reflect upon and apply in their own life. Varying formats of delivery may appeal and resonate with different individuals
- **A sense of belonging** – being broadly Christian in nature, our school community will feel that they belong to a caring school community and are welcomed and invited to the family of God
- **Focus on the Triune God** – our gathering prayer to open all acts of Collective Worship and the artefacts of a cross, the Bible and a candle in certain acts of worship underline the nature of the triune God and remind children of the meaning of the Trinity
- **Widens children's experiences** – it will engage children in things they may not have done before or thought about before. It will develop understanding that we are part of a local, national and global community and how Christian care and compassion can be shown. We want our children to be able to go out into the world as respectful, informed reflective citizens, developing their sense of place within it
- **Anglican in delivery** – we use the Bible as both a source of inspiration for themes and stories, observe the cycle of the Church's Year and using liturgical colours for altar cloths, celebrate Feast and Saint Days, use Christian symbols, use hymns and prayers from worship, including Anglican sentences/responses and the Lord's Prayer
- **SMSC development** – it will enable our community to explore their own spirituality and character whilst developing moral, social and cultural awareness. Each act of Collective Worship will have an opportunity to explore spirituality in different ways
- **Inclusive** – considering the differing backgrounds, experiences and individual spiritual journeys of our community. All members of the school community will be welcomed to participate in and lead worship unless parents have expressed their right to withdraw their child in consultation with the Headteacher in accordance with the Education Reform Act 1996. Our worship reflects the varied backgrounds of children and staff, aptitudes and ages
- **Inviting** – Collective Worship will be invitational without compulsion
- **Christianity is multicultural** - planning and delivery of Collective Worship should reflect that we want our children to appreciate Christianity as a diverse, living world faith
- **Church links** – members of our local church will be invited and welcomed to lead and join us in worship
- **Varied in delivery** – children will be provided with a variety of worship forms and experiences, depending upon when the act of worship is delivered or by whom
- **Celebrate Festivals and Events** – at certain points of the year, we mark special events in the Christian calendar, including Harvest, Remembrance and the Nativity
- **Promotes the Equality Act (2010)** – our Collective Worship will give children the chance to explore diversity through developing their knowledge and understanding of the world around them, encouraging fostering respect for others and challenging injustice
- **Right to withdrawal** – recognises that parents may express the right to withdraw their child from Collective Worship

With our non-negotiables, foundation and principles in mind, Collective Worship planning would need to provide opportunities for key ideas to be covered weekly throughout the year in order to introduce concepts, allow opportunities to embed understanding and then give individuals chance to practise.




Ultimately, the focus would be on sharing our Vision and Christian Values, how these can be lived out and developing understanding of how being spiritual can enhance our lives.

Collective Worship & Spirituality:

As a school, we focus greatly on the holistic development of individuals within our community: mind, body and spirit. Working towards spiritual wellness for everyone is something we feel key but we recognised the complexities of defining and understanding spirituality. We spent a lot of time researching and reflecting in order to come up with our school definition. We define it as:

'Being connected to something larger than ourselves that changes the way we think, feel and behave.'

Spirituality can be connected to religion but equally it is something we can all share regardless of our personal faith. We see spiritual development as a journey that we are all on and appreciate that we are all at different points in this journey. We considered how we could offer chances to develop spirituality within our school community and after much reflection, we felt that as a school we could best support this development by offering provision in four ways:

<p>The candle</p> 	<p>Giving time to reflect and think spiritually. To take time to just be and explore how we are feeling. Opportunity for prayer.</p>	<p>Thinking</p>
<p>The window</p> 	<p>Looking outwards and seeing the 'wow' moments of wonderful things or seeing the 'ow' moments where we understand what can be wrong in the world. Learning about life in its fullness.</p>	<p>Awareness</p>
<p>The mirror</p> 	<p>Looking inward for self-reflection and self-improvement. Reflecting on big questions and considering possible answers. Learning from life through our own insights and the perspectives of others.</p>	<p>Reflecting</p>
<p>The door</p> 	<p>Moving onward and carrying out practical action. Giving children opportunities to <i>respond</i> to all of this; to <i>do</i> something creative as a means of expressing, applying and further developing our thoughts and convictions. In this we are learning to <i>live</i> by putting into action what we are coming to believe and value.</p>	<p>Responding</p>

Collective Worship Organisation:

We recognised that Collective Worship would offer a daily invitational opportunity for spiritual development but in line with our 'less is more' approach we wanted to avoid overloading each act with all four ways. A rolling weekly organisation of these opportunities, in addition to thinking about the elements of Anglican worship and practice we wished to include, was our next step leading to our weekly Collective Worship schedule. As individuals' spirituality develops differently, we felt strongly that each week should provide opportunities for all to engage with the written **word**, be it through reading text, sharing stories of facts; provide **symbols** via a candle, liturgical cloth, Bible, or cross; involve **action** which may *invite* individuals to do something during or after the session and present opportunities for recognition and sharing of **emotion** through shared song or talk. Collating all this together resulted in the following schedule:

	Focus	How Delivered?	'GERS' Included in Delivery	Spiritual Development Opportunities
Monday	Global Citizenship (including Everyone's Welcome)	Delivered remotely in class groups with discussion points for adults and children	Gather – School's Gathering Prayer Engage – Ow/Wow moments about the world and focus on Protected Characteristics with reflection opportunities and linking coverage to British Values Respond – Lord's Prayer Send – Anglican Sending Prayer	The Window – Awareness The Mirror - Reflecting
Tuesday	Pause for Thought - A time to stop and reflect	Delivered at lunch time in the Hall in classes of two or three	Gather – School's Gathering Prayer Engage – Lighting the candle and pausing in silence for invitational thought and reflection Respond – Saying Grace together Send – Showing gratitude for those who help and support during lunchtime	The Candle - Thinking
Wednesday	Open The Book Friends	Whole School Collective Worship in the Hall, led by our Open The Book Friends from our Church Family	Gather – School's Gathering Prayer Engage – Acting out a Bible Story, led by Open The Book Friends (some opportunities for children's engagement too) Respond – Singing hymns* and inviting individuals to join in prayer/reflection related to the story Send – Sharing/ Passing the Peace	The Window – Awareness The Mirror - Reflecting
Thursday	Explicit Exploration of our Vision and Values	Whole School Collective Worship in the Hall	Gather - School's Gathering Prayer Engage – Sharing the story and the pertaining Christian Value Respond – Singing hymns* and pausing for thought Send – Sending prayer	The Candle – Thinking The Window – Awareness The Mirror - Reflecting
Friday	Thoughtful Friday - (Picture News Reflection and Discussion)	Teacher-led in class groups	Gather - School's Gathering Prayer Engage – Remind of the week's Picture News focus, providing chance to reflect and discuss Respond – Invitational prayer/reflection opportunities Send – Sharing responses based on earlier class discussion and reflection with others	The Window – Awareness The Mirror – Reflecting The Door – Responding

N.B. At differing times of the year, we will welcome visitors into school to deliver Collective Worship so coverage and organisation may differ to the above. Reverend Philip from our linked Parish Church regularly attends to mark Feast Days and key events within the Christian Calendar.

Wherever prayer is offered, this is invitational without compulsion and should always be accompanied by the option to think/reflect

*The hymns shared will be dependent upon the time of year, events in the Christian Calendar and which of our two parables demonstrating our vision and respective values are our key focus at the time.

Spiritual Spaces:

In addition to this schedule, we have recently introduced prayer spaces, which we call 'spiritual spaces,' into school to offer opportunities for further spiritual development and for the school community to choose activities to engage with, reflect upon and think/pray about should they wish. Again, these are invitational and without compulsion and vary in spiritual relationship and response style.

To enable all children across school designated time to experience and engage with these, as well as open opportunity to engage when these are in our spiritual area accessible to our whole school community, the Collective Worship leader has embedded these to form part of each year group's Collective Worship foci and has timetabled these across the year. How this is planned and organised can be found in **Appendix 1** (Please note: this timetable will be updated regularly as each spiritual space is planned and reviewed).

Right to Withdraw from Collective Worship:

Parents have the statutory right, under Section 71 of the School Standards and Framework Act 1998, to withdraw their children from all or parts of RE lessons and acts of Collective Worship.

Parents are not obliged to give a reason for requesting withdrawal. However, before exercising any right, we would ask that you discuss your concerns with the Headteacher.

Parents who wish to exercise their right to withdraw their child from Religious Education or Collective Worship will need to contact the Headteacher to discuss arrangements for alternative provision.

We ask that requests for withdrawals be made in writing. For example:

As parents of [child's name] we formally request that he/she is withdrawn from RE/Collective Worship in future.'

Appendix 1: Spiritual Spaces at Barwell Academy

Spiritual Space Organisation at Barwell C of E Academy

What are Prayer/Spiritual Spaces?

Prayer spaces in schools (Spiritual Spaces at Barwell Academy) enable people of all faiths and none, to explore life questions, spirituality and faith in a safe, creative and interactive way.

"Taking a broadly Christian perspective as a starting point, prayer/spiritual spaces give children and young people an opportunity to develop skills of personal reflection and to explore prayer in an open, inclusive and safe environment.

The approach purposely allows pupils to make their own meaning and to draw their own conclusions.

A prayer/spiritual space is usually (but not always) a classroom sized area that has been transformed for a few days or a week with a range of creative activities that encourage personal reflection on issues such as forgiveness, injustice, thankfulness, big questions, identity and stillness.

In most schools, teachers bring their pupils for subject-lessons in the prayer space. In other schools, pupils are invited to visit the prayer space voluntarily, during their breaks and lunchtimes and maybe after the school day has finished." (Prayer Spaces in Schools, 2025)

Activities

"Getting the right mix of prayer activities is key. It's important to choose and organise the prayer activities carefully, so that the prayer space best serves, and meets the needs of, the whole school community.

The nationwide research project (2017) into the impact of prayer spaces on the spiritual lives of children and young people reflected the findings of David Haye's 'Spirit of the Child' study ten years previous – that their spiritual lives were expressed in four ways:

Me and myself - Self identity and self worth

Me and others - Relationships and reconciliation

Me and the world - Other people and cultures. Peace and justice

Me and the 'divine Other' - Faith and God

Activities that we deliver are from the Prayer Spaces resources library and some that we have come up with ourselves. These will represent all of these four areas." (ibid)

Responses

It's important to include a range of response styles:

Write/draw

Writing can be a powerful way to express your response though some pupils may prefer to draw.

Action

Simple kinaesthetic responses can express profound meaning; holding a stone, creating with Play-Doh, or shredding some paper.

Contemplative

Making space for pupils to just pause and reflect is surprisingly popular, and often very much appreciated.

Spiritual Spaces at Barwell Academy

- Each class will be offered at least one specific week to engage with spiritual spaces each year. A rota detailing the dates and themes for this will be completed.
- The time to engage and respond to these activities will form part of a week's worth of Collective Worship for the scheduled class.
- Classes within the same year group will be invited to explore activities around the same theme.
- When both classes within the year groups have engaged with the spiritual space activities, these activities (on a smaller scale) will then be moved to our spiritual area for a designated third week for the whole school community to have the chance to engage with. (This week will usually coincide with Destination Display Day so that our families can engage should they wish to)
- Activities will be planned and resourced by the Collective Worship leader
- The spiritual spaces will be staffed and led by the collective worship leader (just on a Monday to introduce the week), the class teachers, year group LSAs and church friends
- As these sessions for a class take place during Collective Worship time, it is important that the following happens:
 - Each session must begin with a 'gathering' element and so the Collective Worship leader/teacher will invite the class to join them in saying the Gathering Prayer.
 - The 'engage' and 'respond' elements will be covered by the interaction with prayer space activities.
 - The session must end with a 'sending' thought and so the Collective Worship leader/teacher will say, 'As we leave our spiritual space activities today, go in peace to love and serve the Lord. In the name of Christ' '**Amen**' afterwards, or 'May the light of Christ our Lord shine in all our hearts.'" '**Amen.**'
- The sessions between Tuesday to Thursday will host between three and five different activities for the children to explore, covering differing spiritual foci and response methods.
- As children are open to choose how they reflect and respond, all staff involved with the prayer space activities must be vigilant and aware that there may be some concerns raised in what is said, written, recorded or created by a child. It is important that staff read, see and hear all responses from children so that any concerns raised can be reported on a yellow concern form in line with our safeguarding procedures should they arise.

For each class, the week will run as follows:

Day	Organisation	Location
Monday	<p>Collective Worship leader to introduce the Spiritual Spaces to the class, with class teacher and any LSA present.</p> <p>The Collective Worship leader may lead a first activity for all of the class to engage with simultaneously. This will invite reflection and response to a stimuli (piece of music/art/picture) related to the theme. However, it will depend on the theme as to whether this happens in class or is an activity felt better suited to smaller group/individual engagement in the spiritual spaces.</p>	Classroom
Tuesday	<p>A third of the class will go into the music room to engage with the spiritual space activities that they wish. These should be set up and ready for the children prior to them entering the room. The other children will go into the hall with the rest of the school for Singing Practice.</p> <p>Children can engage with as many or as a few of the activities as they wish – this is purely invitational.</p>	Music Room
Wednesday	<p>The second third of the class will go into the music room to engage with the spiritual space activities that they wish. These should be set up and ready for the children prior to them entering the room. The other children will go into the hall with the rest of the school for collective worship with our Open the Book friends.</p> <p>Children can engage with as many or as a few of the activities as they wish – this is purely invitational.</p>	Music Room
Thursday	<p>The remaining third of the class will go into the music room to engage with the spiritual space activities that they wish. These should be set up and ready for the children prior to them entering the room. The other children will go into the hall with the rest of the school for our vision and values collective worship.</p> <p>Children can engage with as many or as a few of the activities as they wish – this is purely invitational.</p>	Music Room
Friday	<p>In place of Thoughtful Friday for the class involved, the Collective Worship leader will plan a collective worship session to reflect on the week and activities engaged with within the spiritual space. This will be led by the class teacher (following the notes in the notes section beneath each slide) for all children to share and engage with. Post-its, pens/pencils and sugar paper will be needed to collate responses.</p>	Classroom

Spiritual Space Timetable 2024-2025							
	Dates	Leaders	Class	Focus/ Theme	Activities	Spiritual Relationship (Me & Myself, Me & Others, Me & The World, Me & The Sacred or Divine)	Response Style (Write/Draw, Action of Contemplative)
Autumn 1	N/A		N/A	N/A	N/A	N/A	N/A
Autumn 2	w/c 02.12.24 during CW	Class teachers, LSAs and Church Friends – John, Cynthia & Debbie	6HB	Christmas	<ul style="list-style-type: none"> Joy to the World The Greatest Gift Light in the Night Shepherds on a Hill Christmas Preparing Hearts 	<ul style="list-style-type: none"> Me & Others Me & Myself Me & The Sacred or Divine Me & The World & Others Me & Myself & The Sacred and Divine 	<ul style="list-style-type: none"> Write/Draw Write/Draw Contemplative Write/Draw Action
	w/c 09.12.24 during CW	See above	6T				
	Available in spiritual area during (w/c 16.12.24)		Whole school				
Spring 1	w/c 03.02.25	See above	5B	Friendship & Family, Community, Relationships (include Diversity & Inclusion)	<ul style="list-style-type: none"> Friendship Foundation Love Your Neighbour Diversity Chain Jigsaw Prayers The Beatitudes Humility 	<ul style="list-style-type: none"> Me & Others Me & Others Me & Others & The World Me & Myself & The World Me & The Sacred or Divine 	<ul style="list-style-type: none"> Action Write/Draw Write/Draw Write/Draw Contemplative/ Action
	w/c 10.02.25	See above	5G				
	Available in spiritual area during w/c 03.03.25 for whole school		Whole school				
Spring 2	w/c 07.04.25	See above	4MR	Hope	<ul style="list-style-type: none"> I Have a Dream Hope Rope/ The Beatitudes: Hope The Crown; children of the King Resurrection: Hopes and Dreams 	<ul style="list-style-type: none"> Me & The World Me & Others & Myself Me & The Sacred or Divine Me & Myself & The Sacred and Divine 	<ul style="list-style-type: none"> Write/Draw Action Contemplative/Action Write/Draw/Action
	w/c 28.04.25	See above	4M				
	Available in spiritual area during w/c 05.05.25 for whole school		Whole school				

Summer	w/c 16.06.25	See above	3H	Forgiveness & Sorry	<ul style="list-style-type: none"> • Turning Over <u>A</u> New Leaf • Sorry Strings • Reconciliation Zips • Forgive Us Our Sins <u>As</u> We Forgive Those Who Sin Against Us – The Bin (The Lord’s Prayer 7) (Include glowsticks for hope after forgiveness) • Forgive them Father: Forgiveness 	<ul style="list-style-type: none"> • Me & Myself • Me & Myself • Me & Others • Me & The World & The Sacred and Divine • Me & Others & The Sacred and Divine 	<ul style="list-style-type: none"> • Write/Draw • Write/Draw • Action/Contemplative • Write/Draw/Contemplative • Action/Contemplative
	w/c 23.06.25	See above	3K				
	Available in spiritual area during w/c 30.06.25 for whole school and then Destination Display Afternoon on 02.07.24						

Prayer Space Timetable 2025-2026							
	Dates	Leaders	Class	Focus	Activities	Spiritual Relationship (Me & Myself, Me & Others, Me & The World, Me & The Sacred or Divine)	Response Style (Write/Draw, Action of Contemplative)
Autumn 1	w/c 22.09.25	Class teachers, LSAs and Church Friends – John, Cynthia & Debbie	6T	Compassion & Help/ Trust	<ul style="list-style-type: none"> The Beatitudes - Compassion Flag Prayers Cardboard Home Rollercoaster Life Not F-hair 	<ul style="list-style-type: none"> Me & Others Me & The World Me & Others & The World Me & Myself Me & Others & The Sacred or Divine 	<ul style="list-style-type: none"> Action Write/Draw Contemplative/ Write/Draw Write/Draw Action
	w/c 06.10.25	See above	6B				
	Available in spiritual area during w/c 13.10 for whole school and then Destination Display Afternoon on Wed						
Autumn 2	w/c 01.12.25	See above	5	Christmas	As last year	As last year	As last year
	w/c 08.12.25	See above	5				
	Available in spiritual area during Nativity Week (w/c 12.01.2026) for whole school and then Destination Display Afternoon on Wed						
Spring	w/c 09.03	See above	4	Easter			
	w/c 16.03	See above	4				
	Available in spiritual area during w/c 23.03 for whole school and then Destination Display Afternoon on Wed						
Summer	w/c	See above	3	Thankfulness			
	w/c	See above	3				
	Available in spiritual area during w/c for whole school and then Destination Display Afternoon on Wed						

Summer 2	w/c	See above	6	Transition/ Change			
	w/c	See above	6				
	Available in spiritual area during w/c for whole school and then Destination Display Afternoon on Wed		Whole School				

Possible Pop-Up Prayer Spaces in Spiritual Area	When?
Remembrance	November
Mental Health	Mental Health Week in May?
The Lord's Prayer	As we wish
Environment	World Environment Day in June?