

SEA SON	W/B	THEME OF THE WEEK AND VALUE	CHRISTIAN CALENDAR	BIBLE QUOTE	MAIN MESSAGE	IMPLICATIONS FOR OUR SCHOOL COMMUNITY AND ITS VALUES	POSSIBLE MEDIA
1.  TRIN	4.9.23	Returning to your Land  <b>Community</b>		“So there is hope for your descendants,” declares the LORD. “Your children will return to their own land”.  <b>Jeremiah 31 v 17</b>	As the exiles returned to their land in Jeremiah’s time so our pupils are returning to their land at St Georges and some are arriving for the first time. We need to remind them what that means.	Pupils will all have a shared vision of both the responsibilities and the rewards of our returning to St Georges as did the people of Israel in OT times.	
2.	11.9.23	Year 7 Welcome to our new St G family members.  <b>Community Kindness Hope</b>		<sup>6</sup> Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. <sup>7</sup> And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.  <b>Philippians 4 v 6,7</b>	Two issues here. How do we welcome our new pupils to St Georges and how do we encourage our current pupils for the year ahead?	Pupils will be aware that we all have the privilege of coming directly to God by prayer in every aspect of our lives and assuring our new year 7 intake that their anxieties and concerns will be taken seriously.	<ul style="list-style-type: none"> <li>o RL first day back at School.</li> <li>o YR. 7 Don’t panic!</li> <li>o Roger McGough First day at School</li> </ul>
3.	18.9.23	The extra mile. <b>Kindness</b>		If anyone forces you to go one mile, go with them two miles. <sup>42</sup> Give to the one who asks you, and do not turn away from the one who wants to borrow from you.  <b>Matthew 5 v 41,42</b>	The "Go 2 miles" rule came from the Romans! It is fairly easy to go the extra mile for a friend but how do you do it for someone you dislike or who dislikes you? <b>The first mile you HAVE to; the</b>	Pupils will endeavour to go the extra mile for our friends, those whom we dislike and our teachers	<ul style="list-style-type: none"> <li>o Picture of a Roman soldier</li> <li>o Derek Redmond’s father carried him over the finish line at the 1992 Olympics. Would he have done so if</li> </ul>

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					<b>second mile you WANT to.</b>		it had been a stranger or an enemy?
4.	25.9.23	Harvest Share and rest  <b>Dignity</b>		<p>22 “When you reap the harvest of your land, do not reap to the very edges of your field or gather the gleanings of your harvest. Leave them for the poor and for the foreigner residing among you. I am the LORD your God.’</p> <p>23 The LORD said to Moses, 24 “Say to the Israelites: ‘On the first day of the seventh month you are to have a day of sabbath rest, a sacred assembly commemorated with trumpet blasts. 25 Do no regular work, but present a food offering to the LORD.</p> <p><b>Leviticus 23 V 22-25</b></p>	Harvest is about how we care for the poor of our community and world. Not reaping means thus far and no further. Where will our boundaries be for caring for others?	Pupils will be aware that even small changes can make a difference in the lives of other less fortunate people.	<ul style="list-style-type: none"> <li>o Basket of fruit race. How can one of us be happy if the rest are miserable?</li> <li>o Tear Fund or Christian Aid input?</li> </ul>
5.	2.10.23	Pray without ceasing  <b>Wisdom</b>		<p>16 Rejoice always, 17 pray continually, 18 give thanks in all circumstances; for this is God’s will for you in Christ Jesus.</p> <p><b>1 Thessalonians 5 v 16-18</b></p>	How do we pray without ceasing? During break and social time? While you are moving silently through the corridors? Praying for class members, other year groups? Teachers!!!!	Pupils will realise the radical implications of Christian prayer. We will take prayer out of the chaplaincy and into every area of our school in an	<ul style="list-style-type: none"> <li>o Emphasise the prayer wall and prayer boxes</li> <li>o Recording of someone speaking non stop?</li> </ul>

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						appropriate manner.	
6.	9.10.23	How to surprise Jesus  <b>Kindness Humility</b>		<sup>10</sup> When Jesus heard this, he was amazed and said to those following him, "Truly I tell you, I have not found anyone in Israel with such great faith.  <b>Matthew 8 v 10</b>	How to surprise one another by our faith and love? How do we surprise our teachers by our behaviour either good or bad?	Pupils will consider those behaviours that surprise others both in a good and a bad way. They will consider how to surprise teachers in positive ways!	o Guitar case and Guitar. What made it surprising?
7.	16.10.23	World Mental Health Week  <b>Kindness and Hope</b>		6 Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. 7 And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.  <b>Philippians 4 v 6.7</b>	???????	???????	o Incorporate material from World Mental Health Week
8.  KING DOM	6.11.23	Remember  <b>Community</b>	Remembrance Sunday 13.11 23	13 Greater love has no one than this: to lay down one's life for one's friends.  <b>John 15 v 13</b>	For many people remembrance Sunday is personal; they lost a member of their family in conflicts. Jesus'	Pupils will not see people just as a faded photograph, a name on a gravestone or a poppy leaf at the	o Remembrance Service Last post and reveille played by pupils and RL.

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SEASON ?					death is personal for us all.	Royal Albert Hall. They were personal.	<ul style="list-style-type: none"> <li>o Uncle John's letter</li> <li>o Paternoster twins in France.</li> </ul>
9.	13.11.23	<p>Anti Bullying week</p> <p>Count the cost</p> <p><b>Dignity, Community Kindness</b></p>		<p>28 "Suppose one of you wants to build a tower. Won't you first sit down and estimate the cost to see if you have enough money to complete it?</p> <p>29 For if you lay the foundation and are not able to finish it, everyone who sees it will ridicule you,</p> <p>30 saying, 'This person began to build and wasn't able to finish.</p> <p><b>Luke 14 v 28-30</b></p>	<p>This passage is about counting the cost before committing to Jesus, but it is also about counting the cost before you bully or disrespect someone both in terms of the person who is being bullied and also the perpetrator.</p> <p>In the video, he bully has counted the cost and realised that it is too much to pay both for himself and the victim.</p>	<p>Pupils will consider the "So what" of our actions that we sometimes describe as harmless fun. We will recognise that bullying can affect both the bully and the bullied for life.</p>	<ul style="list-style-type: none"> <li>o Man Reunites with childhood bully after he apologizes 20 Years later video.</li> <li>o Adrian Mitchell poems, "The Bully" or "Back in the playground blues."</li> </ul>
10.	20.11.23	<p>Clothe Yourself</p> <p><b>Community</b></p>	24 <sup>th</sup> November Christ the King	<p>12 Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.13 Bear with each other and forgive one another if any of you has a</p>	<p>How we dress tells people a lot about who we are. When King Charles was crowned he wore his kingly robes, each one signifying something about the role. When</p>	<p>Pupils will consider the "clothes" we "wear" and reflect upon the implications of the look!</p>	<ul style="list-style-type: none"> <li>o Pictures of fashions over the years. What has changed and what is the same?</li> </ul>

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				<p>grievance against someone. Forgive as the Lord forgave you. 14 And over all these virtues put on love, which binds them all together in perfect unity.</p> <p><b>Colossians 3 v 12-14</b></p>	<p>you are in your uniform you are seen as representing the school. But what behaviours and attitudes do you “wear” throughout your lives</p> <p>and does it look good on you?</p> <p>Why do people wear what they do? Do you think that they are aware of the impact they are having on other?</p>		
11.	27.11.23	<p>Advent 1. Waiting for Jesus to be born</p> <p><b>Hope</b></p>		<p>For to us a child is born, to us a son is given, and the government will be on his shoulders. And he will be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace. Of the greatness of his government and peace there will be no end. He will reign on David’s throne and over his kingdom, establishing and upholding it with justice and</p>	<p>The period between Isaiah’s prophecy and the birth of Jesus was c. 700 years, that’s a long wait! In this session we might consider the difference between waiting for no purpose and waiting with a purpose, e.g. what do we do while waiting.</p>	<p>Pupils will realise that waiting doesn’t mean doing nothing. We wait for Jesus but we live lives honouring to Him and others.</p>	<ul style="list-style-type: none"> <li>How long would you wait for certain things to happen? ABC Multiple choice.</li> </ul>

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				<p>righteousness from that time on and forever. The zeal of the LORD Almighty will accomplish this. <b>Isaiah 9 v 6- 7</b></p>			
12.	4.12.23	<p>Advent 2 Waiting for Jesus second coming</p> <p><b>Hope</b></p>		<p>“Therefore keep watch, because you do not know the day or the hour.”</p> <p><b>Matthew 24 v 42</b></p>	<p>If you knew that Jesus was going to return this afternoon just as school was coming to an end would it influence what you might do and say and be over the next couple of hours? I guess it would!</p> <p>“Always live your life as if Jesus will return today, someday you will be right!”</p>	<p>Pupils will realise that our past impacts upon our present and that our present can also affect our future. Sometimes tiny events in the present can have a massive impact on our future either for good or for bad.</p>	<ul style="list-style-type: none"> <li>o Elephant Rolo advert</li> </ul>
13.	11.12.23	<p>Christmas 1 All shepherds and angels</p> <p><b>Hope</b></p>		<p>“Do not be afraid. I bring you good news that will cause great joy for all the people. 11 Today in the town of David a Saviour has been born to you; he is the Messiah, the Lord. 12 This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger.</p> <p><b>Luke 2 v 10-12</b></p>	<p>Many of the conversations in the Christmas story begin with the words “Do not be afraid!” Before they spoke of a God who loved them so much that He sent His Son into the world to die for them, they had to tell them not to be afraid. Do we see God as someone to fear or as</p>	<p>Pupils will be comfortable in our own hearts, heads and minds about the Biblical nature of God. He is not the tyrant or the cold, remote distant, deistic god (with a small ‘g’) of the philosophers.</p>	<ul style="list-style-type: none"> <li>o Videos of people being afraid.</li> <li>o List of obscure phobias?</li> </ul>

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					someone to respond to in love as He loved us?		
	18.12.23	Christmas 2		???????????????	???????????????????	???????????????????	???????????????????
14..	8.1.24	Epiphany Get lost!  <b>Hope</b>		9 After they had heard the king, they went on their way, and the star they had seen when it rose went ahead of them until it stopped over the place where the child was. 10 When they saw the star, they were overjoyed.  <b>Matthew 2 v 9,10</b>	If the star was meant to guide the Magi direct to where Jesus was, how come they ended up c. 6 miles away in Jerusalem asking one of the most bloodthirsty Kings in the Bible where his successor might be born? Is it perhaps because they took their eyes off the star and relied upon their own ideas of where Messiah might be born? Will we keep our eyes on God's or will we go our own way?	Pupils will all recognise that we are all led by something, whether it is the media. TV celebrities, friends, TikTok, or something else. We will reflect upon who or what leads us in the most important areas of our lives?	<ul style="list-style-type: none"> <li>SAT NAV. Give pupils directions and ask them where they think they have arrived (Stanley Park, Blackpool Tower, John Lennon Airport, etc)</li> </ul>
15.							

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	15.1.24	The breathing Bible  <b>Wisdom</b>		<sup>16</sup> All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, <sup>17</sup> so that the servant of God may be thoroughly equipped for every good work.  <b>2 Timothy 3 v 16-17</b>	In 500 years or so how will historians find out about our school? They might use different sources such as;  Portraits, History, letters, poetry, music, others?  In order to understand the Bible we need to be aware of what genre we are reading and not misuse the Bible by reading it in the wrong way thus misusing it.	Pupils will reflect on how we can use the bible in a bad way, whether they be a knife, words, actions, or the Bible.	o Diagram of different genres in the Bible emphasising that the Bible isn't 1 book but a series of books within one cover.
16.	22.1.24	Holy Communion  <b>Community</b>		23 For I received from the Lord what I also passed on to you: The Lord Jesus, on the night he was betrayed, took bread, 24 and when he had given thanks, he broke it and said, "This is my body, which is for you; do this in remembrance of me." 25 In the same way, after supper he took the cup, saying, "This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance	How do we remember? If it is exam revision, we remember by using revision notes and cards. If it is a nice holiday, we remember by taking photos. If you are like me you remember your school days by joining a "Memories of..." on Facebook. In bread and wine Jesus gives us a way to	Pupils will have a deeper appreciation as to the reason for Communion and what it means for Christians all over the world.	o Visual memories



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				of me.” 26 For whenever you eat this bread and drink this cup, you proclaim the Lord’s death until he comes.  <b>1 Corinthians 11 v 23-26</b>	remember Him and all He has done for us.		
17.	29.1.24	Church <b>Community</b>		27 Now you are the body of Christ, and each one of you is a part of it.  <b>1 Corinthians 12 v 27</b>	Imagine you come into school and all of the teachers are teaching different subjects! Just imagine the confusion! We all have parts to play that nobody else can play. If you are not playing your part to the best of your ability or if you aren’t in school for whatever then the body of St Georges is the poorer for that.	Pupils will reflect that nobody is too insignificant or unimportant to play a part in our school community. Pupils will reflect that if they are not here in school then they are missed, and our school is that little bit poorer for their absence.	????????????????
18.	5.2. 24	Christian Friends <b>Community Kindness</b>	14 <sup>th</sup> February Ash Wednesday and Lent	Therefore encourage one another and build each other up, just as in fact you are doing.  <b>1 Thessalonians 5 v 11</b>	Have you ever noticed that there are words and phrases that teachers use that nobody else on the planet uses? One of the most famous is “Do I have to repeat myself?”	Pupils will reflect that it is a good thing to encourage somebody as a one off or every now and then but it is much better and much closer to the Christian ideal to keep on	<ul style="list-style-type: none"> <li>o Matt Woodrum Cheered on by his classmates video</li> <li>o Educating Yorkshire video Musharaf</li> </ul>

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					<p>With this passage we are commanded to repeat ourselves. The more accurate translation of the word “encourage” is actually “keep on encouraging.” So let us keep on encouraging one another <i>ad infinitum!</i></p> <p>Lent—What aspects of being discouraging will you give up and what aspects of encouraging will you pick up?</p>	<p>encouraging one another. Pupils will reflect on how best to do this based on the particular situation and their own personalities.</p> <p>Pupils for Lent will reflect upon which qualities they will pick up and which attitudes they will give up.</p>	
19.	19.2.24	Social Action <b>Community</b>		<p>As the body without the spirit is dead, so faith without deeds is dead.</p> <p><b>James 2 v 26</b></p>	<p>One of the most well used phrases amongst some young people today is “So what?” and usually it is accompanied by a look of boredom and a shrug of the shoulders. And the problem with this is that it hides the fact that “so what” is actually a really good question! If we believe what we believe then there is a “so what” element to it. How do we behave and live out how we believe?</p>	<p>Pupils will be encouraged to recalibrate their thinking from a me centred “So What” to an other centred “That’s what!” model</p>	<ul style="list-style-type: none"> <li>o Final scene in Schindler’s list.</li> </ul>



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21.	4.3.24	Loving God and Neighbour <b>Community</b>		<p>One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, "Of all the commandments, which is the most important?"<sup>29</sup> "The most important one," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one.'<sup>30</sup> Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.'<sup>31</sup> The second is this: 'Love your neighbour as yourself.'<sup>32</sup> There is no commandment greater than these."</p> <p>Mark 12 v 28-31</p>	<p>We love God with all of our;</p> <p>Heart; The very centre of our bodily self.</p> <p>Soul; The very centre of our spiritual self.</p> <p>Mind; Our intellect and reasoning.</p> <p>Strength; Our physical and practical selves.</p> <p>And then we love our neighbours in community.</p>	<p>Pupils will recognise that loving our neighbour follows on from loving God and recognising God's love for us. And of course the parable of the Good Samaritan reminds us that our neighbour is whoever needs us.</p>	<p>A scientific understanding of "Love!" but is it enough?</p>
22.	11.3.24	Lifestyle <b>Community Kindness</b>		<p>Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. 2 Do not conform to the pattern of this world but be transformed by</p>	<p>Most of us like to think that we make our own decisions and live by our own thought-out rules, but is that really the case? Perhaps we conform to the standards around us to a larger extent than we</p>	<p>Pupils will reflect upon how easy it is to conform to the world's standards and values.</p> <p>Pupils will reflect upon what sort of factors influence</p>	<ul style="list-style-type: none"> <li>o Stanley Milgram Conformity studies?</li> <li>o Nadia and the elevator experiment</li> </ul>

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				<p>the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing, and perfect will.</p> <p><b>Romans 12 v 1,2</b></p>	<p>realise. In the light of this what does Paul mean by being transformed as opposed to being conformed and why is the mind singled out in this process?</p>	<p>their decisions and beliefs</p>	
23.	18.3.24	<p>Easter 1</p> <p><b>Hope</b></p> <p><b>Community</b></p>	<p>Maundy Thursday 28<sup>th</sup> March</p> <p>Good Friday 29<sup>th</sup> March</p>	<p><sup>42</sup> Then he said, "Jesus, remember me when you come into your kingdom"</p> <p><sup>43</sup> Jesus answered him, "Truly I tell you, today you will be with me in paradise."</p> <p><b>Luke 23 v 42, 43</b></p>	<p>If the criminal had asked Jesus to remember him and Jesus had told him to go and make every bad thing he had done better, this man would have had no hope. He was on a cross with perhaps only minutes to live. What saved him was turning to Jesus and saying "remember me!"</p>	<p>Pupils will discover that God cannot love them anymore, or any less than he does right now. His love for them is already perfect.</p>	<ul style="list-style-type: none"> <li>o Jesus, Remember Me by Jacques Berthier. Get everyone to sing along</li> </ul>
24.	25.3.24	<p>Easter 2</p> <p>All that running!</p> <p><b>Hope</b></p>	<p>Easter Sunday 31<sup>st</sup> March</p>	<p>20 Early on the first day of the week, while it was still dark, Mary Magdalene went to the tomb and saw that the stone had been removed</p>	<p>In the Easter story there is a lot of running! As Jesus was arrested the disciples ran away (Mark 14 v 50).</p>	<p>Pupils will reflect upon how an understanding of Jesus as being alive impacts on</p>	<ul style="list-style-type: none"> <li>o Video - How animals would run if they were people.</li> </ul>

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		<b>Community</b>		<p>from the entrance. <sup>2</sup> So she came running to Simon Peter and the other disciple, the one Jesus loved, and said, "They have taken the Lord out of the tomb, and we don't know where they have put him!"</p> <p><sup>3</sup> So Peter and the other disciple started for the tomb. <sup>4</sup> Both were running, but the other disciple outran Peter and reached the tomb first.</p>	<p>However, at the resurrection Mary and the disciples ran towards Jesus. The resurrected Jesus draws people towards Himself, and our response is not to walk or shuffle but to run towards Him in love and worship.</p>	our life and behaviour.	
26.	15.4.24	<p>What would Jesus do?</p> <p><b>All Values</b></p>		<p><b>5</b> <sup>1</sup> Follow God's example, therefore, as dearly loved children <sup>2</sup> and <b>walk dance</b> in the way of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God.</p> <p><b>Ephesians 5 v 1,2</b></p>	<p>I have changed 1 word in this verse, can you guess which one it is?</p> <p>Do any of you dance? If you do I notice that when you are learning new steps you look at the feet of your teacher in order to see what they are doing and how they are moving and you do your best to imitate them.</p> <p>If we want to dance the dance of Jesus and learn His "steps" we need to fix our eyes on</p>	<p>Pupils will consider we imitate what is good in life and not imitate what is bad.</p>	<ul style="list-style-type: none"> <li>o Diversity Dance Video</li> </ul>

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					<p>what He did and said and how He acted.</p> <p>The literal translation of “follow God’s example” is to be imitators.</p>		
26.	22.4.24	<p>Under whose Strength?</p> <p><b>Humility</b> <b>Wisdom</b></p>		<p>8. It is better to take refuge in the Lord than to trust in humans.</p> <p><b>Psalms 118 v 8</b></p>	<p>How often do we try to live life in our own strength and fail miserably? The real strength comes from God’s Spirit working in us.</p> <p>I thought that the Dockers were pulling the ship into port but I was wrong.</p>	<p>Pupils will begin to understand that life is too precious to try to control it on our own. We need God’s Spirit to help us to steer our way through life.</p>	<ul style="list-style-type: none"> <li>o Story of Robert and the Larne Stranraer ferry and pictures</li> <li>o Robin Hood Weetabix advert?</li> </ul>
27.	29.4.24	<p>Forgiveness</p> <p><b>Humility</b> <b>Kindness</b> <b>Community</b></p>		<p>31 Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. 32 Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</p> <p><b>Ephesians 4 v 31, 32</b></p>	<p>What does it mean to forgive? We can start with everyday things that happen in school and for which we need to ask for forgiveness and then we look at deeper issues.; what does it mean to forgive and to receive forgiveness?</p>	<p>Pupils will reflect that in their lives they might have to forgive some pretty heavy stuff. How do they do that and why should they?</p>	<ul style="list-style-type: none"> <li>o Richard Moore and Charles Inness or Gordon Wilson</li> </ul>

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28.	6.5.24	Knowing we are loved.  <b>Dignity</b>		<sup>34</sup> "A new command I give you: Love one another. As I have loved you, so you must love one another. <sup>35</sup> By this everyone will know that you are my disciples, if you love one another."  <b>John 13 v 34,35</b>	Often we just hear the part of these verses that talks about loving one another and ignore the part about how Jesus loves us, so before we consider how we are to love one another we need to consider how Jesus loves us.	Pupils will realise that love encompasses every area of life not just the emotions. They will discover new ways of loving one another in a practical way.	o How do you know that you are in love and that you are loved?
29..	13.5.24	Fruits of the Spirit  <b>All Values</b>	19 <sup>th</sup> May Pentecost	22 But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, 23 gentleness and self-control. <b>Against such things there is no law.</b>  <b>Galatians 5 v 22,23</b>	Unpacking the last line of the passage which many preachers overlook, the law is there to restrict our behaviour and actions in a proper way and for our benefit, as do our school rules. This line tells us that there are no restrictions on the Fruit of the Spirit Have as many of these fruits in your life as possible and then some more!	Pupils will realise that there are no restrictions in the fruits of the Spirit	o Silly laws that have never been abolished.
30.	20.5.24	Pentecost  <b>Community Kindness</b>		When the day of Pentecost came, they were all together in one place. <sup>2</sup> Suddenly a sound like the blowing of a violent wind	This morning I am in 5 different places at the same time! I am all over the world	Pupils will begin to understand the doctrine of the Holy Spirit as Jesus' presence on earth	o 5 different photos of RL in 5 different places



SEA SON	W/B	THEME OF THE WEEK AND VALUE	CHRISTIAN CALENDAR	BIBLE QUOTE	MAIN MESSAGE	IMPLICATIONS FOR OUR SCHOOL COMMUNITY AND ITS VALUES	POSSIBLE MEDIA
				<p>came from heaven and filled the whole house where they were sitting. <sup>3</sup>They saw what seemed to be tongues of fire that separated and came to rest on each of them. <sup>4</sup>All of them were filled with the Holy Spirit and began to speak in other tongues<sup>[a]</sup> as the Spirit enabled them.</p> <p><b>Acts 2 v 1-3</b></p>	<p>Of course I'm not! It isn't possible and it wasn't possible with Jesus in His humanity. Thus, the Holy Spirit came and is still with us today.</p>	<p>today and will begin to appreciate the significance of this belief.</p>	
31.	3.6.24	<p>Life in all its fulness</p> <p><b>Dignity</b></p>		<p>10 The thief comes only to steal and kill and destroy; I have come that they may have life and have it to the full.</p> <p><b>John 10 v10</b></p>	<p>What does life in all its fullness, actually mean? How did we experience life in all its fullness during COVID, and the War in Ukraine and the cost of living crisis?</p> <p>I think this is one of those passages where the Bible says one thing and we hear something else.</p> <p>Life in all its fullness doesn't mean that everything in the garden will be rosy. It means that whatever life brings our way God will be with us.</p>	<p>Pupils will discover that life in all its fulness means coping with life during the hard times as well as the good. How do we hold success and failure together in balance.</p>	<ul style="list-style-type: none"> <li>o Good news, bad news game?</li> <li>o The most expensive items in the world. If you had all of these would you have life in all its fulness?</li> </ul>

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32.	10.6.24	God and His Tent  <b>Humility</b>		14 The Word became flesh and made his dwelling among us.  <b>John 1 v 14</b>	The literal translation of this verse is that God in Christ "Tabernacled" amongst us, reflecting the OT idea that God dwelt in the tabernacle when His people were desert wanderers. God "pitched His tent" and lived amongst us!	Pupils will understand that God is beyond us and yet in Christ He came amongst us to live and still does today by His Spirit.	o Borrow a Tent!
33.	17.6.24	Laughing and crying	26 <sup>th</sup> June Trinity Sunday	<sup>15</sup> Rejoice with those who rejoice; mourn with those who mourn.  <b>Romans 12 v 15</b>	What makes a day a happy day or a sad day?  Life can be a mixture of joy and sorrow, laughter and tears. The Christian faith never promises that we will never face hard times, but it does promise that in Jesus we can face them in His strength. As a result, we are called to bring God's love in sad times and his joy in good times. This is particularly appropriate as pupils await exam results!	Pupils will appreciate a wide range of emotions and situations and consider how to deal with them appropriately.  Pupils will reflect on how we as a school put this verse into practice.	o Video of baby laughing at ripped paper.

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34.	24.6.24	The Mustard Seed  <b>Community Hope</b>		18 Then Jesus asked, "What is the kingdom of God like? What shall I compare it to? 19 It is like a mustard seed, which a man took and planted in his garden. It grew and became a tree, and the birds perched in its branches."  <b>Luke 13 v 18,19</b>	Who are the birds in this passage?  Palestine had 70 indigenous bird species in Jesus' time. With those different kinds of birds around, plus all the migratory fowl passing through, Jesus was trying to get us to think about how inclusive the Kingdom of God is.  How inclusive is our School in terms of spreading God's love?	Pupils will reflect on the truth that it isn't the size or amount of faith that anyone has but rather how we put that faith into practice and attract others by what we say and do.	o 1+1 Multiplication game. Forgive to 490 and beyond.
35.	1.7.24	The other boats  <b>Community</b>		There were also other boats with him.  <b>Mark 4 v 36-41</b>	In this passage we read that tiny line that there were other boats with them. So when Jesus stilled the storm in this story, was the disciples boat stilled and the other boats still in the storm? I don't think so. I think Jesus' miracle in his own boat spread out to others in the area.	Pupils will consider how the St Georges values shape their lives and then in turn how they can benefit the "other boats" in the community.	o Resume of HMS St Georges (Captain, Officers, crew) and the other boats in the area/community that benefit from our presence

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					How will our Christian values spread out to other places in our community even when we are not in School both during the school year and also on our holidays?		
36.	8.7.24	Our teachers <b>All Values</b>		Let my teaching fall like rain and my words descend like dew, like showers on new grass, like abundant rain on tender plants.  <b>Deuteronomy 32 v 2</b>	I think that this is a lovely opportunity to reflect on what our teachers have done for us and to remind the pupils that each teacher teaches so much more than their respective subject. They incorporate ALL the values of our school and more!	Pupils will reflect on everything that their teachers have done for them throughout the years	<ul style="list-style-type: none"> <li>o Do teachers pray and if so, what do they pray?</li> <li>o The “perceived teachers’ prayer and the Deuteronomy prayer.</li> <li>o An end of term blessing for teachers from both pupils and chaplain</li> </ul>
37.	15.7.24	Looking back/ looking forward		But one thing I do: Forgetting what is behind and straining toward what is ahead, 14 I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.  <b>Philippians 3 v 13,14</b>	If you were to write a song about the past year what would you write both good and bad? If you were to write a song about your future life what would you write?  We look backwards to learn from our mistakes	At the end of the school year pupils will reflect on what has been good and bad over the year and resolve to learn from their mistakes and return in September to	<ul style="list-style-type: none"> <li>o Song-Manny Blu” Looking forward to look back”.</li> </ul>

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					and to celebrate what was good but we neither let our mistakes define us nor do we rest on our laurels.	continue in the St. Georges Way!	
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