Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

Wednesday 14th October 2025

Student Council

35 minutes

*****Please wait for the bell to ring before dismissing your children. The bell is the signal for all groups to start to transition. Ensure you build in time to complete the record sheet as a group which will evidence the discussion that took place.**

Theme: Justice and Responsibility

Pupils will:

1. Understand what *justice* means and how it connects to fairness, equality, and respect.
2. Explore what inspires people (and themselves) to challenge injustice and make ethical choices.
3. Develop a personal sense of *responsibility* for others and reflect on real-life examples.

Introduction (10 mins)

Resource: word cards

Think back to collective worship yesterday on fairness. Introduce the words: **justice** and **responsibility**

justice — that means what is fair and right —

responsibility — doing the right thing, even when it's hard.

Also introduce the word: ***charity***.

Distinguish between **charity (**helping) and ***justice*** (changing unfairness).

Prior Learning

Remind children of the parable of '*The Good Samaritan* (Luke 10:25–37)';

Children to sequence story cards

Ask:

- Why do you think the Samaritan stopped?
- Did he do what was expected — or something more?
- Was he inspired by kindness or by what was *right*?

Example responses:

"He didn't just give money — he made sure the man was truly okay."

“He showed love and compassion, even to someone who was different from him.”
“He acted with justice by stepping in to make things right.” (Ensure children know the difference with the word ‘charity’

Main discussion (15 mins)

Ask the following: At St Luke’s how do we?
1.Make sure everyone feels safe and respected
2.***Take care of God’s world***
3.***Stand up for fairness and equality***

Ensure responses do the following. If not prompt in this direction:

- How we ensure inclusivity across the protected characteristics,
  e.g. ensuring our school lunch menu caters for the range of dietary requirements: Halal
  celebrating ethnicities/languages spoken at school events such as International evening
  how we cater for disabilities, e.g. seating arrangements in collective worship and use of the sensory room.

- Engaging in themed days like ‘Hello Yellow’ that ensure everyone deserves to be treated fairly, kindly, and with respect — no matter how they feel. Mental health affects us all, and by raising awareness, we helped challenge stigma and inequality. It also reflects responsibility, because we all share a role in looking after one another.

- The work of Sophia (Naturehood tutor) around sustainability initiatives
  e.g. We’re growing a variety of global, organic foods — fruits, vegetables, and herbs — from seed to plate. Children are also planting fruit trees across the school grounds so they can nurture and enjoy their own organic produce. This reduces travel miles and our CO_2 footprint while promoting healthy, local eating. All green and brown waste is composted to create natural nourishment for our plants, supporting a closed, sustainable cycle. We’re continuing to “green the grey” by planting a long hedgerow, installing 16 new planters, and increasing biodiversity around our school. Pupils are learning to appreciate, care for, and respect the wildlife that our green spaces attract. Year 6 has been exploring innovative ideas, such as reinventing paper to make it more sustainable and reducing paper waste — protecting trees, the “lungs of the Earth.” Through these actions, our school community is growing in environmental responsibility and helping to shape a greener, more sustainable future.

Record sheet: Ask the children the following?

- Who inspires you to do what’s right?
- What helps you decide what’s fair?

Example pupil responses:
“Jesus helps me see everyone as special.”
“Our school vision says to include everyone. This inspires me.”
“My parents show me how to help people.”

Group Pledge – "We Can Make It Fairer"

Each group to commit to one way they can act for justice moving forwards:
Examples could include:

- Inclusivity: linked to the protected characteristics
- Sustainability
- Campaigns or raising awareness

Conclusion (5 mins)

- Link back to Collective Worship from yesterday. Remind children of the theme (Fairness)

Show Equality image
Is this fair?

Show Equity image
Is this fair?

🧠 *Misunderstanding check:*

- Justice is changing the unfair situation so everyone is cared for and valued.
- Justice isn't just about everyone getting the same; it's about making sure everyone gets what they *need* to flourish.
- *Clarification:* Justice isn't just about everyone getting the same; it's about making sure everyone gets what they *need* to flourish.

If time, use analogies like giving everyone the same-sized shoes (equality) versus giving everyone a pair that fits (equity). Illustrate the difference with scenarios, explaining how one approach leads to a fair outcome and the other doesn't, and then discuss how equity often requires addressing systemic barriers to ensure fair access and opportunity for all

Prayer:
"Loving God,
Thank You that You love everyone the same.
Help us to notice when things aren't fair,
to speak up when others need help,
and to be brave enough to make things right.
Together at St Luke's, help us to Love, Include, Flourish, and Empower.
Amen."