



Primary School Collective Worship Planning Resource

Autumn 2 2025

Collective Worship resource Autumn term 2025

What is it?

This resource is offered as an **optional** resource for primary schools to support collective worship.

It reflects our Anglican tradition of worship as it is based on the Anglican liturgical calendar which is available via the LDBS website.

As a resource, it links with the LDBS collective worship and spiritual development policies. [Policies and templates — London Diocesan Board for Schools](#)

A similar resource will be launched for each term.

Rationale

We are offering this resource to support schools to robustly address all the aims of collective worship as identified in the LDBS collective worship policy template, so that collective worship is driven by all the aims, as identified below:

Aims of Collective Worship

- ◇ *Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.*
- ◇ *Help pupils and adults to appreciate the relevance of faith in today’s world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the trinitarian nature of God.*
- ◇ *To reflect the parish tradition of worship, while giving experience over time for pupils to experience the breadth of Anglicanism.*
- ◇ *Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship and festivals. (Where appropriate, and in liaison with your incumbent, this may include the Eucharist)*
- ◇ *Explore the school’s Christian vision and how that underpins shared values and virtues.*
- ◇ *Enable pupils the opportunity to make a positive contribution to worship through involvement with aspects of the planning, leading and evaluation of collective worship.*

How do I use it?

- The resource offers a model for weekly planning following the *Gather, Engage, Respond, Send* structure, and relates to the liturgical reading/s for each week. Planning revolves around core themes. We occasionally choose alternative Bible readings to ensure that they are age-appropriate and accessible for our pupils. This allows us to explore the core themes of the season in ways that support meaningful understanding and spiritual growth.
- Each page shares the core theme, Bible reading/s, ideas for one whole school worship, suggested resources, ideas for other worship sessions in the week based on the Bible reading /s and core theme, and a ‘Something to take home..’ summary that can be shared with parents via the school newsletter or website.
- Collective worship leads can decide on how to link the core theme and offered planning for the week to their school vision and supporting values.
- A ‘spiritual flourishing’ individual project idea is offered for each half term.
- Words to be spoken by the collective worship lead are highlighted in green font.
- Bible readings may be referenced from the New International Version (NIV) Bible or the Good News Bible (GN) unless otherwise specified.
- A PowerPoint resource for Autumn 1 week 1 and Autumn 2 Advent have been included as models for other weeks.
- ‘I wonder’ and ‘reflective questions’ (or related images) identified in the ‘Respond’ or ‘Send’ sections each week, could be copied onto a PowerPoint page and displayed during the worship exit routine to assist in deepening spiritual flourishing.
- The resource page accompanying these weekly plans offers some book and Bible resources, including titles that may have been referenced in the planning.
- To address the aim of involving pupils with aspects of planning, collective worship leads could allocate some resourcing to classes on a rota basis. At the start of a half term the collective worship lead could visit classes to talk through their allocated week of worship, and discuss ideas for involvement with resourcing. This could include: allocating readings; the writing of prayers; creating a simple drama or making a prop linked with the planning. Pupils could then prepare their resources in readiness for their allocated worship week for that half term. Class parents and carers could be invited to attend. As example, for worship in autumn 1 week 1, pupils could create the box Bible and the stickman.
- Please remember to keep collective worship invitational, you may want to add in something each week during the response time that acknowledges not all pupils are of the same faith, such as “You might be of a different faith or maybe you do not have a faith- perhaps you could think about how these I wonder... thoughts relate to your faith or your world view”
- In line with IQ3, please remember to also seek ways to engage adults in collective worship that enables spiritual flourishing for adults as well as for pupils.

Helpful Resources

Books

- *What Every Child Should Know About Prayer* by Nancy Guthrie. 10 Publishing, 2018.
- *Everyone a Child should know* by Clare Heath-Whyte. 10 Publishing, 2017. (useful for Aut 1, week 2)
- *Everything a Child should know about God* by Kenneth N. Taylor and Jenny F. Brake. 10 Publishing, 2014.
- *A-Cross The World: An exploration of forty representations of the cross from the worldwide Christian Church* by Betty Pedley and Martyn Payne. Published by Barnabas in Schools, 2016.
- *Churches from around the world: Exploring Christian places of worship* by Jane Butcher and Chris Hudson. BRF online (Digital eBook only), 2019.
- *Where in the World? An RE and assembly resource on the worldwide Christian church* by Martyn Payne. BRF online (Digital eBook only) 2012.
- *Creative Ways to Tell a Bible Story: Techniques and tools for exploring the Bible with children and families* by Martyn Payne. BRF online, 2022. eBook option available via Eden.co.uk. (referenced in Aut 1, week 1 for box Bible resource)
- *Bible Stories Every Child Should Know* by Kenneth N Taylor. 10 Publishing, 2021.
- *Joy to the World!* by Kate DePalma. Barefoot Books, 2021. (referenced in Advent planning)

Recommended Bibles (see LDBS resource page ‘Recommended Bibles to support the teaching of RE 2’)

- *The Lion First Bible*. Lion Children’s Publishing, 2022 (2nd ed)
- *NIV Bible for Children*. John Murrey Press, 2012.
- *Rainbow Good News Bible - Year 1 and 2*. Harper Collins, 2014.
- *Rainbow Good News Bible - Year 3 and 4*. Harper Collins, 2014.
- *Good News Bible—Children’s Rainbow edition*. Bible Society, 2023.

Theme	Reading (s)	Gather	Engage	Respond	Send
Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image/ artefact to look at? How is your altar table prepared? What music is playing as they come in? Opening prayer/call and response/ liturgy Opening song /hymn	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on the theme I wonder Questions to aid reflections.... Time to reflect (use of silence/music/painting) Time for personal response Prayer Closing hymn/song	What is the key message you want pupils to go away with? How might that work out this week or the rest of the day. Closing prayer/call and response/ liturgy How do the pupils leave? Music?
Autumn 2 Week 1 2nd November (All Saints Day) How might we show God’s love in the way we live?	Ephesians 1: 11–23 Key Message Paul speaks of belonging to God; Jesus teaches the values of God’s kingdom (love, humility, mercy).	Entry Music You could use a video like this. Opening Lines of a prayer/ hymn/ welcome Hold up a mirror (large enough to catch the reflection of the hall lights or faces) and slowly turn it so it reflects light. Say the following words: <i>CWL: This mirror doesn’t shine by itself—it reflects light.</i> <i>In the same way, we reflect God’s love when we are kind, honest, or forgiving.</i> <i>Pupils: Today, let’s think about how we can reflect that love.”</i> Hymn/Song	Hook Show a short video or slideshow of modern-day ‘saints’ — people who have shown extraordinary love (e.g. doctors, carers, peacemakers in our community). Use the mirror – to show that we are called to reflect God’s love, like the saints before us. Teaching Ephesians 1:11–23 (focus on verses 18–19: “the riches of his glorious inheritance” and “his incomparably great power for us who believe”). You could read v 18—19 from ICB – International Children’s Bible <i>CWL: I pray that you will have greater understanding in your heart. Then you will know the hope God has chosen to give us. You will know that the blessings God has promised his holy people are rich and glorious.</i> <i>And you will know that God’s power is very great for us who believe.</i> Explain that this letter was written to remind people that they are not ordinary—they are chosen, special, and part of something big: God’s family. <i>You could use a jigsaw puzzle piece as a visual: Each of us is like a puzzle piece—different, but all important and chosen to be part of God’s big picture of love. You are chosen by God. God gives you the power to live with love, to help others, and to bring hope. Saints are not perfect—they are people who live in God’s love and show that love in the way they live. That includes us.</i>	I wonder...  <i>CWL:</i> <i>What it means to be part of God’s family?</i> <i>What a saint might look like today?</i> <i>How we can show God’s love this week?</i> Reflection: Quiet music (you could use the same as when the pupils come in) while pupils look at images of modern saints or a candle flickering. Invite silent reflection: <i>Who shows God’s love in your life? How can you be like them today?</i> Personal Response: Invite pupils to silently think of one thing they will do this week to show God’s love. Option: Each class writes a name of someone they consider a saint (known or unknown) on a leaf/post it to add to a “Saints Tree” display. Prayer <i>Loving God, thank you for all the saints—those we know and those we’ve never met. Help us to be saints in the way we live, to love others, and to shine with your hope. Amen</i>	Key Message  Saints are people who show God’s love in the way they live. We can be saints too. Living it out <i>This week, let’s all try to do one small thing that shows God’s love to someone else—like helping, forgiving, or sharing.</i> Closing Prayer / Call and Response: <i>CWL: Let us go and shine with God’s love.</i> <i>Pupils: We will shine like the saints before us.</i> Exit music

Suggested Resources: • Mirror; jigsaw piece • Slideshow of modern day ‘saints’ people who have shown extraordinary love (e.g., doctors, carers, peacemakers). • Music for entry: https://youtu.be/fjOssExORMQ—music for entrance
Ideas for the rest of the week: • How does showing God’s love in the way we live link with your school vision and supporting values? • Pupils create a puzzle piece decorated with their name and qualities that make them special. • Put all pieces together on a classroom or school display titled “God’s Family – Our Puzzle” to visually represent how everyone belongs. In class each day teacher to lead 3 min reflection at the end of the day reflecting on how God has used each member of the class in a different and unique way.
Suggested Hymn/song: • Our God is a great big God
Something to take home: This week we have been thinking about how we are all part of God’s family and called to show love just like the saints. We learned from Ephesians that God has chosen each of us and given us power to live in love and hope. At home you can encourage your child to share the idea of being part of God’s family and to tell you one way they want to show love this week.

Theme	Reading (s)	Gather	Engage	Respond	Send
Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lection-ary for the Sunday of that week)	Prepare focal point – is there an image or artifact to look at? How is your altar table prepared? What music is playing as they come in? Opening prayer/call and re-sponse Opening hymn/song	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/painting) Time for Personal response Prayer Optional second hymn/song	What is the key message you want pupils to go away with? How might that work out this week or the rest of the day? Closing prayer/call and response How do the pupils leave? Music?
<u>Autumn 2</u> <u>Week 2</u> 9th November (Remembrance Sunday) How might we show God’s love in the way we live?	John 15:12-13 (NB the lectionary readings this week are: Job 19:23-27 and Luke 20:27-38) Key Message Jesus teaches his disciples to love one another deeply and speaks of the greatest love being to give up your life for others.	Entry Music You could use a video like this. Opening Lines of a prayer/ hymn/ welcome Hold up a mirror (large enough to catch the reflection of the hall lights or faces) and slowly turn it so it reflects light. Say the following words: <i>CWL: This mirror doesn’t shine by itself—it reflects light.</i> <i>In the same way, we reflect God’s love when we are kind, honest, or forgiving.</i> <i>Pupils: Today, let’s think about how we can reflect that love.”</i> Hymn/Song	Hook Begin with a moment of silence. Invite the pupils to sit quietly and remember people who have shown great love through sacrifice (soldiers, helpers, family members). Visual Aid: Show a simple slideshow or images of poppies, war memorials, and everyday people helping others (nurses, firefighters, community volunteers). Artefact Hold or display a red poppy and explain: <i>CWL: The poppy is a symbol of remembrance. It reminds us to remember those who gave their lives or showed great love by caring for others.</i> John 15: 12-13 “My command is this: Love each other as I have loved you. Greater love has no one than this: to lay down one’s life for one’s friends.” Teaching <i>On Remembrance Sunday, we remember people who showed the greatest love by protecting others—even when it was hard or scary. We can show love by caring and helping people every day, even in small ways.</i> You could share the following poem with the pupils: "Author unknown “ <i>“Remember the Poppy”</i> <i>Remember the poppy, bright and red,</i> <i>For those who gave all, and bravely led.</i> <i>We remember with love, and hearts so true,</i> <i>To care for each other, in all that we do.</i> <i>Great love is to give, like Jesus said,</i> <i>To stand for our friends, and help those led.</i> <i>This week, let’s show love in small ways bright,</i> <i>Being kind, being brave, and doing what’s right.</i>	I wonder...  <i>CWL: I wonder who you can show love and care for this week?</i> <i>I wonder what it means to love like Jesus?</i> <i>I wonder who needs our love and care this week?</i> Reflection: Play gentle instrumental music as pupils look at an image that represents love (eg heart) Invite them to think quietly about someone they can help or be kind to this week. Hymn/Song Prayer <i>Lord Jesus, teach us to love like you do — with kindness, courage, and care. Help us to think of others and to show your love every day. Amen.</i> Closing Prayer / Call and Response: <i>CWL: Let us go to love and remember others in all we do.</i> Pupil: We will show God’s love every day.	Key Message  Remembering those who showed great love helps us live with love and kindness every day. Living It Out: <i>CWL: What opportunities might you have this week to show love through small acts of kindness — at home, at school, or in your community.</i> Closing Prayer / Call and Response: <i>CWL: Let us go and shine with God’s love.</i> <i>Pupils: We will shine like the saints before us.</i> Exit Music

Suggested Resources: Images of poppies, war memorials, and everyday people helping others (nurses, firefighters, community volunteers) and an Image representing love e.g. a heart
Ideas for the rest of the week: - How does showing God’s love in the way we live link with your school vision and supporting values? - In class you could spend some time each day doing a short story sharing & prayer activity: share a story of someone who showed great love or sacrifice (could be a Bible story, historical figure, or someone local.) - Invite the pupils to write or say a prayer for people who serve or help others. These could be collected on post it notes or electronically.
Suggested Hymn/song: Make me a channel of your peace
Something to take home: This week in collective worship, we have been learning about Remembrance Sunday and what it means to love others by caring and sometimes making sacrifices. We talked about how Jesus calls us to love our friends and how people throughout history have shown great love by helping and protecting others. You can help your child continue this learning at home by: talking about someone your family remembers who showed love or kindness, finding ways as a family to show love and care to others—like helping a neighbour or shar- ing with friends, saying a simple prayer together, such as: “Lord, help us to love like Jesus and remember those who care for us. Amen.”

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Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image or artifact to look at? How is your altar table prepared? What music is playing as they come in? Opening prayer/call and response Opening song	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/painting) Time for Personal response Prayer	What is the key message you want pupils to go away with. How might that work out this week or the rest of the day. Closing prayer/call and response How do the pupils leave? Music?
Autumn 2 Week 3 16th November How can we show God’s love in the way we live?	2 Thessalonians 3: 6–13 Key Message Paul encourages perseverance; Jesus warns of tough times but calls for faithfulness.	Entry Music You could use a video like this. Opening Lines of a prayer/ hymn/ welcome Hold up a mirror (large enough to catch the reflection of the hall lights or faces) and slowly turn it so it reflects light. Say the following words: CWL: This mirror doesn’t shine by itself—it reflects light. In the same way, we reflect God’s love when we are kind, honest, or forgiving. Pupils: Today, let’s think about how we can reflect that love.” Hymn/Song	Hook Show or describe a child helping someone – perhaps a sibling tidying toys or someone carrying a friend’s bag. CWL: Have you ever felt tired of helping or doing your chores? Why do we keep going, even when it’s hard? Visual Aid Options: A pair of worn-out trainers (representing keeping on, not giving up)/ A loaf of bread – to link with the “If you don’t work, you don’t eat” idea in the passage/ Image of a child learning to ride a bike or practising something over time Teaching CWL: In his letter, Paul noticed that some people were sitting around doing nothing – not helping, not working, just letting others do everything. So he reminded them that when he was with them, he worked hard – not because he had to, but to set a good example. He says, 'Don’t get tired of doing good!' Even when it’s hard. Even when others don’t notice. We do it because it’s the right thing to do. 2 Thessalonians 3:6–13 (GN) - focus verse “But you, friends, must not become tired of doing good.” (v13) Questions to ask: - What do you think Paul means by “doing good”? (Let pupils suggest examples: being kind, helping, trying their best.) - Why do you think some people might stop doing good things? (Tiredness, feeling it’s unfair, not being thanked, others not helping.) - Have you ever kept going with something even when it was hard? (Let them relate it to schoolwork, helping at home, being patient.) - Why do you think Paul says we should keep doing good even if it's hard? (To help others, to set an example, to show love, because it matters to God.) - How could your actions help others today? (Encourages pupils to think about showing love through effort.)	I wonder...  CWL: I wonder what ‘doing good’ looks like in my classroom, the playground, dinner hall? I wonder what helps you to keep going when you feel tired or fed up? Reflection: Ask the pupils to sit and reflect on how doing good things feels – even when it’s hard – is one way we show God’s love. Every time you try your best, keep going, or help someone, you’re doing something that matters.” You could have some music playing and show some images of people trying hard with the above word displayed as well. Hymn/Song Prayer “Dear God, Thank you for giving us work to do and people to help us. Help us to keep doing good things, even when it’s hard. Help us show your love through our kindness and effort. Amen.”	Key Message  CWL: We show God’s love when we keep doing what is good, even when it’s not easy. Living It Out This week can you chooses one small good thing to “stick at” — at home, in school, or with a friend. Exit music

Suggested Resources:

- A pair of worn-out trainers (representing keeping on, not giving up), A loaf of bread – to link with the “If you don’t work, you don’t eat” idea in the passage, Image of a child learning to ride a bike or practising something over time.

Ideas for the rest of the week:

- How does showing God’s love in the way we live link with your school vision and supporting values?
- In your class prayer / reflection space you could create a “Wall of Good” where pupils can write or draw: “One good thing I will keep doing this week” or “Someone in our class who keeps going even when it’s hard” These could be used at the end of the day to reflect and pray and give thanks.
- DEEPENING SPIRITUAL FLOURISHING PROJECT: Who was St Paul?

Suggested Hymn/song:

- [The Servant King](#), [Be Bold, Be Strong \(with lyrics\)](#)

Something to take home:

This week in collective worship we have looked at what Paul said in the Bible: “Never tire of doing what is good.” (2 Thessalonians 3:13, GN)

We’ve been thinking about how we can show God’s love by working hard, being kind, and not giving up – even when things feel tricky. The children reflected on the importance of effort, teamwork, and helping others. At home you can talk to your children and ask them; When is it hard to keep doing the right thing? Who in your home or community works hard to help others?

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Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image or artifact to look at? How is your altar table prepared? What music is playing as they come in? Opening prayer/call and response Opening song	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/ painting) Time for Personal response Prayer	What is the key message you want pupils to go away wit? How might that work out this week or the rest of the day? Closing prayer/call and response How do the pupils leave? Music?
Autumn 2 Week 4 23rd November (Christ the King) *church colour red or white How might we show God’s love in the way we live?	Philippians 2: 5-11 NB The lectionary readings this week are: Colossians 1:11-20 & Luke 23:33-43 Key Message Paul encourages believers to follow Jesus’ example of humility. Jesus served others and is honoured as King because of his love and obedience.	Entry Music You could use a video like this. Opening Lines of a prayer/ hymn/ welcome Hold up a mirror (large enough to catch the reflection of the hall lights or faces) and slowly turn it so it reflects light. Say the following words: <i>CWL: This mirror doesn’t shine by itself—it reflects light.</i> <i>In the same way, we re- flect God’s love when we are kind, honest, or forgiving.</i> <i>Pupils: Today, let’s think about how we can reflect that love.”</i> Hymn/Song	Hook Show two images side-by-side: <i>A royal crown and throne</i> <i>A towel and water jug (representing service)</i> <i>CWL: Which one do you think best shows what kind of King Jesus is?</i> Teaching: Philippians 2:5–11 (NIV) Read You could use a dramatic reading to read this out—asking some KS2 pupils to help bring the passage to life. Leader (v5): <i>In your relationships with one another, have the same mindset as Christ Jesus: (Touch your head with both hands, then gesture with open hands to those around you)</i> Leader (v6): <i>Who, being in very nature God, did not consider equality with God something to be used to his own advantage...</i> <i>(Lift both arms high, then slowly lower them outward to the sides in a gesture of giving away power)</i> Leader (v7): <i>Rather, he made himself nothing by taking the very nature of a servant...</i> <i>(Kneel or crouch slightly, hands together as if washing someone’s feet)</i> Leader (v8): <i>...He humbled himself by becoming obedient to death—even death on a cross!</i> <i>(Bow head, arms stretched out to form a quiet cross)</i> Leader (v9): <i>Therefore God exalted him to the highest place and gave him the name that is above every name...</i> <i>(Stand tall, lift arms upward to the sky in a V-shape)</i> Leader (v10): <i>...that at the name of Jesus every knee should bow, in heaven and on earth and under the earth,</i> <i>(All bow heads and bend slightly forward in quiet reverence)</i> Leader (v11): <i>...and every tongue acknowledge that Jesus Christ is Lord, to the glory of God the Father.</i> <i>(Place both hands over heart, then stretch hands outward and upward in praise)</i> Questions <i>What kind of King is Jesus?</i> <i>Why do you think he chose to be a servant?</i>	I wonder...  <i>CWL: What it feels like to be really important, but choose to help others quietly.</i> <i>What kind of King you would want to follow.</i> <i>How Jesus wants us to act when we are with our friends.</i> <i>How we can show God’s love without using any words.</i> <i>Who I could serve today – even if no one notices.</i> Reflection: You could have some large feet shapes ready cut out. <i>How can we follow in Jesus footsteps?</i> You could ask some individuals to share one way they can serve others this week. These could be displayed in the hall with this week’s verses. Hymn/Song: Prayer <i>Dear God, thank you for Jesus, our Servant King. Help us to serve with joy. Help us to love others with humility. Help us to show your love in the way we live each day. Amen.</i>	Key Message  Jesus showed God’s love by being a servant. How can you do the same this week? Living It Out Light a candle and allow 30 seconds of silence. <i>CWL: Jesus was the light of the world, but he showed this light through being kind and serving others . Let’s think how we can shine like Jesus.</i> Exit music
Suggested Resources: - Images or artifacts to represent A royal crown and throne / A towel and water jug - Large feet shape for reflection					
Ideas for the rest of the week: - How does showing God’s love in the way we live link with your school vision and supporting values? - In class you in the prayer/ reflection space you could create a continue with the following in Jesus footsteps idea that was started above—Pupils draw and cut out footprints. On each, they write a way they can “walk in Je- sus’ footsteps” by showing love and serving others.					
Suggested Hymn/song: The Servant King; Be Bold, Be Strong (with lyrics); This Little Light of Mine Shine Jesus Shine					
Something to take home: This week in collective worship, we explored the message of Philippians 2:5–11, where we are reminded that Jesus is not a King who rules with power and pride, but one who humbled himself and came to serve. We have been thinking about how we can show God's love by following Jesus’ example — being kind, serving others quietly, and putting others first. At home, you might like to talk ask the question: When have you seen someone show love through an act of service?					

Theme	Reading (s)	Gather	Engage	Respond	Send
Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image/ artifact to look at? How is your altar table prepared? What music is playing as they come in? Opening prayer/call and response Opening song	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/painting) Time for Personal re-	What is the key message you want pupils to go away with. How might that work out this week or the rest of the day. Closing prayer/call and response How do the pupils leave? Music?
Week 5 30th November First Sunday of Advent How does Advent help us to get ready for Jesus?	Matthew 24: 36 –44 Key Message: Jesus tells his followers to stay awake and be ready, as no one knows when he will return. Advent reminds us to stay focused on what matters: living in Jesus’ way.	Entry Music (Gentle Advent music – e.g., instrumental “O Come, O Come Emmanuel” or similar) Opening CWL: holds up a beautifully wrapped present and pauses to let pupils look at it. <i>CWL: "Advent is a time of waiting. Like waiting to open a special gift. This gift looks exciting—but we don’t open it yet. We wait."</i> <i>"Christians believe that Jesus is God’s greatest gift to the world. During Advent, we prepare—not just with decorations and shopping, but by getting our hearts ready: with hope, peace, love, and joy."</i> Pupils: "Today, let’s think about how we can prepare our hearts to receive God’s love." Hymn/Song	Hook <i>Gift box (see suggested resources below and Advent Ppt)</i> <i>CWL: What do we have in our CW today?</i> (Christmas gift) <i>Why a gift?</i> (it is nearly Christmas/ it is Advent) Talk about how advent is a time a waiting, how this can be exciting and difficult. Discuss with the children what they are waiting for. Teaching Invite a pupil to help unwrap the gift revealing characters of nativity and tell everyone what they see. <i>Yes, God sent a gift to His world 2000 years ago-His son Jesus as God said he would do in the OT. During Advent, a word which comes from Latin, meaning "coming" or "arrival", we will find out how some people got ready for Jesus’ birth 2000 years ago. This will help us to know how to get ready for Jesus when He comes again. So, we are going to build the Nativity story week by week.</i> Matthew 24: 36-44 <i>Our Bible reading today tells us to be ready for Jesus when He comes to earth again. Matthew’s gospel is the first book of the New Testament and Saint Matthew opens the New Testament with a long list of over 40 names from the Old Testament which show Jesus’s lineage-His ancestry- to show that Jesus is part of God’s big plan. In the Bible’s Old Testament we learn about prophets who foretold the birth of Jesus, the first time Jesus came to earth. God was preparing the world through His prophets to get ready for the arrival of his special Son. 700 years before Jesus’ birth, Isaiah was one prophet who foretold the birth of Jesus. In Isaiah 7:14 it says, “Therefore the Lord himself will give you a sign: The virgin will conceive and give birth to a son and will call him Immanuel.” This Scripture gives us one of the names for Jesus: Immanuel, meaning God with us.</i> Turn shoe box on its side with opening to the front. Invite a pupil to come up and find a picture of Isaiah (see PPT for pictures to cut out) <i>Let’s stand him on top of the Nativity box as he foretold the birth of Jesus.</i> <i>Matthew’s gospel tells us that Jesus will come again, and we must be ready.</i> Invite a pupil to come up and find a picture of the Bible <i>Let’s put it on top of the Nativity box to remind us that it is important that we learn from God’s Bible.</i>	I wonder...  <i>What it means to be ready for something really special.</i> <i>How Isaiah felt when he shared God’s promise about a baby who would be called Immanuel.</i> <i>How we can get our hearts ready for Jesus today.</i> Prayer <i>Let’s light our first Advent candle, the prophecy candle of Hope, to remind us that prophets foretold the birth of Jesus, and that the Bible tells us Jesus will come again so we must be ready.</i>	Living It Out  <i>CWL: Let’s go out into our day and week and try to find out more about the Nativity. Maybe you could make a star for our Nativity scene and bring it to CW next week.”</i> Put out the candle Or Pupils from each class collect their candles/ <i>Even though our candle is out, .../</i> Call and response/ Liturgy. Exit Music
Suggested Resources: • PPT Advent; Advent wreath with three purple candles, a pink candle and a white candle OR use PPT page wreath image • A small gift and a large gift. Additionally, another box wrapped as a Christmas gift–see Advent PPT					
Ideas for the rest of the week: • How does the message of Advent link with your school vision and supporting values? • Explore how Christmas is celebrated around the world (see ‘Joy to the World! Christmas Around the Globe’ book on Resource page)					
Suggested hymn/song: • It was on a Starry Night with Makaton (You could learn some carols with signing Makaton (see below) MAKATON Nativity signs Bing Videos)					
Something to take home: This week in collective worship, we began our Advent journey by thinking about how we can get our hearts ready for Jesus, just as the prophets prepared people long ago. At home, you could create a small ‘waiting box’ and each day add a drawing, word, or prayer that helps you prepare for Christmas with hope, peace, love, or joy. Or you could also make any stars for the school nativity scene.					

[illegible]

Suggested Resources:

- Advent PPT and Advent wreath with three purple candles, a pink candle and a white candle OR use PPT page
- A large box wrapped as a Christmas gift. A small showbox painted brown inside for the stable. Characters on card –see PPT.

Ideas for the rest of the week:

- How does the message of Advent link with your school vision and supporting values?
- Can we learn more about the Christmas carols origins? Eg. Silent Night; Good King Wenceslas? Can we learn a verse of Silent Night in its original German? (see below)

Suggested hymn/song:

- [Calypso Carol](#) Silent Night First written in German [Bing Videos](#) English [Bing Videos](#)

Something to take home:

This week in Collective Worship, we thought about the shepherds who trusted God’s message and went to Bethlehem. We talked about how we can prepare for Jesus by loving others as He taught us. At home, you could make a kindness calendar—each day, add one kind thing you did or saw someone else do, as a way of preparing your heart for Christmas. You could also make sheep to add to our school nativity scene.