



# Primary School Collective Worship Planning Resource

Spring 2 2026

# Collective Worship resource Spring 2, 2026

## 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. These could also be used as whole-school projects.
- 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 Spring 1 week 1 and Spring 2 week 4 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 for that half term. Class parents and carers could be invited to attend.
- 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 SIAMS Inspection Question 3, please remember to also seek ways to engage adults in collective worship that enables spiritual flourishing for adults as well as for pupils.
- The songs suggested here are offered as possibilities for worship. We recognise that some may not be appropriate for every school context; if a song feels too confessional, please choose an alternative or enjoy it as a reflective listening piece.

## 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 Spring 1, week 2 for box Bible resource)
- *Bible Stories Every Child Should Know* by Kenneth N Taylor. 10 Publishing, 2021.

### Recommended Bibles

- The document *List of recommended Bibles* can be found on the LDBS Policies and Templates webpage using the filters, Category: *Christian Distinctiveness*-> Subcategory: *Church School Character*.

### Resources to support Inclusion

- [Disability ministry | Diocese of London](#)
- <https://resource.stalbansdiocese.org/wp-content/uploads/2023/01/Creating-Inclusive-Collective-Worship-for-All.pdf>
- PDF available online: <https://disabilityministrynework.org/wp-content/uploads/2025/09/Worship-for-the-Whole-Body-Final-Interactive-copy.pdf>
- Creative Ideas For Worship With All Abilities: In association with L'Arche <https://canterburypress.hymnsam.co.uk/books/9781786221193/creative-ideas-for-worship-with-all-abilities>
- PDF available online: <https://www.brf.org.uk/product/creative-ways-into-a-bible-story/>
- [https://www.brf.org.uk/product/make-your-own-box-bible/#resource\\_download](https://www.brf.org.uk/product/make-your-own-box-bible/#resource_download)
- 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 Spring 1, week 2 for box Bible resource) E book - £7.49 <https://www.eden.co.uk/christian-books/the-church/pastoral/creative-ways-to-tell-a-bible-story>

# Useful tips for ensuring all are included in Collective Worship

Inclusive collective worship benefits pupils with SEND in several important ways. Legal and inclusive entitlement ensures equal access under the Equality Act 2010, affirming dignity and respect. Spiritual development and belonging offers reflection, shared values, and emotional wellbeing. Through differentiation and accessibility, schools use visual, sensory, and simplified approaches to support meaningful participation. Modelling inclusion and respect shows the whole community that every individual is valued, reflecting the Christian principle of all being invited. All pupils should be able to explore their beliefs in a safe, affirming environment.

## **1. Create a multi-sensory experience. Engage different senses so all children can access the worship in a way that works for them:**

Visual: Use simple symbols, photos, or widget-style icons to represent key ideas (e.g. heart for love, dove for peace).

Auditory: Include familiar sounds, short refrains, or call-and-response elements rather than long songs.

Tactile: Provide sensory objects linked to the theme (e.g. holding a smooth stone when talking about peace).

Olfactory: Gentle scents (like a candle or lavender bag) can signal calm and focus.

## **2. Keep structure predictable. Many children feel secure when they know what to expect.**

Use a consistent collective worship structure (e.g. “Gather – Engage – Respond – Send”) with visual or physical cues for each section.

Display a simple visual timetable or symbols showing where you are in the worship.

Keep transitions gentle, with clear signals (e.g. a piece of music or lighting a candle).

## **3. Offer multiple ways to respond. Not all children can or wish to respond verbally or through writing.**

Use gesture responses (thumbs up, heart hands, hand on chest).

Provide choice cards or communication boards for joining in.

Allow quiet reflection with sensory objects, instead of spoken prayers.

Offer creative responses (painting, signing, using switches to activate music or images).

## **4. Adapt songs and stories**

Choose songs with repetitive, simple lines or ones that can be signed or accompanied by actions.

Allow pupils to listen, move, or sign rather than sing if that’s more accessible.

Use drama, puppets, or animation to tell Bible stories in a clear and engaging way.

## **5. Build inclusion and dignity**

Ensure all contributions are valued equally — every way of engaging counts as worship.

Encourage peer support, with buddies who can model and include sensitively.

## **6. Provide a calm and supportive environment**

Ensure a quiet breakout space is available for pupils who need a sensory break.

Keep lighting and volume comfortable.

Use grounding routines at the start and end (deep breaths, soft music, or a moment of stillness).

## **7. Focus on shared values**

Even if some children cannot engage with confessional or abstract language, they can still experience and contribute to the values of love, peace, kindness, and hope.

Keep the emphasis on belonging and community, rather than intellectual understanding.

Other places to look at for more reading:

We are grateful to colleagues in St Alban’s Diocese and Urban Saints for their guidance [Creating Inclusive Collective Worship for All](#).

<b>Theme</b>  Week Beginning (colour reflective of that Sunday in church)	<b>Reading (s)</b>  (Taken from the Lectionary for the Sunday of that week)	<b>Gather</b>  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	<b>Engage</b>  What is your hook?  Use of video clips, painting, sculpture, artifacts  Bible reading/story	<b>Respond</b>  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	<b>Send</b>  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?
<p><u>Spring 2</u> <u>Week 1</u></p> <p>23rd February</p> <p>Theme: God’s Son Jesus</p> <p><b>How can we get ready for Easter by looking at Jesus’ example?</b></p>	<p><b>Matthew 4:1–11</b></p> <p><b>Key Message</b></p> <p>Jesus is tempted in the desert but chooses to obey God.</p>	<p>Entry Music—Quiet reflection music— <a href="https://youtu.be/1gXstoERT8o">https://youtu.be/1gXstoERT8o</a></p> <p><b>Opening</b></p> <p>Lines of a prayer/ hymn/ welcome or your own liturgy.</p> <p><i>CWL: Jesus shows us how to live. Pupils: We will share his love today.</i></p> <p><i>CWL: We are getting ready for Easter.</i></p> <p>Pupil: We will follow Jesus’ example</p> <p><b>Hymn/Song</b></p> <p>Be Bold Be Strong</p>	<p><b>Hook</b></p> <p>Show a selection of old stationery and new stationery. Discuss with the children which they would choose and why. Ask the children how they would feel if they were told they could only have the old stationery and were not allowed to touch the new ones. What might they try to do if they were left on their own? - Draw out that we are often tempted to take things that we shouldn’t or do things we have been told not to. Explain that we are going to look at what happened to Jesus when he was tempted. Ask the pupils to listen out for how Jesus is tempted in the story</p> <p><b>Teaching</b></p> <p>Read Matthew 4:1-11 from a suitable children Good news etc or watch this video from the <a href="#">Miracle Maker</a> but stop at 2:40 Check for understanding of the story you could use these questions. <i>CWL: Who led Jesus into the desert? How long did Jesus stay in the desert? What were the three temptations that Jesus faced? How did Jesus respond to the devil each time? Why do you think Jesus didn’t give in to the temptations? How did Jesus know what to do when he was tempted? Who did he turn to for help?</i></p> <p>Draw out here that Jesus looked to God for his help and strength through this time of temptation. Jesus relied on God, not just his own strength.</p>	<p><b>I wonder...</b></p> <p><i>CWL:</i></p> <p><i>I wonder what it was like for Jesus to keep looking to God for help?</i></p> <p><i>I wonder what choices I might find hard this week or things that might tempt us, and how God could help me?</i></p> <p><i>I wonder how following Jesus’ example could change the way I act or treat others?</i></p> <p><b>Reflection:</b></p> <p>Quiet music (you could use the same as when the pupils come in) or a candle flickering.</p> <p>Invite silent reflection:</p> <p><i>Who do you look to for strength when you are tempted?</i></p> <p><b>Personal Response:</b></p> <p>Invite pupils to silently think of who they may look to for strength in times of temptation.</p> <p><b>Prayer</b></p> <p><i>Dear God, Thank you that you are always with us. Help us to look to you for strength, like Jesus did. Amen.</i></p>	<p><b>Key Message</b></p> <p>Jesus overcomes temptation – Jesus shows us how to make good choices and trust God.</p> <p><b>Living it out</b></p> <p><i>Jesus trusted God to help him make the right choices. This week, we can look to God for strength when we face hard choices too.</i></p> <p>Closing Prayer / Call and Response:</p> <p><i>CWL: Jesus shows us how to live. Pupils: We will share his love today .</i></p> <p>Exit music</p>

- Suggested Resources:**
- Collection of old and new stationery
  - Music <https://youtu.be/1gXstoERT8o> for entrance

- Ideas for the rest of the week:**
- How does resisting temptation and relying on God link with your school vision and supporting values?
  - Choice Challenge Reflection Sheet: During the week, children can use a simple reflection sheet with everyday scenarios, such as sharing toys, telling the truth, or being kind to someone who is upset. They can draw or write what the good choice would be and think about how they could ask God for help, just as Jesus did when he faced temptation.
  - Prayer Pebbles: Each child can be given a small stone or pebble to keep with them during the week. Whenever they face a tricky choice, they can hold their pebble and say a short prayer asking God for strength. Children could also decorate their pebble as a visual reminder of Jesus’ example of looking to God when tempted.

- Suggested Hymn/song:**
- [Be Bold Be Strong](#)

**Something to take home:**

This week, we explored how Jesus trusted God to make the right choices when he was tempted. At home, you could talk with your child about tricky choices they face and encourage them to ask God for strength, or make a small “prayer pebble” together to remind them to turn to God during the week

<b>Theme</b> Week Beginning (colour reflective of that Sunday in church)	<b>Reading (s)</b> (Taken from the Lectionary for the Sunday of that week)	<b>Gather</b> 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 hymn/song	<b>Engage</b> What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	<b>Respond</b> 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	<b>Send</b> 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?
<b>Spring 2</b> <b>Week 2</b> <b>2nd March</b>  <b>Theme:</b> <b>God's Son</b> <b>Jesus</b>  <b>How can we</b> <b>get ready for</b> <b>Easter by</b> <b>looking at</b> <b>Jesus'</b> <b>example?</b>	<b>John 3:1–17</b>  <b>Key Message</b>  Jesus tells Nicodemus that God loves the world and brings new life.	Entry Music—Quiet reflection music— <a href="https://youtu.be/1gXstoERT8o">https://youtu.be/1gXstoERT8o</a>  <b>Opening</b>  Lines of a prayer/ hymn/ welcome or your own liturgy.  <i>CWL: Jesus shows us how to live.</i> <i>Pupils: We will share his love today.</i>  <i>CWL: We are getting ready for Easter.</i>  Pupil: We will follow Jesus' example  <b>Hymn/Song</b>  <a href="#">He's got the whole world in his hands</a>	<b>Hook</b>  Bring in a beautifully wrapped gift box  <i>CWL What's the best gift you've ever received? Today's story is about the most incredible gift ever given - and it was given to absolutely everyone...</i>  <b>John 3:1–17—<a href="https://www.bible.com/bible/111/JHN.3.NIV">https://www.bible.com/bible/111/JHN.3.NIV</a></b> You could either read this passages yourself of ask pupils or staff to read these sections out first. This could also be acted out. Read v 1-3 <i>CWL: Nicodemus, was a Pharisee which meant he stuck very closely to the Jewish law and expected others to also. Why do you think Nicodemus came at night? (afraid, curious, didn't want others to see)</i> Read v 4-15 <i>CWL Why is Nicodemus confused? (he's thinking physically, Jesus means spiritually)</i> <i>What does it mean to be "born of the Spirit"? (changed from the inside) Jesus talks about wind - we can't see it but we see what it does. What else is like that? (love, kindness, God)</i> Read v 16—You could mention that this may be well known to the children already. <i>CWL: What does this verse tell us about God? (loving, generous, wants relationship)</i> <b>Who is "the world"?</b> (everyone - emphasise that the love is for all) <b>What does it mean that God "gave"?</b> (sacrifice, generosity, action not just words) Read v 17—Explain what the word condemn means. (Condemn means to say someone is bad and punish them) <i>CWL: From this verse is Jesus saying he came, to tell people off and punish them, or did he come to help and rescue them?</i>  <i>Is Jesus like someone wagging their finger saying 'You're naughty!' or is he like a lifeguard jumping in to save you?</i>  Allow pupils time to respond.  <i>That's right! The Bible says Jesus came as a rescuer, not a punisher. He came because God loves the world so much that he wanted to save us, help us, and give us life. That's really good news, that is why Christians believe it is the best Gift ever.</i>	<b>I wonder...</b>   <i>CWL: I wonder what it feels like to know that God loves you so much that he gave his greatest gift for you?</i>  <i>I wonder what difference it makes to know that Jesus came to rescue us, not to punish us?</i>  <i>I wonder how we can be like Jesus - bringing light and hope to others instead of judging or condemning them?</i>  <b>Reflection:</b>  Play gentle instrumental music as pupils look at an image of wonderful gift.  Invite them to think quietly one of the above questions  <b>Hymn/Song</b> For God So loved the world/L is for the Love....  <b>Prayer</b> <i>Dear God,</i> <i>Thank you that new life comes from you.</i> <i>Help us to look to you for strength and guidance every day.</i> <i>Amen.</i>	<b>Key Message</b>   God loves the whole world so much that he sent Jesus not to condemn us, but to rescue us and give us life  <b>Living It Out:</b>  <i>CWL: God loves the whole world so much that he sent Jesus not to condemn us, but to rescue us and give us life</i>  Closing Prayer / Call and Response:  <i>CWL: Jesus shows us how to live.</i>  <i>Pupils: We will share his love today .</i>  Exit music

**Suggested Resources:**

- Image or real gift box wrapped up and looking attractive

**Ideas for the rest of the week:**

- How does God's love for all link with your school vision and supporting values?
- In class you could spend some time each day reflecting on John 3:16 where it says God loves the whole world - who did you show kindness to today, even if it was difficult?"
- Gift Box Activity: As a class decorate a gift box and fill it with word cards (love, rescue, hope, new life, forgiveness) to explore what God's gift of Jesus includes, then write thank you prayers either individually or as a class.

**Suggested Hymn/song:**  
[He's got the whole world in his hands](#)  
[For God so loved the world](#)

**Something to take home:**  
 This week in collective worship, we're exploring John 3:16 - "For God so loved the world that he gave his only Son..." - discovering that Jesus came to rescue us, not to judge us. At home, you could ask your child what they learned about God's love, or chat about times when someone has helped them rather than judged them.

<b>Theme</b> Week Beginning (colour reflective of that Sunday in church)	<b>Reading (s)</b> (Taken from the Lectionary for the Sunday of that week)	<b>Gather</b> 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	<b>Engage</b> What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	<b>Respond</b> 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	<b>Send</b> 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?
<p><u>Spring 2</u> <u>Week 3</u> 9th March</p> <p>Theme: God’s Son Jesus</p> <p><b>How can we get ready for Easter by looking at Jesus’ example?</b></p>	<p><b>John 4:5–42</b></p> <p><b>Key Message</b></p> <p>Jesus talks to a Samaritan woman and shows love to all people.</p>	<p>Entry Music—Quiet reflection music— <a href="https://youtu.be/1gXstoERT8o">https://youtu.be/1gXstoERT8o</a></p> <p><b>Opening</b></p> <p>Lines of a prayer/hymn/welcome or your own liturgy.</p> <p><i>CWL: Jesus shows us how to live.</i> <i>Pupils: We will share his love today.</i></p> <p><i>CWL: We are getting ready for Easter.</i></p> <p>Pupil: We will follow Jesus’ example</p> <p><b>Hymn/Song</b></p> <p><a href="#">Jesus love is very wonderful</a></p>	<p><b>Hook</b></p> <p>Before worship begins, place an empty chair in a visible spot. Say nothing about it until after the opening. Then ask the pupils: <i>CWL: Have you noticed this empty chair? Who do you think it might be for?</i></p> <p>Let the children suggest ideas. Then explain: <i>CWL: We might think the chair is for someone important—Or you might think it’s for someone who has done something wrong—In today’s CW we are going to read about a time when Jesus made a special space for someone unexpected. Jesus makes space for everyone — even those others ignore.</i></p> <p>Link: The empty chair represents welcome — no one is left out in God’s love.</p> <p><b>Teaching</b></p> <p><b>NB:</b> Sensitivity will be needed around this passage as reference is made to the women’s marital status in v 17-18.</p> <p><i>CWL: What do you imagine will happen when Jesus meets someone nobody else talks to?</i> <i>How would it feel to be treated kindly by someone when others avoid you?</i></p> <p>Watch this video—as a retelling of the passage <a href="#">Jesus and The woman at the well</a>.</p> <p>After the video you can use these questions to check for understanding:</p> <ul style="list-style-type: none"> <li><i>Who did Jesus talk to at the well, and why was that surprising to others?</i> Jesus talked to a Samaritan woman. It was surprising because Jews and Samaritans didn’t usually speak to each other, and men didn’t often talk to women they didn’t know. Jesus showed kindness to someone others avoided.</li> <li><i>What “living water” does Jesus promise, and what do you think that means?</i> The “living water” is God’s love and the new life Jesus gives. It means we can be close to God and have our hearts filled with his love forever, not just for a short time like ordinary water.</li> <li><i>How did Jesus treat the woman differently from how others treated her, and what can we learn from that?</i> Jesus treated her with respect, listened to her, and cared about her even though others ignored her. We can learn to be kind and welcoming to everyone, even people who might feel left out.</li> </ul>	<p><b>I wonder...</b></p>  <p><i>CWL: I wonder how the woman felt when Jesus spoke kindly to her at the well.</i></p> <p><i>I wonder what it means that Jesus’ love is like “living water” that never runs out.</i></p> <p><i>I wonder how we can help others feel included and loved like Jesus did.</i></p> <p><b>Reflection:</b></p> <p>After discussing the “I wonder” questions, children could spend a few minutes looking at a selection of pictures showing people helping or welcoming others — for example, children playing together, people sharing, or acts of kindness in the community. Teachers can ask pupils to quietly choose one image that speaks to them and reflect on how it shows love and welcome, just like Jesus showed to the Samaritan woman.</p> <p><b>Hymn/Song</b></p> <p><a href="#">Love the Lord your God</a></p> <p><b>Prayer</b></p> <p><i>Dear God, Thank you that your love is for everyone. Help us to notice people who feel left out and to show them kindness and welcome, just like Jesus did. Amen.</i></p>	<p><b>Key Message</b></p>  <p><i>CWL: God’s love is for all – Jesus shows how to love others, even those who feel left out.</i></p> <p><b>Living It Out</b></p> <p>This week, we can follow Jesus’ example by noticing anyone who feels left out and showing them kindness and welcome.</p> <p>Closing Prayer / Call and Response:</p> <p><i>CWL: Jesus shows us how to live.</i></p> <p><i>Pupils: We will share his love today</i></p> <p>Exit music</p>

**Suggested Resources:**

- Empty chair
- Pictures showing people helping or welcoming others

**Ideas for the rest of the week:**

- How does showing God’s love in the way we are with others link with your school vision and supporting values?
- During the week, children can look out for someone in class or at home who might feel left out and do a small act to include them, such as inviting them to join a game, sitting with them at lunch, or saying hello. Teachers could encourage children to share their actions on a “Welcome Wall” or a similar display.
- Role-Play or Drama:  
Children can act out short scenarios where someone feels left out and someone else welcomes them. They can reflect on how Jesus would act and discuss how they can follow his example in their own lives.
- **DEEPENING SPIRITUAL FLOURISHING PROJECT:** Using the ideas of windows, mirrors and doors, children can notice Jesus’ care for others, reflect on their own relationships, and look for new opportunities to show kindness and love in school.

**Suggested Hymn/song:**

[Jesus love is very wonderful](#)  
[Love the Lord your God](#)

**Something to take home:**

This week, we explored how Jesus showed love to someone everyone else ignored. At home, you could talk with your child about ways to notice and include people who might feel left out, or encourage them to do one small act of kindness each day.

<b>Theme</b> Week Beginning (colour reflective of that Sunday in church)	<b>Reading(s)</b> (Taken from the Lectionary for the Sunday of that week)	<b>Gather</b> 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	<b>Engage</b> What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	<b>Respond</b> 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	<b>Send</b> 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?
<p><b>Spring 2</b> <b>Week 4</b> <b>16th March</b> NB colour is purple but when these readings are used in church it would be no colour on Good Friday itself</p> <p><b>Theme:</b> God's Son Jesus</p> <p><b>How can we get ready for Easter by looking at Jesus' example?</b></p>	<p><b>John 19:16–42</b></p> <p>NB The lectionary readings this week are: John 19:25-27 and would be looking to mothering Sunday—for this please see ideas for the rest of the week?</p> <p><b>Key Message</b> Jesus is crucified, dies on the cross, and is buried.</p>	<p>Entry Music—Quiet reflection music— <a href="https://youtu.be/1gXstoERT8o">https://youtu.be/1gXstoERT8o</a></p> <p><b>Opening</b> Lines of a prayer/ hymn/ welcome or your own liturgy.</p> <p><i>CWL: Jesus shows us how to live.</i> <i>Pupils: We will share his love today.</i></p> <p><i>CWL: We are getting ready for Easter.</i></p> <p>Pupil: We will follow Jesus' example</p> <p><b>Hymn/Song</b> <a href="#">Jesus love is very wonderful</a></p>	<p><b>Hook</b>—Bring out an Easter Garden model like this or show a picture. </p> <p><i>CWL: Look at this garden. Many churches and schools make gardens like this at Easter time. Notice it has a tomb - a cave - and usually a cross. Our story today takes us from one garden to another garden. It begins in a garden called Gethsemane where Jesus was arrested, and it ends in a garden where Jesus was buried in a tomb just like this one. Let me tell you what happened in between...</i></p> <p><b>Teaching: NB– Sensitives to note....</b> This is a sad and potentially distressing story involving death and violence - be honest but not graphic, focus on Jesus' choice and love rather than details of suffering, and give children permission to feel sad while pointing gently toward hope. Be mindful that some children may have experienced bereavement or trauma, so create a safe space where difficult feelings are acknowledged and respected</p> <p><b>Either watch this <a href="#">video</a> stop at 3:40.</b> <b>Or use a children's Bible like The Jesus Story Book Bible p 302—308 to teach this story</b> <i>Use some questions to check understanding;</i></p> <ol style="list-style-type: none"> <li><i>Why didn't Jesus run away when he knew what was going to happen? (Because he loved us/the world, He chose to do it to save people, It was part of God's plan/what he came to do) He wanted to show the greatest love.</i></li> <li><i>When Jesus said 'It is finished,' what do you think he had finished? (His work/mission on earth, Showing God's love, The rescue plan/saving people, Taking the punishment for wrong things, What God sent him to done)</i></li> <li><i>What does this story teach us about what real love looks like? (Love means putting others first, Love sometimes costs us something/is sacrificial, Love means doing hard things for others, Real love is about actions, not just words)</i></li> <li><i>How did Jesus' friends show they still loved him, even after he died? (They took care of his body carefully, They wrapped him with spices and cloths, They put him in a special tomb, They treated him with respect and love, They didn't leave him/abandon him)</i></li> </ol>	<p><b>I wonder...</b> </p> <p><i>I wonder what Jesus was thinking when he said 'It is finished' - relief? Peace? Joy that he'd completed his mission?</i></p> <p><i>I wonder how we can show the kind of love Jesus showed - putting others first, even when it costs us something?</i></p> <p><b>Reflection:</b> <i>CWL: Let's have a moment of quiet to think about what Jesus did. He loved us enough to die for us. That's the greatest love anyone could show.</i></p> <p><b>Hymn/Song:</b> <a href="#">Servant King</a></p> <p><b>Prayer</b> Loving God, we remember today what Jesus did on the cross - the greatest act of love the world has ever seen. Thank you for his sacrifice. Help us to love others the way Jesus loved us - putting others first and being willing to give, not just receive. Amen.</p>	<p><b>Key Message</b> </p> <p>Jesus showed God's love by being a servant. How can you do the same this week?</p> <p><b>Living It Out</b> Light a candle and allow 30 seconds of silence.</p> <p><i>CWL: Jesus showed the greatest love by putting others first, even when it cost him everything. This week, how can you show sacrificial love - giving up something you want to help someone else, or choosing kindness, even when it's difficult?</i></p> <p>Closing Prayer / Call and Response: <i>CWL: Jesus shows us how to live.</i></p> <p><i>Pupils: We will share his love today</i></p> <p>Exit music</p>

**Suggested Resources:**

- Model Easter Garden—<https://www.mybaba.com/nanny-anitas-easter-garden/>

**Ideas for the rest of the week:**

- How does Jesus sacrificial love link with your school vision and supporting values?
- In class you can create an Easter garden with a tomb, cross, and plants, remembering the story of Jesus' journey from garden to garden and his sacrifice of love. As you build it, talk about what "It is finished" means and how Jesus showed the greatest love.
- Mothering Sunday Follow-Up (John 19:25–27) In churches this last Sunday many will have looked at this passage—It shows that even on the cross, Jesus thought about his mother Mary and made sure she would be cared for - talk about how we can show love and care for the people who look after us, then make cards or do something kind for mothers/carers this Mothering Sunday. This connects Jesus' sacrificial love with the everyday love we can show to those who care for us.

**Suggested Hymn/song:**

- [The Servant King](#); [Jesus love is very wonderful](#)

**Something to take home:**

This week in collective worship, we explored the story of Jesus' crucifixion (John 19:16–42), learning how Jesus showed the greatest love by giving his life for us. We discovered that Jesus' story takes us from garden to garden - from his arrest in Gethsemane to his burial in a garden tomb - and what He meant when he said "It is finished."  
At home, you could create a simple Easter garden together using a tray, soil, stones for a tomb, and a small cross - we'd love to see photos of your family gardens! You might also talk about what sacrifice means and how we can show love to others by putting them first, just as Jesus did.

<b>Theme</b>  Week Beginning (colour reflective of that Sunday in church)	<b>Reading (s)</b>  (Taken from the Lectionary for the Sunday of that week)	<b>Gather</b>  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	<b>Engage</b>  What is your hook?  Use of video clips, painting, sculpture, artifacts  Bible reading/story	<b>Respond</b>  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	<b>Send</b>  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?
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<p><u>Spring 2 Week 5</u></p> <p><b>Theme: God's Son Jesus</b></p> <p><b>23<sup>rd</sup> March</b></p> <p>NB colour is purple but when these readings are used in church it would be gold on Easter Sunday</p>	<p><b>Matthew 28:1–10</b></p> <p>Key Message: The women find the tomb empty; an angel tells them <b>Jesus is alive;</b> Jesus appears to them.</p>	<p>Entry Music—Quiet reflection music— <a href="https://youtu.be/1gXstoERT8o">https://youtu.be/1gXstoERT8o</a></p> <p><b>Opening</b></p> <p>Lines of a prayer/hymn/welcome or your own liturgy.</p> <p><i>CWL: Jesus shows us how to live.</i> Pupils: We will share his love today.</p> <p><i>CWL: We are getting ready for Easter.</i></p> <p>Pupil: We will follow Jesus' example</p> <p><b>Hymn/Song</b></p> <p><a href="#">See what a morning</a> <a href="#">See what a morning</a></p>	<p><b>Hook</b>—Easter Garden model from last week. <i>CWL: Do you remember this Easter garden from a (few) week ago? When we last looked at it, Jesus had been buried in the tomb and the stone was rolled across to close it. His friends were heartbroken. They thought everything was over. But early on Sunday morning - three days after Jesus died - something incredible happened at this tomb. Let me tell you the greatest story ever told.</i></p> <p><b>Teaching</b></p> <p>Matthew 28:1–10—read from a children's Bible such as the Good News Bible Read the passage in the chunks suggested below with the questions after each one—You could ask older children to read out the passage for you.</p> <p><b>Verse 1–4</b></p> <p><i>1) The women came to visit Jesus' tomb on Sunday morning. What were they expecting to find?</i> Jesus' body in the tomb / a closed tomb / everything the same as Friday</p> <p><i>2) But what did they find instead that was so surprising?</i> The stone rolled away / an angel / the tomb was open / an earthquake had happened</p> <p><b>Verse v5-7</b></p> <p><i>1) What did the angel tell the women about Jesus?</i> He's not here / He has risen / he's alive / He came back to life</p> <p><i>2) The angel said 'He has risen, just as He said He would.' What does that tell us about Jesus?</i> He keeps his promises / He told the truth / He knew what would happen / God's plan worked</p> <p><b>Verse 8</b></p> <p><i>1) The Bible says the women were 'afraid but filled with great joy.' How can you feel two opposite things at the same time?</i> Sometimes amazing news is overwhelming / big surprises can be scary and exciting / it was hard to believe but wonderful</p> <p><i>2) What did the women do with this incredible news?</i> Ran to tell the disciples / couldn't keep it to themselves / had to share it / went to tell Jesus' friends</p> <p><b>Verse 9-10</b></p> <p><i>1) Who did the women meet on their way to tell the disciples?</i> Jesus! / Jesus himself / Jesus alive</p> <p><i>2) This is what Christians celebrate at Easter - Jesus died on Friday but what happened on Sunday?"</i> (He rose again / came back to life / defeated death / the resurrection / Jesus is alive</p> <p><i>3) Why is this such good news for Christians?</i> Death wasn't the end / love won / Jesus keeps his promises there's hope / nothing is impossible with God / life is stronger than death</p>	<p><b>I wonder...</b></p> <p><i>I wonder how the world would be different if Jesus had stayed in the tomb?</i></p> <p><i>I wonder what the women talked about as they ran to tell the disciples the good news?</i></p> <p><i>I wonder how we can share good news and hope with others, like the women did?</i></p> <p><b>Prayer</b></p> <p>Loving God, we've heard the most incredible story - that Jesus conquered death and rose again. Thank you for the hope this brings, that love is stronger than anything, and that with you, nothing is impossible. Help us to live as people who know this good news. Amen."</p> <p><b>Hymn</b></p> <p>In Christ Alone—this could just be listened to.</p>	<p><b>Living It Out</b></p> <p><i>CWL: The women in our story ran to share the good news that Jesus was alive - they couldn't keep it to themselves! This week, how can you share good news, hope, or encouragement with someone who might need it</i></p> <p>Closing Prayer / Call and Response:</p> <p><i>CWL: Jesus shows us how to live.</i></p> <p><i>Pupils: We will share his love today</i></p> <p>Exit Music</p>
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**Suggested Resources:**

- Model Easter Garden <https://www.mybaba.com/nanny-anitas-easter-garden>

**Ideas for the rest of the week:**

- How does the message of Easter link with your school vision and supporting values?
- Explore how Easter is celebrated around the world.
- Note that this week's lectionary reading is John 11:1–45 when Jesus raises Lazarus from the dead and gives hope to the family. You could watch a short animation of this story and discuss with the children what Jesus was teaching and pointing to about his own resurrection in the future?

**Suggested hymn/song:**

- [See what a morning](#) [In Christ Alone](#)

**Something to take home:**

This week in collective worship, we celebrated the joyful Easter story from Matthew 28—how the women found the empty tomb and heard the angel's words: "He is not here; he has risen!" We showed this transformation in our Easter garden, reminding us that Christians celebrate Jesus' resurrection and that love is stronger than death.

At home, you could roll away the stone in your Easter garden, make "Good News" cards to share hope, or talk about what gives your family hope and how you can share it with others.