



Primary School Collective Worship Planning Resource

Summer 1 2026

Collective Worship Resource Summer term 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. Songs may be repeated in order to increase familiarity.

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.
- *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.
- *Bible Stories Every Child Should Know* by Kenneth N Taylor. 10 Publishing, 2021.

Recommended Bibles

- Please see LDBS resource page [RE supporting documents — London Diocesan Board for Schools](#)

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://disabilityministrynetwork.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
- 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 CW

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 Widgit-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.

Keep Structure Predictable

- ◇ Many children feel secure when they know what to expect.
- ◇ Use a consistent CW 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).

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).

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.

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.

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).

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.

Theme Week Beginning (colour reflective of that Sunday in church)	Reading(s) (Taken from the Lectionary for the Sunday of that week)	Gather 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	Engage What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Respond 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	Send 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>Summer 1 Week 1 12th April</p> <p>Life, Hope and the Risen Jesus</p> <p>How does the risen Jesus bring life and hope to the world today?</p> 	<p>John 20: 19-31</p> <p>Key Message</p> <p>The risen Jesus appears to His frightened disciples and later meets Thomas in his doubts, inviting him to see and believe. Jesus blesses those who have not seen Him yet still believe.</p>	<p>Entry Music</p> <p>Have an image such as this displayed on a screen:</p>  <p>Source: Freepik</p> <p>Opening</p> <p>Lines of a prayer/ hymn/ welcome</p> <p>Hymn/Song</p>	<p>Hook</p> <p>On a chair have an item - wrapped sweet/ bar of chocolate/ pack biscuits/ toy in an opaque bag. Invite a child to come up and feel inside and tell us what they think is in the bag. How will they check if they are right? (They will take a look)</p> <p>Teaching</p> <p>(A class group could be invited to prepare this role play ahead of CW) Invite 10 pupils to help with role play. Pupils to sit in a semi circle on one side. Invite another child to be Thomas and another child to be Jesus and both to wear name tags.</p> <p><i>CWL (collective Worship Lead) : Our story today takes place soon after Easter Sunday when The women went to Jesus’s grave and found He had risen and was alive.</i></p> <p><i>We are going to act out the story as we read from the Bible Here are 10 apostles, here is Thomas and here is Jesus.</i> (The Bible verses can be displayed on a PPT screen.)</p> <p>As John 20: 19-31 is read the role play is enacted as follows:</p> <ul style="list-style-type: none"> • Jesus appears to the group of 10 and acts out showing his hands, feet and side to the 10. • The 10 run off to tell Thomas what they have seen and Thomas does not believe (shakes his head) • Jesus appears to 10 plus Thomas and invites Thomas to see his scars on hands and side <p>Questions following role play: <i>Why were the apostles in a locked room?</i> for fear of the authorities as Jesus had been tried and crucified <i>How did Jesus enter the locked room?</i> miraculously Jesus appeared inside the locked room <i>Why were the apostles so excited that they wanted to tell Thomas?</i> their Lord and master who they had followed had been crucified but now He was alive again! <i>What did Thomas say?</i> unless I see the wounds I will not believe that Jesus is alive <i>How did Jesus respond to Thomas when he appeared to the group a second time?</i> Jesus did not tell Thomas off for not believing. He showed Thomas the wounds. <i>What did Jesus say that is important for people us today?</i> “Blessed are those who have not seen and yet have believed.”</p>	<p>I wonder...</p>  <p><i>CWL: I wonder what did Jesus do that showed the group that he was Jesus? He appeared in the room even though the doors were locked; Jesus showed them the crucifixion scars on His hands and feet</i></p> <p><i>CWL: I wonder how the apostles felt when they saw the scars on Jesus’ hands, side and feet?</i></p> <p>Reflection:</p> <p><i>CWL: Let’s think about the words Jesus says at the end of our passage: “Blessed are those who have not seen and yet have believed.” How do these words give us hope today? The Bible tells us that Jesus would die and be risen on the third day and this came true. We know that the promises of Jesus must be true. When things are difficult for us we can remember that Jesus showed us the importance of prayer and hears our prayers.</i></p> <p>Invite silent reflection:</p> <p>Prayer:</p> <p><i>Dear Lord Jesus,</i></p> <p><i>Thank you that you showed yourself to the group gathered in the locked room, proving that the bible’s promises are true. Thank you for showing us the importance of prayer as you often prayed to your Father in Heaven. You also taught us a prayer to say. Thank you that you hear our prayers when we pray in your name. Amen</i></p>	<p>Key Message</p>  <p><i>CWL: Let us go out this week remembering that Jesus proved that He was alive again– the Bible’s promises are true and this gives us hope.</i></p> <p>Living it out</p> <p><i>CWL: Let us remember that Jesus said, “Blessed are those who have not seen and yet believe.”</i></p> <p>Closing Prayer / Call and Response:</p> <p>Exit music</p>

Suggested Resources:

- Image such as example provided; name tags for Thomas and Jesus.

Ideas for the rest of the week:





- How does the this passage link with your school vision and supporting values?
- Create a story sequence in three pictures of the events. Add speech bubbles. 
- Explore what Jesus means when He says, “Blessed are those who have not seen and yet believe”. Make a list of other things in the Bible can we believe.

Suggested Hymn/song:

- [Our God is a Great Big God Bing Videos](#)

Something to take home:

This week we have been learning how Jesus showed His disciples that He had risen from the dead and was alive again. We learned from John’s Gospel that Thomas didn't believe that Jesus was alive until he could see the wounds from Jesus’s crucifixion on Jesus’s body. Jesus showed Thomas His wounds and then said, “Blessed are those who have not seen and yet believe.”

Theme Week Beginning (colour reflective of that Sunday in church)	Reading (s) (Taken from the Lectionary for the Sunday of that week)	Gather 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	Engage What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Respond 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	Send 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>Summer 1</u> <u>Week 2</u> 19th April</p> <p>Life, Hope and the Risen Jesus</p> <p>How does the risen Jesus bring life and hope to the world today?</p> 	<p>Luke 24: 13-35</p> <p>Key Message</p> <p>Two disciples walk away in sadness, but the risen Jesus joins them, helps them understand the Scriptures, and restores their hope; they recognise Him when He breaks bread.</p>	<p>Entry Music</p> <p>Opening</p> <p>Lines of a prayer/ hymn/ welcome</p> <p>Image of ivory panel displayed on screen (see following resource page)</p>  <p>Hymn/Song</p>	<p>Hook</p> <p><i>CWL: This is an ancient ivory panel relief made in 850-900 AD showing a town near Jerusalem.</i></p> <p><i>What can we see?</i></p> <p><i>How do you think we should read this panel?</i></p> <p><i>Could these scenes be happening at the same time? Why? Why not? (We read from left to right as we read a book. Jesus has a halo and is shown in both scenes.)</i></p> <p><i>Let's find out who these people are, what is happening, where they are!</i></p> <p><i>We are going to watch a video clip telling an event in the Bible as told in Luke's gospel. (Luke 24: 13-35)</i></p> <p>Teaching</p> <p>Road to Emmaus</p> <p>Questions after the video clip:</p> <p><i>CWL: Why is Jesus appearing to these two people? (To help us believe that the scriptures have come true—He has risen from the dead as the Bible said He would; to help us have hope in God's promises.)</i></p> <p><i>CWL: What did Jesus do that showed the two travellers that it was Him? He recalled what the scriptures said and broke bread with them, as He had done at the last meal together.</i></p>	<p>I wonder...</p>  <p><i>CWL: I wonder how Jesus brings hope for Christians when they feel worried or confused? Christians can recall God's promises as written in the Bible. Christians can recall the things that Jesus said and did: He will hear our prayers, Jesus gives those who believe in Him the hope of Heaven.</i></p> <p>Reflection:</p> <p><i>CWL: Let's think of things that Jesus said or did that can help us.</i></p> <p><i>Jesus said we can pray to our Father in Heaven, just as Jesus prayed to God, His Father.</i></p> <p><i>We can read and listen to the events recorded in the Bible that tell us about God's promises.</i></p> <p>Hymn/Song</p> <p>Prayer</p> <p><i>Dear loving Father in Heaven,</i></p> <p><i>Thank you that the promises in the Bible about Jesus rising from the dead came true. Thank you that we can believe your promises in the Bible. Thank you that we can pray to you when we are finding things difficult and that you will help us.</i></p> <p><i>Amen</i></p>	<p>Key Message</p>  <p><i>CWL: Jesus showed the two travellers that He was alive again. God's promise in the Bible had been fulfilled.</i></p> <p>Living It Out</p> <p><i>CWL: The Bible tells us about amazing things that Jesus did. In the Bible Jesus encourages us to pray. We can encourage one another to remember to pray if we are finding things difficult and to find out more about Jesus by reading the Bible stories.</i></p> <p>Closing Prayer / Call and Response/ Put out the candle</p> <p>Exit Music</p>

Suggested Resources:

- Image on following resource page of ivory panel relief.
- You tube clip of Road to Emmaus [Road to Emmaus](#) Saddleback Kids Stories from the Bible.

Ideas for the rest of the week:

- How does Jesus showing the travellers that he is alive link with your school vision and supporting values?
- Create a panel in relief using clay or recycled materials for displaying on the class prayer table. Add a key message title.
- Write prayers thanking God for His promises and asking for His help with something we find difficult.

Suggested Hymn/song:

- [Hillsong - The Power Of Your Love \[with lyrics\]](#)





Something to take home:

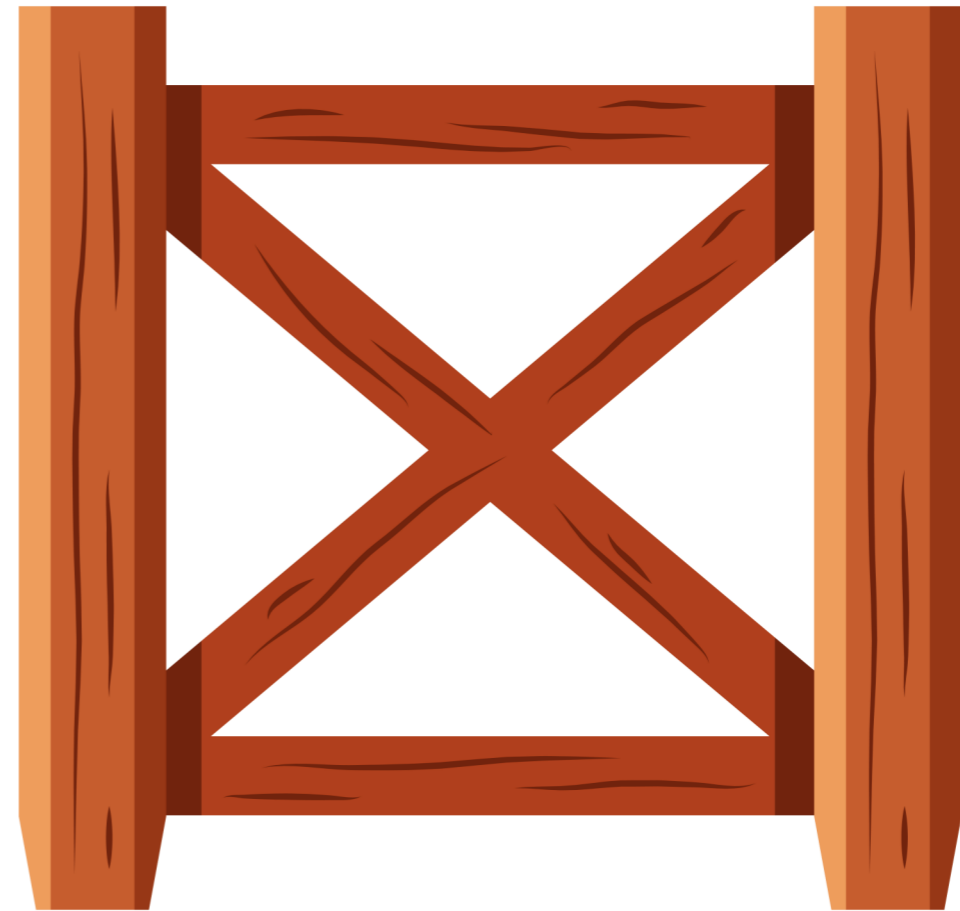
This week in collective worship, we have been learning about Jesus showing the world that He had risen from being dead as the Bible tells us He would. We learned how Jesus met with two travellers as they went to Emmaus. After Jesus broke bread with them as He had done at the Last Supper, the travellers recognised Jesus. This helps us to know that God keeps the promises in the Bible. Jesus was showing that He was alive—the promise in the Bible that He would rise on the third day had come true - and this was encouraging His followers.



Ivory relief, a c. 850–900 plaque depicting the Road to Emmaus appearance by Metz.

Source: [Plaque with Scenes at Emmaus - Carolingian - The Metropolitan Museum of Art](#)

Theme Week Beginning (colour reflective of that Sunday in church)	Reading (s) (Taken from the Lectionary for the Sunday of that week)	Gather 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	Engage What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Respond 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	Send 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>Summer 1</u> <u>Week 3</u> 26th April</p> <p>Life, Hope and the Risen Jesus</p> <p>How does the risen Jesus bring life and hope to the world today?</p> 	<p>John 10: 1-10</p> <p>Key Message</p> <p>Jesus describes Himself as the Good Shepherd who knows, leads, and protects His sheep — and a gate through which we are invited to enter. Which promises life in all its fullness.</p>	<p>Entry Music</p> <p>Bing Videos The Lord's My Shepherd</p> <p>Opening</p> <p>Lines of a prayer/ hymn/ welcome</p> <p>Have images of shepherds around the world displayed on a screen (see following resource page):</p> <p>Hymn/Song</p>	<p>Hook</p> <p>Hold up a soft toy pet (cat, dog)</p> <p><i>CWL: Does anyone have a pet? How do you look after it? (Keep it safe, warm, clean, fed, take it for walks or give it a toy to play with) Do you ever call it by its name? Does it listen to you?</i></p> <p><i>Today we are going to hear Jesus talking to some people called the Pharisees. He has something important to say and He will use a story to illustrate the important message.</i></p> <p><i>The story is about sheep, a shepherd and a gate.</i> (see resource page). </p> <p>Hold up cut out images and invite three pupils to come and hold these up.</p> <p>Teaching</p> <p>Read John 10:1-10 NIV - The Good Shepherd and His Sheep - Bible Gateway</p> <p><i>CWL: What is Jesus comparing Himself to? The Good Shepherd who keeps His sheep safe and the gate through which we are invited to enter Heaven.</i></p> <p><i>Jesus promises us life in all its fullness. What does this look like for us on earth and in Heaven? Believing Jesus's promises, appreciating the abundance of God's earth, being inspired to joyfully care for one another, praying, Jesus looking after us through His Holy Spirit and providing an everlasting home for us in Heaven.</i></p> <p><i>What does life in all its fullness look like in our school community? Asking God to guide us to love and care for our neighbours in their need; to provide for opportunities of joyful learning, joyful activity, joyful gratitude and closeness to God in nature and through CW.</i></p>	<p>I wonder...</p>  <p><i>CWL: I wonder why Jesus referred to Himself as the Good Shepherd and the gate? We know how a shepherd looks after his sheep so we can know how Jesus will look after us. We know that a gate is a special correct entrance to somewhere special and a safe route of entry.</i></p> <p>Reflection:</p> <p><i>Let's look at the images on our screen and think about how the shepherds look after their sheep.</i></p> <p>Hymn/Song</p> <p>Prayer</p> <p><i>Dear loving Jesus, thank you that You have promised us that You will keep us safe and that we can find a way to Heaven by following Your way. Thank you that we can learn from the Bible and talk to you in prayer. Amen.</i></p>	<p>Key Message </p> <p><i>CWL: Jesus describes Himself as the Good Shepherd who knows, leads, and protects His sheep — and a gate through which we are invited to enter.</i></p> <p>Living it out</p> <p><i>CWL: This week let's remember to be thankful that we can learn more about Jesus from the Bible and that by talking to Jesus in prayer, we can stay close to Him.</i></p> <p>Closing Prayer / Call and Response/ Put out the candle</p> <p>Exit Music</p>
<p>Suggested Resources:</p> <ul style="list-style-type: none"> Image of shepherd with sheep for entry and reflection. Images of sheep, shepherd and gate on resource page each to be enlarged onto A4 and cut out. 					
<p>Ideas for the rest of the week:</p> <ul style="list-style-type: none"> How does Jesus promising us life in all its fullness link with your school vision and supporting values? For your class prayer / reflection space: Paste the cut out image of the shepherd on a sheet of card. Around it invite the pupils to write down the ways that we can follow Jesus e.g. following His commandments, praying the prayer He taught us, reading His Bible which will guide us in our actions. 					
<p>Suggested Hymn/song:</p> <ul style="list-style-type: none"> My God Loves Me; The Lord's My Shepherd Bing Videos 					
<p>Something to take home:</p> <p>This week in collective worship we have learned how Jesus called Himself the Good Shepherd and the gate by which people can enter Heaven. How can we follow Jesus? We can read the stories in the Bible, and pray to Jesus. Perhaps you write a prayer that you can say at the beginning or end of every day?</p>					





Shepherd with flock in Pakistan [9. The Shepherd - Category:Shepherds in Pakistan - Wikimedia Commons](#)






Shepherd with flock in Romania [Fagaraș, 2014 \(049\) - Category:Shepherds in Romania - Wikimedia Commons](#)



Shepherd with flock in Tunisia [La Bergère de Korba - Tunisie - Category:Shepherds in Tunisia - Wikimedia Commons](#)



Shepherd with flock in Turkey [File:AlaDaglarYoruk.jpg - Wikimedia Commons](#)

Theme Week Beginning (colour reflective of that Sunday in church)	Reading (s) (Taken from the Lectionary for the Sunday of that week)	Gather 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	Engage What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Respond 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	Send 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?
Summer 1 Week 4 3rd May Life, Hope and the Risen Jesus How does the risen Jesus bring life and hope to the world today? 	John 14: 1-14 Key Message Jesus comforts His disciples, reminding them that He prepares a place for them, remains the way to the Father, and that He is still at work in the world.	Entry Music Opening Lines of a prayer/ hymn/ welcome Have images of mazes displayed on a screen (see resource page) Hymn/Song	Hook Refer to images of mazes on the screen. <i>CWL: Have you ever been in a maze like this before? Some people find it great fun, but it can be scary if the hedges are tall and you can't see a way to get out! Or have you ever played a game online where you need to escape from a labyrinth?</i> <i>CWL: Today our reading from the Bible takes place just after Jesus had shared his last supper with His disciples. And the disciples are feeling as if they are in a maze and will not find where Jesus is going when He leaves them!</i> Teaching: Read/ retell John 14: 1-14 <i>CWL: Why were Jesus's disciples feeling anxious?</i> That Jesus would be leaving them. The disciples are worried that they won't know how to find Jesus again. They also feel anxious about not knowing what God is like. <i>CWL: How does Jesus comfort them?</i> Jesus says they must Believe in God and in Him! He is going to prepare a place in God's house (Heaven) and he will come back again and take the disciples there. He tells them that if they know Jesus, they know God. <i>CWL: The Bible tells us that in the very beginning Adam and Eve were disobedient to God, who is so Holy. That was like closing a heavy door to God and putting a bolt across it. So there was now a bolted door between us and God. But luckily God had an amazing plan. He sent Jesus to be the one to unbolt this door which separated people from God.</i> <i>What do we know about Jesus from His time on earth?</i> He was kind, caring, healed sick people, performed miracles, was faithful to His Father in Heaven, was wise. <i>On earth, Jesus was showing everyone what God was like and promising that He was the way to God—the one to unbolt the door and make a way for us to be close to God again.</i> <i>So when the disciples were anxious, Jesus said that they must just keep believing in Him, keep following His way, and He would come back again for them.</i>	I wonder...  <i>CWL: I wonder how we keep believing in Jesus?</i> Read and listen to what the Bible tells us. Spend time in prayer with Jesus. <i>I wonder how we can learn what God is like?</i> We can learn from seeing what Jesus was like on earth from the Bible. Hymn/Song: Prayer <i>Dear Jesus, Thank you that you helped the disciples to feel less worried by letting them know that thy can keep believing in You and they will not feel lost. Thank you that we have the Bible to teach us more about You and Your way. Amen.</i>	Key Message  <i>CWL: Let's go out into our week thinking about all the things we recall about Jesus!</i> His miracles, His kindness, His faithfulness to His Father in Heaven. Living It Out <i>CWL: Perhaps we can take some time to learn something new about Jesus from CW or from a Bible story.</i> Closing Prayer / Call and Response/ Put out the candle Exit Music

Suggested Resources:

- Image page of mazes (see following resource page) for displaying at start of CW

Ideas for the rest of the week:

- How does learning about Jesus comforting His disciples link with your school vision and supporting values?
- Let's find out some new things about Jesus—a miracle He performed, a parable He told, a word of wisdom He spoke, a prayer He taught us, a promise He told us as recorded in the Bible—this week. Let's write these up on Post-its or draw a picture of them and display around His name on our prayer table.
- How can someone follow Jesus? Invite pupils to trace around one of their feet, then cut out and write a way someone can follow Jesus –eg. by praying, by learning about Jesus from the Bible, by quoting something Jesus said as recorded in the Bible. Display these on the prayer table.
- Jesus reminds His disciples that He will still be at work in the world through His Holy Spirit. Explore some of the people in the book *Everyone a Child should know by Clare Heath-Whyte (10 Publishing, 2017)* to see how their lives have been impacted by Jesus.

Suggested Hymn/song:

[He's got the whole world - BBC Teach](#) ; All Things Bright and Beautiful by John Rutter [all things bright and beautiful lyrics john rutter](#)

Something to take home:

This week in collective worship, we explored the message of John 14:1-14, where we learned about Jesus comforting His anxious disciples. The disciples were anxious as Jesus said He would be going away and they felt as if they were in a maze and would not find Jesus again. Jesus tells them to keep believing in Him. How could we learn more about Jesus? This week you could find out about one of His miracles, or find out what He said in answer to this question: "Teacher, which is the greatest commandment in the Law?" (Matthew 22:36-40)

Could You Help Me Find My House?

Name: _____ Date: _____

Thank You!




Source Freepik



Source Wiki commons



[Traquair House Maze - Maze - Wikipedia](#)

Theme	Reading	Gather	Engage	Respond	Send
<p>Week Beginning (colour reflective of that Sunday in church)</p> <p>Summer 1 Week 5 10th May</p> <p>Life, Hope and the Risen Jesus</p> <p>How does the risen Jesus bring life and hope to the world today?</p> 	<p>(s)</p> <p>(Taken from the Lectionary for the Sunday of that week)</p> <p>Acts 17: 22-31</p> <p>Key Message:</p> <p>Paul explains to the people of Athens that God is close to everyone and wants all people, everywhere, to know Him through Jesus.</p>	<p>Prepare focal point – is there an image/ artifact to look at?</p> <p>How is your altar table prepared?</p> <p>What music is playing as they come in?</p> <p>Opening prayer/call and response</p> <p>Opening song</p> <p>Entry Music</p> <p>Opening</p> <p>Display image of churches round the world on sites of oldest known churches</p> <p>Hymn/Song</p>	<p>What is your hook?</p> <p>Use of video clips, painting, sculpture, artifacts</p> <p>Bible reading/story</p> <p>Hook</p> <p>Box wrapped as a gift in gold/ silver paper with a ribbon/bow on a chair at front of CW space.</p> <p><i>CWL: I wonder what we have here?</i> a gift/ present.</p> <p><i>Do you think it is special? Why?</i> wrapped in gold/ silver with a ribbon/ bow.</p> <p><i>What do you think might be inside?</i> take answers.</p> <p><i>Do we know?</i> no</p> <p><i>Why not?</i> can't see inside/ no one to tell us.</p> <p>Teaching</p> <p>Hold up character of Paul (see following resource page)</p> <p><i>CWL: Here is St Paul. What can we recall about St Paul?</i> He was called Saul. He was hurting Christians. Jesus spoke to him as he was travelling on the road to Damascus and said, 'Saul, why are you persecuting me?' He changed and believed in Jesus. He was put in prison but he and wrote letters from prison to encourage people to love God which are found in the New Testament.</p> <p><i>CWL: In our story today from Acts 17: 22-31, Paul is in Athens. Athens is in modern day Greece. Athens was full of monuments and idols that people worshipped. Paul was talking to some philosophers who liked to discuss new ideas in the world. Paul spotted an altar with a sign on it saying "TO AN UNKNOWN GOD" Paul said, "People of Athens, I can see you have made a special idol but you don't know anything about the god you worship. I am going to tell you about the God who made the world and everything in it. He is the Lord of Heaven and earth, He has given life to everyone and everything. He has made all nations on earth. God is not like gold or silver or stone made by man. God wants all to seek Him so He sent His Son, Jesus. to show everyone the way to God.</i></p> <p><i>God wants people all around the world to seek Him. Did you know that the full Bible has been translated into more than 770 different languages around the world?</i></p>	<p>Help the pupils to respond / reflect on theme</p> <p>I wonder ...</p> <p>Questions to aid reflections....</p> <p>Time to reflect (Use of silence/music/painting)</p> <p>Time for Personal response / Prayer</p> <p>I wonder... </p> <p><i>CWL: I wonder why Paul was upset when he saw the idol altar with a sign saying TO AN UNKNOWN GOD?"</i></p> <p>Because the people were worshipping an idol of a god they knew nothing about.</p> <p>Prayer</p> <p><i>Dear Lord Jesus, Thank you for the world and everything in it that you have made. Thank you that You came into our world to show us the way to God. Amen</i></p>	<p>What is the key message you want pupils to go away with.</p> <p>How might that work out this week or the rest of the day.</p> <p>Closing prayer/call and response</p> <p>How do the pupils leave? Music?</p> <p>Key Message </p> <p><i>CWL: St Paul tells us that God who made the world and everything in it.</i></p> <p>Living It Out</p> <p><i>CWL: Let us remember to say thank you to God today for something in His world that He has made that we find really special.</i></p> <p>Closing Prayer / Call and Response/ Put out the candle</p> <p>Exit Music</p>

Suggested Resources:

- Box wrapped as a gift in gold/ silver paper tied with a ribbon or a bow.
- Character of St Paul from template on following resource page.

Ideas for the rest of the week:

- How does the message from Paul to the people of Athens link with your school vision and supporting values?
- **SPIRITUAL FLOURISHING PROJECT:** Research some of the earliest churches in the world in Syria, Iran, Turkey, Ethiopia. Why are some the earliest churches in this part of the world? OR research a church in the world today.
- Make a poster of Pauls' words: "He is the Lord of Heaven and earth, He has given life to everyone and everything. He has made all nations on earth. God is not like gold or silver or stone made by man. God wanted all to seek Him so He sent His Son, Jesus. to show everyone the way to God." and decorate with images to explain this message.

Suggested hymn/song:

- How Great thou Art [Bing Videos](#); [Our God is a Great Big God Bing Videos](#)

Something to take home:

This week in collective worship, we have learned about St Paul's important message of three things that he told the people of Athens: 1. He wanted them to know about the God who made Heaven and earth and everything in it. 2. He wanted them to know that God wants everyone around the world to seek Him. 3. Paul tells the people that God sent Jesus to show them the way to God. We learned that the Bible has been translated into more than 770 different languages.

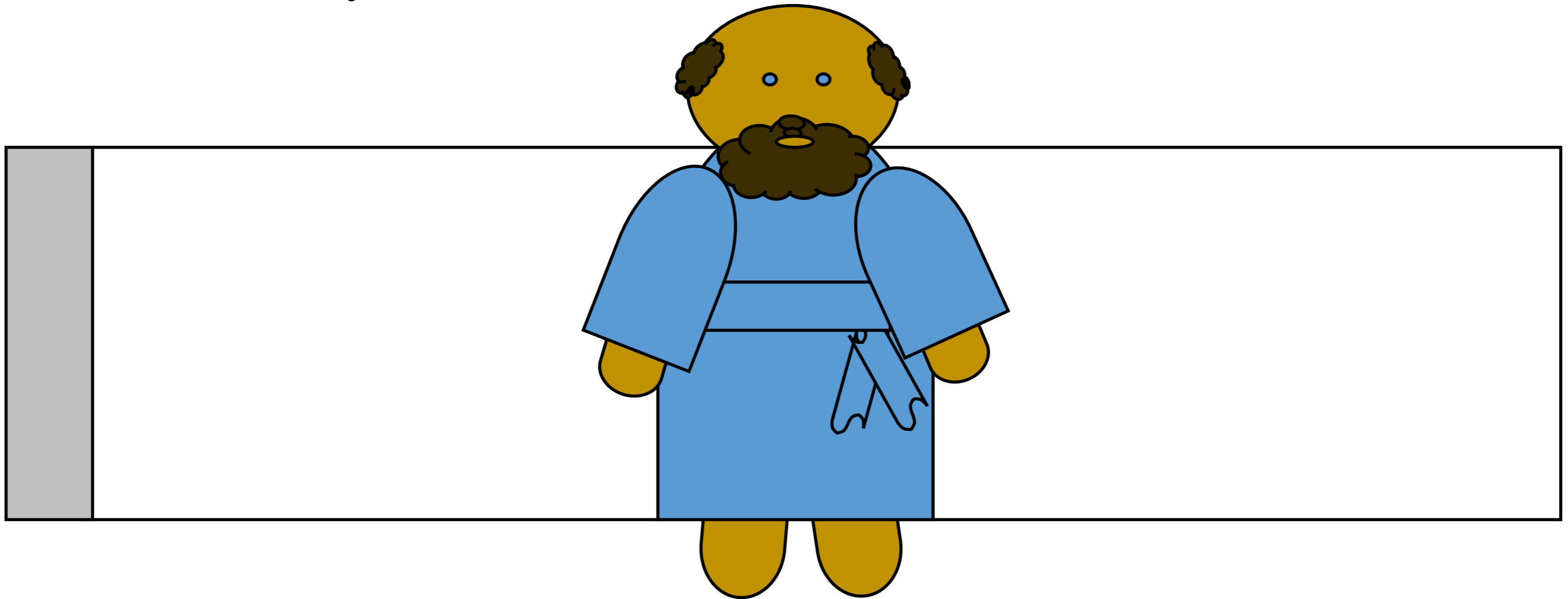
Paul

You could enlarge as required .

Cut out.

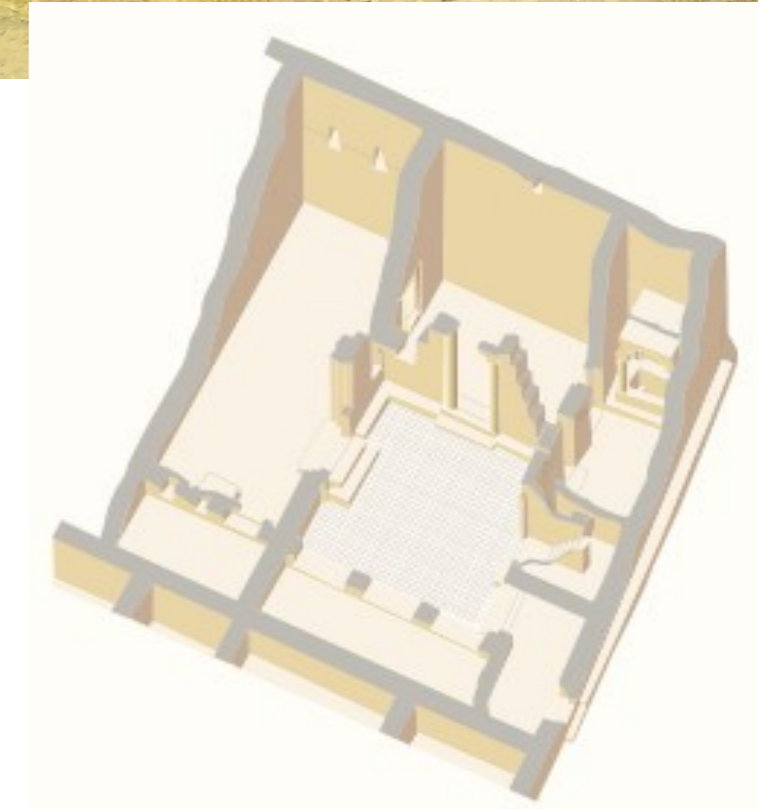
Glue grey area.

Fold strip into a barrel shape with character at front.








233AD Dura-Europos church (or Dura-Europos house church)
Early house church in Syria. [Dura-Europos church - Wikipedia](#)



Some parts of the earliest Christian churches still remain in different parts of the world.



Church of Saint George, Ethiopia [Church of Saint George, Lalibela - Wikipedia](#)

Theme Week Beginning (colour reflective of that Sunday in church)	Reading (s) (Taken from the Lectionary for the Sunday of that week)	Gather Prepare focal point – is there an image/ artifact to look at? How is your altar table prepared? What music is playing as the come in? Opening prayer/call and response Opening song	Engage What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Respond 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	Send 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 Thursday 14th May Ascension Day 	Acts 1:1-11 Luke 24: 44-53 Key Message The risen Jesus returns to Heaven, promising the Holy Spirit and commissioning His followers to continue His work in the world.	Entry Music Opening prayer/call and response See Ppt Hymn/Song	Hook Show video clip of balloons ascending—see Ppt. <i>CWL: What is happening here?</i> Balloons are going up/ascending. <i>Today we are going to hear about a special time 40 days after Jesus had risen from the dead, on Easter Sunday.</i> <i>‘Ascend’ means to go up.</i> <i>Each year, on Ascension Day, we remember something incredible - the special event of Jesus going up – ascending - to Heaven to be with God, His Father.</i> Teaching Display the sequence pictures on Ppt pages OR Invite 11 pupils to come up to be the disciples and sit on the floor, facing the front (backs to the school). Invite a child to hold a large cut out cloud. Holding up the character of Jesus (see Ppt). <i>CWL: Here is Jesus. In the book of Acts, St Paul tells us that Jesus is talking to His disciples. Jesus tells them three important things.</i> Display Ppt page with three speech bubbles. <i>Jesus said to His disciples:</i> <ul style="list-style-type: none"> <i>Do not leave Jerusalem but wait for the gift My Father has promised</i> <i>In a few days you will be baptised with the Holy Spirit</i> <i>You will receive power when the Holy Spirit comes on you and you will be my witnesses</i> <i>Then the Bible tells us that after He said this, Jesus ‘was taken up before their very eyes, and a cloud hid him from their sight.’</i> Enact Jesus ascending and disappearing behind the cloud.	I wonder...  <i>CWL: I wonder how the disciples must have felt? Amazed, confused, hopeful</i> <i>Why do you think the disciples might have felt hopeful?</i> Jesus had promised to send His Holy Spirit. Because Jesus called it God’s gift, they knew it must be something very special. Prayer <i>Dear Lord Jesus, Thank you that You promised to send God’s special gift, His Holy Spirit ,to be with the disciples so that they could be witnesses and tell everyone about You. Amen</i>	Key Message  <i>CWL: We can remember that Jesus called the Holy Spirit God’s special gift.</i> Living It Out <i>CWL: God’s Holy Spirit helped the disciples to go out and share the good news about Jesus to other people in the world and we have this good news recorded in the Bible today to. We can give thanks to God that we have the Bible to guide us today.</i> Closing Prayer/ Call and Response/ Put out the candle Exit Music
Suggested Resources: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=8Nx-AhsXHy4 Cut out character of Jesus (see following resource page); cut out A4/A3 cloud; resource page images See Ppt for Ascension Day 					
Suggested hymn/song: <ul style="list-style-type: none"> My God Loves Me, His Love Will Never End [Lyrics] #hymn #hymns #livemusic #gospelmusic #churchmusic 					
Something to take home: This week in collective worship, we have learned how Jesus ascended into Heaven. Jesus called the Holy Spirit God’s special gift. God’s Holy Spirit helped the disciples to go out and share the good news about Jesus to other people in the world and we have this recorded in the Bible today. Thinking about God sending His son as baby Jesus, Jesus coming alive on Easter Sunday and Jesus ascending into Heaven in front of His disciples, might prompt us to think of questions we would like to ask God. We could share these with our school vicar.					

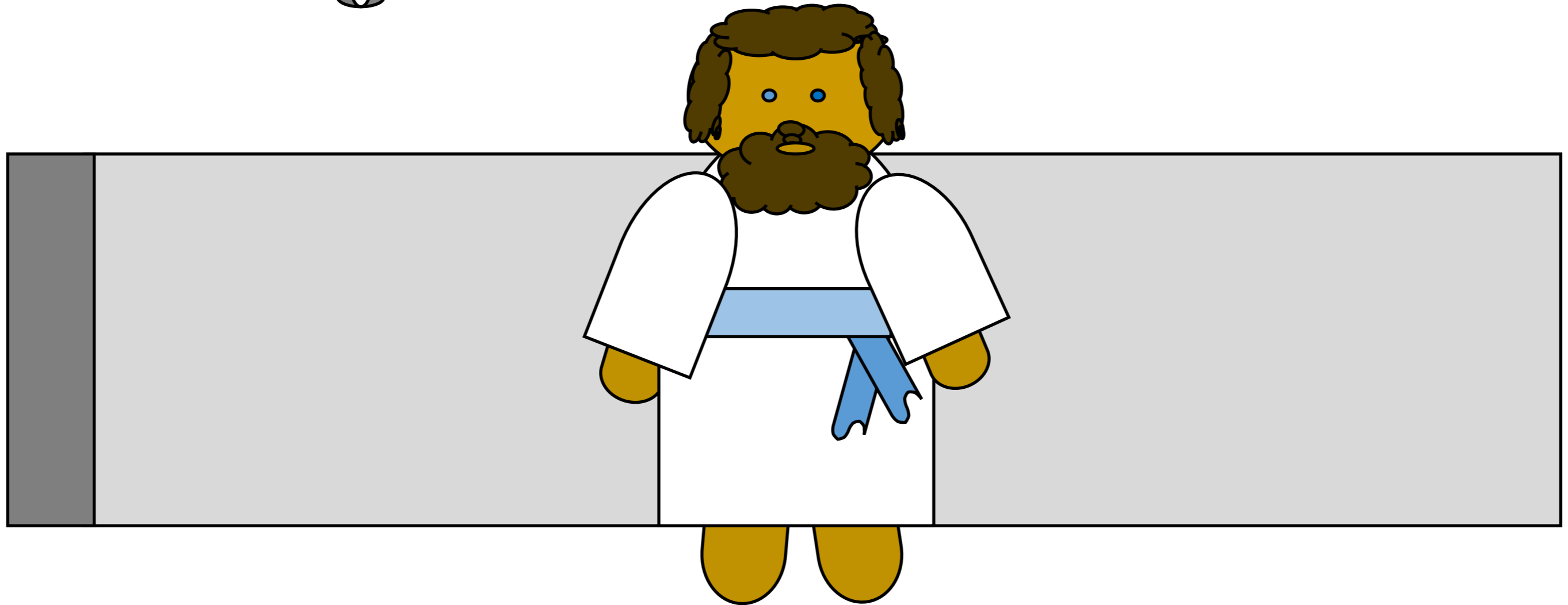
Jesus

You could enlarge as required .






Cut out.

Glue dark grey area.

Fold strip into a barrel shape with character at front.



Theme Week Beginning (colour reflective of that Sunday in church)	Reading (s) (Taken from the Lectionary for the Sunday of that week)	Gather 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	Engage What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Respond 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	Send 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>Summer 1 Week 6 17th May</p> <p>Life, Hope and the Risen Jesus</p> <p>How does the risen Jesus bring life and hope to the world today?</p> 	<p>Acts 1: 6-14</p> <p>Key Message: Jesus prepares His disciples for His ascension, promises the Holy Spirit, and sends them to share His message of hope with the world. After Jesus is taken into heaven, the disciples return to Jerusalem and pray together constantly</p>	<p>Entry Music</p> <p>Opening Lines of a prayer/ hymn/ welcome</p> <p>This image could be displayed on the screen as recall of Ascension Day.</p>  <p>Hymn/Song</p>	<p>Hook</p> <p>Have the image of the disciples looking up at the sky from Ascension Day Ppt on the screen.</p> <p><i>CWL: Let's recall what we learned about on Ascension Day last week...</i></p> <ul style="list-style-type: none"> - Jesus spoke with His disciples; - He told them three important things; - He was taken up into Heaven before their eyes. <p>Teaching Read Acts 1: 9-14.</p> <p><i>CWL: Where had the disciples been watching Jesus being taken into Heaven?</i> Mount of Olives.</p> <p><i>What was the first thing they did when they went upstairs?</i> v14 They all joined together constantly in prayer, along with the women and Mary the mother of Jesus, and with his brothers</p> <p><i>Why do you think they all prayed?</i> This way they could be close to God and be ready to listen to what God would tell them.</p> <p><i>Did Jesus think prayer was important?</i> Yes Jesus prayed often.</p> <p>Reference any of these: Jesus prayed: alone (Matthew 14:23)(Mark 1:35)(Luke 9:18)(Luke 22:39-41), in public (John 11:41-42)(John 12:27-30), before meals (Matthew 26:26)(Mark 8:6)(Luke 24:30)(John 6:11), before important decisions (Luke 6:12-13), before healing (Mark 7:34-35), after healing (Luke 5:16), to do the Father's will (Matthew 26:36-44).</p> <p>Jesus also taught about the importance of prayer (Matthew 21:22)(Mark 11:24-26)(Matthew 7:7-11)(Luke 11:9-13)(John 14:13-14)(John 15:7,16)(John 16:23-24)(Matthew 5:44)(Luke 6:27-28)(Matthew 6:5-15).</p> <p>Jesus taught us how to pray (Luke 11:2-4– The Lord's Prayer).</p> <p><i>So the disciples followed Jesus's way by doing something they saw Jesus do often.</i></p> <p><i>What Every Child Should Know About Prayer</i> (by Nancy Guthrie. 10 Publishing, 2018) could be helpful in referencing other people in the Bible who prayed.</p> 	<p>I wonder...</p>  <p><i>CWL: I wonder what important message we can take from our Bible reading today?</i></p> <p>We can learn to pray sincerely and often as Jesus and the disciples did.</p> <p>Prayer</p> <p><i>Dear Lord Jesus, Thank you that You showed the disciples and us the importance of prayer. Please help us to be praying often and sincerely too. Amen.</i></p>	<p>Key Message</p>  <p><i>Pray often and sincerely as Jesus and the disciples did.</i></p> <p>Living It Out</p> <p><i>CWL: We could go into our week being committed to pray each day. We could write our own prayer starting with thanks to God, then praying for others, praying for ourselves and asking for help.</i></p> <p>Closing Prayer / Call and Response/ Put out the candle</p> <p>Exit Music</p>
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Suggested Resources:

- Image from Ascension Day PPT of disciples looking up after Jesus has ascended into Heaven.
- Copy of this book *What Every Child Should Know About Prayer* (by Nancy Guthrie. 10 Publishing, 2018) which provides helpful details of people in the Bible who prayed.

Ideas for the rest of the week:

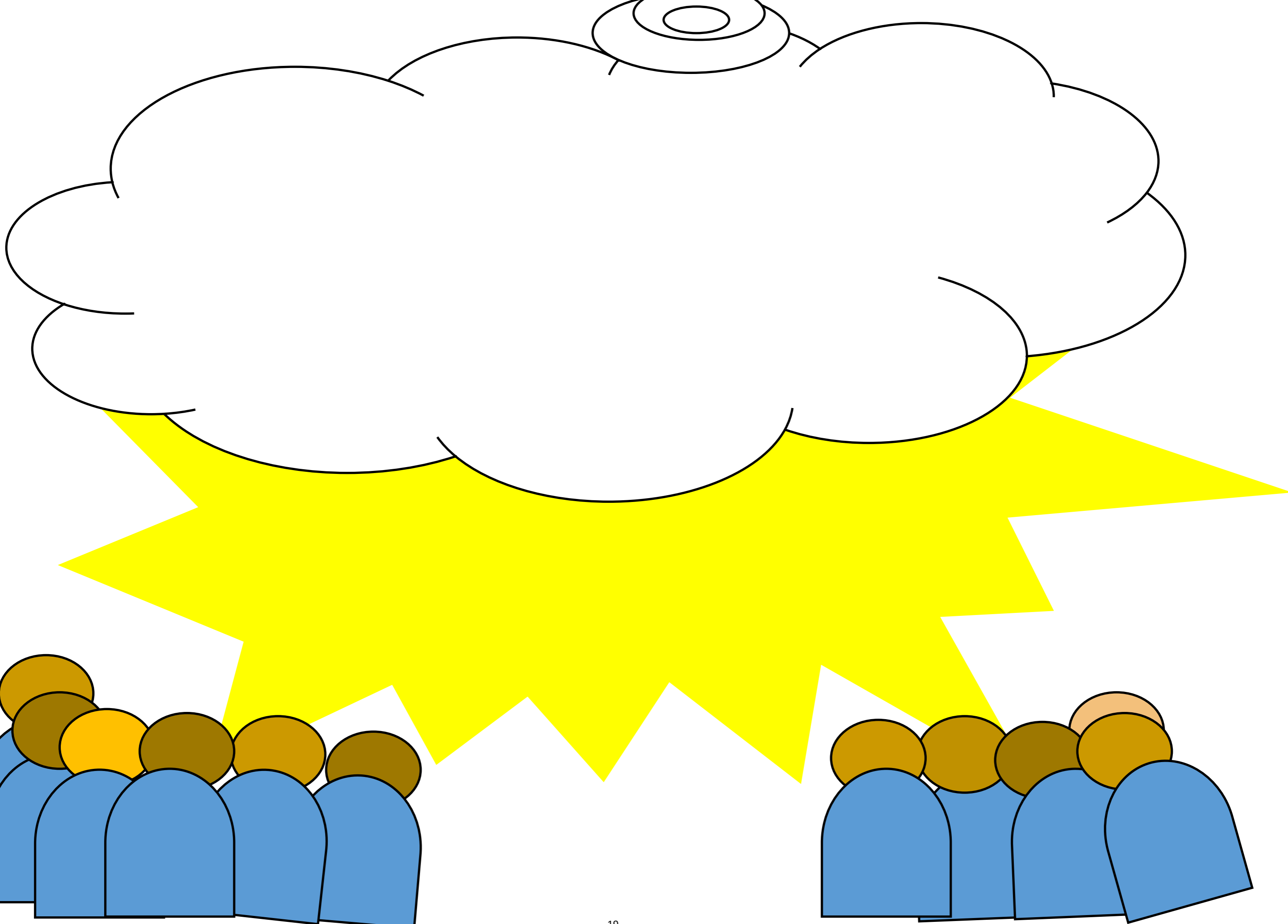
- How does the message of the disciples praying link with your school vision and supporting values?
- Explore the book *What Every Child Should Know About Prayer* (by Nancy Guthrie. 10 Publishing, 2018) to find out about people in the Bible who prayed.
- Explore some charities/ people who are inspired by God's Holy Spirit to help others. E.g. Samaritan's purse, Compassion, Christian Aid or interview your school vicar/priest about their faith.
- Thinking about God sending His son as baby Jesus, Jesus coming alive on Easter Sunday and Jesus ascending into Heaven in front of His disciples, what questions do you have that you would like to ask God? Create a bank of questions for your prayer table basket/ tree. Perhaps your school vicar can help with some answers.

Suggested hymn/song:

- Shine Jesus Shine; [Hear the Call of the Kingdom](#); Siya Hamba

Something to take home:

This week in collective worship we have learned that the disciples realised that prayer was really important. The first thing they did after Jesus had ascended was to pray to God. We could make prayer important in our lives too. We could write our own prayer for saying each morning or each evening.



The Church Year starts at Advent. In church different colours represent different seasons. You might want to use tablecloths in different colours in your collective worship to represent the time in the Church Year.

Purple: Penance and Preparation 	Red: Sacrifice, the Holy Spirit 	Green: Hope, Life and Growth 	Gold: Joy and Celebration 	White: Purity 	No colour: Desolation 
Purple is used for times of deep thinking and reflection. It is also sometimes used at adult funerals.	Red is used for saints' days who have died as martyrs <u>and also</u> represents the flame of the Holy Spirit.	Green is used to represent quiet growth during the time between festivals and seasons.	Gold used for special occasions.	White represents purity (as opposed to sin which is scarlet). It often represents a season of celebration rather than a day.	On these two days of the year the church is stripped bare of all decoration and flowers.
Used during Advent and Lent	Pentecost/Whitsun Martyr's saints' days	Used throughout Ordinary Time.	Used for special days of celebration, such as Easter Day and Christmas	Used in the seasons of Easter and Christmas and for saints who were not martyred.	Good Friday and Holy Saturday