



Primary School Collective Worship Planning Resource

Autumn 1 2026

Collective Worship Resource Autumn 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 opportunity 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 each half term has 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.

Special educational needs, disability (SEND) and 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 pupils 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 pupils 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 pupils 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 pupils 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.

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.
- *Heroes of Hope* by Sharon Prentis and Alysia-Lara Ayonrinde. Church of England. 2025.

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>

Theme	Reading (s)	Gather	Engage	Respond	Send
Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image 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	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/painting) Time for Personal response Prayer Optional second hymn/song	What is the key message you want pupils to go away with? How might that work out this week or the rest of the day? Closing prayer/call and response How do the pupils leave?
Autumn 1 Week 1 31st August Being God's children. How does God lead us?	Exodus 3.1–15 / Romans 12.9–end Key Message God calls us and is holy. We can act as if we are called.	Entry Music Have an image such as this displayed on a screen:  Source: Freepik Opening Lines of a prayer/ hymn/ welcome Hymn/Song	Hook <i>CWL: With image on the screen, ask, “What do we see here?” “What is unusual about this bush/tree?” “What other question might you want to ask? Perhaps, whose hand is that?” “Today we are going to find out why this burning bush doesn’t burn out and who this hand belongs to!”</i> Teaching <i>CWL: I am going to read the first part of the story from the Bible and then ask some questions.”</i>  Read Exodus 3.1-6 Show this image on the screen. <i>CWL: “Who is this person in our story today?” Moses. “If we could add extra parts to the picture, having listened to our story, what could we add?” Sheep, God speaking from the burning bush. “I wonder if anyone can tell us why the bush is burning?” God wanted to speak to Moses. “How do we know that God is there at the burning bush?” It doesn’t burn out which shows God’s power; God calls Moses by name and says, “Take off your sandals for the ground you are standing on is holy.” He</i>	I wonder... <i>1. I wonder what we can recall from our story today? God can make amazing things happen; God is holy and we can respect His holiness; We can listen to God when He calls us as Moses did; God will be with us to give us strength.</i> <i>2. I wonder what two aspects we will take with us into our week: God enabling amazing things to happen?</i> <i>3. God is holy- how should we respond?</i> Prayer: <i>Dear loving Father in Heaven,</i> <i>Thank you that You showed yourself to Moses in such a special way. Thank you that Moses shows us how we should respond to You. Please help us to respect Your holiness and listen to You when You speak to us. Thank you for saying You will be with us.</i> <i>We pray this in Your name.</i> <i>Amen</i>	Key Message <i>CWL: Our holy God calls Moses and gives Moses a task. Moses listens to God but doubts his own ability. God says to Moses ‘I will be with you.’</i> Living it out <i>CWL: Jesus promises us that God will be with us too through His Holy Spirit. Let us also listen to God knowing He will be with us.</i> Closing Prayer / Call and Response: Exit

			says, "I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob." <i>CWL: Now let's read on...</i> Read Exodus 3 7-15 <i>CWL: "How does Moses react?"</i> He doubts his ability to do what God is asking. <i>CWL: But God encourages Moses. "What does God say to Moses?"</i> I will be with you. *Have the phrases on a PPT page and flash them up as you read them. <i>CWL: This story tells us some important things about God and about how Moses responded:</i> -God can meet us in unlikely places -God can make incredible things happen -God is holy -Moses recognised that God was holy -Moses showed respect to God by being humble and taking off his sandals as God asked -God says 'I will be with you' so Moses didn't have to rely on his own personal strength.		
Suggested Resources: · Images as provided above on PPT pages; six phrases as directed above at * on a PPT page.					
Suggested Hymn/song: · Here I am Lord. Bing Videos					
Ideas for the rest of the week: · How does this passage link with your school vision and supporting values? · This is an amazing event recorded in the Old Testament. Create a story sequence in three pictures of the events. Add speech bubbles. · Explore the additional Bible verse for the week: Romans 12.9-21. Paul encourages 'love in action', explore the key messages of verses 11-13; 15-16. Make a group list of ways we can do this in our daily lives.					
Something to take home: This week in collective worship we have been learning how God calls us and is holy. We can learn from Moses who saw the burning bush that never burnt out and was curious. Moses respected God's holiness and listened to God. Moses doubted his own ability. We can remember that God said to Moses, <i>"I will be with you."</i>					

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Autumn 1 Week 2 7th September Being God's children. How does God lead us?	Exodus 12.1–14 /Romans 13.8–10 Key Message God loves and saves his people. Love is the fulfilment of the law	Entry Music Opening Lines of a prayer/ hymn/welcome SEE PPT for AUT 1 Week 2 Hymn/Song	Hook Have a chair and table with a piece of paper and a pen, and a sash ready at the front of the CW space. Referencing the image on the screen: <i>CWL: Does anyone know where this might be? Let me give you some clues...here is another photo. I think you might know that this is St Paul's Cathedral, London? Who could this be? I wonder what he is holding?</i> <i>This is a sculpture of St Paul, holding St Paul's cross which tells us that he was a preacher. If we look back at the image of the cathedral, perhaps you can spot the same cross? What do we know about St Paul? He was called Saul. He was converted on the road to Damascus. He had been persecuting Christians. He wrote letters of encouragement from jail to Christians - in Corinth, Philippi, Ephesus, and Rome and in other centres too. We can read these letters in the New Testament.</i> <i>CWL: Today we are going to find out about the message in one of Paul's letters to the Romans. It is such an important message. Jesus also referenced this message when he talked about the two most important commandments (Matthew 22:37 and 39)</i> Teaching <i>CWL: I need a St Paul, who is writing a letter while in jail. Invite a pupil to sit at the table. I also need a person to be Jesus.</i>	I wonder... <i>1. I wonder if we can try to follow this important message too this week.</i> <i>2. Can we think of who our neighbour is – not only our friends, but those we don't get on with as well.</i> Hymn/Song Prayer <i>Dear loving Father in Heaven,</i> <i>Thank you that we can learn from this important message shared by St Paul and by Jesus some years earlier. Thank you that we can pray to You when we are finding things difficult and that You will help us to love our neighbour.</i> <i>Amen</i>	Key Message <i>CWL: Paul and Jesus tell us that this is an important commandment to follow</i> Living It Out <i>CWL: Let's think how we can live out this message in our week ahead - what will our actions look like if we are loving our neighbour –perhaps the words we say, the things we choose to do or listen to, the way we offer help or show kindness. Perhaps the way we follow the school rules or rules in our home?</i> Closing Prayer / Call and Response/ Put out the candle Exit Music

			Invite a pupil up to wear the sash and hold the speech bubble text. <i>CWL: Here is Paul writing to the Romans. Paul is reminding the Christians living in Rome that many of the commandments given by Moses can be summed up in one commandment: He is writing, "Love your neighbour as yourself." Then he writes, "Love does no harm to a neighbour."</i> Referencing the pupil wearing the sash (Jesus). <i>CWL: Paul would have known that a few years earlier, someone had asked Jesus, "Teacher, which is the greatest commandment in the Law?". Jesus had replied...</i> Pupil acting Jesus then reads his speech bubble "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments." <i>CWL: Why do you think Paul was including this message in his letter?</i> He might have heard that the Christians in Rome were not obeying the rules of the law of the authorities. He wanted to remind them of Jesus' teaching. Paul was reminding the Christians in Rome the importance of following the commandments, just as Jesus had reminded the crowds a few years earlier. <i>CWL: Who is our neighbour?</i>		
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Suggested Resources:

- See accompanying PPT resource; table and chair, paper and pen for Paul; sash for Jesus.

Suggested Hymn/song:

- When I needed a neighbour were you there, were you there? ; A New Commandment

Ideas for the rest of the week:

- How does this message link with your school vision and supporting values?
- Create a collage of living this message to our neighbours- each pupil and staff member could add a piece of text or small drawing of them. Add a key message title.
- Write a letter of encouragement to a family member or friend encouraging them in one way to follow this commandment.

Something to take home:

This week in collective worship, we have been learning about the important commandment to love our neighbours. St Paul reminded the Romans about this in his letter to the Romans in the Bible. We have thought about who our neighbours are – the elderly, the poor, the ill, those who are different to us – and not only our friends, but those we don't get along with as well!

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<u>Autumn 1</u> <u>Week 3</u> 14th September Being God's children. How does God lead us?	Exodus 14.19–end / Romans 14.1–12 Key Message God leads, whatever the circumstances.	Entry Music Bing Videos The Lord's My Shepherd  Opening Lines of a prayer/ hymn/ welcome Have images of shepherds around the world displayed on a screen (see following resource page): Hymn/Song	Hook <i>CWL: Does anyone know who this is? This may be a familiar story? Moses.</i> <i>CWL: What do we know about Moses? Take answers. Eg. We know that he listened to God at the burning bush.</i> <i>He was a leader of God's people, the Israelites. He gave the people ten commandments from God on how to live well. Moses wasn't always a confident leader, but he did listen to God. Sometimes the Israelites got angry with Moses and didn't trust him, but Moses kept listening to God.</i> <i>Our story today comes from near the beginning of the Old Testament from a book called Exodus. The passage from the Bible ends with these words: "And when the Israelites saw the mighty hand of the Lord displayed, the people feared the Lord and put their trust in him and in Moses his servant."</i> Teaching Watch the story of Exodus 14: 19–31 Moses and the Red Sea Stories of the Bible	I wonder... <i>1. I wonder how Moses felt when he saw the Egyptian army coming towards the Israelites at the Red Sea? He could have doubted that God's plan was working; maybe he believed even more that God could do amazing things; maybe he decided even more to listen to God and obey.</i> <i>2. Can we think of times when we have faced a difficult challenge.</i> <i>3. Can God use other people to guide us, just as God used Moses?</i> Hymn/Song Prayer <i>Dear loving Jesus, thank you that You have promised us that You will keep us safe and lead us just as You led Moses and the Israelites as they followed Your way. When things look tricky, please help us to trust in You even more.</i> <i>We ask this in Jesus' name, Amen.</i>	Key Message <i>CWL: God leads, whatever the circumstances.</i> Living it out <i>CWL: This week let's remember that we can put our trust in God, even when things look very tricky.</i> Closing Prayer / Call and Response/ Put out the candle Exit Music

			<i>CWL: What did you find interesting in this story?</i> Take answers. <i>CWL: Can you recall when Moses listened to God?</i> Raising his staff at the sea before entering and after the Israelites had safely crossed. <i>CWL: Were there times that the Israelites didn't trust that God would help them?</i> When they had to work harder; when they were camping at the Red Sea and could see the Egyptian army coming towards them; when they saw the Egyptian army coming through the sea after them. <i>CWL: This event is recorded in God's Bible for us to know about. What does this tell us about God's guidance and God leading us?</i> Even though it seems impossible, God is still there delivering His plan and leading us.		
Suggested Resources: · Saddleback video clip Moses and the Red Sea Stories of the Bible · Image for entry (above) on screen at start of CW.					
Suggested Hymn/song: · My God Loves Me; The Lord's My Shepherd Bing Videos					
Ideas for the rest of the week: · How does God leading Moses and the Israelites link with your school vision and supporting values? · Discuss times that are tricky in our lives. For your class prayer / reflection space: pupils can think of ways that they can remain close to God and Jesus: through prayer; through Bible stories where we learn from the Old and New Testament stories; through following the commandments and the two commands Jesus said were so important (Matthew 22 37-39); through stillness so God can speak to us.					
Something to take home: This week in collective worship we have learned how God led Moses and His people out of Egypt safely, even though at times it looked as if God's plan wasn't working. We learned how Moses listened to God and obeyed. How can we follow this example? Could we think of ways to learn God's word from the Bible, pray each day and be still so God can speak to us too?					

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Autumn 1 Week 4 21st September Being God's children. How does God lead us?	Exodus 16.2–15 Psalms 145. 1–8 Key Message God provides; we must tell others about it.	Entry Music Have this question displayed on the screen: What makes you grumpy? Opening Lines of a prayer/ hymn/ welcome Hymn/Song	Hook Show images on screen. <i>CWL: Have you ever felt like this?</i> <i>CWL: I wonder who can remember who the main characters in our story were last week? Moses and the Israelites</i> <i>CWL: Today our story also tells us about the Israelites. God has guided Moses to lead the Israelites out from Egypt where they had been slaves to the Egyptians. As we saw last week, they have found it hard to trust Moses. In today's story, we will find out why they are really grumpy with Moses. We will see that, just as happened last time, God has an incredible plan!</i> Teaching: Read/ retell Exodus 16:1-15 Invite a group of pupils to be grumpy Israelites sitting in a circle on the floor. As you read Exodus 16: 1-15, the group will read the text in the speech bubble on the slide at the appropriate part in the reading. <i>CWL: What has surprised you about this story? The strange food that God sent. How God sent the food.</i> <i>CWL: Why might God have provided this food in this way? They were in the desert, and this was a miraculous was that God could provide food for his people.</i> <i>CWL: What do we know about manna and quail? Manna is a bread-like substance that God sent for each morning. Quails are birds.</i> "If only we had died by the Lord's hand in Egypt! There we sat around pots of meat and ate all the food we wanted, but you have brought us out into this desert to starve this entire assembly to death."	I wonder...  <i>1. I wonder if it has been helpful to hear how the Israelites became grumpy? We can learn how God heard them and provided.</i> <i>2. I wonder when we can talk to God telling him about things that make us grumpy? During our day, quietly in the morning and evening</i> Hymn/Song: Prayer <i>Dear Father in Heaven,</i> <i>Thank you that You heard and provided food for the Israelites. Thank you that we have the Bible to teach us more about You and Your way.</i> <i>Amen.</i>	Key Message  <i>CWL: Let's go out into our week thinking about all the ways that God provides for us! Do we say thank you?</i> Living It Out <i>CWL: Perhaps we can take some time thank God for some of these?</i> Closing Prayer/ Call and Response/ Put out the candle Exit Music

Suggested Resources:

- PPT page with question for entry: What makes you grumpy?
- PPT page with images of grumpy children. PPT page with image of meat and speech bubble. PPT page with images of manna and quail.

Suggested Hymn/song:

[He's got the whole world - BBC Teach](#)

Ideas for the rest of the week:

- How does learning about God providing for the Israelites link with your school vision and supporting values?
- Let's find out how we should respond when God provides for us. Explore **Psalm 14: 1-12** which tells us.
- How can we celebrate **National Teaching Assistant Day (26th September)**

Something to take home:

This week in collective worship, we learned about God providing food (manna and quails) for His people. We learned how Moses listened to God and guided the people to follow God's instruction. Let us recall the ways that we are provided for. When and how do we say thank you to God for these?



Source: Wikipedia



[Brown quail - Wikipedia](#)

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Autumn 1 Week 5 28th September Being God's children. How does God lead us?	Exodus 17.1–7 Philippians 2.1–13 Key Message: God is among us and leads by humble example.	Entry Music Opening This question could be displayed on the PPT page as pupils enter: I wonder what being humble means? Hymn/Song	Hook Show this image as recall.  <i>CWL: We have been hearing a lot about these people in our CW this term! What have we heard so far? Moses led them through the Red Sea; they grumbled; sometimes they didn't trust God; when they saw that God had led them safely out of slavery in Egypt and provided food for them, they began to fear God.</i> <i>CWL: The last time we met, we heard how the Israelites were travelling through a hot desert as Moses, guided by God, led them out of Egypt where they had been slaves. We heard how grumpy they were because they were hungry! They were annoyed with Moses for leading them away from Egypt.</i> <i>CWL: Why was Moses leading them out of Egypt? He was listening to God. But God provided food for them! What was it called? Manna, quail</i> <i>This week we are going to learn that they are still in the desert and grumpy again. They are also still annoyed with Moses again! Why might they be grumpy now? They are thirsty.</i> Teaching Invite a group of pupils to be grumpy Israelites sitting in a circle on the floor. Invite a child to be Moses. Transfer the text and speech bubbles onto a PPT page. As you read the text below (retelling of Exodus 16; 1-15), the actors will read their text in the speech bubbles and Moses will enact striking the rock with his stick.	I wonder... <i>1. I wonder what being humble means?</i> <i>2. I wonder if Moses was humbly leading the people? How do we know this? He kept listening to God and asking God for help.</i> <i>3. How might God here be showing humble example? Hearing the needs of His people and caring for them. We can follow this example by caring for others.</i>	Key Message <i>CWL: God led His people by using Moses who was humble and ready to seek God's help.</i> Living It Out <i>CWL: Let us remember that God still cares for us. Let us remember to be humble and ready to seek God's help</i> Closing Prayer/ Call and Response/ Put out the candle Exit Music

CWL: “The whole Israelite community set out from the Desert of Sin, traveling from place to place as the Lord commanded. They camped at Rephidim, but there was no water for the people to drink. So, the **people** quarrelled with Moses and said,

Moses replied,

Give us water to drink.

Why do you quarrel with me?

Why do you put the Lord to the test?

But the **people** were thirsty for water there, and they grumbled against Moses. They said,

Why did you bring us up out of Egypt to make us and our children and livestock die of thirst?

Then **Moses** cried out to the Lord,

What am I to do with these people?

The Lord answered Moses, “Go out in front of the people. Take with you some of the elders of Israel and take in your hand the staff with which you struck the Nile, and go. I will stand there before you by the rock at Horeb. Strike the rock, and water will come out of it for the people to drink.” So, Moses did this in the sight of the elders of Israel. And he called the place Massah and Meribah because the Israelites quarrelled and because they tested the Lord saying, “Is the Lord among us or not?”

CWL: What do you think God was showing His people here? That He will provide.

CWL: How must Moses have felt when the people became angry with him?

Frustrated, as God had helped them before and God will help them again. The people were not trusting God.

CWL: How do we know that God was with Moses? God said to strike the rock and water would come out. When Moses struck the rock, water came out.

Prayer

Dear Loving Father,
Thank you for the message about Moses leading the people humbly by seeking guidance from You. Please help us to lead others humbly too, remembering to ask for Your help.

Amen

Suggested Resources:

- PPT page of text and speech bubbles.
- Stick for Moses.

Suggested Hymn/song:

- Siya Hamba' https://youtu.be/BBgWVV5R_Qs (a good opportunity for pupils to use percussion/ djembe drums for this hymn)

Ideas for the rest of the week:

- How does the message about Moses seeking God's help to lead the grumbling people link with your school vision and supporting values?
- SPIRITUAL FLOURISHING PROJECT: Moses was a leader for God's people who we read about in the Old Testament. Research the many stories and facts that we know about Moses and present these in a collage of pictures and text/ in a poster/ in a zigzag story book. What do they tell us about Moses?

Something to take home:

This week in collective worship, we have learned about Moses seeking God's help to lead the grumbling people through the desert. We learned how the people were thirsty and God provided water to quench their thirst. We have learned that God was with His people, providing for their needs. Moses kept on seeking God's help to humbly lead the people and was always seeking God's help. How can we be humble like Moses? Perhaps we can also be remembering to seek God's help?

Theme	Reading (s)	Gather	Engage	Respond	Send
Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image 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	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/painting) Time for Personal response Prayer Optional second hymn/song	What is the key message you want pupils to go away with? How might that work out this week or the rest of the day? Closing prayer/call and response How do the pupils leave? Music?
<u>Autumn 1</u> <u>Week 6</u> 5th October Being God's children. How does God lead us?	Exodus 20.1–4, 7–9, 12–20 Psalms 19 Key Message God helps us by telling us what to do.	Entry Music Have this statement displayed on the screen: “I wonder if it is important to follow rules...” Opening prayer/call and response Hymn/Song	Hook  Have these or similar images printed onto paper. Hold each up as you ask the question: <i>CWL: Has anyone seen these before? Tell me about them. Why is it important to have these? They are special signs or rules to keep us safe.</i> <i>CWL: Don't walk when the red figure shows; do walk when the green figure shows.</i> <i>Today we are going to find out the rules that God has given us to keep us safe. Christians believe that, just as the traffic signs are there to keep us safe, God knows which rules we need to keep us safe.</i> Teaching Watch video clip of Moses receiving the Ten Commandments The Ten Commandments Stories of the Bible Have each commandment written on a separate A4 sheet and placed in a basket. Invite pupils up to take a sheet, read it and hold for others to see: Put God first Don't love other things more than God Respect God's name Rest on the seventh day and keep it holy Obey your parents Never hurt anyone Keep wedding commitment promises Do not steal Do not tell lies Don't wish for things that belong to other people	I wonder...  <i>I wonder which of these will be the trickiest to keep?</i> <i>Is it helpful for us to have rules?</i> <i>How can we encourage each other to keep these rules/ commandments?</i> Prayer <i>Dear loving Father in Heaven, Thank you that You have given us rules to help us to be safe and to live well. We ask that You would help us to keep following these each day, whether we are at school or at home. Thank you, Amen.</i>	Key Message  <i>CWL: Let us remember the first three commands especially well this week: How can we show God that we are putting Him first?</i> <i>How can we make certain we are respecting God's name?</i> Living It Out <i>CWL: God has given us rules to help us to be safe and live well with each other on His earth. Let us make a special effort to recall these as we go out into our week.</i> Closing Prayer/ Call and Response/ Put out the candle Exit Music

			<i>CWL: We have seen that these rules were given a longtime ago, but they are still important. Let us think about any of these (with exception of 7) that might be tricky to keep! Does that mean we must give up? Every time we try a little harder to keep these, God will see our efforts. We can also ask God for help - just as we have heard Moses do in our recent CW stories.</i>		
Suggested Resources: - Rules above in bold font each written on an A4 sheet of paper for pupils to hold up. A basket to place them in for the CW. - Video clip of The Ten Commandments The Ten Commandments Stories of the Bible					
Suggested Hymn/song: My God Loves Me, His Love Will Never End [Lyrics] #hymn #hymns #livemusic #gospelmusic #churchmusic					
Ideas for the rest of the week: - Pupils can create a collage poster/ booklet of the commandments for their class prayer table. During class worship, these can be discussed and explored further. - Think of ways that we can encourage each other to follow these commandments each day, for example you could focus on commandment 3. • Harvest					
Something to take home: This week in collective worship, we have learned how because He loves us, God has given us rules to follow to help us to be safe and to live well with each other. God gave these rules to Moses to give to the people. They are called the ten commandments. They are still important for us today.					

Theme	Reading (s)	Gather	Engage	Respond	Send
Week Beginning (colour reflective of that Sunday in church)	(Taken from the Lectionary for the Sunday of that week)	Prepare focal point – is there an image 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	What is your hook? Use of video clips, painting, sculpture, artifacts Bible reading/story	Help the pupils to respond / reflect on theme I wonder Questions to aid reflections.... Time to reflect (Use of silence/music/painting) Time for Personal response Prayer Optional second hymn/song	What is the key message you want pupils to go away with? How might that work out this week or the rest of the day? Closing prayer/call and response How do the pupils leave? Music?
Autumn 1 Week 7 12th October Being God's children. How does God lead us?	*Psalm 147.1–7 *Luke 10.1–9 Key Message: Good news is good to tell. *Deviation from this week's lectionary reading due to number of weeks in Autumn 1 term.	Entry Music Have an image of Bukayo Saka or Ivan Toney (see weblinks) on the screen as pupils enter. Opening Lines of a prayer/ hymn/ welcome Hymn/Song	Hook Referencing a player from the weblinks, ask pupils if they know the player/s on the screen. For example, Bukayo Saka (Bukayo Saka: Religion is a big part of my life) and Ivan Toney (England stars who have spoken about their Christian faith) <i>CWL: Aside from being super-star footballers, both players have good news to tell! Let's hear what Bukayo Saka said in the post-match press conference after an England win. Asked about whether he'd been reading the Bible during his stay in Qatar: "Yeah, I've been continuing to do that out here. I read my Bible every night. "For me, it's really important to have the presence of God in me all the time and it gives me more confidence to know that God's plan is perfect, so I can go on the pitch and know that God has my back." (Quote from Bukayo Saka: Religion is a big part of my life)</i> <i>Ivan Toney, when interviewed once said: "As a Christian, I always pray before the game. My nan has a little prayer that she always said to me before matches – so I do it every game now." (Quote from England stars who have spoken about their Christian faith)</i> Teaching <i>CWL: Today we are thinking about sharing the good news of Jesus. This Sunday (18th Oct) there will be a special Festival of St Luke, one of the Gospel writers who also shared good news about Jesus.</i> <i>CWL: Both Bukayo and Ivan, have shared how important their faith is to them. Another reading for today comes from the book of Psalms in the Bible. Here the psalm writer – possibly David- is sharing his faith in God too, but in a different way. He is ready to sing and play music to sing his praise for God.</i> <i>CWL: Let's listen to some of the things he says:</i> Read these parts of Psalm 147 (from a Bible if possible).	I wonder...  <i>1. What good things do we have to share that God has done for us?</i> <i>2. Could we share a prayer of thanks to God for His creation as the psalmist has done, or for our good opportunities as the two footballers have done?</i> Prayer <i>Dear Loving Father,</i> <i>Thank you that we can learn from those who share the good news about You. Please help us to share the good news about Your creation or our opportunities too.</i> <i>Amen.</i>	Key Message  <i>Good news is good to tell!</i> Living It Out <i>CWL: We could go into our week being committed to sharing something wonderful that God has given to us – our beautiful world or a wonderful opportunity. We can remember to thank God for it too!</i> Closing Prayer / Call and Response/ Put out the candle Exit Music

			<i>⁴Praise the Lord. How good it is to sing praises to our God, how pleasant and fitting to praise him!</i> <i>³He heals the broken-hearted and binds up their wounds.</i> <i>⁴He determines the number of the stars and calls them each by name.</i> <i>⁵Great is our Lord and mighty in power; his understanding has no limit.</i> <i>⁶The Lord sustains the humble</i> <i>⁷Sing to the Lord with grateful praise; make music to our God on the harp.”</i> <i>CWL: What is the psalmist praising God for here?</i> For His creation (the stars that God knows by name; for God's power)		
Suggested Resources: • Images ready from two weblinks above. • Copy of this book <i>Everyone a Child should know</i> by Clare Heath-Whyte. 10 Publishing, 2017 for additional ideas.					
Suggested Hymn/song: • All Things Bright and Beautiful by John Rutter all things bright and beautiful lyrics john rutter; Every Journey begins with a small step Bing Videos					
Ideas for the rest of the week: • How does the message of sharing God's good news link with your school vision and supporting values? • Explore the book <i>Everyone a Child should know</i> by Clare Heath-Whyte. 10 Publishing, 2017. to find out about other people over time who have shared their faith. • Explore some charities/ people who are inspired to share God's good news by helping others. E.g. Samaritan's purse, Compassion, Christian Aid or interview your school vicar/priest about their faith. • National Week of Prayer 10th-18th October					
Something to take home: This week in collective worship we have learned about people who are sharing the good news about God. The psalmist praised God for His power in determining the number of stars and knowing them each by name; two England footballers shared their faith keeps them strong on the football pitch. How can we share about God's goodness and His power?					

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?
<u>Autumn 1</u> <u>Week 8</u> 19th October Being God's children. How does God lead us?	*Psalm 90.1–6, 13–17 *Matthew 22.34–end Key Message: Being God's children means we are loved. The Greatest Commandment. *Deviation from this week's lectionary reading due to number of weeks in Autumn 1 term.	Entry Music Show PPT page for pupils to reflect upon as they enter.  Opening Lines of a prayer/ hymn/ welcome Hymn/Song	Hook <i>CWL: We are surrounded by rules – like these rules on the screen. Have you heard someone say these before?</i> Have the rules below (and any of your own school rules) on a PPT page. One by one flash them up and ask pupils to read them. Tie your laces Don't run in the corridor Don't shout out - Put your hand up Don't speak with your mouth full Line up quietly Sit up straight Write neatly <i>Rules are important for keeping us safe and well and a few weeks ago, we learned about the commandments that God gave to Moses for the people to follow as recorded in the Old Testament. Let's remind ourselves of this event. (OPTIONAL: show video clip of The Ten Commandments Bing Videos)</i> <i>CWL: How many were there? 10</i> <i>CWL: In Matthew's Gospel we read about a man wanting to catch Jesus out about these 10 commandments by asking which of them is the greatest.</i> <i>CWL: What do we know about Matthew's gospel? It's the first book of the New Testament.</i> <i>CWL: Someone asks Jesus, "Teacher, which is the greatest commandment in the Law?" Let's find out what Jesus says...</i>	I wonder...  <i>1. I wonder what it looks like to 'Love the Lord your God with all your heart and with all your soul and with all your mind.'?</i> Give pupils thinking time and then invite some pupils to share their thoughts. <i>2. I wonder what it looks like to 'Love your neighbour as yourself.'?</i> Give pupils thinking time and then invite some pupils to share their thoughts. <i>3. I wonder why God gives us commands to live by?</i> God loves us and wants the best for each of us. He knows that we don't always behave correctly to others.	Key Message  <i>Being God's children means we are loved.</i> <i>The Greatest Commandment.</i> Living It Out <i>CWL: We could go into our week being committed to follow these two commandments, always asking Jesus to help us to do so obediently. We can remember that God gave us commandments to follow because He loves us.</i> Closing Prayer/ Call and Response/ Put out the candle Exit Music

			Teaching READ Matthew 22.34-40 (from a Bible if possible) <i>CWL: How does Jesus help the people understand God's 10 commandments?</i> He summarises the commands into two important commands that cover all ten. <i>CWL: Who can recall what Jesus said?</i> Invite a child who has the correct answer to put on a sash to be Jesus. Invite them to say the words of Jesus to all. Invite two adults to each hold up these commands. Have each of the 10 commandments written on an A4 piece of paper. Invite pupils to come up to hold these. <i>CWL: Let's understand how clever Jesus's answer was!</i> One by one, referencing each commandment, ask pupils to identify where it goes – with Jesus's first commandment, or His second. This way they will see that all can be summarised by these two commandments.	Prayer <i>Dear Loving Father,</i> <i>Thank you that You have given us rules to help us to live well together and be safe. Thank you that Jesus helped us by giving us two commands that are important. Please help us to follow these obediently. Amen.</i>	
Suggested Resources: • PPT pages of images and rules as listed above. (OPTIONAL: video clip of The Ten Commandments The Ten Commandments Stories of the Bible as recall of previous CW)					
Suggested Hymn/song: • Hear the Call of the Kingdom; Christ, Be Our Light – Bernadette Farrell [Official Lyric Video]					
Ideas for the rest of the week: • How does the message of these two important commandments as shared by Jesus link with your school vision and supporting values? • Explore people who are inspired by these two commandments and highlight their actions: loving God by not using God's name inappropriately or as a swear word; loving God by remembering to thank God for His beautiful creation; loving God by reading His Bible; loving our neighbour by helping them in charity work (recall school charities that are supported); loving our neighbour who looks different to us. • In a  shape, invite pupils to think of a) one way they can love God with all their heart, soul, mind and b) love their neighbour as themselves. Draw/write these two thoughts on the heart shape and create a display of all the hearts at the class prayer table/ in class.					
Something to take home: This week in collective worship we have learned about the Jesus' answer to the question, "Teacher, which is the greatest commandment in the Law?". How can we live these two commandments each day? How do these words from Jesus affect our actions?					



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 and also 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