



Resources for Schools

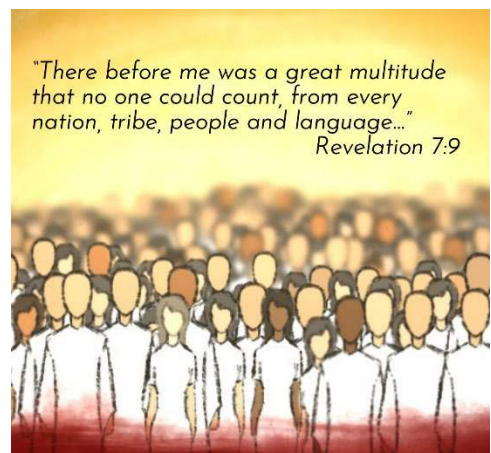
PHASE: PRIMARY

Does our behaviour really matter? – Racial injustice



KEY CONCEPT/MESSAGE:

The Bible teaches from the start that everyone is created in the 'image of God' and therefore has infinite worth. Right at the end of the New Testament, we see a picture of what God's kingdom will look like – a place where people of every race, country and language come together, all equal and all enjoying being together. However, in reality, we see that not everyone is treated equally, fairly or kindly. We hear God warning people to 'act justly', but instead of celebrating how wonderfully different we all are, people have instead mistreated or hurt others – just because of the colour of their skin. The Bible says this makes God very sad and angry, and challenges us to do better – to love ALL our neighbours.



What does it mean to 'love my neighbour'?

- How can we help bring about the sort of world God intended, where all are free, equally valued and able to live life to the full?
- How can we celebrate our differences?
- How can we stand up for people who are hurt and mistreated?
- How can we show with our words and our actions that racial injustice is wrong?
- How can we 'be the change'?

BIBLE PASSAGE OF THE WEEK:

‘Who is my neighbour?’ ([Luke 10:25-37](#))



(The Good Samaritan by Dinah Roe Kendall)

The parable of the good Samaritan

But he wanted to justify himself, so he asked Jesus, ‘And who is my neighbour?’ In reply Jesus said: ‘A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half-dead. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side.

But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. The next day he took out two denarii and gave them to the innkeeper. “Look after him,” he said, “and when I return, I will reimburse you for any extra expense you may have.”

‘Which of these three do you think was a neighbour to the man who fell into the hands of robbers?’

Gathering

Close your eyes and imagine a party – a really amazing party, in fact, the perfect party!

I wonder who’s invited to your party?

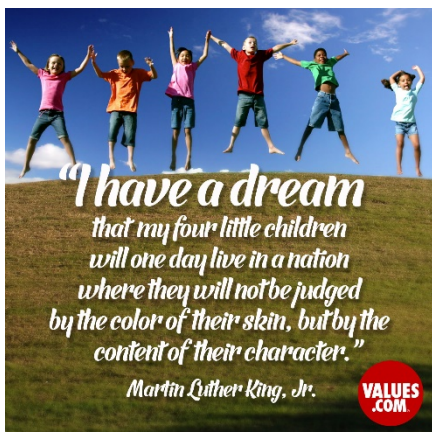
What do the guests look like? How do they talk, dance, play, celebrate?

Now look again. I wonder if anyone is missing from this party.

Does everyone look the same? Or can you see people who look and sound different?

Why might there be people missing?

The Bible describes quite a lot of parties – and at God’s parties, everyone is invited. God’s biggest party – what the Bible calls ‘The Kingdom of God’ – includes people from every single country, every different race, every different language.



But, sadly, life is not always like this. Very often, people are missing because they have been left out, or even worse – they have been hurt or mistreated.

Why are they left out? Why are they treated unfairly?

For the simple reason that they look different; because they have a different skin colour to other people.

The Bible teaches that when we leave people out, we are actually the ones missing out. Missing God’s great party where ALL are invited.

When we treat people unfairly, we are spoiling God’s world and not loving our neighbours as ourselves.

Engagement

Today's Bible story asks the question 'who is my neighbour?' and thinks about how we should treat one another.

Let's think about this as a virtual party!

→ Provide an empty grid (3x3, 4x4 or 5x5, depending on age)

	Me	

Draw yourself in the middle window of the grid. Now in the windows around you, add in the people you would invite to this party.

They might be people you know, famous people, or people you have heard about whom you would like to include.

Now think about what the screen would look like if it was God's big party.

Who do you think you would see in the different video windows?

How many windows would you actually see on the screen?

Would the windows all appear the same?

What might you do together at this party?

Would everyone get a chance to join in?



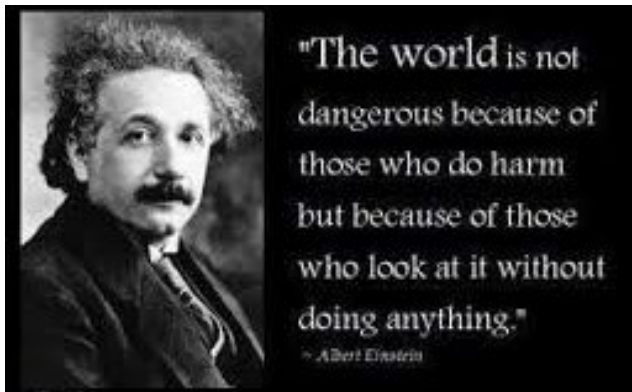
What if some of the people at the party were unable to speak? What if some were sick or injured? What if some had been mistreated? What if the reason they were muted, hurt or badly treated was because of the way they looked – because of the colour of their skin?

What would you do? What do you think God would do? What would other people at the party do?

In today's Bible story, someone was mistreated (beaten up) and injured, but for a long time no one helped him. Why do you think they ignored him and walked away?

What would you have done?

Read the story together (or use the retelling from the Faith at Home video) and talk about why you think the first 3 people did nothing. What do you think stopped them from helping?



Consider this quote from Albert Einstein:

Do you agree? Do you think this is fair? Is it just as important to speak up when we see injustice (people not being treated at all fairly) as it is to try and do the right thing in the first place?

Response

Have you ever had an experience where people treated you unfairly and no one did anything? How did that feel? What did you want to happen?

We live in a world where some people are treated very unfairly because of the colour of their skin. We call this **racial injustice**. Even though lots of people think it is wrong, it still continues because not enough people speak out and act when they see it happening.

In today's Bible story, when Jesus talks about a 'neighbour', he doesn't just mean the people who live next door to us. He is talking about ALL the people God has made – both those who are like us and those who are different to us. He means people of all colours and from all countries. And he says we should 'love our neighbours'.

What, then, do you think it really means to 'love your neighbour'? We see in the story that it was the Samaritan – the one who was from a different culture – who was the true neighbour.

What if 'loving your neighbour' means:

- taking the time to listen to one another's stories, particularly the stories of people who are different to us?
- finding out about and celebrating the history, culture and practices of everyone in our school/ community/ country?
- speaking up when someone says something unkind, hurtful or offensive to another – whether that's in our school, or happening somewhere else?
- taking action to make sure things are fair for people of all skin colours?



Think about the person in our Bible story who *did* help. He was from a different culture, but that didn't stop him from seeing a person in need. He gave up his time and his money to help this injured person.

Is this something we are willing to do, even if it costs us our time, our money, our reputation?

(Mafa Jesus – Good Samaritan)

Loving our neighbours isn't always easy, but unless we all work together to speak out against racial injustice, we won't experience the wonderfully diverse world God created for us to live in. St Paul wrote 'if one part suffers, we all suffer; if one part is honoured, every part rejoices with it' (1 Corinthians 12:26).

Sending

What ideas can you think of to show love for ALL your neighbours – both near and far? Why don't you create a class charter agreeing together how you will show that you 'love your neighbour'?



Hand out/ provide a range of different coloured hearts and ask the children to each take one and add to the charter, saying what they each pledge to do to help.

You can then revisit this charter regularly to check whether you have been active in speaking up for all your neighbours.

What might we need to do more of?

What could we do differently?

What new ways can we show that we truly love ALL our neighbours?

Listen to the song 'Better' by Hezekiah Walker, showing people from all over the world singing together:

<https://youtu.be/InrcZQliOGI>

How can we work together to help make things 'Better' – looking towards God's happy ending for our world, where people of every colour, culture and language enjoy fullness of life together?

You might like to finish by asking for God's help in being the better neighbours we would all like to be.

Loving God, we ask for:

Listening ears to hear others' stories,

Watchful eyes to see who's left out,

Outstretched hands to lift up the hurting,

Quick-to-stand legs to walk alongside,

Courageous hearts to spur us to action,

And fearless mouths to speak up for what is right.

Amen

(You might like to point to each body part as you read out the prayer)

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

One of the ways in which we can get to know our neighbours around the world better is to hear their stories. The **LYFTA** website is full of wonderful examples of people globally sharing their life experiences. Find out what it's like to live in another part of the world, at the click of a button! Perhaps you could ask different class members to research the backgrounds of the different people whose stories you hear, then share these with one another?

<https://www.lyfta.com/>



Bible Characters in Art

Find out about different characters in the Bible and the countries they came from or visited. Can you find these places on a map? What do people who live in these countries today look like?

Compare the images with the pictures we see in Bible story books, on stained glass windows, on Christmas cards and in artwork. Are they a true representation?

Can we create our own artwork which shows what these Bible characters *actually* looked like?

Perhaps, research artforms which are popular in those cultures and use them as a starting point?

Here are some Bible characters to get you started: find out about [Jesus](#), The Magi, Moses

Pictured: Simon of Cyrene, the Queen of Sheba, Pharaoh



ACTIVITIES that can develop PRACTICES-HABITS:

Learn more about how to become Anti-racist by reading Ibram X. Kendi's book 'Antiracist Baby'.

Or watch it being read here:

https://www.youtube.com/watch?v=Gezd_Y_Kqc

The book gives 10 key steps towards becoming an antiracist, which you could take one at a time to start a class discussion.



Watch Amanda Gorman's poem at President Biden's inauguration: [Biden inauguration: Amanda Gorman performs poem The Hill We Climb - CBBC Newsround](#) (More suitable for older pupils)
What does it look like to 'be the light'?
Why does it require bravery?

Ask each child to write their own name inside the outline of a lightbulb. What brave action could I take that would be 'light' to ALL my neighbours?



PRAYERS that can help us REFLECT:

Use the Examen prayer to reflect on finding a direction and the stamina to stay on track. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS ...for all the wonderful people God has made – people of every colour.
2. ASK FOR HELP ...for ways to stand up and speak up for what is right and just.
3. REFLECT ...on what life is like for people of different races and backgrounds.
4. SAY SORRY ...for the times when I didn't stand up for people who were mistreated.
5. DECIDE ...to love ALL my neighbours, celebrating with them, listening to them and speaking out for them.

You can find more prayers for racial justice from Derby Diocese [here](#).



CONVERSATIONS which CONNECT COMMUNITIES:



Sometimes, people are a bit unsure about how to start a conversation about racial injustice. They worry about saying the wrong thing. But we all make mistakes. If we don't even try, nothing will change.

Isn't it more important to speak up when we see injustice than worry about what people think?

Why don't you start by listening to one another? Share stories from your own experiences, from experiences heard about or seen e.g. on TV, read books together that explore these topics e.g. *Windrush Child* (Benjamin Zephaniah), *Coming to England* (Floella Benjamin), *Black and British* (David Olusoga). CLPE's booklist has plenty more suggestions:

<https://clpe.org.uk/library-and-resources/booklists/black-history-booklist>

Who from your community could you invite to come and share their story?

INVITATIONAL

Everyone is welcome to take part in collective worship, as much or as little as they or their parents and carers are comfortable with. This means we use invitational language and consider carefully our choice of words and songs. Children are invited to pray but are not compelled or expected to do so; they always have a choice. We invite them to pray or reflect in whatever way they would usually as a family, if that is part of their home experience.

INCLUSIVE

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is 'what Christians believe', saying things like:

'I wonder why this story might be important to Christians?'

'The story today comes from the Bible (the holy book of Christians), which teaches that ...'

Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

INSPIRING

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?



Weekly Resources for Schools

PHASE: PRIMARY

THEME: Lent



KEY CONCEPT/MESSAGE:

Lent – a time of preparation.

At the start of his three-year public ministry, Jesus was baptized by John the Baptist in the River Jordan. Immediately afterwards he went into the desert of Judea, where he remained for forty days, not eating or drinking at all ('fasting'). He needed to be quiet, to be alone and to pray at the start of the work that God had sent him to earth to do. There in the desert he was tempted to use his supernatural powers to win people to follow him; he was tempted to do things the easy way and not God's way, but he did not acquiesce.

Lent lasts for six weeks and is the 40 days before Easter in the Christian calendar (not including Sundays!). It is a time of disciplined preparation for the great festival of Easter—a time for getting spiritually fit. It is a time to stop and take stock of life and to make resolutions to do better in future. Many Christians try to do something special during Lent. This might be something extra like reading a thoughtful book about the Christian faith, spending more time in prayer, or it might be giving something up (cakes or chocolate, for example) as an act of self-denial and discipline, and giving the money saved to a charity.

BIBLE STORY OF THE WEEK:

Matthew 4:1-11

The Bible passage this week tells of the time when Jesus was fasting in the desert and was tempted.



During Lent 2021, two diocesan RE advisers have launched an online Calendar of Kindness, which works a bit like an Advent calendar, and has a story / video, points to ponder, and act of kindness for each day, helping school communities to feel connected and focused on living differently during Lent. There are more details [below](#).

Gathering

Some questions to think about:

- **Look at some road signs together.** Do you know what they mean?
- How do road signs help people to know what to do?
- Christians look to the life and example of Jesus to help them to know how to live. Whose example do you like to follow?
- Lent is a bit like Advent, a time of 'getting ready' and lasts for 40 days. What things do you get ready for, and how?
- Why might Christians want to get ready for Easter? What do you think Christians think about during Lent?

Engagement

Christians look to the life and example of Jesus to help them to know how to live, a bit like the way that road signs help people to know what to do on the road. On their journey through the 40 days of Lent, Christians will be especially focussing on the life of Jesus and following his example of how to live in God's Kingdom.

We're going to use our time today to think a bit more about this using some familiar road signs...to reflect on what Lent might mean for us in our school community....and how it might help us to live differently.

Now use these road signs in order, to help you to think together:



Like Advent, Lent is a special time of preparation for Christians a time to prepare for Easter... a time to live differently....a time to slow down and reflect....as we are going to do today.



Jesus spent 40 days in the desert, praying & preparing for the job that God had asked him to do. He went without food or drink for this whole time. In the challenges he faced in the desert, Jesus always put God's ways first. The season of Lent remembers this time and starts 40 days before Easter Day.



This looks a bit like a pancake, doesn't it?! In the past, people were supposed to use up all the rich foods in their kitchen, such as butter and eggs, before Lent starts, which is why we have pancakes. During the 40 days of Lent, people who are Christians sometimes choose to give up something that they really like, such as chocolate, or TV, or computer games....



....or they might choose to do some good for others, remembering how Jesus did this in his own life. They will try to serve others in lots of different ways, showing love for family, friends and others, following the example of Jesus, and living according to God's kingdom. I wonder what good ideas we could think of as we begin Lent together this year? *[You might like to pause and talk together here]*



Living in this way is often **hard work!**.... because as human beings, we often find it easier to think about ourselves. But as we've heard from the parables of the kingdom, living this topsy-turvy way is what Jesus taught. Maybe you'd like to be a part of the challenge this Lent, or for as long as you can manage, because every little helps!



The good news is that we're not doing this alone: we have others around us to help us, and we can encourage one another to keep doing good....We can ask God to help us too, which we'll be doing in a few moments.

Response



But first, let's spend some time 'wondering' together now....

I wonder what difference Lent makes to Christians?....

I wonder how it helps them to prepare for Easter?....

I wonder what difference it might make if we were to live differently during Lent...at school, or at home?...

I wonder what might help us to do this?

Let's be still and quiet together now....

...think about the things that we've heard today....

...Jesus spent 40 days in the desert and lived his life putting others first....

...Lent is a time when people who are Christians will try to follow the example of Jesus....

....over this week, and maybe for longer, we could try to do some good for others using the ideas we've talked about....

....or find some new ways of our own....

....I wonder how this might change our world?....

....think quietly to yourself for a few moments now....

I'm going to use a prayer that's been written especially for Lent. You might like to make it your own, or prefer to continue to be quiet with your own thoughts.

Loving God,

Help us to work together to share what we have, so that everyone has what they need.

Help us to build a better world, where each of us can become the best person we can be.

Help us to live differently during this season of Lent.

Amen

[based on a prayer written by CAFOD]

Sending

Say these words to encourage and challenge each other:

"Do all the good you can,

By all the means you can,

In all the ways you can,

In all the places you can,

At all the times you can,

To all the people you can,

As long as ever you can."

[attributed to hymn-writer John Wesley]

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

- **In pairs or groups, create 'frozen statues' for different tempting situations** while the rest guess what they're doing: e.g. stealing / blaming someone else for breaking something, being cruel to an animal, being rude at school or home, copying in a test...
Jesus was tempted too: nothing wrong with being tempted – it is the decision we make that matters. So, we've got a choice between doing the easy thing and the right thing.
Development for older pupils: in groups, devise two freeze-framed tableaux of figures to show modern age-appropriate situations of being tempted: In 'Take one, show the easy choice' In 'Take two, show the right choice.'
- **Play Cross the circle** One to use if you are in school. Children stand in a circle. Adult calls out 'cross the circle if you have ever...' been tempted to lie in bed rather than get up, to eat a burger rather than a healthy salad, not to own up to breaking something, to say something mean, to steal something, to cheat in a test etc. *Stress that you are asking if you have been tempted to do this, not did you actually do it. Being tempted is not wrong, it's the choice you make that might be wrong.*
Children swap places with someone on the other side of the circle if they can answer yes to that experience.
- [Jesus is Tempted](#) A simple video version of the story of Jesus temptations in the wilderness.
- [Lent Family Creative Journal](#). From Engage Worship. Includes questions to think about, Secret Agent challenges and practical activities to do at home. You can download it in sections for free.
- [Lent in a bag](#) An idea using 6 objects to help children and families to reflect on the events of the life of Jesus and Lent. Sand, rock, figure, candle, and a useful leaflet with suggestions about how to use the items.
- [Lent in 3 minutes](#) video Busted Halo. A useful explanation of Lent but written for Catholics so would need some explanation in a Church of England context.
- [Messy Church in Lent](#) – Ideas for crafts and practical activities linked to Jesus in the wilderness.
- [Spiritual Child Network](#) – Inspiring ideas for Lent. Several practical ideas for Lent in schools, including:
[Jesus in the wilderness](#) reflective storytelling and creative response. Areas set up for the different stations: bread and stones, the pinnacle of the temple and the kingdoms of the world.
[Lent for under 5's](#) Pray and play stations for under 5s based on Jesus' experience in the wilderness. Including Jesus' baptism, bread or stones; the pinnacle of the temple and all the kingdoms of the world.
- [Staying on Task](#) – Jesus in the wilderness an idea for a collective worship from Barnabas in Schools.

ACTIVITIES that can develop PRACTICES-HABITS:

Use the EXAMEN prayer to reflect on times when you have found life difficult. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS for the times when someone has helped you when you were struggling.
2. ASK FOR HELP with the situations in your life that are challenging.
3. REFLECT on your day and think about times when you have been able to help someone else who is finding life difficult.

4. SAY SORRY for the times that you have not helped someone else who is finding life hard.
5. DECIDE how you will support those who are finding life difficult during Lent. Decide how you will take care of yourself during Lent this year.

- **Tough things** (A prayer activity taken from Kids Club by Post www.energize.uk.net)
Put some stones in a box of sand/earth.
Lift one of the stones. It is hard.
Think of some of the things you find hard at the moment. Ask God to help you deal with the hard and difficult things and to support you in your difficulties. Thank God for always being with you as you go through hard and difficult experiences.
- **Lifeline** This idea from Prayer Spaces in Schools encourages pupils to think about who has strengthened them in times of need.
- **Mountain- The Climb** This idea from Prayer Spaces in Schools encourages pupils to think about challenges that they are facing.
- **[You Lead us through the Wilderness](#)** – Song by Sam Hargreaves Engage Worship.

CONVERSATIONS which CONNECT COMMUNITIES



[Calendar of Kindness](#) Online calendar from 22nd February to 1st April

Traditionally, calendars are only for Advent, but we are introducing a Calendar of Kindness for use during the season of Lent. Each day will relate to either an event in the life of Jesus or one of his parables.

The calendar will go live at 00:01 on February 22nd and each door will only open on the correct day.

In the calendar, you will find:



an image;



the Bible reference for the day;



a video link. If there is no video, then there will be a set of PowerPoint slides linked within the final section (*only YouTube can be uploaded, which is limiting*);



some thoughts for you to ponder and a prompt for an act of kindness **(in bold)**.



Each day, you could also consider the following questions: *How was Jesus an 'agent of change' here? How did other people view Jesus' actions? How do you think people reacted to hearing Jesus' words? Why might Jesus have said / done this....? What does this story mean for me?*

You can find more information including the details of what is included for each day [here](#).

[40 Acts](#) Ideas for acts of kindness to do each day during Lent. There is a version for schools with accompanying materials on this webpage.

The version for adults gives three levels of challenge to the act of kindness each day.

In some schools the pupils have created their own 40 Acts to fit their school and community context.

[Together@Lent](#) 40 simple ideas to do as a family during Lent 2021, such as playing a board game, building a den! The activities can be done in any order. These are written for Christian families so may not be suitable to send to families of other faiths or no faith.

[Love Yourself Through Lent.](#) From Together at Home. In a really challenging season why not focus on self-care this Lent. Here are 40 self-care ideas to choose from, why not pick one each day and give yourself a boost of positivity. This could be great to share with families and the wider community.

COLLECTIVE WORSHIP – OUR APPROACH

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Weekly Resources for Schools

PHASE: PRIMARY

**THEME: Does our behaviour
matter? Refugees**

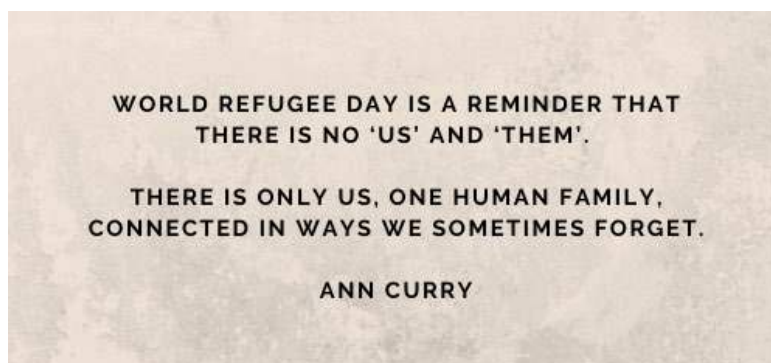


KEY CONCEPT/MESSAGE:

A refugee is a person who has been forced to leave their home and country because of war, persecution, or natural disaster. Such an experience can be profoundly traumatic, as people travel to find a place of safety. Presently, there are about 26 million refugees around the world, approximately half of whom are under 18.

The story in the New Testament of the 'Escape to Egypt' describes Mary and Joseph fleeing from Bethlehem with the baby Jesus in order to escape from Herod. Jesus himself was a refugee. Even when they tried to return, they realised that Bethlehem remained unsafe, so settled in Nazareth.

With the very present reality of people seeking safety and security as refugees, does our behaviour matter? How can we love all and enable all to flourish?



World Refugee Day is celebrated on June 20th each year. As with all challenging material, children will respond in different ways to this theme, which may generate the need for some follow-up in the classroom.

BIBLE STORY OF THE WEEK:

The Escape to Egypt (Matthew 2: 13-23)



Gathering



Refugees: La Sagrada Familia by Kelly Latimer.

https://kellylatimoreicons.com/gallery/img_2361/#main

Find a place where you can be still, without interruptions. You might like to light a candle as you begin.

Look closely at the image:

- I wonder what you notice?
- Who do you think these three are?
- What do you think they are doing?
- How do you think they are feeling?

Engagement

At Christmas, Christians around the world remember and celebrate the birth of Jesus. Many sing carols such as 'Away in a Manger', with lovely words such as 'Away in a manger/no crib for a bed/the little Lord Jesus/laid down his sweet head'.

Less remembered is what the bible describes happens next to Mary, Joseph and Jesus. After the wise men – who had given gifts of gold, frankincense and myrrh – had left, an angel visited Joseph in a dream. The angel told Joseph to 'Get up, take the child and his mother and escape to Egypt. Stay there until I tell you, for Herod is going to search for the child to kill him'. It was no longer safe in Bethlehem, so Mary, Joseph and Jesus quickly packed their bags and left for Egypt.



It is this journey which you can see painted, in a modern way, by Kelly Latimore.

I wonder what their journey was like?

I wonder how they felt having to leave their home and possessions behind?

I wonder how they felt leaving friends and family?

I wonder if they felt welcomed and loved in Egypt?

Mary, Joseph and Jesus had become refugees. A refugee is someone who has been forced to leave their country because of war, persecution, or natural disaster. Refugees look for a place of *refuge*, which means a place of safety or shelter.

Refugees are present all across the world today. In 2021, there are 26 million refugees worldwide; about half of these are under 18. Life isn't easy for refugees; it can be scary leaving the home you know. Sometimes, the journey to safety can be dangerous, taking days and weeks, travelling from country to country to find a new home.

Many people are inspired by their beliefs to help refugees. Some people choose to donate to charities which provide clothing, clean water and food to refugees travelling to a safer place. Some campaign to ensure that refugees are welcomed within new places. I wonder if you can think of other ways in which people try to support refugees?



When Jesus grew older, he told a parable to his disciples. In this parable, Jesus praised those who acted compassionately to those in need: 'For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me' (Matthew 25: 35-36).

I wonder whether Jesus was thinking back to his own family's experience as refugees when he said this?

Response

'For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me'. (Matthew 25: 35-36)

'Everyone can make a difference. Every action counts' – The UN Refugee Agency



I wonder what the quotes above make you think about? Do you think they link?

I wonder how we might make a difference in helping refugees today? Does our behaviour matter?

If you'd like to, you might like to offer up your own prayer to God here. Below is an example if you'd like to use it:

Dear God,

We pray for all refugees today.

We pray that, like Mary, Joseph and Jesus, they will find somewhere safe and receive a welcome.

Help us, in our own lives, to think about how we can make a difference.

Amen

Sending

As you finish the act of collective worship, I wonder what thoughts you will take into the rest of the week?

'Collective worship today has made me think about...'

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

Refugee Rucksacks

You might like to try the prayer activity 'Refugee Rucksacks' from Prayer Spaces in Schools. Choose 15 everyday objects and place them on a table. Which six objects would you take if you had to flee your home and why? What if you could only take three? Full information about the activity can be found here: <https://www.prayerspacesinschools.com/resources/78>.

Listen: 'Away from the Manger: The Refugee King'

Listen to Liz Vice's 'Away from the Manger: The Refugee King' (<https://tinyurl.com/jm4v7mzg>). As you listen, reflect on the lyrics below:

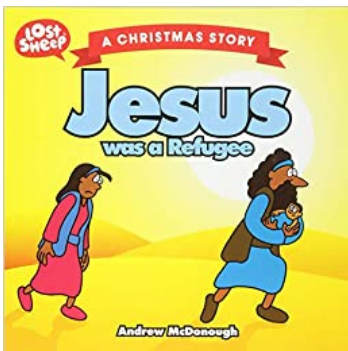
*Away from the manger they ran for their lives
The tiny boy Jesus, a son they must hide
A dream came to Joseph, they fled in the night
And they ran and they ran and they ran
Ooh*

*No stars in the sky but the Spirit of God
Led down into Egypt from Herod to hide
No place for his parents no country or tribe
And they ran and they ran and they ran
Ooh*

*Stay near me LORD Jesus when danger is nigh
And keep us from Herods and all of their lies
I love Thee LORD Jesus, the Refugee King
And we sing and we sing and we sing x2
Alleluia*

I wonder what this song makes you think about? How does it make you feel?

Read



Jesus was a Refugee by Andrew McDonagh.

What does the story make you think about?

Why do you think Andrew has decided to tell the story in this way?

Stepping Stones: A Refugee Family's Story by Margaret Ruurs illustrated by Nasir Ali Barr. There is a video of Margaret Ruurs reading it here <https://www.youtube.com/watch?v=DIZAM-obsmE>.

ACTIVITIES that can develop PRACTICES-HABITS:

Examen

Use the EXAMEN prayer to reflect on welcoming. It has five steps, so you might like to count them on your fingers.

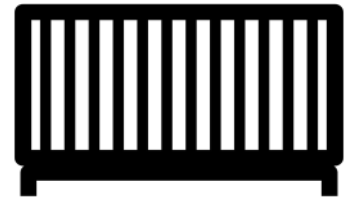
1. GIVE THANKS for those who have made you feel loved and welcomed
2. ASK FOR HELP to help others feel loved and welcomed
3. REFLECT on your day and think about times you acted in a loving and welcoming way to others 😊 and those times you didn't 😞
4. SAY SORRY for the times you weren't as loving or as welcoming as you could have been
5. DECIDE how you will help someone feel loved and welcomed tomorrow

To discover more about using the Ignatian Examen with children, listen to this [podcast](#).

'A warm welcome'

A popular phrase in the English language is to offer someone a 'warm welcome'.

This week, every time you notice the radiator on, you might like to lean against it to feel the heat (be careful not to touch it with bare hands, though!). Each time you do, you might like to:



- think about all those who have offered you a 'warm welcome'
- think how you might offer others 'a warm welcome'
- pray that refugees might find a place of safety, warmth and shelter. Pray that they will find a 'warm welcome' wherever they travel.

CONVERSATIONS which CONNECT COMMUNITIES



Refugees: La Sagrada Familia by Kelly Latimer



From Egypt I called my Son by Salvador Dali

Look closely at the two different artistic interpretations of Mary, Joseph and Jesus' flight to Egypt.

- What do you notice? What is the same between them? What is different?
- What do you think both pictures try and show about the experience of refugees?
- Why do you think Kelly Latimer decided to paint this biblical story in the modern day?
- How important is it to you that the bible describes Jesus as a refugee? How important do you think this is to others?

'Refugees' by Brian Bilson

Brian Bilson's Poem 'Refugees' looks at refugees from two points of view. Read it from top to bottom, then read it bottom to top to get the opposite perspective.

<https://nationalpoetryday.co.uk/poem/refugees/>

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INCLUSIVE

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is 'what Christians believe', saying things like:

'I wonder why this story might be important to Christians?'

'The story today comes from the Bible (the holy book of Christians), which teaches that ...'

Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

INSPIRING

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?



Weekly Resources for Schools

PHASE: PRIMARY

THEME: Easter





KEY CONCEPT/MESSAGE:

Easter is a central festival in Christian faith. It is a time when Christians remember and celebrate their belief in Jesus' death, resurrection and the salvation this offered – the forgiveness and love of God, the deliverance from sin and its consequences, the restoring of the relationship between God and humankind. This remembering takes place in different ways around the world, ranging from hot-cross buns to kite flying to re-enactments. Each, in their own way, help Christians to reflect deeply on the 'Easter story' events the Bible describes.

What do you think is the most important aspect of the Easter story? What does the Easter story make you think about? Does it challenge you to reflect on how you live your life?

BIBLE STORY OF THE WEEK:



‘For God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life’.

John 3:16 (Good News Translation)

Gathering

Look closely at the images below; each shows something different Christians around the world create and use to think about Easter. I wonder...

...which ones do you recognise?

...what shapes and symbols stand out to you?

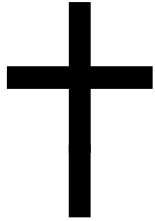
...how each item might link to a belief Christians have about Easter?



Engagement

Watch the video overviewing the story and themes of Easter from 2:16 to end:

<https://www.youtube.com/watch?v=N6kmDligfKU>.



Easter, a festival celebrated every year, is very important for Christians. It is a time of year when they **remember** Jesus' death on the cross and **celebrate** his coming back to life three days later (known as the resurrection). A key Christian belief is that, because God loves us so much, Jesus took the punishment for all the bad choices we have made. When Jesus resurrected three days later, it confirmed that God truly had forgiven people for their bad choices. Many Christians believe that they can also have a new life with God, one where they know they are loved and forgiven. There is a famous bible quote which captures this belief: *'For God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life' (John 3:16).*



At Easter, Christians **remember** and **celebrate** Jesus giving his life to save the world. Christians all around the world do this in different ways, including:

- Painting hard-boiled eggs. Eggs are a sign of new life, helping Christians to think about Jesus' resurrection;
- Eating hot-cross buns. The yeast in them *rises* to create a delicious treat which has the sign of Jesus' cross on it. The spices in the mixture (such as cinnamon and nutmeg) represent the spices used to embalm Jesus at his burial;
- At many Easter services around the world, flowers are placed on an empty cross to symbolise new life;
- In Guyana and Bermuda, Easter kite festivals take place. The flying of the kites in the air represent Jesus' resurrection and God's forgiveness, which gives freedom from sin; and
- Re-enacting the Easter story. The picture you can see is from the Philippines in Asia, but they happen all over the world.

I wonder if you know any other ways that Christians **remember/celebrate** Jesus' death and resurrection at Easter?

Response

'For God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life' (John 3:16).



I wonder which words or phrases stand out to you the most in this verse?

In your opinion, which of the images do you think best captures this bible verse the most?

I wonder what the Easter story makes you think about?

How important is forgiveness to you?

As a class, you might like to listen and reflect on the words of an Easter song:

'Celebrate Easter' by Out of the Ark Music
(<https://www.youtube.com/watch?v=ovUPYvj22PY>)

'Sign your cross' by Nick and Becky Drake
(<https://www.youtube.com/watch?app=desktop&v=MWiP6jEUI8Y>)

'Lord of the Dance'
(https://www.youtube.com/watch?v=0neq_axOslk)



Sending

Dear God,
Thank you for Easter
Thank you for giving your Son, Jesus, to save us from our sins
Help us to remember and celebrate your love and forgiveness this Easter
And help us to live in the new life you offer
Amen

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

Listen to 'Blinded by your Grace Pt.2' by Stormzy
(<https://www.youtube.com/watch?v=JR6pp9jttoU>).

What does this song make you think about? How does it make you feel?

How does this song link to Christian beliefs and Easter?

Which lines stand out to you the most? Do they link to your own experiences/beliefs?



Creative prayer ideas

These creative prayer ideas from Prayer Spaces in Schools prompt reflection on a number of themes from the Easter story.

The Cross – Sorry: a reflective idea using stones, chalk and water (<https://tinyurl.com/yx3zb2px>)

Resurrection – Hope: a reflecting idea using coloured ribbon or wool (<https://tinyurl.com/2t6ntm5x>)

Hopeful Hopscotch (<https://tinyurl.com/hkyub9ma>). Create an Easter themed hopscotch pattern outside using chalk. What images or words would you include on each 'square'? Can you link them all to Easter (e.g. forgiveness, love, new life, stone rolled away)?

ACTIVITIES that can develop PRACTICES-HABITS:

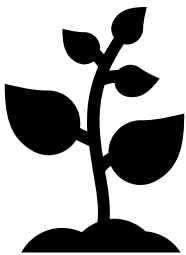
Examen

Use the **EXAMEN** prayer to reflect on forgiveness. It has five steps, so you might like to count them on your fingers.

1. GIVE THANKS for times which you have been forgiven for a wrong choice you made
2. ASK FOR HELP to forgive others when they have made a bad choice and have said sorry
3. REFLECT on your day and think about the times where forgiveness made a positive difference 😊 and where a lack of forgiveness didn't 😞
4. SAY SORRY for the times you have not forgiven others when you know you should have
5. DECIDE how you will be mindful of forgiveness tomorrow

To discover more about using the Ignatian Examen with children, listen to this [podcast](#).

New life at Spring



Why not try this reflective outdoor idea suggestion from Becky May?

(<https://www.assemblies.org.uk/pri/3673/pause-for-thought-new-life>)

Spring is a time for new life. Look out for signs of new life you see – this may include plants growing, birds nesting, ducklings and lambs. When you see signs of new life, reflect on the Easter story and its themes of love, forgiveness and new life. If you'd like to, you might like to thank God for these things.

CONVERSATIONS which CONNECT COMMUNITIES



To what extent do you agree with this quote?

What do you think is the deepest meaning of Easter?

How important is Easter to you?

'The messages of God's love and forgiveness are needed more than ever this year'. Do you think this is true?

Are you doing anything to remember or celebrate Easter this year?

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Weekly Resources for Schools

PHASE: PRIMARY

How do we Flourish Together?

THEME: Diversity & Inclusion



KEY CONCEPT/MESSAGE:

We are all different and our diversity is our strength and a beautiful expression of who we are and who God is. Christians believe that every single person is created in the image of God and therefore of equal and inherent worth. In the story of Jesus talking with the Samaritan woman at the well, we find an encounter of difference approached with love and inclusion.

BIBLE STORY OF THE WEEK:

Jesus with the Samaritan Woman: John 4



Gathering

Share an image of some beautiful wild flowers of many different colours as you say this welcoming prayer:



We gather together today as a family. We are like a body made up of many parts. We belong together and we need each other but we are not all the same. Thank you for diversity in our midst, like a field of wildflowers making the landscape beautiful. Let us think about difference and celebrate diversity in all we do.

Amen.

When we see the wild flowers, we see a host of beautiful colours. They bring joy to us because of the great diversity we see. We do not think to say, 'Oh, I see no yellow, I see no blue or pink, they are all the same!' We are jubilant because they are all so beautifully different and the vibrance may remind us of our own uniqueness and ability to bring a smile to the face of those who love us.

We don't ignore differences in nature, we celebrate them. Do we do that for people too?

I wonder...how do you celebrate difference?

Invite pupils to share their responses to this question.

Imagine a conversation between the flowers in the picture. The poppy might say to the rose, "Do your thorns prickle you?". The rose might ask the dandelion, "How do you do that thing with all the fluff?" The dandelion might enquire with the poppy, "How do you feel about your red petals representing something so sad?". The poppy might then ask the daisy, "How does it feel to be everywhere?" This conversation would be about acknowledging difference and wanting to learn about it, from it and to celebrate it together.

When we celebrate our differences as humans, we are showing how much we care about each other and how important it is to communicate with each other. Saying we can't see difference would be like saying we can't see all the beautiful flowers. The whole meadow is made all the more beautiful by the variety before us.

Engagement

In the Bible there is a story about a Samaritan woman at a well who Jesus has a conversation with. This is a woman whom some people might have labelled as 'different'. Because of this the Jews may have chosen to not have a conversation with her. They would almost certainly not have asked her for a drink! But Jesus did, much to her amazement. She was not used to being seen, or spoken to, by those who saw her as different to them. Not only that, Jesus was interested in her life! He allowed her to meet a need of his (his thirst) whilst also trying to help her. He included her and welcomed her to join the growing number of people who believed he was the Messiah, the Son of God. Because of her and the story she told all her friends about the man who saw she was different and welcomed her anyway, many Samaritans believed in Jesus. You can find the story in John Chapter 4 and Free Bible Images have some great sets of pictures you can use for telling the story [here](#). Alternatively, you can watch a clip telling the story [here](#).

I wonder...why do you think Jesus welcomed her?

I wonder...how do you think that made her feel?

Watch the 'Does our behaviour matter?' clip from the Faith at Home video, in which some young people are discovering that boxes don't help and that the great thing we all have in common is that we are made in God's image! God is a God of difference and a God who includes everyone!

I wonder if you can think of a time when you thought of people as 'in' or 'out'? Why was that?

I wonder how might it feel to be in the 'out' group?

Not much has changed in the thousands of years since Jesus walked the dusty streets of Israel. People still sometimes choose to see difference as negative and a reason to avoid others. A social psychologist called Henri Tajfel noticed this happening in society. He saw what he called 'in groups' and 'out groups', where people would only feel like they belonged with people that they thought were just like them. This idea can cause a lot of harm, and the people we might decide to put in the 'out group' actually have so much in common with us, and their difference would bring something interesting and special to our lives. When we put people in boxes we are missing out!



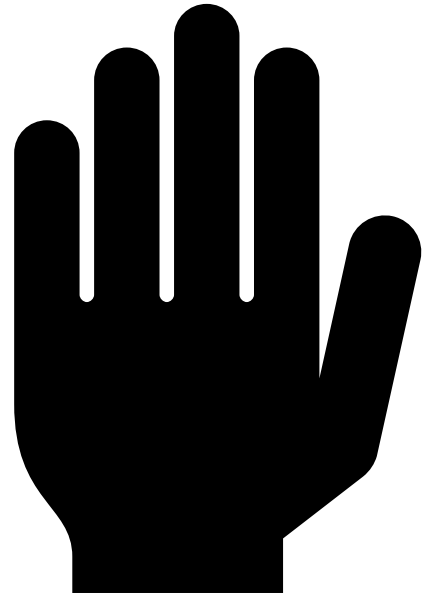
Martin Luther King once said:

"We are caught in an inescapable network of mutuality, tied in a single garment of destiny."

Imagine a beautiful coat, woven with beautiful threads and embroidered with wonderful images. All those threads are depending on each other to make a beautiful garment. It takes all of them to create something vibrant and special, just the same as it takes diversity and difference to really celebrate God's wonderful creation!

This sounds very simple but it isn't always easy. Sometimes when we see difference we are still worried by it. Sometimes we feel as if we don't understand someone because of the difference. We might have a passing thought about someone different which makes us feel afraid or want to stay away. That can happen to anyone from time to time.

Shaun Dellenty has written a helpful book called 'Celebrating Difference', about a whole-school approach to LGBTQ+ inclusion. Within the book he recommends a simple strategy for 'checking in with ourselves' with regards to how we feel about difference and how this can lead to prejudice. He calls it 'Place your Prejudice on your Palm', or PPOP, and the concept below is included with permission from Shaun. Prejudice is a preconceived opinion that is not based on reason or actual experience. We often pick up these ideas and do not know how or why. Shaun recommends that people visualise their prejudices on their palm and ask themselves questions, bringing **curiosity not judgement** to these. In going through a process like this, Shaun hopes that the fingers will not close around the prejudice thoughts we have and create a fist, which would lead to damage to those who are different to ourselves.



Invite pupils to imagine the thoughts and feelings they sometimes have about people who are different to them which might feel negative in some way or like blaming them for something that isn't right in the world, even though they might not have any reasons for that or have even spent time with that person getting to know them. We call this prejudice.

Reassure pupils not to feel shame about these things that they sometimes think or feel, but instead to be **curious** about these ideas and to **wonder** for themselves about these thoughts and feelings and why they are there. Invite pupils to consider whether they have prejudiced thoughts from time to time and invite them to go through the process described in the box above. There is no need for anyone to ever reveal what these thoughts and feelings are and the emphasis is always on being curious instead of being judgemental.

You might invite pupils to ask themselves questions such as:

- **What are my prejudices towards people who are different?**
- **If I could imagine my prejudices here on my palm, what would they look like, feel like, taste like, smell like?**
- **If I give a voice to my prejudices, what does that sound like?**
- **What texture would my prejudices have- are they bumpy or spikey? Could I hurt myself on them?**
- **Why are they here? Where did they come from?**

Young children might like to simply think about a feeling they sometimes have about people who are different to them that they cannot explain. If they could see that feeling, what would it look like? What would it feel like to touch? They might imagine it as a pet or an animal and think about how they could make it feel calm again by spending time together with that person, listening to them, offering a smile.

Sticking with the hand theme, following the act of collective worship you may want to invite each pupil to draw around their hand and draw images of hope and messages of love and celebration of diversity, using these to form a beautiful display.

Sending

We have thought already about in groups and out groups and about not putting people into boxes, as we saw in the film clip we watched. You could create a visual representation of this by decorating a box with a picture of the world and pulling out from it diverse images of people, a variety of different foods, diverse clothing, etc. What a brilliant box of God's wonderful, diverse creation!

HORSESHOES
of
friends > CIRCLES
of
friends

LIFE CAN BE LONELY.
STAND IN HORSESHOES.

-Glennon Doyle



Author Glennon Doyle encourages people to think in horseshoes instead of circles when they think about how they act towards other people. Horseshoe shapes are open, they are not enclosed like circles. Circles can keep people in, but they can also keep people out. If you are on the outside of a circle of friends because they perceive you as being just too different, that is a very lonely place to be. At the well with the Samaritan woman, Jesus was thinking in horseshoes rather than circles. He welcomed her in, even though everyone else believed she was too different.

Create a moment of quiet reflection with music or silence. Invite pupils to trace a horseshoe on their palm as they think about people who are different to them in some way. Invite them to imagine welcoming them into their friendship group, so that 'us' and 'them' becomes 'we'. Go back to class and out to play with horseshoes instead of circles!



SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us **ENCOUNTER**:



Someone who has tried to explore the concept of God being a God of diversity is artist, Meg Wroe. Meg took the famous icon of Rublev's Trinity and recreated her own version of it to show how difference and diversity are all part of God's loving expression towards the world he created. Christians believe that all people, of all skin types, from all nations and cultures, are made in God's image.

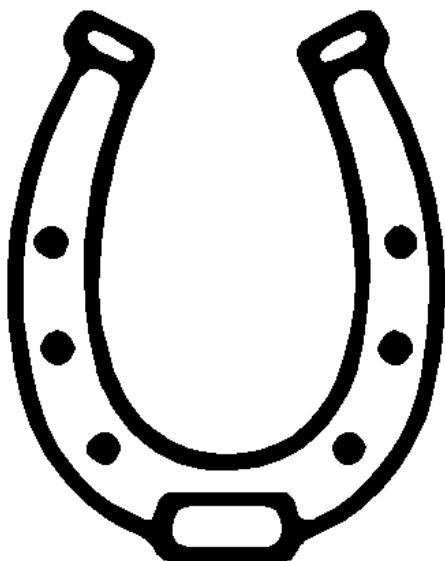
Used with permission from the artist herself, her wonderful images can be viewed [here](#).

I wonder what Meg was trying to show through these images?

I wonder how this captures something about God?

I wonder what this tells us about ourselves and how we should live?

Trinity After Rublev, Meg Wroe



Henri Tajfel discovered that people tend to look at all the ways in which people are similar, label those things as good and use that as a reason to keep only those people in our 'in groups'. When we only stick to our 'in groups', we really miss out on experiencing the fabulous diversity in all people, created in God's image. Choose to have a conversation with someone who you might previously have thought of as part of the 'out group'. It could be someone in your class or someone who lives by you. Start by saying hello, ask a friendly question, give them a 'friendship token' of a smile or a wave, think about how you can make your in group into a horseshoe and make room for them. Afterwards, draw them inside a horseshoe with you:

In Romans 12:4-5 the Apostle Paul compares the Christian family to a body: “⁴For as in one body we have many members,^[a] and the members do not all have the same function, ⁵so we, though many, are one body in Christ, and individually members one of another.” It takes all the different parts to make one beautiful body! We don’t pretend a hand is an ear or get upset because a foot is not an eye. We love and appreciate all the different parts of our bodies because we need them all to be whole. In the same way, we need people to be different so that together we can express the fulness of God’s love. Where possible, create opportunities and spaces for pupils to encounter people from a diverse range of cultures, faiths and ethnicities.

ACTIVITIES that can develop PRACTICES-HABITS:

The Bible also says the family of God is like a vine, with Christians connected to Jesus and each other like branches. Draw yourself a vine with lots of branches and plenty of leaves. Every time you encounter somebody different to you, in real life at school or on the street, in films or on TV, in books and stories, draw that person or write their name on one of the leaves. Over time, you will create a beautiful image of diversity, reminding you of God’s love for all people.





Indra's Web is a metaphor which finds its origins in Buddhist and Hindu traditions. In his abode, the god Indra has a huge bejewelled net where at every intersection hangs a beautiful jewel. It is a magnificent site to behold! On inspecting each jewel, the viewer is able to see the brilliance of all the other jewels reflected within it. The mutual appreciation and celebration of diversity is captured in this beautiful image.

I wonder if this web could exist without all the jewels and all the connections?

I wonder if it would be as beautiful if it were just one thread and one jewel?

I wonder how the image of Indra's Web can capture the brilliance of diversity and the importance of accepting and including everybody?

I wonder how the Apostle Paul's idea of a body and this image of a web capture the same ideas about difference and diversity?

You could adapt the idea of Indra's Web and create a necklace or a bracelet, using different beads for every time you have celebrated diversity and difference in some way. In no time at all, you will have a beautiful string of beads to remind you of God's wonderfully diverse creation of human beings.

Read some Bible passages about diversity and think about what they might mean:

I Corinthians 12: 12-30

Colossians 3: 11

Philippians 2: 130

CONVERSATIONS which CONNECT COMMUNITIES

Are all people equal in God's Sight?

Yes. Christians believe that when God made humans (you can read about this in Genesis, right at the start of the Bible) he made them all in his own image. In the New Testament, the Apostle Paul confirms this, saying in the Letter to the Galatians: "*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.*" It takes all of us to represent the fullness of God's image in Creation.

Does diversity show us something about God?

Yes. God made humans in his own image. He didn't make us to be all the same, so the diversity of the human race illustrates the diverse creativity and the vast love of God.

Can I do anything to help when there are people who see difference as a problem?

Yes. Just keep being you. Think about creating horseshoes of friendship and not circles. Make room for people, include people who are different, welcome them when others are not and listen to their stories. It might not be able to solve all the world's problems but it will make a huge difference to that person to feel seen, celebrated and included.

COLLECTIVE WORSHIP – OUR APPROACH

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Weekly Resources for Schools

PHASE: PRIMARY

**THEME: Does our Behaviour
Matter? Bullying**



KEY CONCEPT/MESSAGE:

Does our Behaviour Matter? Bullying.

Sadly, many pupils will have experienced bullying and be all too familiar with what it feels like to be bullied. Bullying comes in many different forms, including mental, physical and emotional. It could be as simple as ignoring someone in the class just because everybody else does, posting mean comments about someone online, or sharing a joke at someone else's expense. In this collective worship, we also highlight the responsibility we all share to take action if we witness the bullying of others. Bullies are able to continue because no one challenges what it is they are doing.

Christians often ask themselves 'What Would Jesus Do?' to decide how they should treat others, and this week we look at an incident from the life of Jesus that shows just that – how Jesus treated an individual whom everyone hated: Zacchaeus, the chief tax collector.

BIBLE STORY OF THE WEEK:

Luke 19:1-10

The way Zacchaeus had treated the people of Jericho had resulted in him becoming isolated and ostracised – and we can all imagine the reactions of the crowd to him wanting to see Jesus. It is likely that this story will be well-known to your children, so we have not retold it here: you might want to choose your own favourite Bible version, or there are some good video retellings linked within these resources. There are a lot of questions you could explore within the script: you may wish to focus on just a few, or use some on another day.

Gathering



Talk about the image:

What do you think is happening here?

Have you ever seen anyone who is on their own?

Sometimes people choose to be on their own: why might they make that choice?

Is there another reason that they are on their own?

How do we know the difference?

How does it feel to be left out? Why do people leave others out?

Why do people choose not to help if they see someone who is left out?

What do you think the 'crowd' is saying?

Christians often ask themselves ‘What Would Jesus Do?’ to decide how they should treat others, and this week we look at a story from the life of Jesus that shows just that.

It is one of the most well-loved in the Gospels, about Zacchaeus the chief tax collector. This story is full of interesting detail that shows how Zacchaeus had treated people, and how people treated Zacchaeus.



In Jesus’ day, tax collectors were not popular people – they worked for the Romans who had conquered much of the world, including the nation of Israel. But Zacchaeus was even more unpopular because he cheated people out of more money than they owed in taxes – and kept it for himself – so he was very rich. When you know this, it’s perhaps a bit easier to understand the reactions of the crowd. But Jesus’ response was quite different....

Now use a brief retelling of the story of Zacchaeus that you really like, or one of the video versions listed in the resources lower down. [Click here.](#)

Explore the story together using some / all of the following ‘wondering’ questions:

I wonder...

who the bullies are in this story?

why the people hated Zacchaeus and treated him as they did?

whether they were right to do this?

if being part of a crowd can change people’s behaviour?

what made Zacchaeus change?

how the people knew he had changed?

whether the behaviour of the crowd changed after Jesus left Jericho?

how Zacchaeus’ life was different after Jesus left?

When Jesus stepped into this situation, his reaction to Zacchaeus was very different from the reaction of the people of Jericho, the ‘crowd’ in the story. Jesus changed everything – and he calls people who follow him to do the same.

I wonder what this might mean for us, today?

I wonder what we might learn from Zacchaeus about people who feel isolated and alone?

I wonder what we might learn from this story about how easy it is to be a bystander in the crowd?

I wonder how Jesus’ actions can help us decide how to treat people?

Here are some words, attributed to 18th Century politician Edmund Burke [and (mis)quoted by President John F. Kennedy!]: **"The only thing necessary for the triumph of evil is for good men to do nothing"**. Talk together about what you think this means.

How can we take these words to heart and act on them this week?

Response

Let's be still and quiet together now....



Look again at the image, and think...

about how it feels to be the one who is alone...
about how it feels to be a part of the crowd...
about what Jesus did to change the situation for Zacchaeus...
about how we can reach out to others...
about how reaching out to others might change things for them...
about what you will do if you see something like this happening...

I'm going to use the words of a simple prayer. You might like to make it your own, or prefer to continue to be quiet with your own thoughts.

Lord Jesus

Thank you for your example of being kind to all.

Help us to include others in our work and play.

Help us to stand up for those who feel left out and to do all we can to help them to feel included.

Amen

Sending

Divide into 2 groups and use these words from the prophet Isaiah as a call and response:

Learn to do good.

Be fair to other people.

See that justice is done.

Stand up for the poor and help those in need.

[Isaiah 1:17]

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

Here are some good retellings of the story to try:

From Free Bible Images, a PowerPoint of the story: [FreeBibleimages: Jesus meets Zacchaeus](#)

In LEGO: [Zacchaeus and Jesus - YouTube](#)

Pacific Rock: [Jesus & Zack - The Story of Zacchaeus the Tax Collector - Animated Christian short film. - YouTube](#)

Saddleback Kids: [Zacchaeus - YouTube](#)

BRF Ideas hub: [Nice and Nasty - Jesus makes friends with Zacchaeus](#)

[Bible Story: Zacchaeus - YouTube](#)

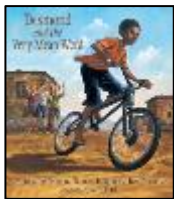
[Contemporary story of Zacchaeus](#) (Monopoly version!)

Some stories from real life that explore positive ways to deal with bullying:



The story of Malala Yousafzai

'Malala's Magic Pencil' is a story of one Muslim girl's act of defiance, standing up for what she believed was right and good in her community, namely that girls should be allowed to attend school, just like boys. Although her actions met with conflict, and forced her to leave her home in Pakistan, her story ends hopefully, with her influence and voice changing the world and becoming the youngest ever Nobel Peace Prize winner (2014). You can find out more about her life and work here: [Malala Fund | Working for a world where all girls can learn and lead](#)



Desmond and the Very Mean Word by Archbishop Desmond Tutu

This is a story from this great man's childhood and explores his response to an incident of bullying and how he was helped by the wise words of his friend Father Trevor.

[Find out about Malachi Justin and the opening of Malachi's Place](#) There is a short video linked here. When Malachi was five, he lost his first tooth and he gave his tooth fairy money to the Salvation Army to help homeless people in his area. His actions were part of building a new centre for the homeless in Ilford.



We are all connected:

Give everyone a blank paper cut into a jigsaw puzzle shape (you can find some [here](#)). On one side, write words that bullies might say to exclude others. Decorate it with 'sad' colours. On the other side write words that encourage and heal, and decorate with 'happy' colours. Join your pieces together as a class to remind each other that we are all connected and that together, we can stand up against bullying words.

ACTIVITIES that can develop PRACTICES-HABITS:

Use the EXAMEN prayer to reflect on times when you have found life difficult. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS for the times when someone has helped you to feel included.
2. ASK FOR HELP if you know someone who is being left out.
3. REFLECT on your day and think about times when you have felt included.
4. SAY SORRY for the times that you have been unkind and made someone feel that they don't belong.
5. DECIDE how you will act up when you see that someone is being bullied. Or if you are being bullied decide who you will talk to about it.

Be the light: you need battery tea lights for this activity

If people are experiencing being bullied, they often feel in a very dark situation. They may want to hide so they can't be seen. We need people to stand up for what is right, even when it takes a lot of courage. We need to learn to listen to our conscience to know when to act and speak up against what is wrong. Have a few moments to think about how difficult it can be to choose to stand up for what is right, and not just to do nothing.

Light a candle. Will you be ready to stand up against those who have shown unkind or bullying behaviour? To help those who are being bullied? To speak out against what you know is wrong? If you are ready, stand up. Ask God to give you the strength to stand up for what is right and against what is wrong.

Prayer or reflection: Jesus, light of the world, help me to stand up for what is right. Help me to shine your light in the darkness so others may see that there is a way that is good that is more powerful than the way that hurts others. Help us to follow you so we do not walk in darkness but have the light of life.

(With thanks to Susan Musgrove Christchurch CE Primary Battersea Rise Anti-bullying Week 2018)

Prayer Spaces in Schools

Look for 'Cardboard Home', a Prayer Spaces in Schools activity which helps children to pray for those who are homeless.

Song The Big Family of God

Song about how we are all different, but God loves everyone, we're part of the Big Family of God.

[This version](#) has actions but no words on the screen.

Song Lean on me

Bill Withers' song about how we all need somebody to lean on.

Song You Say

A song by Lauren Daigle about the words we say to ourselves – and what God says about us.

CONVERSATIONS which CONNECT COMMUNITIES

Anti-Bullying Alliance

It is always worth reminding children about what to do if they witness bullying, or are being bullied. You can get involved and be 'United Against Bullying' by following this advice from the Anti-Bullying Alliance:

Include others: Make sure there is no one left by themselves in the playground, or ask others to play with you if they are feeling left out.

Celebrate difference: Choosing to celebrate difference, rather than be divided by discrimination and hate. If someone is different to you get to know them better and you will find you have more in common than you might have thought.

Keep your hands and feet to yourself: Never physically hurt anyone else.

Respect everyone: Choose to be kind, not mean.

Don't laugh at others: This can really hurt someone's feelings.

We all need to play our part! If everyone works together and agrees to act this way, we can make a more powerful difference.

Drama Games

There are some powerful drama games that help explore how it feels to be left out. These will need handling sensitively so that no one child is always the one left out. Here are two to try....

The greetings game (with thanks to Barnabas in Schools)

Set the children off to walk around the room, not bumping into each other. Ask them to give each other a snooty acknowledgement. As soon as you say freeze, everyone must stop and then get into groups according to the number you say. Each time some get left out. How does this feel? Do this four or five times: as the teacher in charge, you must engineer it so that the same child doesn't get left out each time.

Each time for fun change the style of greeting they should give to each other – half-smiles, frowns, suspicious looks, avoiding all eye contact etc. Finally have the children sit in a circle facing each other.

The ‘don’t get burnt game’. (with thanks to Barnabas in Schools)

Each child secretly chooses one other person who is ‘fire’ for them...someone they must try and avoid/keep well away from. Start moving about and staying clear of your bomb. Freeze and sit down where they are.

[One for the grown-ups](#) – How modern-day stigma around illness has created problems during the Covid pandemic similar to the treatment of Biblical lepers. You could explore this with older pupils, but it would need careful handling.

COLLECTIVE WORSHIP – OUR APPROACH

INVITATIONAL

Everyone is welcome to take part in collective worship, as much or as little as they or their parents and carers are comfortable with. This means we use invitational language and consider carefully our choice of words and songs. Children are invited to pray but are not compelled or expected to do so; they always have a choice. We invite them to pray or reflect in whatever way they would usually as a family, if that is part of their home experience.

INCLUSIVE

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is ‘what Christians believe’, saying things like:

‘I wonder why this story might be important to Christians?’

‘The story today comes from the Bible (the holy book of Christians), which teaches that ...

Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

INSPIRING

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?



Weekly Resources for Schools

PHASE: PRIMARY

How do we Flourish Together?

THEME: Pentecost



KEY CONCEPT/MESSAGE:

Pentecost is the time when the Holy Spirit came upon the disciples and it is the liturgical celebration where the birthday of the church is commemorated. It is a time for joy and festivity, embracing the origins of the church as a diverse and multicultural family. Pentecost offers us a journey from disappointment and bewilderment to joy, boldness and an understanding of who God has made people to be. The story of Christianity is wide and deep and makes room for everybody in its telling.

BIBLE STORY OF THE WEEK:

The Holy Spirit Comes at Pentecost: Acts 2



Gathering

You may want to begin with a prayer such as the one below, which places the Holy Spirit within the three persons of the Trinity.

We gather together...

- **To think about the Father, who created and loves all of humanity**
- **To remember Jesus the Son, who showed love for all and sent the Holy Spirit to help people to love others**
- **To celebrate the feast of Pentecost, the birthday of the church, when the Holy Spirit came with wind and flames to empower the disciples to welcome people of all cultures and ethnicity into the church**

Amen

If you have three candles, you could light each one to represent Father, Son and Holy Spirit.

Alternatively, as you gather, show an image of Pentecost (there are plenty of wonderful pieces of Pentecost art if you do an internet search) and pose a question:

As we gather together, what makes us feel connected? What makes us feel empowered to be who we are and do what we need to do today?

Engagement

Begin with a focus on feelings. How are you feeling today? Why? All of our feelings are valid and it is what we do with them and how we act because of them that really matters.

In our story today, we will see a great transformation take place in the disciples. They will go from being confused and disappointed to being full of joy, purpose and confidence. What a journey!

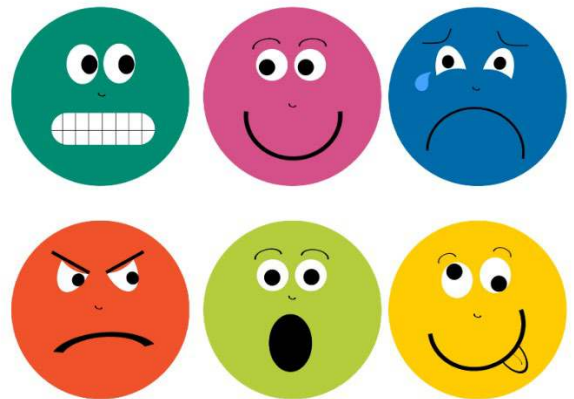
I wonder if you can think of a time in your life when you went from being really confused or disappointed to feeling full of excitement?

Pentecost is the moment in the 'Big Story of Christianity' where the story of Jesus becomes the story of the church. Jesus knew that his disciples would need some help in getting the Church off to a great start. So, he told them he would send them a 'Helper'. This Helper would not be arriving quietly! Shall we find out what happened?

A fun and interactive way of telling this exciting story is to use the Pentecost Bucket!

You will need the following things:

- A bucket
- A fan
- A candle
- Some matches



- A copy of the Lord's Prayer (in different languages if you can manage it!)
- Some phrase books in other languages
- A crown (paper will do)
- A dove (you can print/cut one out)
- A wrapped present (just wrap up anything!)
- A speech bubble (draw one on some paper)
- A map/globe
- A cut out of a cloud
- A guidebook for somewhere you have visited
- A battery
- A bottle of wine (this story prop can be enjoyed afterwards by adults!)

Put all the things in the bucket and tell children they all represent the day the Holy Spirit turned up and the disciples grew from 300 to over 3,000! The church was born! Pentecost is like the birthday of the church and it is great for us to celebrate it!

Invite pupils to ponder what each of the items in the bucket might represent. Take them out slowly and place them on the altar or table in front of you. Elicit some responses from the children if that feels appropriate.

Tell the story of Pentecost using the text from Acts 2 in a Bible of your choice (Bob Hartman's Rhyming Bible is a good choice, or for something more reflective you could use The Jesus Story Book Bible by Sally Lloyd-Jones, or any version you have) and make it as dramatic as you like. As stories go, this is exciting!! There is fire and a violent wind! The disciples are accused of being drunk! Many languages are spoken and the Holy Spirit turns up in the form of flames and wind. This story is full of energy so you can make your storytelling full of energy too. Use props or sound effects or actions to bring it to life. When you want to bring the tone down to reflection, you can use the 'I wonder...' technique to ask important questions to consider:

- ***I wonder how the Holy Spirit is like the wind?***
- ***I wonder why the Holy Spirit is represented in a flame?***
- ***I wonder why the first thoughts of the people they encountered were that the disciples were drunk?***
- ***I wonder what it felt like for people of different countries and cultures to hear these special words in their own language?***

Alternatively, you may want to include pupils in the telling by using the script below from 'An All-age worship service' for Pentecost from the Diocese of Gloucester:

A reading for two voices and a chorus based on Acts 2: 1 – 21

Chorus: listen, listen, listen, listen, listen, listen [getting louder]

Voice 1: It was the day of Pentecost

Voice 2: and all the followers of Jesus were in one place

Voice 1: Suddenly...

Voice 2: Suddenly... there was the sound of a rushing wind

Chorus... whoosh, whoosh, whoosh, whoosh, whoosh, whoosh [getting louder]

Voice 1: a violent rushing wind from heaven Chorus: whoosh, whoosh, whoosh, whoosh! [even louder]

Voice 2: and flames of fire appeared on everyone's head

Chorus: pshwwh, pshwwh, pshwwh

Voices 1 and 2 together: and everyone began to talk in other languages –

Chorus: mutter, mutter, mutter, mutter (this could actually be words in other languages)

Voice 1: and everyone

Voice 2: could understand each other

Chorus: Marhaba! (Arabic for hello), Salve! (Latin for hello), Salam! (Farsi for hello)

Voice 1: There were lots of visitors in Jerusalem from all over the known world

Voice 2: They were amazed at what was happening and rushed up to find out more

Chorus [chanted] There were Parthians, Medeans, Mesopotamians; Judeans Cappadocians, Pontians; Asians, Phrygians; Pamphylans, Egyptians; Libyans, Romans; Cretans, Arabians; and Elamites... But none from England!

Voice 1: and everyone could hear their own language being spoken

Voice 2: it was very confusing...

Voice 1: so some said they must be drunk

[pause]

Voice 1: So, Peter stepped forward to speak to the crowd

Voice 2: it's only 9 in the morning! He said, we're not drunk

Voice 1: no – all this is happening just as the prophet Joel said

Voice 2: he said there will come a day when there will be

Chorus: Visions and prophecy

Voice 1: not just for a few

Chorus: but for men and women, sons and daughters, boys and girls

Voice 2: Even on slaves

Chorus: even on slaves!

Voice 1: and there will be signs of fire and mist and darkness and noise

Voice 2: for it is the great and glorious day of the Lord

Chorus [loudly] And everyone who calls on the name of the Lord shall be saved!

Go back to the props in the bucket. Do we know more now about the reasons they are included? For each one, invite children to explain why it is in the bucket and how it connects to the story.

Invite children to reflect on whether there is anything about the story of Pentecost that surprises them? Anything that puzzles them? Encourage both questions and comments as children consider the story.

Response

Pentecost is the day the church was born. *It is a day of celebration for all Christians around the world, from different denominations and a range of different types of churches and communities. There is a carnival atmosphere and joy is at the centre.*

For a collection of photographs showing the celebration of Pentecost and some diverse art work click [here](#).

Find Pentecost images which show the different ways that Pentecost is celebrated in different places around the world, illustrating the importance of seeing Christianity as a global faith. Christianity is often expressed differently in different cultures and the different ways Pentecost is celebrated show us how diverse the family of God is.

Some churches release doves as this is a symbol of the Holy Spirit. Others set up prayer stations with candles to represent the tongues of fire. Some churches release red rose petals from the church ceiling to represent the flames of the Holy Spirit and some use banners and flags of red for joyful celebrations. Some churches release balloons and churches in Jerusalem in Israel use actual fire to celebrate. Other churches like to get outside and wave the flags of different countries to show that at Pentecost people from all nations, all languages and all skin colours were able to hear the Good News about Jesus for themselves in their own language. Some Christians make kites and fly these, thinking about the rushing wind of the Holy Spirit's arrival. Some churches set up their altar tables with red cloths and candles, some have a Pentecost Party with the whole church community and in some countries the Christian story of Pentecost gets mixed with local cultural traditions, creating some interesting processions and rituals.

In whichever ways it is celebrated, there is a great joy in the celebration of Pentecost.

I wonder when you have felt great joy?

I wonder, if you wanted to celebrate the birthday of the church, what you would do?

Christians believe an Old Testament prophecy was fulfilled at Pentecost:

"And it shall come to pass afterward that I will pour out My Spirit upon all flesh; and your sons and your daughters shall prophesy, your old men shall dream dreams, your young men shall see visions..."

Joel 2:28 (King James Version)

A simpler translation to use with younger pupils might be:

*"Then, after doing all those things,
I will pour out my Spirit upon all people.
Your sons and daughters will prophesy.
Your old men will dream dreams,
and your young men will see visions."*

New Living Translation

Or

*"I will pour out my Spirit
on every kind of people:
Your sons will prophesy,
also your daughters.
Your old men will dream,
your young men will see visions."*

The Message

The important thing to emphasise here is **all flesh** or **all people**. Up until this point, it had been the people of Israel who were considered to be 'God's People'. Now with the coming of the Holy Spirit, all people, from all nations, were drawn into the family of God.

The beginning of the church at Pentecost was the beginning of global Christianity, a faith that stretches around the world and is expressed in many different nations, cultures and languages all around the globe. Christians believe that all people are made in God's image and that it is the beautiful diversity in our world that really illustrates who God really is as the three persons of the Trinity- fully divine yet fully unique. We are the same as humans; united in our differences and ready to celebrate our wonderful diversity!

This is a good opportunity to make use of the big frieze from the [Understanding Christianity](#) resource if you have one. Point out the colours of Creation returning to the world in the final 'Kingdom of God' panel of the frieze.

I wonder if you feel part of God's 'Big Story'?

I wonder if you feel that diversity is a strength and something to be celebrated?

Sending

If appropriate, read the poem below, written from a Christian's perspective, to reflect on the events of Pentecost. Invite the children to listen and to reflect on the story and its meaning for them.

When the spirit comes

Before the Spirit came, you were just words on a page,
Black on white and yellowed with age.
Simply a story of long ago,
Of a man who had so much love to show;
Who healed the sick and cured the lame;
Took our guilt and bore our shame.
It sounded so good, but it just couldn't last.
It was not for today but locked in the past.
Until the Spirit came.

Now the Spirit has come, you are here at my side,
Larger than life and ready to guide;
Making real to me all that you said
And doing through me the things that I read.
I am the glove that your hand has filled;
I am the cup into which you have spilled
All the love and the power which you promised would come,
Right now in the present and for everyone.
Since the Spirit came.

Taken from: <https://www.barnabasinschools.org.uk/product/pentecost-an-assembly-story-and-a-poem/>

Because of what happened at Pentecost, the Holy Spirit is often associated with fire. Two Christian saints said very similar things about being exactly who God has made us to be and 'setting the world on fire'.

Be who you were created to be and
you will set the world on fire~

St Catherine of Siena

Go forth and set the world on fire~

St Ignatius of Loyola

At the start of the story, the disciples were not fully being who God made them to be or yet doing what Jesus had commanded them to do. They were huddled together in an upper room. They were disorientated but they were in constant prayer. The Holy Spirit turning up reminded them who they were and empowered them to do the special job they had been given; to tell everyone about Jesus! When the Holy Spirit settled on them they believed in who they were and they took that fire outside!

Read the two quotes above and spend a few moments eliciting ideas about what the phrase 'set the world on fire' might mean. Allow some minutes in quiet reflection to ponder this question:



I wonder how you might be who you were made to be and set the world on fire?

Allow for an opportunity for the children to engage in some moments of silent prayer and contemplation, or reflection on, of this challenging question.

You may like to finish the act of collective worship by listening to a worship song about the Holy Spirit, such as the one found [here](#).

If you want to, you could now light candles on a birthday cake to really celebrate the birthday of the church. You might want to use party poppers or streamers, red rose petals, red balloons, whatever seems appropriate. Depending on COVID restrictions, if the weather is favourable, a Pentecost Picnic outside for the whole school family might also be a nice way to celebrate, or perhaps a party in classrooms. Have fun as you celebrate one of the church's most jubilant celebrations!

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

Thy Kingdom Come is a Church of England initiative launched by both archbishops to encourage a period of prayer between the Ascension and Pentecost. You can show pupils a short video about Thy Kingdom Come [here](#). This initiative is designed as an opportunity for parishes to engage with both children in church and children in church schools, but you will need to be selective about the activities that you send home for school families to do as some are more confessional than others. You know your school community!

Inviting Christians from different denominations and cultural backgrounds to talk to the children about how they pray and the practices they use will also provide children with a sense of Christianity as a global religion expressed in a myriad of different ways.

If you really want to share the fun and celebratory nature of Pentecost further, you will find some crafts [here](#) that can be done and used for contemplation, worship or a general sense of contentment in celebrating the birthday of the church.

ACTIVITIES that can develop PRACTICES-HABITS:



Prayer was such an important forerunner to Pentecost. The disciples did not understand how what Jesus had promised could come to pass, but they gathered together and spent their time in prayer anyway. Often in life we can find ourselves not really understanding a situation we are in and not being able to imagine something different or better. Christians believe that prayer can help them with that. Others may have different ways to find clarity.

You can find a Family Prayer Adventure Map from Thy Kingdom Come in the resources section of the website <https://www.cpo.org.uk/thykingdomcome>, which families could do together.

Pentecost spread the message of the Good News about Jesus and the church was significantly grown by encounter with others and the forming of new relationships. 'Pray for 5' is an initiative that encourages Christians to choose five others to pray for, and is something children might want to get involved in too. It is intended to be used in conjunction with leather

bracelets that have five knots tied in them; one for each person on your list. You could create special bracelets using knotted wool or beads instead of leather cord, but if you want to purchase leather bracelets and the prayer cards you can do so [here](#). Once children have chosen five people, talk with them about the different ways they could pray for them e.g. writing prayers, saying prayers, drawing/doodling prayers, sending prayer letters/cards, etc.

CONVERSATIONS which CONNECT COMMUNITIES

What have I learned about Christianity as a global religion through celebrating Pentecost?

At Pentecost, people heard the Good News about Jesus in their own language. It was a marvellous thing. From the very start of the church, God intended it to be an expression of diversity and difference and Pentecost is a reminder of that. Christians around the world celebrate Pentecost in lots of different ways but they are all part of the 'big story of Christianity'. If you would like to know more about what Christianity looks like in different places around the world, BRF Online have a resource about Christian festivals celebrated around the world which could be used to help children better understand the nature of the global church. You can download it for free [here](#) after creating an account.

When I am confused, disappointed or afraid, what help might prayer be?

The disciples had been on an emotional rollercoaster. Jesus was alive and then he was dead, he was gone and then he was back, he was gone again but promised to send a mysterious helper. It was all very challenging! So, what did they do? They gathered in prayer. Yes, they still felt confused and disappointed, but they were also connected, with God and each other, through the act of prayer. Christians believe that taking time to pray when they are feeling that way can really help. You can often begin to understand things better in the silence, new perspectives and ideas can come to you as you contemplate or reflect, and hope can begin to find its way into your heart again. When you face uncertain and difficult times, you might want to spend some time in reflection, or in quiet prayer with God.

What does it really mean for me to ‘set the world on fire’?

Both St Catherine of Sienna and St Ignatius of Loyola used the phrase, ‘set the world on fire’. But what does it really mean? Do you need to be a Christian to set the world ‘on fire’?

When you ‘set a fire’ it will quickly spread if it has enough oxygen and fuel to burn. Christians believe that God has made each human to be unique, just like the disciples in the Pentecost story. Like the disciples in the story, each of us can have a job to do, a part to play in the story of human history. What do you think about this idea?

Like those who heard the Good News about Jesus in their own language, Christians also believe that each of us can receive something that makes a massive difference in our lives. The fire in the story represents the Holy Spirit and for the disciples it meant finding their purpose. Christians say that when they do things like pray, they give oxygen and fuel to the fire within them, making their identity and our purpose really glow and begin to spread. What do you think you can share with the world? What is your fire? How will you spread it?

COLLECTIVE WORSHIP – OUR APPROACH

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We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?



Weekly Resources for Schools

PHASE: PRIMARY

Does our behaviour matter?

THEME: Poverty



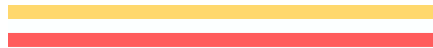


KEY CONCEPT/MESSAGE:

Poverty often refers to a lack of the essentials for living, including food, shelter and clothes. In the UK and globally, there are many who lack access to these necessities. At the same time, there are many who have an abundance of such resources.

In the New Testament, Jesus is described as having a real heart for those who are in need. In his teaching and his action, he encourages all to offer their time, talents and treasure to help others, including those who are less fortunate. There are countless examples of those who have been inspired by Jesus' call to share with, love and support others and help them to flourish.

We can all make a difference. I wonder how we might use our time, talents and treasure to help others?



I cannot do all the good the
world needs. But the world
needs all the good that I can do.

Jana Stanfield



BIBLE STORY OF THE WEEK:

Matthew 25: 34-40



'For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'

Gathering

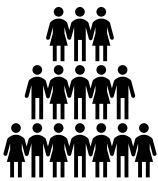


Follow the school's normal gathering routine. You might like to ask pupils to consider the following questions:

- Do you think the world is a fair place?
- What do you think needs to change in the world to make it a better place for all?

Engagement

Many people, when they think about these questions, reply that the world is not a fair place. In the UK and around the world, there are many who live in poverty. Poverty means living without life's essentials such as food, clean water, clothes and shelter. As stated in the Faith at Home video (<https://tinyurl.com/yrr5wns4>), if the world was 100 people:



87 have access to clean water, 13 do not

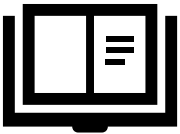
77 have shelter, 23 don't

86 can read and write, 14 can't

15 make less than £1.50 a day, 83 make between £1.50 and £65, 1 makes more

Out of those 100 people, one would control 50% of all the money in the world

There is a real difference between many who 'have', and many who 'have not'.



The bible explains how Jesus really cares for those in need. In his teaching and his action, he encourages all to offer their time, talents and treasure to help others, including those who are less fortunate than ourselves. Once, he told the story of a king who was pleased with those who had chosen to help others. The King was delighted with those who:

- Gave those who were hungry, something to eat
- Gave those who were thirsty, something to drink
- Gave those who needed it, clothes to keep warm
- Gave those who were ill, medicine and care

The King said, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.' (Matthew 25: 40)

Many around the world have been inspired by Jesus' teaching and actions to give their time, talents and treasure to help others. Some examples include:



Volunteering for a local charity
Raising money through charity runs



Organising a fund-raising or awareness event
Starting campaigns to make a positive change (such as Marcus Rashford)



Giving to a local foodbank
Donating money, clothes and toys to charity

Feel free to draw attention to any support, charitable giving and/or courageous advocacy which has emerged from within the school community.

Can you think of any other examples or people giving their time, talents and/or treasure to help others, including those who are less fortunate?

Response

Show one of the translations of Proverbs 3:27:

‘Whenever you possibly can, do good to those who need it’. (Good News Translation)

‘Do not withhold good from those to whom it is due, when it is in your power to do it’. (NRSV)

We can all make a positive difference in the world; we can all help make the world a fairer place for all.

I wonder how we might use our time, talents and/or treasure to help others, including those less fortunate?

You might like to reflect individually or share your thoughts with a partner.



If you'd like to, ask God to help you give your time, talents or treasure to help others.

You might also like to listen to Nick and Becky Drake's 'Golden Rule' Live Sing-A-Long:
<https://www.youtube.com/watch?v=9GG5Oe8nxR0>

Sending

Dear God,
Thank you that you care for each one of us,
and for the time, talents and treasure you have given us.
Please help us to use these things to do good,
and make the world a fairer and more equal place for all.
Amen.

SPIRITUAL DEVELOPMENT

(practical ways to help us explore faith and develop spiritually at home together)

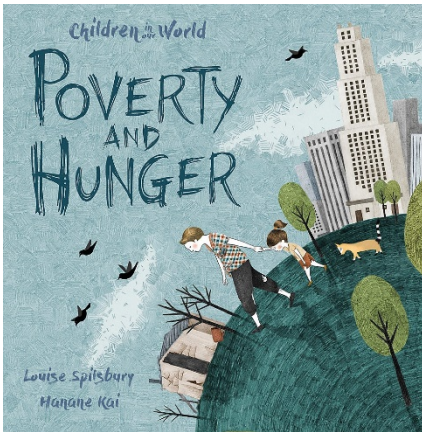
EXPERIENCES that can help us ENCOUNTER:

You might like to do this 'Empty Plate' activity by Prayer Spaces in Schools, to help reflect about those who may not eat today, or eat very little (<https://www.prayerspacesinschools.com/resources/87>).

A 'whole world' reflection from Soul Space can prompt thinking about our hopes and prayers for those who are living in poverty (<https://www.prayerspacesinschools.com/stories/390>). You will need a world map or globe and post-it notes for this activity.

'Around the world, many people don't have enough food, water or clothes to live well. 1 billion people are hungry today. 3 billion cannot get clean water.

Stick your hope or prayer on the world map in the places where there are situations you care about.'



Read 'Poverty and Hunger' by Louise Spilsbury. The book explains some of the main reasons for poverty in the world today and how some people try and make a difference.

- I wonder what stands out to you?
- I wonder how reading this book makes you feel? Why?

ACTIVITIES that can develop PRACTICES-HABITS:

Examen

Use the EXAMEN prayer to reflect on helping others. It has five steps, so you might like to count them on your fingers.

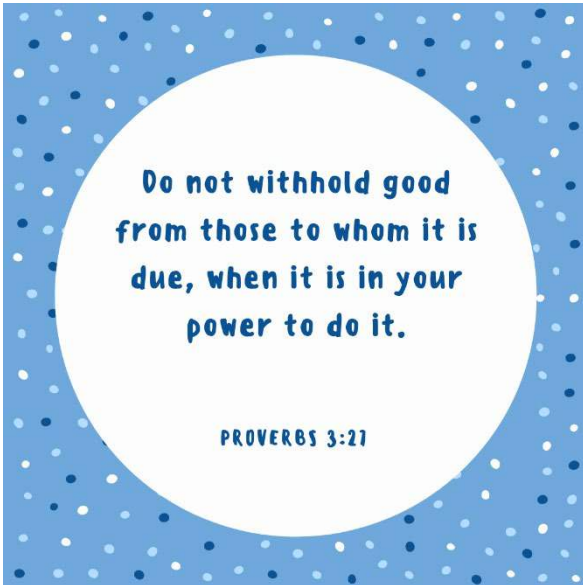
1. GIVE THANKS for those who help you
2. ASK FOR HELP to help others
3. REFLECT on your day and think about times you acted in a loving way to others 😊 and those times you didn't 😞
4. SAY SORRY for the times you weren't as loving as you could have been
5. DECIDE how you will help others tomorrow

To discover more about using the Ignatian Examen with children, listen to this [podcast](#).



The collective worship plan this week helps us to think about how we can use our time, talents and treasure to help others, including those who are less fortunate. To help remind us of how we could help others, why not set yourself the challenge this week of thinking how you could use your time to help others every time you see a clockface?

CONVERSATIONS which CONNECT COMMUNITIES



Read the quote from Proverbs 3:27.

- What do you think is the most important part of this sentence?
- 'The world would be a much better place if all followed this saying'. Do you agree or disagree? Why?
- Can you think of any other sayings like it?
- What good might you be able to do through working together? How might you each be able to use your time, talents and treasures to help those in need?

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Weekly Resources for Schools

PHASE: PRIMARY

How do we Flourish Together?

THEME: Climate Emergency



KEY CONCEPT/MESSAGE:

The climate emergency faced by us as a planet cannot be ignored: children are well aware of the impact that we as human beings have had – and are continuing to have – on our future. What is perhaps less emphasised is the reality that this is already having a greater impact on the majority world – and that, conversely, they are often leading the way in combatting climate change. However, we must also remember that rather than scare children with what might happen, we need to empower them to feel that even small actions can make a difference: who can fail to remember the impact that the global pandemic had on the waterways in Venice in a relatively short time, for example? Ahead of the G7 climate conference in Cornwall (11th-13th June), and the COP26 conference in Glasgow in November, these resources are designed to get school communities thinking, talking, praying and taking action!

Although Greta Thunberg has done much to raise awareness of global issues and the passion that many young people feel, we have attempted here to focus on the actions of others less in the public eye. We hope that this may encourage pupils that they too can be agents of change.

BIBLE STORY OF THE WEEK:



God gives Adam and Eve a job to do – Genesis 1 & 2

The version of the story used today amalgamates several different parts of these chapters. It is a story that also appears in the Torah and the Qur'an.

Gathering

You may wish to use these words of Psalm 24 together:



**The earth and everything in
it belong to the Lord.
The world and all its people
belong to him.**

Psalm 24:1 (ICB)

Engagement

Start by watching together the compilation video linked here: [Louis Armstrong - What a Wonderful World \(Attenboroughs - Wonderful World BBC Video\) - YouTube](#) which shows images from the natural world over the Louis Armstrong classic **'What a wonderful world.'**

Use think-pair-share to give children the opportunity to talk together about what they think is wonderful about our world.

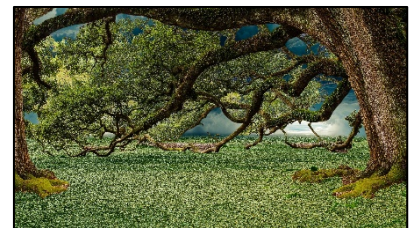
We're going to continue our time together with a story that is shared by Christians, Muslims and Jews, found in the Bible, the Holy Qur'an and the Torah – a story which presents a challenge for us all, and gives us as humankind a job to do. [The pictures used are all copyright-free from Pixabay, so can be copied into a PowerPoint if you wish]

I wonder if you can spot what this challenge is?



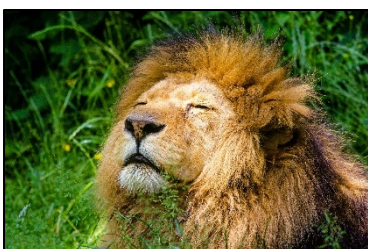
When God made the world, it was very beautiful and filled with life of all different sorts – like the most wonderful garden you could ever imagine: Paradise, in fact!

Into the very centre of the garden God placed two special trees – the tree of life and the tree-of-knowledge-of-good-and-bad (which is a very long – and strange – name!).



He called the man and woman he had made 'Adam and Eve' and he thought they were the most wonderful things he had ever made. God loved them with all of his heart.

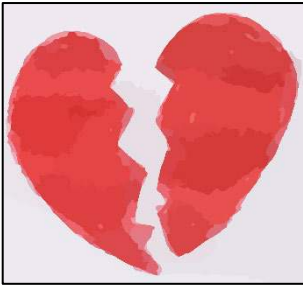
He gave to them the garden and asked them to take care of it and help it to grow. **'It's your job to look after it, and everything in it!'** he told them.



One by one, God brought all the animals to Adam to see what names he would give them.... I wonder what you might've thought of if you'd been given *that* task to do?!....

Then, he gave Adam and Eve some rules to keep them safe – well, just the one really: 'You can eat from any tree in the garden,' God said. 'Any tree you like – **except** for the tree-of-knowledge-of-good-and-bad. This fruit will not be good for you, so leave it alone!'





It was God's favourite thing in all the world to spend time with Adam and Eve and walk with them through the garden, like the very best of friends. But one day, something happened that would change all that forever.... and would break God's heart of love....

But that's another story for another day!.....

I wonder if you spotted the challenge?

I wonder what you think about this?

I wonder what God might say when he looks at the world now?

I wonder if this is something that we are all responsible for?



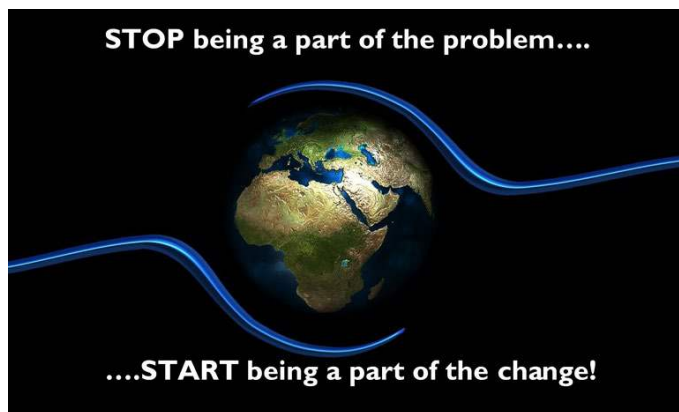
[NB Children are probably all too aware that there are many ways in which we as human beings have not taken this responsibility seriously. You may wish to talk about this sensitively together.]

The job that Adam and Eve was given in the story is something that people all around the world believe we should still be doing now: caring for our world. There are many different beliefs about how the world came to be, but whatever you believe, there is no doubt that even despite the many things that humankind has done to harm it, sometimes without thinking, it is still very beautiful. But we know that it won't always be that way unless we act now. **We can – and must – do something to slow climate change.**

It's not just about keeping our planet beautiful though – the earth is our home, and we share it with billions of other human beings. Climate change is having the biggest impact on the poorest people of our world. Most of them already face significant challenges, but it is their daily lives that are being impacted the most. **Many people would say that God cares about the effect of climate change on the poor as much as the effect on the natural world....and that we should too.**



I wonder what you think about this idea?



It's easy to think that the little bit that we can do is so small compared to the challenge, or that it's someone else's job, but it would be true to say that if everyone did something, then no-one is doing nothing!

A young climate campaigner, Jessica, said: 'Stop being a part of the problem and start being a part of the change.' [source: [BBC Newsround article](#)]

Talk together about her words – and what we can do to turn words into actions.

There are lots of suggestions and links in these resources. Choose one each that is something achievable e.g. using a refillable water bottle, or picking up litter.

Response

Make that change!

**Create a paper chain from newspaper
(or other recycled paper source).**

**Give each child a strip of paper for them to write on
their chosen action. You might want to pray/reflect
before you staple them into a chain and display
somewhere in your classroom as a pledge and a reminder
to take action this week, and beyond.**



A simple prayer:

**Creator God,
Help us to live as you have asked us to, loving and serving other people, and caring for the animals
and the earth that you have entrusted to us.**

Amen

[adapted from the #LiveLent 2020 resources, Care for God's Creation]

**People from all over the world will be coming to the UK later on this year to make some important
decisions about the future of our planet. Here is a more grown-up prayer, written by Rev. Dave
Bookless (from A Rocha), for these forthcoming events:**

Creator God, giver of life,
You sustain the earth and direct the nations.
In this time of climate crisis grant us clarity
to hear the groaning of creation and the cries of the poor;
challenge us to change our lifestyles;
guide our leaders to take courageous action;
enable your church to be a beacon of hope;
and foster within us a renewed vision of your purposes for your world;
through Jesus Christ our Lord,
by and for whom all things were made.
Amen

Sending

Say these words to each other:

As we leave this place and go into the day ahead,

Tread gently on the earth. Care for our shared home.

You might want to use one of these videos, featuring music from a couple of rock legends: Sting – [Fragile](#) or Queen – [Is this the world that we created?](#) Or how about this short piece of music, illustrating through music how global warming is increasing the temperature of our planet: it stops at 2016, but it's a good way of 'hearing' climate change! [This one-minute climate change symphony shows the terrifying impact of global... - Classic FM](#)

SPIRITUAL DEVELOPMENT

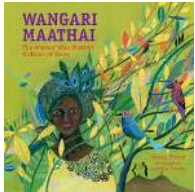
(practical ways to help us explore faith and develop spiritually at home together)

EXPERIENCES that can help us ENCOUNTER:

Look at some stories of people who have acted to improve the climate situation. Do an internet search to find out more about these people and their work.

One Plastic Bag – Isatou Ceesay and the recycling women of the Gambia book by Miranda Paul; there is a video of the book [here](#).

You can find out more on her website, oneplasticbag.com [here](#). There are resources for teachers, information about The Gambia, and the opportunity to ask Isatou Ceesay questions.

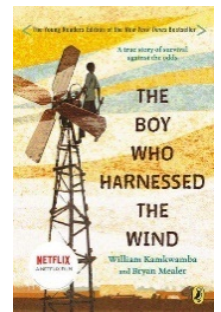


Wangari Maathai – The woman who planted trees is a book by Frank Prevot for Key Stage 2 children.

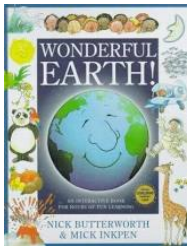
Wangari's Trees of Peace – a book by Jeanette Winter. For younger children. There is a lovely video [here](#).

The Boy Who Harnessed the Wind by William Kamkwamba. There is a video [here](#).

The story of William Kamkwamba who invented a wind generator to bring power to his village in Malawi.



There is also a book and a film version for the grown-ups.



Wonderful Earth book by Nick Butterworth and Mick Inkpen
A lift the flap book about creation and the environment.

There are many others that retell this part of the Bible! Also try '*In the beginning*', a poem by Steve Turner and '*This is the earth that God made*' by Lynn Downey.

[Where will the Children Play?](#) New animation video of the song by Yusuf Islam / Cat Stevens.

SingG7 – recorded with Truro Cathedral choristers, encouraging involvement from across the world: [\(47\)](#)
'Gee Seven' by Sir Tim Rice and Peter Hobbs for 'Sing2G7' with Truro Cathedral Choristers - YouTube
News article here: [10,000 children across the world to sing new song for G7 summit in Cornwall | West Country | ITV News](#), with lots of smaller videos featuring children's views.

ACTIVITIES that can develop PRACTICES-HABITS:

Use the EXAMEN prayer to reflect on our climate emergency. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS for your favourite parts of creation. These might be animals, birds, insects, or places.
2. ASK FOR HELP to make choices that are good for the creation.
3. REFLECT on your day and think about times when you have enjoyed using, or eating, a natural resource.
4. SAY SORRY for the times that you have wasted natural resources.
5. DECIDE on one change that you will make tomorrow that is better for the planet. Perhaps you will make sure that you turn off the tap or play a game that doesn't use batteries or electricity!

Prayer Spaces in Schools have several ideas for reflective prayers that fit with this theme.

Go to the [website](#) and put these titles into the search:

Plastic Planet; Christian Aid Rising Sea; Forest Rubbish; Forest Hope; Climate Change Windmills.

CONVERSATIONS which CONNECT COMMUNITIES

Global Neighbours Accreditation Scheme [here](#)

Global Neighbours is run by Christian Aid and the Church of England: it's a way of supporting, recognising and celebrating all that primary, middle and special schools in England are doing to provide good global education. There are three level of accreditation: bronze, silver, and gold.

The Global Neighbours handbook is a treasure trove of good ideas and tools to audit your school's provision and practice. Schools can access the handbook without being required to apply for the award.

Global Neighbours provides a framework for thinking about global citizenship education in primary schools. In the handbook are ideas for curriculum and collective worship activities to equip you to weave a global perspective into your current curriculum provision, which will support you in helping young people to become active global citizens.

Raise awareness of the local litter problem

The pandemic has led to an increase of litter in our local area. Our regular litter picks now include face masks and hand sanitiser as well as the usual water bottles and sweet wrappers. The area around local schools, secondary and primary is always the worst for litter.

Perhaps pupils could run a campaign encouraging one another to be aware of what they drop and to safely pick up litter in their local area.

Burning the House Down [here](#)

Research from Tearfund and Youthscape into young people's attitudes towards the church and climate change. Young people saw the link between poverty, climate change and faith, this contains some interesting data and links to further materials. The videos made by young people may inspire your pupils to make their own videos.

Christian Aid – Letters to Creation [here](#)

These materials were created for Christian Aid week May 2021. They could be used at any time.

Letters to Creation is a project that invites children to tell the people in charge what they think about climate change and how they need to look after our world. Christian Aid will share these letters with some leaders and make sure that children's voices are heard. Letters could be in any form: written word, art, song, rap, poetry or prayer. So just think, if you could say something to the people in charge about looking after our planet, what would you say? The plan is to display these letters in cathedrals as part of the Lambeth Conference and hopefully at the UN Climate Change Conference COP26 in November 2021.

A Rocha – Caring for God's Earth [here](#)

A Christian charity working for the protection and restoration of the natural world and committed to equipping Christians and churches in the UK to care for the environment.

Costa Rica Might be Tiny but it's a Global Leader in Conservation [here](#)

Costa Rica is a beacon of hope and stability. It has led the world in eco-tourism and aims to become the first carbon neutral country in 2021.

How to Save the Planet – A Kids' Guide is useful [here](#)

Read about 7 young people from around the world, and what they are doing to combat climate change: [Climate change: 7 young climate activists from around the world - CBBC Newsround](#)



NATRE run a competition every year called Spirited Arts, designed to help children & young people express their ideas in RE through the creative arts. This year (2021), themes include 'God's good earth?', so why not get creative and submit an entry? Details here: [Spirited Arts 2021 \(natre.org.uk\)](https://natre.org.uk)

Some more items of global interest:



This is a startling piece of data showing which countries across the world have the best track record for banning plastic bags.

What might children say about this?

Links to global climate summit information:

G7: Cornwall, June 2021 [2021 G7 Summit – UK Presidency \(g7uk.org\)](https://www.g7uk.org/)

COP26: [HOME - UN Climate Change Conference \(COP26\) at the SEC – Glasgow 2021 \(ukcop26.org\)](https://www.ukcop26.org/)



Lent 2020 resources: Care for God's creation: You may have these resources in your school or parish church. There are some good questions, reflections and action points in these booklets, for children / families & for adults.

If you feel like having a look at some worldwide projects that are combatting climate change, then use these links to explore:

www.afford-able.com A company creating sustainable buildings made from a crop called Kenaf

www.sanergy.com + [Video](#) A Kenyan project 'recycling' human waste

www.komaza.com An African project combatting deforestation

www.greenhope.co A company working to make plastics completely green

www.greenpathfood.com Creating a better future for smallholding farmers in Ethiopia

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