

Collective Worship Network

11th May 2026

Fiona Greening

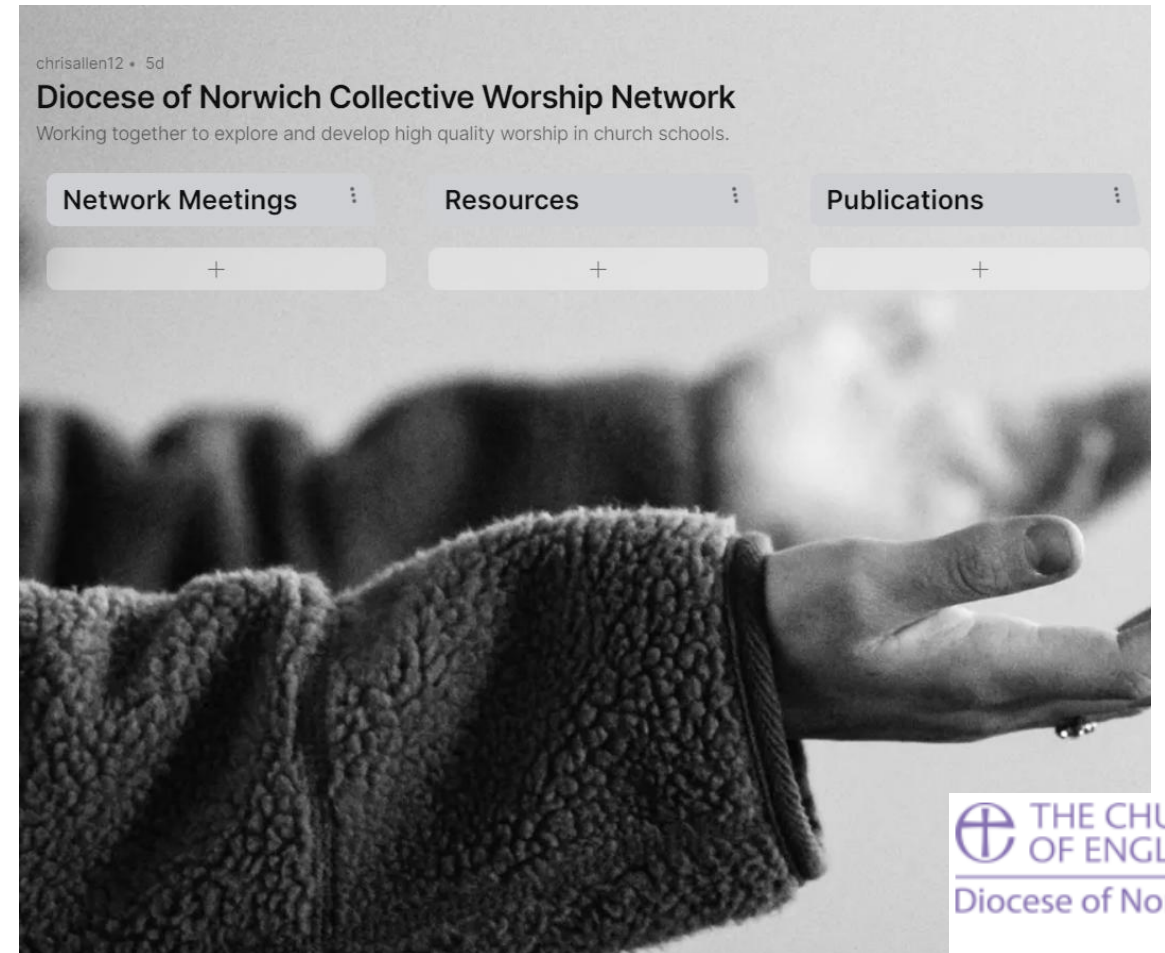
RE & Christian Distinctiveness Manager



Collective Worship Network: May 2026

Padlet access for CW Network Resources

<https://padlet.com/chrisallen12/diocese-of-norwich-collective-worship-network-lwttxtskx3tbg2c2>



Time	Content
3.30pm	Welcome and introductions Aims of session
3.40pm	Updates
3.55pm	Developing Inclusive Collective Worship
4.10pm	Sharing of ideas and collaboration
4.30pm	Resources for Pentecost, Ascension & Moving On
4.45pm	Other useful resources for 2025-26.
5pm	Future Dates and Final questions and close

By the end of today's session...

- Received an update from the Diocesan Advisers Worship Network (DAWN).
- Considered how we might encourage inclusive collective Worship.
- Had opportunities to collaborate and share good practice.
- Familiarised ourselves with resources to support Ascension Day, Pentecost and Moving On.
- Consider wider opportunities linked to the development of Collective Worship in school.

Diocesan Advisers Worship Network Update

National SIAMS Report 2024-25

Recommendation for schools:

<https://www.nse.org.uk/s/The-2024-2025-SIAMS-Annual-Report-002.pdf>

- 3.1. Worship sits at the beating heart of the vast majority of Church schools. It is typically inspirational, inclusive, and invitational. Inspection evidence demonstrates that the provision for worship is strong across Church schools in England. Provision in including elements of Anglican and Methodist liturgy and practice demonstrates fidelity to the traditions of the churches. Worship is typically strongly rooted in scripture.

The Statutory Inspection
of Anglican and Methodist
Schools (SIAMS) Annual
Report

2024-2025

Research reports 2025

Listening to Children's voices: Spiritual flourishing in Junior Choir, Liverpool Cathedral	+
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Chorister Voice at Hull Minster	+
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Factors for success in church and school partnerships that support disadvantaged families	+
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How can the local church encourage and empower families to nurture children's faith development in a middle of the road, semi-rural context?	+
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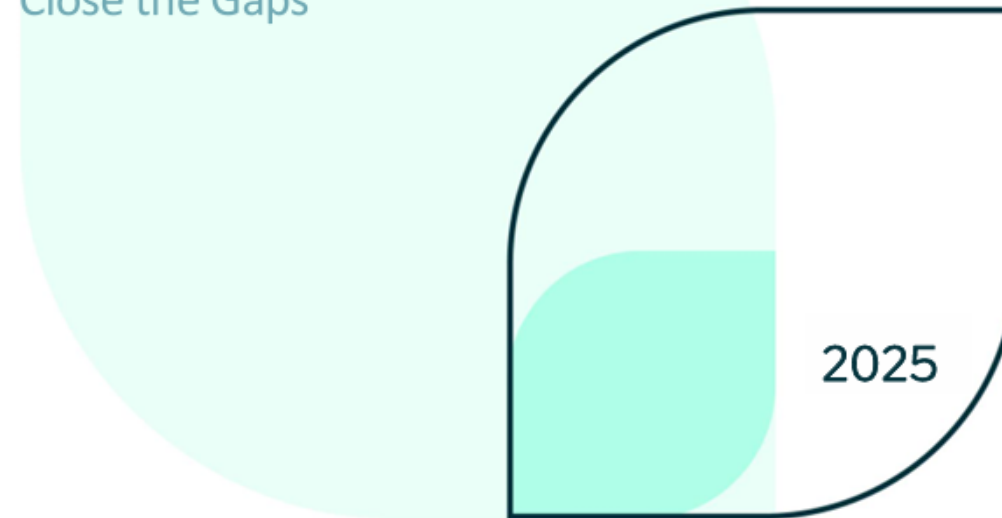
Give me joy in my heart: developing children's discipleship and spirituality through singing	—
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Growing Faith Research

[Mark+Wrangles+research+report.pdf](#)

Factors for success in
church and school
partnerships that support
disadvantaged families

Mark Wrangles
Close the Gaps



This research was funded by the Growing Faith Foundation. It aims to help support how churches, schools and households can work together to help children, young people have life in all its fullness. Where churches partner successfully with schools to directly minister to, and with, the neediest families in their community they practically bring opportunities for those families to explore and reach that life, both in physical and spiritual elements.

This research looks at the 'bright spots' of established and successful partnerships between churches and schools. It looks at what we can learn from these partnerships. If you're looking to develop a partnership between school and church, what elements should you replicate if you want the partnership to thrive?

In this report the term 'disadvantaged' is used as a clear way for schools and churches to understand the demographic of children we are discussing. In schools the term is clearly defined, for ease of this report we mean those children and young people who are facing greater barriers than their peers, through poverty, through SEND or because they have experienced the care system. Schools often measure disadvantage by whether a pupil receives free school meals or not, this is a crude measurement for poverty with many working families over the threshold for free school meals but still living below the poverty line. All the projects we looked at worked with schools where Free School Meal uptake was above average, but projects were not limited by this in who they worked with.

The 20 dioceses with the highest levels of deprivation were contacted to give examples of strong church-school partnerships that support disadvantaged families. As the study progressed examples were chosen across three geographical areas, the West Midlands, Yorkshire and the North-East. Partnerships were chosen from a range of schools and churches to ensure a wide range of helpful examples. They weren't just from the Church of England churches though there was greater focus on CofE churches and schools given the funding commitment and influence of the Growing Faith Foundation.

Ten partnerships were studied in detail with partnership leads taking part in an interview and completing a more structured survey to allow direct comparisons between answers. Interviews and survey responses were gathered from school and/or church partnership leaders to ensure a full understanding of the partnership was gathered.

Summary of Key Findings

- 1) Trust is key
- 2) Good partnerships take time
- 3) Good partnerships adapt to local need
- 4) In strong partnerships, churches understand schools
- 5) Communication is key
- 6) There is a need for inspiration
- 7) Financial Inventiveness
- 8) Sharing resources across the partnership
- 9) The importance of governors Nearly all the partnerships had begun with governance support.
- 10) External organisations can bring efficacy and support

"It's all about inclusivity, creating lasting bonds, and making our community a place where everyone feels at home."

All the successful partnerships had an average of more than 2 years' work together, several had been going for more than 5. The stories behind them showed the way partnerships had developed and evolved over time. They weren't just a linear progression but involved evolution adapting to the changing needs and resources of the partners. To develop a strong partnership takes time, both churches and schools need to be prepared to invest in building the partnership over years not just as a short-term intervention. Many of the most vulnerable children and families need considerable support and short-term interventions are not enough to bring real change. Long-term investment and consistency around partnerships can mean that interventions last long enough to bring real help and support and can show real demonstrable impact.

Sharing Ideas about use of Music in Worship: Feedback

EYFS Song List....



Inclusive Collective Worship

IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality and spiritual development? How does this enhance and enrich collective worship and individuals' spiritual development?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

The typical features of daily collective worship in church schools:

Follows the national guidance and (inclusive, invitational and inspirational).

Is wholly Christian in nature.

Includes prayer and reflection.

Includes biblical teachings or references.

Explore your vision/ Christian distinctiveness e.g. through a core value as the 'theme'

May include Anglican traditions e.g. liturgy, blessings, Lord's prayer, liturgical colours etc.

The language to describe the types of collective worship?



Singing assembly
Celebration assembly
Class assembly



Choral worship
Celebration / Praise worship
Class led worship

Inclusive Invitational Inspiring

Guidance Document

Introduction

Church of England schools are committed to offering high quality collective worship. They are places that recognise and value collective worship as central to fostering a sense of community and to expressing the school's Christian vision. In practice this means that structure, planning, evaluation, participation, collaboration, and inspection of worship are all taken seriously by the school and by diocesan authorities.

This document has been produced to challenge, to guide and set expectations for Church school communities and diocesan authorities encouraging them to reflect on their practice and to ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

In Church of England schools, collective worship is seen as more than a daily 'awe and wonder' moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.'

This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.

¹ The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office 2016) page 10

Inclusive:

Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In the Church school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all. Many pupils and staff in our schools will come from homes of different faith backgrounds as well as of no faith background. Moreover, many pupils will naturally be at different stages of their spiritual journey during their time in school. Pupils should be given the opportunity to think and ask questions. There should be space to consent, and dissent: to participate and to stand back; and to consider. It is an expectation that care will be taken to ensure that the language used by those facilitating worship avoids assuming faith in all those participating, listening and watching.

Collective worship should not be 'done to' but will involve meaningful contributions from the whole school community, including pupils. It is recognised that pupils will bring their own experience to worship. Inclusion requires pupil involvement in planning, leading and the evaluation of worship. Although part of a national legislative framework, collective worship in the Church school grows out of the local context and out of pupils' experience, including their cultural backgrounds.

Being Inclusive -Points to consider

Many pupils and staff in our schools will come from homes of different faith backgrounds as well as of no faith background.

Moreover, many pupils will naturally be at different stages of their spiritual journey during their time in school.

Collective worship should not be 'done to' but will involve meaningful contributions from the whole school community, including pupils.

Pupils are different ages

Pupils have different needs which need to be considered to allow them to access collective worship.

Pupils may find different styles helpful.

[S1 E9: Enhancing the Inclusion of Pupils with Additional Needs in Collective Worship with Mark Arnold - Flourishing Together | Podcast on Spotify](#)



S1 E9: Enhancing the Inclusion of Pupils with Additional Needs in Collective Worship with Mark Arnold

Flourishing Together

In episode 9 of the Flourishing Together podcast, Ryan is joined by Mark Arnold, the Additional Needs Ministry Director for Urban Saints. [Link to Creating Inclusive Worship...](#)

14 Dec 2023 • 18 min 5 sec

Topic	Resource	Please click on the links within the table to be taken to the relevant document within this PDF <i>(Once you have clicked into a resource, please use the scroll bar to the side if you wish to return to this page at the top of the document)</i>
Guide: How to Use	How to Use Guide	
Key Definitions	Terminology and Definitions	
Barriers to Belonging	Barriers to Belonging – Schools	
Designing Resources	Designing for Autistic Users Designing for Users with Dyslexia Designing for users with Low Vision	
Accessibility Audit	Additional Needs Belonging Checklist PDF Additional Needs Belonging Checklist Excel	
Case Studies	ADHD Autism Blind Deaf Dyslexia Mobility Disability Sensory Processing	 

[Creating Inclusive Worship for All - The Diocese of St Albans](#)

Potential Barriers

Physical Barriers

Physical barriers There are many physical barriers that a child or young person with additional needs can encounter and struggle with in school. A good way to identify these is to carry out an audit of the building, ideally in the company of an Autistic young person or adult who may be able to pinpoint more barriers than you would identify yourself. Here are a few things that you might come across in a typical school:

- Accessibility to the space
- Loud noise
- Echoing noise
- Bright lights
- Flashing lights
- Overpowering smells
- Lots of people
- Signs that are unclear: “Please turn off all lights when you leave the room.” could result in everyone else being plunged into darkness!

Potential Barriers

Programme Barriers

Programme barriers As well as physical barriers, there can be programme related barriers that can prove difficult for a child or young person with additional needs to successfully navigate. Again, a young person or adult with additional needs may be able to help you to identify and modify or remove these barriers. Here are a few suggestions to get you started:

- Unexpected changes to the programme
- Uncertainty about what is happening now/next
- Uninteresting or confusing programme content
- Unexpectedly being asked to do something; e.g. being suddenly asked to read out loud or pray, being unexpectedly publicly congratulated for an achievement, or during a time of collective worship for everyone to 'share the peace' lots of people wanting a handshake or a hug.

Potential Barriers

People Barriers

People barriers There can be additional barriers created in our school context for children and young people with additional needs by staff members or other children and young people. Once more, a young person or adult with additional needs might be able to help here, based on their own experiences in school, but here are a few people barriers to start with:

- Having to meet other people's expectations: such as giving eye contact, but also children/young people being considered 'rude' if they don't look at someone who is speaking to them. Children and young people with additional needs are often expected to change and adapt to 'fit in' and be like other children. This is, of course, not possible and so leads to significant anxiety and stress.
- Using metaphors: phrases like "her head is in the clouds" or "he is on fire today" can be very confusing and even alarming ("He's on fire? Quick, get the fire extinguisher!!")
- Sitting still and listening to someone talk: we all have different preferred learning styles, although in reality we tend to learn in multiple ways at the same time, and yet we still expect children and young people to sit quietly and listen to someone speaking.
- Cultural issues and misunderstandings.

Questions

Here are some questions to consider regarding the barriers that children and young people with additional needs might face in school:

- Which of these barriers do you recognise in your own school setting?
- Whose responsibility is it to identify and modify or remove these barriers; children and young people with additional needs, or leaders?
- Who might you get to help you to do this?

Ask – Contact the families of children and young people with additional needs and ask them to help you to get this right in your school. Tell them that you really value their input and that together you can make a difference. You might have to apologise if your school hasn't sought their input before or has ignored their previous suggestions. Ask them what barriers they have experienced, there will probably be some you haven't thought of, and agree to work on them together.

Seek – What solutions can they think of? Are there ideas that have been helpful for them/their child or young person in other settings, e.g. a previous school, home, other clubs, that could be adapted to work in your school?

Know – Learn from the families and from the children and young people themselves. They know most about their/their child's ways of experiencing and navigating a safe and successful way through the world and will have a wealth of knowledge to share; let them be your guide.

Case Studies and Resources available to consider specific needs.

Invited to Belong

Dyslexia

Condition:

Children with Dyslexia can experience a wide range of problems related to processing language. These problems are usually specifically linked to reading and spelling, but are sometimes also linked to problems with organisation and sequencing and can even include short term memory difficulties.

Current thinking suggests that these difficulties are related to inefficiencies in language-processing areas in the left hemisphere of the brain. There is evidence that suggests that these inefficiencies are linked to genetic differences.

Children with Dyslexia are affected by it for life, but its impact can be minimised by targeted literacy intervention, technological support and adaptations to ways of working and learning.

The effects of Dyslexia vary in severity and it is not uncommon for children with this condition to also have Dyspraxia or Attention Deficit Disorder, which, along with Dyslexia are categorised as 'Specific Learning Difficulties'. Dyslexia is NOT related to intelligence.

Approximately 10% of the population are affected by Dyslexia to some degree.

Problem Areas:

- Difficulties with processing language – usually related to reading and spelling
- Organisation and sequencing difficulties.
- Short term memory problems.
- Possibly linked to Dyspraxia or Attention Deficit Disorder.

Support strategies for your Group:

- Provide written materials in a clear and easy to view way.
- This means using a clear font such as Arial or Verdana.
- Not cluttering the print with background pictures or watermarks.
- Not using long paragraphs or sentences, but using shorter bullet points.
- When using colours, use strong contrasts.



Invited to Belong

Deaf or Hard of Hearing

Condition:

Children who are deaf or who are hard of hearing are often referred to as 'deaf', 'Deaf', 'hard of hearing', 'deafened' or 'deafblind'. This wide ranging, and often confusing, range of terms represents the different degrees of hearing loss from being unable to hear certain frequencies through to being totally unable to hear at all. Some children are born deaf ('Deaf'), while others may lose their hearing through accident or illness ('deaf'). Some, but not all, children may be able to use sign language. Some may also use hearing aids or may lip read.

Problem Areas:

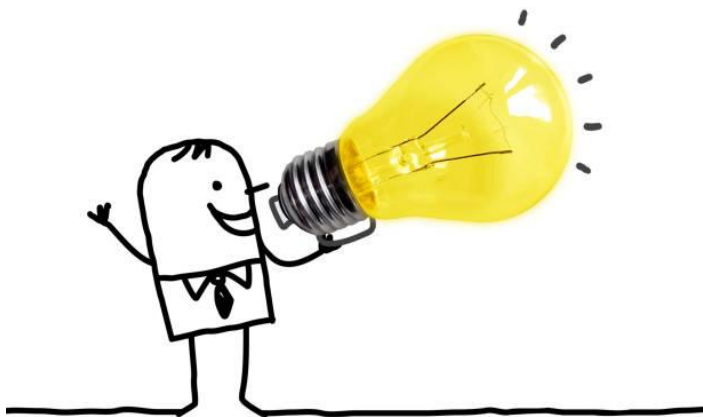
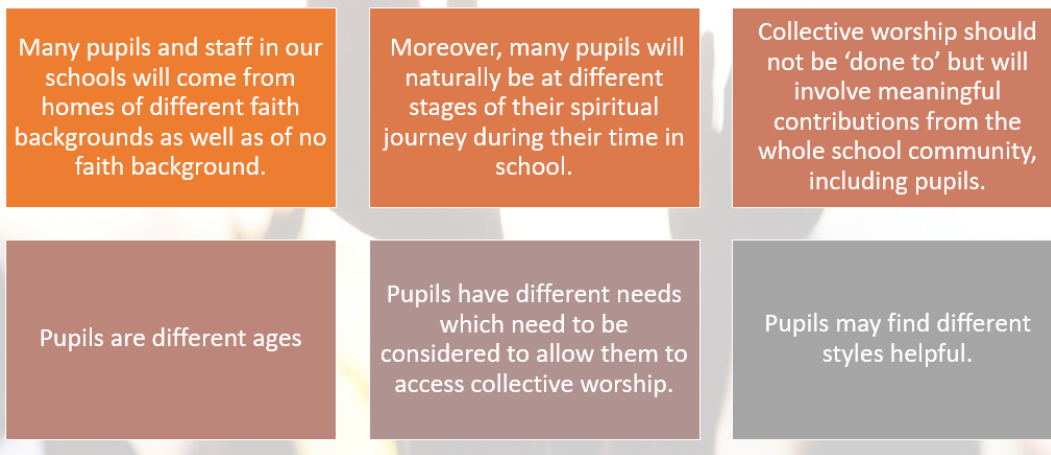
- Difficulties understanding what is being said, sung, or the audio track to video etc.
- Being unable to hear warnings e.g. fire alarms.
- Being unaware of someone approaching them from behind.
- Varying degrees of difficulty with communication.

Support strategies for your Group:

- Always make sure that the child is aware that you want to communicate with them before speaking e.g. a gentle touch on the arm to gain attention is acceptable.
- When speaking to a group that includes a child who is deaf or hard of hearing, make sure that the child is sat at the front, can see your face, and that there are no windows behind you to cause shadows or reflections. Make sure that nobody walks between you and the child and that there are no pillars, equipment etc. blocking their view.
- Talk at a normal pace, do not shout, keep your hands away from your face and do not eat, drink or chew gum when talking to either an individual child or a group.
- Be prepared to write things down or provide handouts if needed.
- If talking to a deaf or hard of hearing child and a hearing person who is with them, address the deaf or hard of hearing child normally, not through the hearing person.
- If possible, use a microphone and amplifier. If your building has an induction loop system, use this if a child has a hearing aid. It is important to test and maintain induction loops regularly.



Although we have been talking about SEND in this last part feel free to talk about any aspects of inclusion.



It would be good to share ideas when you return.

An opportunity to share...

- Ideas
- Resources
- Experiences
- Practice

**BREAKOUT
ROOMS**

Resources

About Us

About Picture News

Picture News is an educational current affairs resource for schools. This About Picture News page explains who we are, what we do, and how we help teachers bring real-world events into the classroom.



We are a team of teachers and education consultants passionate about education and current affairs. We create resources that turn real-world events into meaningful learning opportunities, supporting discussion, critical thinking, and pupil voice in the classroom.



Children often see stories in the news that they are curious or confused about, and explaining them can be challenging. Picture News helps you introduce current affairs with age-appropriate language, engaging

[Picture News About Us | Educational News Resources for Schools](#)

Courage

Theme for 2026



Access this
artwork digitally
and print → [here](#)

Refugee Week 15th-21st June 2026

Simple Acts are everyday actions we can all do to stand with refugees and make new connections in our communities.

Whether you build your own event or activity around a Simple Act, or simply take part during Refugee Week, you'll be part of a movement of people everywhere taking small steps to create a big change. We are delighted to have collaborated with **Quentin Blake** to illustrate this year's Simple Acts.



Using the illustrations

Quentin Blake has kindly made these illustrations available for everyone taking part in Refugee Week to use. You can use them for promoting your own events, and also take part in our **Simple Acts countdown**, helping to build momentum as we approach Refugee Week. Find out more below.

You can use the illustrations to:

- Design your own promotional materials using our [public marketing folder](#)
- Share online on your website or with our [social media toolkit](#)
- Order printed materials such as **posters and postcards**
- Download pre-designed digital assets from the [Refugee Week Shop](#)

Access this
artwork digitally
and print → [here](#)

**COURAGE!
COURAGE!
COURAGE!
COURAGE!
COURAGE!
COURAGE!
COURAGE!**

The word **COURAGE** comes from the Latin *cor*, meaning “heart.” Inspired by the lives and experiences of people seeking sanctuary, Refugee Week 2026 invites us to explore the theme of **Courage**.

For refugees around the world, courage is often a daily necessity. It is the courage to face unknown journeys, learn new languages, navigate unfamiliar systems, or simply to wake up each morning and step into an uncertain world.

At a time when some seek to divide and blame, Refugee Week 2026 calls us to come together and share the courage to welcome, to stand for what we believe in, and to celebrate culture and community - to be joyful, imagine new

Courage

Courage isn't always loud or bold. It can be found in simple acts: opening your door to a neighbour, trying new food, reading a book, or watching a film that changes your view of the world. It can be speaking up, asking for help, sharing your story - or simply having the courage to be yourself.

Through art, stories, and community, we celebrate the courage that lives within us all - and how connection helps it grow.

Join us for Refugee Week 2026,
15 - 21 June 2026

Refugee Week 2026 marks 75 years since the Refugee Convention — a landmark agreement affirming that those forced to flee deserve protection, dignity, and hope. For 75 years, it has provided the legal foundation that has

● Assets & resources

- [Access Public Marketing Folder here](#)
- [Download artwork and assets for free here](#)
- [Order the poster & postcards from the Refugee Week Shop](#)
- [Order your t-shirt from Refugee Week Shop](#)

Community organisers are invited to interpret Courage in ways that feel meaningful to their local context.

Ascension, Pentecost and Moving on Resources

Ascension, Pentecost and Moving on Resources

The following outline for a half-day programme picks up on the idea of Jesus ‘lifting off’ from earth to heaven, blazing a trail which one day we, too, will follow and opening the way for the return of the Holy Spirit, who will empower us to be like rockets taking out God’s love right around the world.



[Home](#) > [Resources](#) > Ascension

Ascension

[Download](#)

A children and families event to celebrate Ascension Day



A church year line

26.05.2021

This is a teaching activity to help people understand more the pattern of the church...

[Advent](#) [Ascension](#) [Christmas](#) [Easter](#) [Epiphany](#) [Harvest](#) [Holy Week](#) [Lent](#) [Worship](#)

[Download](#)



Ascension

28.05.2021

A children and families event to celebrate Ascension Day.

[Ascension Games](#) [Storytelling](#)

[Download](#)



Ascension Day – a presentation

28.05.2021

An idea on Ascension Day for a midweek group, school assembly or the all-age section...

[Ascension Reflective](#)

[Download](#)

Now teach the following version of ‘the Great Commission’ with the suggested actions:

Go (point forward with one arm and finger outstretched)
Into all the world (describe a tiny circle with your outstretched finger and then make that circle bigger and bigger)
And share the good news (cup hands together and offer ‘the contents’ around to people left and right)
With everybody, everywhere (rapidly point to everyone in the whole group and beyond)

And I will be with you.
Just wait, stop in Jerusalem until you receive the promise.

Now, bring the whole story together, using the following simple poem to the tune of ‘Two little dickie birds sitting on a wall’. Maybe the children can learn the chorus to this later in the music workshop?

1 amazed disciples, sitting very still,
Listening to Jesus, up on Olive Hill.
‘Time to go’, says Jesus and then a cloud came down.
‘I’ll send the power that you need, just wait inside the town.’

Fade away Jesus, walk home friends
Come soon Spirit, the promise that he sends.

Jesus was in one place, in Israel where he came

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Ascension Day – a presentation on the theme of saying goodbye



Ascension Day: empty shoes – a presentation

28.05.2021



Ascension story and rhyme

28.05.2021

Ascension Day for Children & Young People

Resources for Ascension Day focused on Acts 1.1-11

Bible notes

Acts 1.1-11

This is the only reference to a 40-day span of teaching and nurture by the risen Jesus after Easter. Without it, the account of the Ascension in Luke 24.50-53 could have described an event on Easter evening. These accounts end Luke's first volume (the Gospel) and begin his second volume (Acts), so this event is obviously important to him.

Most of our Ascension Day hymns have a heavenly focus, bursting with delight at Jesus' elevation to God's right hand, hailing him as the exalted Messiah, heavenly High Priest or homecoming Son. The most significant thing about 'Luke's' accounts of the Ascension is their earthly focus.

The Ascension is a moment of pastoral crisis. Jesus has gone – what are his shaken, unreliable followers to do now? We overhear the departing Jesus trying to prepare them for life without his bodily presence, twice counselling patient waiting until the pouring out of the promised Spirit of God. They are to continue with faith, trust and patience – and God's Spirit will assuredly come to them.

The whole of the rest of the Book of Acts could be read as a deliberate pastoral response to this problem: a long, encouraging demonstration that the absent Lord is, in fact, actively present with his people, by his Spirit, come what may.

But before that demonstration begins, there is one small incident that 'Luke' stops to tell: the choosing of Matthias (Acts 1.21-26).

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School assemblies for every season for everyone



Ascension Day

Ascension Day is on Thursday 18 May 2023

by Helen Bryant (revised, originally published in 2010)

Suitable for Whole School (Sec)

Aims

To explain the meaning of the Ascension.

Preparation and materials

- You will need the Bible passage at Matthew 28.19-20. A version is available at: <https://tinyurl.com/l9zq7bq>

[Ascension Day Dramatic Reading - engageworship](#)

[WORSHIP IDEAS](#) [ARTICLES](#) [TRAINING](#) [EVENTS](#) [PODCASTS](#) | [AREA 52](#) [EVERGREEN](#)





Ascension Day Dramatic Reading

by: [Sam Hargreaves](#)

This reading was written for an Ascension Day service years ago, but as that season is coming around again I dug it out realised other folks might like to use it! It tries to dramatise the action of Jesus' Ascension, from the point of view of one of the disciples. There is so much rich theology attached with Ascension day which we often miss out entirely, and some of those themes are woven into the script. For some reason, in my mind I heard the disciple talking in a Northern UK accent, hence the voice on the recording, but you could perform it however you like! Thanks to Dominica Buckton for doing the original reading, and Dave Mander for help with the mp3.

Ascension Day Dramatic Reading

Sam Hargreaves. Based on Acts 1.

Whoosh! Just like that! Like a rocket, Zooooom, that's how he went! Better than any fireworks I've ever seen! Wheeeee! And we were watching to see where he was going when a cloud came across, and, well, that was it. Gone. Ascended.

Tags

Type: Drama, Mp3, Spoken Word

Day/Season: Ascension

Bible Refs: Acts 1

Lectionary Week(s):

Ascension of the Lord (Year *)

Seventh Sunday of Easter (Year A)

Seventh Sunday of Easter (Year B)

Seventh Sunday of Easter (Year C)

You Will Need

A good actor/reader to perform the piece, or an mp3 player

Resources

Ascension Day Reading pdf

[SIGN IN](#)

Ascension Day Reading mp3

[SIGN IN](#)

Thinking of using our resources online?

We're happy for you to do that - read this

 THE CHURCH
OF ENGLAND
Diocese of Norwich

Transformed by Christ

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 THE CHURCH
OF ENGLAND
Diocese of Norwich

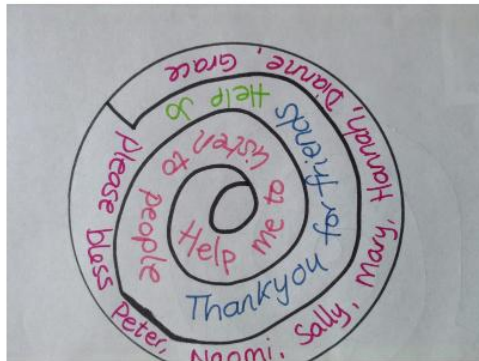
Transformed by Christ

Prayerful Pastoral Prophetic

I found this **great idea** at *Carrots are Orange* and thought how useful it might be for an Ascension prayer activity.

Talk about Jesus' ascension in Acts 1. Even though he has ascended to heaven and we can not see him, he is still with us, hears us and helps us.

Draw round a CD and then draw a spiral inside it. Think about things you would like to pray to Jesus about- help, thanks, blessings for others etc and write or draw them inside the spiral.

[SHARE](#)[Labels](#)[Ascension
prayer](#)

FLAME: CREATIVE CHILDREN'S MINISTRY

For those of you who are looking ahead and planning for Ascension day then this is for you- but even if you're not, this is a great activity to help children think about giving their prayers to God!

This appears as one of the crafts in last month's **Premier Youth and Children's Work magazine**, which is amazing always worth a read :-)

You will need: A plastic bottle or glass jar, water, vegetable oil, food colouring, Alka seltzer tablets



[Experience After Easter \(Including Pentecost\) – New! – Jumping Fish Publications](#)



Experience After Easter (Including Pentecost) – New!

£17.50

New for Spring 2022!

The stations in this resource provide an opportunity to look at church traditions and festivals, such as Pentecost, which follow Easter. The cycle of the liturgical year is also featured with hands on activities to promote understanding.

1

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 THE CHURCH
OF ENGLAND
Diocese of Norwich

Transformed by Christ

Prayerful Pastoral Prophetic



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Tag Archives | Pentecost

The Special Gift (Puppet Script PJG047)

Aim: To encourage people with some of the ways that the Holy Spirit is at work in our lives.

Theme Pentecost, Gift, Holy Spirit, Presence,

 [Download PDF](#)

Latest posts

Seasonal: Lent:

- Lent: Mission Impossible (All Age Service)
- Lent: In the Wilderness (All Age Service)
- The cost of sin (A James and Grandad puppet script)
- That £5 note is calling out to me (A James and Grandad puppet script)
- The telephone calls (A drama script)

Resources for Pentecost



Cartoon video of the Day of Pentecost

[The Holy Spirit Comes](#)



Puppet video of the Day of Pentecost

[Acts of the Apostles: What is Pentecost? | What's in the Bible?](#)



Pentecost songs playlist

[Hillsong United - Breathe on Me](#)



Provision of many works of art inspired by Pentecost

[Paintings of Pentecost](#)



Recipes for sweet treats for Pentecost

[Holy Spirit Cupcakes](#)



Craft creations for Pentecost

[Flames of Pentecost](#)

[Creative ideas for celebrating Pentecost](#)

Fun and Games

Barbara Rainey idea for an obstacle course (listening out for the voice of the Holy Spirit)



Create a simple obstacle course in a large room or outside in a safe space. Blindfold a



All costs for your school - videos, printed materials etc. - have been covered by donations already given to our charity. There is nothing for your school to pay.



Lesson 4 – Church

WHEN did Jesus’ church begin? After Jesus returns to heaven He sends a helper to replace Him – How does that impact the church?

Lesson 5 – Expansion

WHERE did Jesus disciples go? Following Paul and his companions as they travel the world sharing the Gospel – But, what is the Gospel?

Christian Traditions for Pentecost

Colour

There is an ancient liturgical custom of decorating churches and wearing clothes of red at Pentecost. This is to represent the flames of fire when the Holy Spirit came on the believers.

This could be followed by your church in some way, symbolising the presence of the Holy Spirit.

Baptism and Church Membership

Just as Easter Sunday was considered an appropriate time for baptism and for becoming part of the church, aligning with the resurrection of Jesus, so Pentecost Sunday was similarly considered to be an appropriate day. This is because it was early on considered to be the birthday of the church.

**Perhaps, if there is a baptism to be celebrated close to the date of Pentecost, the person could be invited to wait until Pentecost Sunday?
Similarly, if people are coming to join the church, that might be arranged for Pentecost Sunday.**

Because there has been a long tradition of people who are coming for baptism to wear white clothing, symbolising purity in Jesus and the garments of a bride, as the person joins the church, the Bride of Christ, the day came to be known in some traditions as 'White Sunday'. In English, this became known, over the generations, as Whit Sunday, or Whitsun.

The Dove

Because of the association of the Holy Spirit with a dove, based on the accounts of Jesus' baptism, the dove has become a visual symbol of Pentecost in some traditions.

Perhaps the children could be guided in making models of doves on the day?

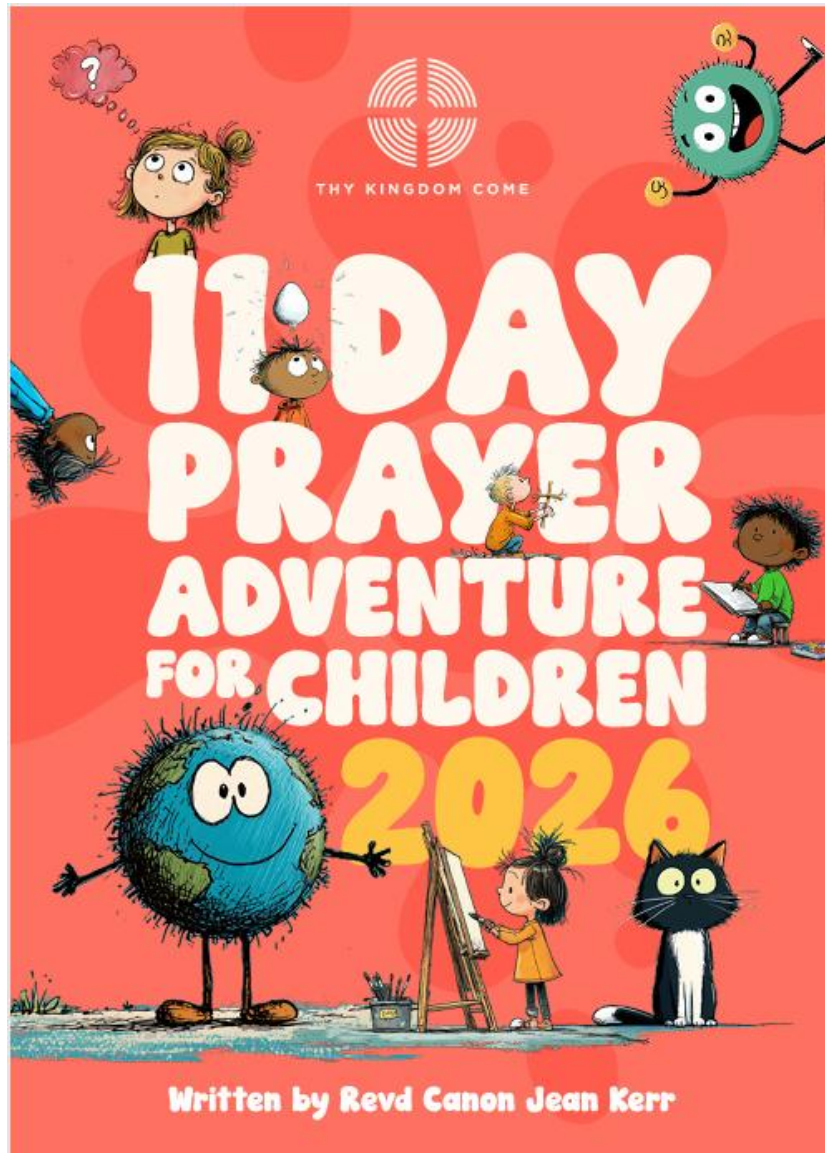
In the 13th century, French cathedrals would release white pigeons inside the buildings during the services to symbolise the coming of the Holy Spirit.

Do you think ...

The Violent Wind

Some historical accounts relate that in medieval France, when the priest intoned the words 'Come, Holy Ghost', at the appropriate part of the liturgy, trumpets would be blown loudly, signifying the violent wind written about in Acts 2:2. In other countries, choirboys would hiss, hum, make odd noises with wind instruments, and rattle their benches.

Perhaps in your service, children could be invited to bring random wind instruments to blow at an appointed moment? If this was kept a secret, it could be arranged so as to scare the congregation at that appointed time, followed up by a statement that it undoubtedly was a scary time on the original day.



Ascension Day
God's promise



CLICK FOR VIDEO

Accompanying video:
youtu.be/v8t8LpgGVW5I
Video by SuperbookTV on YouTube:
youtube.com/@SuperbookTV

Reflection:
What was the special present that Jesus promised his disciples (his followers) would be given once he was no longer with them?
They were told that the special present would give them power. I wonder what kind of power it would be? The special present was to give the disciples the ability to tell others about Jesus.
Thinking about Jesus, I wonder what is the one thing about Jesus that you would want your friends to know?

Prayer:
Lord Jesus, just as you promised you would give them your special present people even those that I find difficult.

Activity:
Draw out the word Jesus in the middle paper. Around it write or draw all the things you like about Jesus. In what ways are you like Jesus?

This resource is designed for children to use with those who care for them. They could be used at any time of the day throughout Thy Kingdom Come and beyond.



They follow the key themes in the Thy Kingdom Come prayer journal.

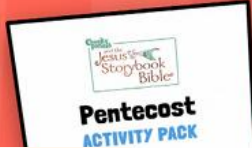
Pentecost
God's gift for everyone



CLICK FOR VIDEO

Accompanying video:
cheekypandas.com/pentecost/

Download the Cheeky Pandas Activity Pack that is linked to the 'God Sends Help' Episode



ACTIVITY PACK
to download

cheekypandas.com/pentecost/

Documents

Here you can find documents used across our website, everything from policies and regulations to resources and support documents for the ministries you serve. You will hopefully find specific documents on the subject pages, but please feel free to use the search function and tags (groupings by subject matter) below to help you filter and find the document(s) you are looking for. You can even select multiple tags and ensure results match all tags to filter your search even further.

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Leavers Resources, Schools ▾

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**Brilliant! Many thanks
for this grant which
will go a long way in
helping our students
to understand
Christianity better.**

www.regrants.org.uk

The Jerusalem Trust's Small Grants to Schools Scheme supports the teaching of Christianity within Religious Education. The scheme operates by providing schools with grants of up to £600 to purchase Christianity resources for use in RE lessons.

The scheme is open to state funded schools in England and Wales.

Secondary school grants are still currently available this Autumn term. Please make secondary school applications as normal. Please read the grant [Criteria](#) and [FAQs](#) before applying.

www.speakingvolumes.org.uk



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Grants for Christian books for public libraries, schools, prisons and other places.

Applications for new grants open
on 24th March until 1st May



Other Useful Resources





Search for song/keyword...



Search by filter

Package

Health & Wellbeing

RE & Collective Worship

Early Years

Age

All ages

3-7 years

7-10 years

10-12 years



End of Term Online Concerts - Celebrating Sports Day / Commonwealth Games / World Cup!

Fri 19 June - Book your class or whole school for 30
mins of song!

Learn how to Make Your Own Playlists

Watch our short tutorial and create a playlist for each class or
assembly

Featured Songs



Welcome Everybody (with Health & Wellbeing resources)



Build Up (with Health & Wellbeing resources)



Background Music Mix: Mellow and Mindful (NEW)

Worship Wonders

Coming Soon

Aims:

- To create 3-5min videos of young people leading a biblical/ spiritual reflection (wonder) on an aspect of work they are engaged in within their school that feeds into the DBE (creation care/ environment, racial justice, diversity, identity etc).
- For the content of Worship Wonders to be young person driven and contain a reflection element for the audience to take away and 'wonder about'.
- To grow the voice and leadership of young people within the wider diocese.

Format:

- 1 minute introduction to explain what pupils are focusing on and why?
- 2-3 minutes focus on the message(s) they want to convey / ideas/ views/ experiences from their perspective.
- 1 minute reflection – framed using the language 'We wonder / I wonder...'

What you might include:

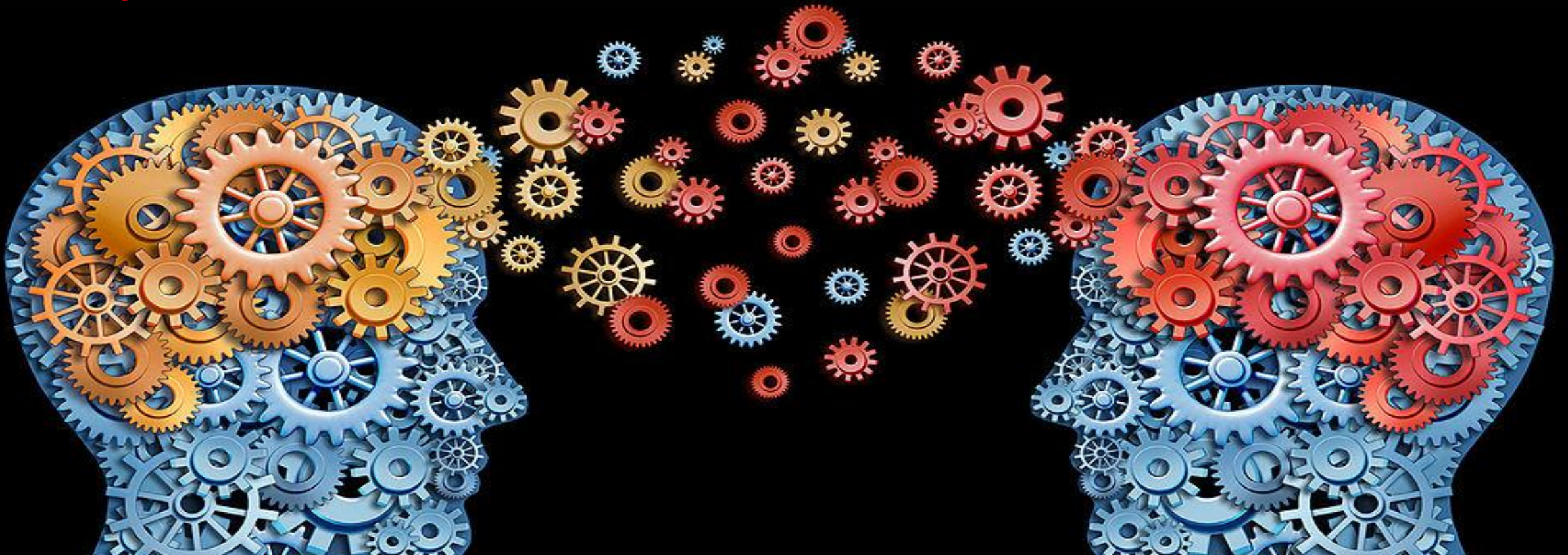
- Wonders posed as questions for the audience to take away.
- Biblical reference (if appropriate).
- Spiritual quote or focus linked to a respected expert in the field they are focusing on.
- Personal ideas, views and experiences where sensitively appropriate.

Final thoughts:

- The finished video does not need to be 'polished' and beautifully edited. It can be as raw as the school wishes. Keep it simple with one or two key messages maximum.
- Any permissions of pupils appearing in the videos need to be covered by the school and agreement sent in an email to the education team. This is because we will be sharing the videos with others on our diocese website.

Collective Worship Network February 2026

Share an example of good practice or a resource you have used recently in Collective Worship – it could be how you have adapted your plans to meet the needs of different groups of pupils, or a story or new song resource.



Action Research Focus Ideas 2026/2027

Please say or add
to the chat!



Dates proposed for Collective Worship Network Next Year 2026/2027

Category: Distinctiveness

Name of training: Collective Worship Network

Presenter: Fiona Greening

Collective Worship is designed to be the heartbeat of any school day and this network gives an opportunity to explore best practice.

This session offers the opportunity to network with other Collective Worship leads and keep up to date with the latest resources, considering the SIAMS Framework 2023. A golden thread throughout each session will be how we evaluate how all adults and pupils flourish spiritually in your school as a direct impact of Collective Worship.

Cost: Free to church schools and academies

Audience: All Collective Worship leads of Voluntary Aided, Voluntary Controlled, Foundation church schools and academies

Dates:	Venues:	Times:
22 September 2026	On ZOOM	15.30- 17.00
02 November 2026	On ZOOM	15.30- 17.00
10 February 2027	On ZOOM	15.30- 17.00
13 May 2027	On ZOOM	15.30- 17.00

[Training and Events - Diocese of Norwich](#)

Other Training 2026/2027 *Dates and Prices to be confirmed*

Category: Distinctiveness

Name of training: Understanding and Developing Collective Worship to Enable Spiritual Flourishing

Presenter: Fiona Greening

Collective Worship is a fundamental part of the spiritual development of pupils and adults in church schools. The expectation of SIAMS is that the impact of daily collective worship is everybody grows spiritually. How this is achieved and how this is monitored are two area that will be explored on this 90-minute course. The course will unpack what is considered to be spiritual development in Collective worship and how this is different to spirituality in other aspects of school life. It will look at a range of resources to support the delivery of collective worship to enable spiritual development. It will also consider how to evidence spiritual flourishing for a SIAMS inspection in your school.

Cost: £50 to church schools and academies

Audience: All Collective Worship leads/ Senior Leaders of Voluntary Aided, Voluntary Controlled, Foundation church schools and academies

Dates:	Venues:	Times:
25 February 2027	On Zoom	9.30-12.30

[Training and Events - Diocese of Norwich](#)

Transformed by Christ

Prayerful Pastoral Prophetic

Category: Distinctiveness

Name of training: Developing the use reflection days and prayer spaces in your school.

Presenter: Chris Allen

This 90-minute practical workshop is aimed at school staff who are interested in developing spirituality with their pupils and wider school community through the use of reflection days and prayer spaces. Based on research and practical experience – the session will explore the three aspects of spiritual development, prayer and reflection. It will offer practical ideas to develop space for prayer and reflection in your school and how we can make them inclusive, invitational and inspirational – to enable everyone to flourish. It will also explore ways to grow links with your local church. Spirituality is a key theme within the new SIAMS framework (September 2023).

Cost: £50 to church schools and academies

Audience: All headteachers and senior leaders and staff interested in spiritual development of pupils and adults in Voluntary Aided, Voluntary Controlled, Foundation church schools and academies

Dates:	Venues:	Times:
17 November 2026	On ZOOM	15.30-17.00
29 April 2027	On ZOOM	15.30-17.00

Feedback and Contact...

<https://forms.office.com/e/F41eXYJgfn>

fiona.greening@dioceseofnorwich.org

