



Principles for planning and leading collective worship in an EYFS classroom

Collective worship that is inclusive, invitational and inspiring

September 2021

With grateful thanks to Natalie Ralph for her input, expertise, and guidance in creating this document.

Introduction

This guidance document and suggested planning has been created to support our very youngest children in experiencing collective worship that is invitational, inclusive and inspiring because it has been tailored to their stage of development and understanding. Feedback from many EYFS teachers has been that some of the collective worship plans and themes are too complicated and challenging for children in this phase. So, the principles and resources below have been written to set out how collective worship in the EYFS phase might look.

However, the hope is that this document empowers and resources EYFS practitioners to create acts of worship that are inclusive, invitational and inspiring, reflecting the understanding and needs of the children, the school's context and its distinctive Christian vision.

A reminder...

The law states that *all registered pupils attending a maintained school should take part in daily collective worship (DfE Circular 1/94 para 51)*

Therefore, every pupil in EYFS should begin to be introduced to a short daily act of worship from the point at which they start school. It is only parents who can withdraw their child from collective worship.

Collective Worship as 'family time'

In a Church of England school, collective worship is the unique beating heart of school life. It is a sacred, precious and valued time when the whole school family comes together.

It might be helpful to think of it like a family mealtime.

"Dinner time!" - that is when everyone in the house comes down to sit at the table. When they are there, they may choose to eat or not. Some may take large portions of everything; some may choose from the vegetarian options, while others may just graze or just watch those eating around them. All are made to feel welcome and are invited to take and eat what they choose whilst sharing life with those round the table.

Like this analogy of family time, collective worship that is truly invitational will use the language of invitation to invite all those who wish to do so to engage with the act of worship. It also allows freedom for those of other faiths and none to be present with integrity.

e.g. "I invite you to join in with this prayer."

"As a school family, our Christian values guide how we think about ..."

"The Bible tells many Christians / helps some Christians to know..."

Reflect at the start of this guidance:

- How is collective worship in your EYFS classroom valued as a sacred and precious time together as a class family?
- How is collective worship in your classroom inclusive and invitational to all? What does this look like in your context?

This document sits alongside the guidance in 'Fresh approach to planning and leading acts of collective worship' document, which can be found by [clicking here](#) (Canterbury Diocese website)

Contents

Page 1	Introduction
	Collective worship as family time
Page 3	Principles of planning collective worship in EYFS
Page 4	Top tips for leading collective worship in EYFS
Page 5 -6	Ideas for introducing collective worship to the children in September
Page 7	Suggested weekly structure for collective worship in EYFS
Pages 8 - 13	'Bible story in a week' suggested planning outline
Page 14	Suggested songs

Principles of planning collective worship in EYFS

Collective worship, wherever you are, should always have the same structure: Gather, Engage, Respond and Send. How each section is ‘filled’ will be dependent on the age of the children and style of the person leading it.

Below are some ideas of what each section might involve in the EYFS:

Gather	Engage	Respond	Send
<p>Prepare the worship space.</p> <p>Where and how will the children sit, so that worship feels different to learning times?</p> <p>Create your worship space - candle, cross and Bible ready.</p> <p>How will you let the children know worship has started?</p> <p>Play some quiet music</p> <p>Light your candle (safely)</p> <p>Share a greeting to open worship... eg</p> <p><i>♩ To the tune of Frere Jacques</i></p> <p>‘Welcome to worship Welcome to worship God is here God is here Let us light the candle Let us light the candle God is love God is love’</p>	<p>Ask the children a question based on their lives that is linked to the Bible story of the day/week.</p> <p>eg ‘I wonder what is the best gift you have ever received?’</p> <p>‘I wonder how you feel when play with your family or friends?’</p> <p>Show the children the object or picture to introduce the theme of worship. This object is going to help us think about this week’s story from the Bible.</p> <p>Share the Bible story with the children. The children should know it comes from the Bible but engage them in the story in a range of creative ways.</p> <p>Share and discuss the message of the Bible story in a way that is related to the lives of the children.</p>	<p>Provide some time for prayer and reflection where the children are invited to respond to and think about the Bible story and the key message.</p> <p>You could:</p> <ul style="list-style-type: none"> • Use a book of simple prayers for younger children • Roll a prayer cube • Recite a simple prayer after you • Encourage the children to look at a visual focus (object or picture) to help them think about how they could respond to what they have heard today • Pray about situations or people that the children are aware of • Create a prayer wall or tree of their prayers • Create an interactive prayer station for the children to engage with <p>I wonder how the Bible story made you feel today? I wonder what did it made you think about? I wonder if you could be more like ... and ... ?</p>	<p>Send the children out with a challenge or message that you want them to hang on to or do after worship has ended. This should be linked to the Bible story and key message.</p> <p>Sending activities might include.</p> <p>‘Give someone a hug’ ‘Smile at someone’ ‘Help someone today’ ‘Play with someone you don’t normally play with.’ ‘Try something new today.’ ‘Say something nice about someone.’ ‘Remember to say thank you for your food and those who got it ready for you.’</p> <p>Close worship by blowing out the candle (safely) and clearing away the worship space.</p>

Top tips for leading collective worship in EYFS

- **Create a class pattern for worship** - open and close worship in the same way each day, using the same words and objects. This will help the children to know what to expect and to recognise that worship has begun. Could you write an opening greeting and class prayer together to say in worship time? Creating a worship environment is so important, think carefully about how this will look in your classroom and what items you will use to within it. (Cross, candle, Bible, beautiful cloth)
- **Involve the children in preparing the space for collective worship.** Could they go and collect the candle, Bible and cross from your worship and prayer table? How could the children be involved in the rest of the act of worship?
- **Keep collective worship real to the lives of the children.** Where possible, include scenarios, objects and images that are familiar and relatable to the lives of your children. This will help the stories and messages to have an impact on their behaviour and actions.
- **Use the Bible.** Ensure that the children know that the story you are telling comes from the Bible, by using a child friendly version to read and share the stories from.
- **Use a persona doll to help you explain who Christians are and what they believe.** Many EYFS classrooms have persona dolls (Tom and Tessa) in RE lessons to keep the learning in the 3rd person. Using a different persona doll called 'Grace', for example, could help keep your worship invitational and inclusive as 'Grace' will lead the children through the act of worship and explain what worship means to her as a Christian. By having a separate persona doll, it will help to keep RE learning and collective worship separate (**which should be the case**).
- **Use props or images to 'hook' the children into the act of worship.** By using a prop or image at the beginning of worship you can create curiosity and provide a 'hook' on which the children can hang their understanding and memories of the story and message in worship. The overview below sets out some examples of these.
- Sit with the children in the story, share in their awe and wonder. Model the language of joy and sorrow through the stories and real-life scenarios which you use. Allow them some space to consider and share their feelings, think, reflect, ask questions and wonder within the stories that you tell them.
- Provide opportunities for the children to experience whole school worship as soon as possible. To begin with, could some older children come to EYFS to lead and to join in with worship with them?



Thoughts on introducing the children to collective worship in September ...

These conversations should happen over several days and weeks as you establish your pattern and daily rhythm of collective worship with your class. **What you say will depend upon your particular school context.**

“ Introduce collective worship

Our school is a Church of England school, which means that everything we do and say is guided by the example of Jesus. Christians are people who believe in God and in Jesus, who is God's son and who learn about God, his love and how he wants his people to live by reading the Bible. Not every family is Christian, so you do not have to believe in God to be part of our school family.

Every day, we will have a special time when we will gather together, by sitting in a circle, for collective worship. This will feel different to other times of the day, as it is our special time to think and reflect on the Bible story and message. Worship is something that Christians do to say thank you to God through their words, thoughts and actions. ”

Introduce 'Grace' to the children

“ This is Grace. She is 5 years old. Grace loves to ride her bike, play football and other games with her brother and sister, walk her dog and go to Church with her family. Her family go to Church on a Sunday to worship God because they are Christians. Grace often reads stories in her Bible to help her learn more about God and Jesus and has a special book to help her talk to God in prayer. She knows that God loves her very much and knows all about her, as he created her perfectly. In collective worship time, she is going to help you to learn about God and Jesus, the Bible, worship and prayer. ”

Introduce preparing your worship space

“ As collective worship is a special time of our day, we want to make sure we get ourselves and our classroom ready for it.

We will get ourselves ready by sitting down on the floor in a circle. Children will take it in turns to collect our worship items from our prayer table and place them in the middle of our circle. While they do that, we will sit quietly and think about our day so far. ”

A cross This is a symbol that Christians use to remember Jesus, who is God's son.

A candle In the Bible, Jesus said 'I am the light of the world', so the candle flame reminds us that Jesus is with us and brings light into the darkness.

A Bible The Bible is a special holy book for Christians. It contains lots of stories about people, their lives and how God protected, guided and watched over them. Christians read the Bible to help them to learn more about God and how he wants them to live their lives.

Introduce who God is.

“ ‘Grace’ and her family believe in God. They believe that God created the world, the animals, plants, birds and each of us. They don’t know what God looks like and have never seen him, but they know that God is there. They learn more about God by reading the Bible.

In the Bible, God is given different names - one of them is Lord.

Explore some different Bible verses that can help the children discover who God is and what he is like.

Psalm 103: ‘The Lord is kind and patient, and his love never fails’

Psalm 104 and Psalm 139 (See week 1 and 2 on page 9 of the suggested planning grid below)

Through what they have read and learned in Church, Grace and her family know that God loves them, knows all about them and created the world and everything in it. Because of all that God has given to them, they say thank you to God every day. ”

The songs ‘Big family of God’ and ‘Creator God’ are great songs to teach the children more about who God is, and about God’s love and creation. Also see the other songs suggestions on page 15.

Introduce prayer as a conversation

“ ‘Grace’ tries to talk and to listen to God each day. This conversation is called prayer. Prayer is just talking to God like a friend. God wants to know all about you, how you are feeling, what you are worried about and what has made you smile.

Christians will say different types of prayers - praise, thank you, sorry, please bless or please help.

When we say prayers in our special collective worship time, you can choose to join in and talk to God or just to listen and be quiet.

At the end of our prayer, we say the word ‘Amen’, which means I agree. ”



This book has prayers suitable for children in EYFS. You could use the prayers in here to model pray language to the children.

This is a prayer that ‘Grace’ wrote

Dear God,
 I love to play, I love to run
 I love to dance; I just love fun
 Thank you, God, for smiles and grins
 Thank you, God, for games and things
 Thank you, God, for making play
 Thank you, God, for fun today.
 Amen

Suggested weekly structure for collective worship in EYFS

There is an expectation that children in EYFS will join the rest of the school for whole school worship as soon as possible. This may start with just one session a week after October half term **or earlier**, for example, and then increase frequency as the year progresses.

An example **but this will depend on your school context ...**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>In class - discover</p> <ul style="list-style-type: none"> Start with a question that makes the child think about their own life. Share a story from the Bible. Draw out the key message. Sing a song together Say a simple prayer 	<p>In class - reflect</p> <ul style="list-style-type: none"> Open with a song Use questions to recap the story from yesterday. Watch a film clip or read another version of the Bible story. Link the story back to the key message for the week. Say a simple prayer together. 	<p>In class - apply</p> <ul style="list-style-type: none"> Recap the story and key message for the week. Link the story and message back to the lives of the children. Invite children to be quiet and think about the message in a prayer time. Close with a song 	<p>In class - singing worship</p> <ul style="list-style-type: none"> Teach the children a worship song. Discuss what it means and why Christians might sing it. Invite children to say what they would like to pray for. Say some please prayers. 	<p>Join for Whole school celebration worship or</p> <ul style="list-style-type: none"> Share things they are proud of and achieved that week. Thank you prayers. How could you live out some of our school values this week?

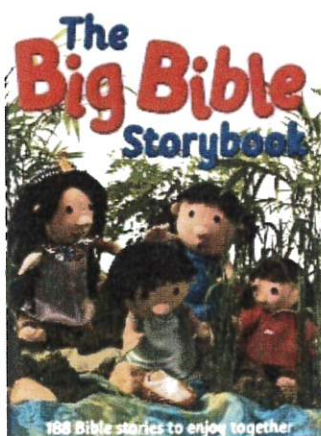
In more detail, this might look as follows.....

Monday	Tuesday	Wednesday	Thursday	Friday
<p>In class - discover</p> <ul style="list-style-type: none"> I wonder if you have ever held a tiny baby? How did you have to look after it? Show the children a doll in a basket - how could we protect this baby? In our story from the Bible today, we are going to meet a very precious baby, whose mum had to be very brave to make sure he was kept safe. Read the Story of Moses - baby in the basket. In the story today, God, Moses' mum and his sister kept Moses really safe. Even though Moses travelled in the river, God kept him safe, he protected him. 	<p>In class - reflect</p> <ul style="list-style-type: none"> In our Bible story yesterday, there was a baby who was put in the basket. Can you remember his name and what happened to him? As you watch the story I want you to look out for all the people who protected Moses. You could watch this clip from 6.30 - 9.30 minutes https://youtu.be/NUWXaormbEg Who protected Moses in the story? I wonder who protects you? I wonder how this makes you feel? 	<p>In class - apply</p> <ul style="list-style-type: none"> Show the children the doll in the basket again. Who have we been learning about this week in our worship time? Why was Moses put in a basket? Get some of the children to act out the story of Moses in the river. Moses was protected and kept safe by who? I wonder how this story makes you feel? I wonder what this story has taught 'Grace' about God? I wonder how you could be like Miriam, Moses' sister, and protect your siblings, family and friends? 	<p>In class - singing worship</p> <ul style="list-style-type: none"> Teach the children a worship song. Discuss what it means and why Christians might sing it. <p>Listen to this song, then learn it together: https://youtu.be/f_tS-g6z710</p> <p>"This song teaches Christians that God is with them everywhere, doesn't matter where they go." "This helps them to know that God is always protecting them, just as he did for Moses."</p>	<p>Whole school celebration worship</p> <p>The children join in with the whole school for celebration worship.</p>

A Bible story a week

Below is a selection of Bible stories and key messages that could be used as a basis for collective worship planning each week using the suggested pattern of worship above. There should be enough stories to cover one for each week for the school year. **However, the expectation is that pupils will take part more frequently in whole school worship as the school year progresses.**

The stories have been taken from The Big Bible Storybook, as they have been written especially for young children. They are in Biblical order, from Old Testament to New Testament - stories that are already covered in RE lessons have not been included in this list. **Other Bibles written for young children, which are already in school, may also include these stories.**





Suggested Bible stories:

As always, please adapt, tweak and expand to suit your context. If looking for DVD clips, please ensure that they are suitable for the age, stage and needs of all your pupils.

Week	Bible passage / story	Key message to draw out	Suggested object / image to introduce or act as a reminder	Page number in suggested Bible
Old Testament				
1	Who is God? God the maker Psalm 104	God as creator Christians believe in God, who created the whole world. They don't know what he looks like	Pictures of creation A globe Toy animals	Page 11
2	God knows me Psalm 139	God knows and loves everyone This psalm teaches Christians about God. It reminds them that God loves them and knows all about them.	A mirror - what is special about you. How are you different from others? A love heart	Page 17
3	The first people Genesis 2: 5-25	God created people God created the world, animals and people. God asked the people to look after the world and be friends.	Toy animals A plant Pictures of creation	Page 18-19
4	In God's Garden Leaving God's Garden Genesis 2- 3	God was sad God asked Adam and Eve to follow his rules. Adam and Eve broke these rules and God was sad with them, so they had to leave the garden. They were very sorry.	An apple The word sorry on a piece of paper	Page 20-21
5	A new life for Abraham A new place to live for Abraham Genesis 12-13	Abraham trusts God God spoke to Abraham and made a promise to keep them safe and bless them with a huge family. Abraham had to trust God to keep his promises.	Picture of a large family Picture of Abraham and Sarah from the Bible storybook	Page 25-27
6	A new family for Abraham Genesis 18 - 21	God keeps his promises God promised Abraham that he would have a large family. They didn't have any children but, when they were very old, Abraham's wife Sarah gave birth to a baby called Isaac.	A baby wrapped up or some baby clothes.	Page 28
7	Baby in a basket Moses Exodus 2: 1-10	God protected Moses Moses' family were in danger, so Moses' mother had to keep him safe, by hiding him in a basket on the river. God kept Moses safe when he was on the river.	Baby in a basket Moses basket	Page 39

8	God talks to Moses Exodus 3: 1-17 - 4: 18-20	God asks Moses to help Remember when Moses family were in danger in Egypt and God kept him safe - this was because God had a plan for Moses to go and free the other families who were in danger in Egypt. God spoke to Moses through a bush that was on fire but was not burning up . Moses said yes to God.	A 'stick tree' with tissue paper flames around it / on it.	Page 40 -41
9	A meal to remember Crossing the Red Sea Exodus 12: 15-28 Exodus 14: 1-29	God keeps his promise and protects his people Moses travelled to Egypt and spoke to all of God's people. Before they left, they shared a special meal together. That night they escaped out of Egypt. They came to the Red Sea and couldn't cross it as it was too wide and deep. God performed a miracle and parted the waters so they could walk through it. God kept his promise and kept his people safe.	Plate with some pitta bread on it. Big piece of blue cloth to help act out the parting of the sea.	Page 42-43
10	Rules from God Exodus 19:16 - 20:17	God gave his people rules to keep them safe. God's people were living in the desert and some of them had forgotten how to live in good ways following God. So God gave Moses some rules, which he wanted him to share with all his people. Christians today still follow these rules to help them to live a good life as God wants them to.	A piece of grey card, cut to look like a stone tablet, with the word 'Rules' at the top.	Page 45
New Testament (You may need to interrupt the flow of these stories to cover Easter at the appropriate time)				
11	Christmas Story Luke 1-2 Matthew 2	Jesus, God's son, a gift for the world God spoke to Mary and Joseph through an angel to tell them that Mary would give birth to a special baby - God's son. He was a gift for the whole world to show everyone how much God loves them.	Nativity scene inside a box that looks like a gift. The characters could be added to the scene as you tell the story.	Page 120-126 Page 128-129
12	Jesus the boy Luke 2: 41-51	Jesus grows up - He was just like us Jesus grew up and often visited the Temple with his parents. One day, they couldn't find him as he was busy talking with the teachers (rabbis) in the Temple about God. Jesus said, 'I was in God's house, my Father's house'. This gave a clue that he was God's son.	Picture of Jesus in the temple talking.	Page 130-131
13	John baptises Jesus Matthew 3: 13-17	Jesus is God's special son Lots of people were listening to Jesus' cousin, John, as he told them about God. They wanted to say sorry for things they had done wrong, so asked to be washed in the river as a sign that they were clean and that the bad things they had done had been washed away. Jesus wanted to be baptised by John like the other people. When Jesus came out of the water, God spoke to Jesus to say, 'This is my special son, who I am pleased with'	Bowl of water Picture of or a toy dove	Page 132
14	Meeting Jesus Mark 1: 16-29	Jesus needed friends to help him To do God's work on earth (tell people about God's love, make people better and show people God's love through his actions), Jesus needed	Fishing boat and some fish	Page 136

		some friends to help. He asked some fishermen to come and follow him. They were pleased to be Jesus' friends.			
15	Jesus goes to a wedding	Jesus did something amazing - a miracle Jesus loved being with his family and friends, especially when they were celebrating special occasions. One day, when he was at a wedding, they ran out of wine. So Jesus offered to help. He did something amazing by turning the water in the jugs into wine. Christians know that only Jesus could do this because he is God's son.	Pictures of weddings A jug of water An empty jug (which isn't see through) that has some red squash at the bottom, so when you pour water into it, the water turns into 'wine'! A lit candle	Page 137	
16	Jesus talks to God Mark 1: 35-37	Jesus spent time with God - prayer Jesus knew that spending time with God was important. Spending time listening and talking to people that we care about helps us to stay connected. Christians follow the example of Jesus by spending time talking to God through prayer and listening to him.		Page 139	
17	A man who needs help A man by the pool John 4: 43-54 John 5: 1-17	Jesus cared for people by healing them Like God, Jesus loved everyone. He didn't like to see people who were unwell - he would heal them so that they would be better and live a happy life.	First aid kit with a love heart on the front Rolled up mat	Page 144-145	
18	Jesus heals a man Matthew 8: 1-4	Jesus cared for people by healing them Jesus saw an ill man whose skin was all spotty. People wouldn't go near this man because they were worried that they could catch his illness. This man was very lonely and sad. Jesus loved the man so made him better and healed his skin. He was so happy that Jesus had made him better. There are lots of other stories in the Bible about how Jesus healed people.	First aid kit with a love heart on the front	Page 146	
19	Bread for everyone John 6: 1-15	Jesus fed people - a miracle Jesus loved everyone so, after he had finished teaching those who had followed him, he told his disciples to find them some food because they must be hungry. The disciples didn't have any food, so a small boy gave them his lunch of 2 fish and 5 small loaves. Jesus lifted up the food to God and said thank you. As he did, it began to multiply and there was enough food for everyone: an amazing miracle that helped and showed care for the people.	5 loaves and 2 fish - pictures or objects	Page 165	
21	Jesus tells a story Luke 10: 25-37	Jesus told a story to remind people to love each other through our actions. Jesus told lots of stories. He would tell them to help people to learn about God and how he wanted them to live. This story reminded people that God	 	Page 175	

22	Two friendly sisters Luke 10: 38-42	wants everyone to love each other through our actions as well as words. Why do you think Jesus told this story? The importance of family and spending time together Mary and Martha were sisters and friends of Jesus. They loved to spend time with him. They all knew it was important to spend time with each other. Mary would spend time listening to Jesus while Martha did all the work, and this made Martha cross. Jesus said, 'Thank you for cooking me a meal, but all I want to do is sit and spend time with you'.	A broom and apron (Martha) A rug that someone could sit on. (Mary)	Page 176-177
23	Come to the party Luke 14:15-24	Include and welcome everyone Jesus told another story about a party that a rich man was hosting. Many of his guests suddenly were too busy to come along. This made the rich man sad. So he told his servants to go into the streets and find poor, hurt, sad and homeless people to come in and enjoy the food and party. They all came and had a great time. Jesus told this story to remind people that everyone was welcome in God's family, no one is excluded.	An invitation to a party Party hats	Page 184-185
24	A loving father Luke 15: 11-24	God loves and forgives everyone Jesus told another story about a father and his two sons. One of his sons wanted to leave home and take lots of his dad's money with him. The dad let him go. After a while, the son had spent all the money and was very lonely and hungry. He decided he should go home but knew he would have to say sorry and work as a servant instead of being the man's son. When he got home, the dad was so pleased to see him, he gave him a huge hug and forgave him. Jesus told this story to show people what God is like.	A bag of coins A happy and sad face image	Page 191
25	Easter	Palm Sunday - humble King Jesus washes feet - Jesus showed how we should love and serve others A meal with Jesus - Remember me Jesus dies - sacrifice for all Easter Sunday - Jesus is alive! - Where is Jesus? Remember when Adam and Eve didn't follow God's rules and were asked to leave the Garden of Eden. After this, lots of people in the world carried on not following God's rules and doing bad things. God tried to remind his people to live a good life and follow his rules, but they didn't always listen. So God decided to send his son, Jesus, to show the world how to live a good life where everyone loved each other as they loved themselves. Christians believe that Jesus came as a gift to rescue God's people from all the bad things they had done, but to do this he had to die on the cross. When Jesus died, he took all the bad things everyone had done and washed them away so they would be gone - this means they have	Palm leaf and donkey Bowl of water, towel Pitta bread, glass of red juice Cross Easter garden, stone rolled away	Page 199 Page 200-201 Page 202-203 Page 205 Page 206-209

		been forgiven. Christians remember when Jesus died at Easter so they say thank you to God for his love for the world by sending Jesus to forgive everyone.		
26	Jesus meets his friends Luke 24: 36-49 Fish for breakfast John 21: 1-14	Jesus loved his friends After the miracle of Easter Sunday, Jesus wanted to spend time with his friends before going back to heaven. He spent time talking with them and eating breakfast with them on the beach. Jesus was a good friend.	Picture of a Jesus and his disciples on the beach enjoying their fish.	Page 214 Page 216
27	Jesus goes back to heaven Luke 24:50-53 (Ascension)	Jesus is always with 'us' After Jesus had spent time with his friends after coming back to life, he had to go back to heaven to be with his father. A huge cloud came over him and took him back to heaven. Before he went, Jesus said to his friends that they should carry on the work he had started and that he would send a helper to support them. Christians know that, even though Jesus is back in heaven, he is still with them and watching over them to guide and protect them.	A large paper cloud	Page 220
28	Early one morning John 14:15 - Acts 2:14 (Pentecost)	Jesus kept his promise and sends a helper Before Jesus went back up to heaven, he promised his disciples a helper to support them when he was not on earth anymore. One day, the disciples were gathered in a room together when there was a rush of wind and what looked like flames on their heads. As soon as this happened, the disciples were able to speak in lots of different languages so they could speak to everyone in the town about God. It was an amazing gift. This helper was called the Holy Spirit. Christians today ask God for the help of the Holy Spirit in their lives.	Paper flames	Page 221

Suggested songs:

(This is not an exhaustive list, but some examples of songs that could be sung - please always check the lyrics and videos to ensure they are appropriate for your context. There are also other versions of these songs, the links are just examples.)

You will need to explain that these are songs that 'Grace' sings at her church. They help her to learn about God and remind her how much God loves her.

"Our school is a Church of England school which means that our special time of worship looks a bit like the worship which 'Grace' goes to in her Christian church. These songs tell us about God, his love for everyone and how we are special. Sometimes, we will sing along and other times we will just listen to the words."

God made you and me <https://youtu.be/cA7CjywHx00>

God made me special <https://youtu.be/qlXuBttAbmA>

Best news ever <https://youtu.be/jLxWdapidGU4>

God's treasure https://youtu.be/ROAS_IK_lyE

Lovely jubbly <https://youtu.be/v1yu1L6LZCo> https://youtu.be/_JuwoTpaOM

The golden rule is love <https://youtu.be/se6gQUVscnw>

Big family of God <https://www.youtube.com/watch?v=smkYUzrgD7A>

Creator God <https://www.youtube.com/watch?v=7uDwnqynJD4>