



8. Weeping



Age range: Primary

Theme: We gather as a community for collective worship that is **inspiring, invitational and inclusive**, reflecting the fact that we are a part of a diverse school family and the wider church community. This term, we are focussing on creativity, and the content of an exhibition being hosted in Surrey this term: **Threads Through the Cross**, the work of textile artist Jacqui Parkinson. We are mindful that relatively few schools will be visiting the exhibition, so are bringing it right into your collective worship in a variety of different ways. Whilst it might seem strange to be focussing on the salvation story at this point in the school year, we hope that the endpoint of Advent and Christmas will be more meaningful having understood the journey to the Cross. We will also be linking to many 'Autumn term' themes that are a natural part of school life as children settle in to a new term, getting familiar with routines, school values and key events. **This week, we continue looking at the Threads Through the Cross exhibition panels, and each week, we will have a similar section, a short time of 'gazing': no discussion initially, just looking and thinking. Then there will be some questions to think/talk about, and then an opportunity to talk and discuss before picking up on the key word linked with the panel – which is what will link into the life of your school. The panel for this week is based on the story of the Transfiguration, and leads into some time to ponder where our own 'thin places' (sacred spaces) might be.**



How does this link to your school's Christian vision & values?

Each week, there will be a single word that will draw our focus to one particular aspect of either the textile panel or the story linked with it. You should easily be able to link the word to your school's values, but there will also be some suggestions included in the reflective questions as part of each week's materials. This week, we will think about the word **Weeping**: how Jesus wept over Jerusalem, and felt angry as he saw the injustice in the temple, then did something to put things right. Where does your school community exercise its justice muscles?!

Resources:

- The PowerPoint slides are numbered with a point in the script so you can find your way, and the parts in **bold** show you where to click on to activate the next slide or animation. There are slides to go with today's script, but you could quite easily use some of this collective worship without the PowerPoint if you preferred.
- You will need to....find a candle (real/battery) to light during the reflection time. This will include leading a prayer for those who feel comfortable doing so.** The Nick and Becky Drake song highlighted in the music section has great words which would help you to explore what 'justice' looks like in a school context.
- As always, you can find out more about Jacqui's work here: <https://www.jacqui-textile.com/> There is also a video of her being interviewed by BBC NW News at Liverpool Cathedral, when all three of her exhibitions visited in January 2025: <https://www.jacqui-textile.com/bible/>
- In this resource, we include a final slide showing a similar piece of art from a different global tradition, giving pupils opportunities to both appreciate diversity within Christianity, and to see how Christians across the world reimagine this story showing Jesus 'like them' (which of course may mean like some pupils within our school communities). You may wish to use this slide outside of collective worship, enriching your RE provision.**
- There are also some ideas for reflective activities to ponder for use in your reflective areas for this term, listed at the end of the script along with a handy wall chart to print each week for your reflective area. You can find all these as a separate file in our resources area, which may make it easier for teachers to print and use in their classrooms.
- Reflective prayer activity:** small battery operated candles, which children will 'light' as a symbol for an injustice that they identify in the world. It would help to place a tray in your reflective area so that they have somewhere to place their lighted candles.

Gathering:

Slide 1: Use the new greeting for this term.



Leader: We are a creative community. As we gather together today....

ALL: May our thinking, talking and wondering help us to grow.

Here are BSL actions for some of the words:

Leader's words:

Creative: <https://www.signdictionary.co.uk/view/creative?q=creative#title>

Community: (we use the word 'gathering' as it's a simpler sign!) <https://www.signbsl.com/sign/gathering>

Gather: <https://www.signbsl.com/sign/gather> (1st video), or use the same sign we use for community as they approximate to the same thing!



Response:

Think: <https://www.brightbsl.co.uk/signs/think>

Talk: <https://www.signbsl.com/sign/talk> (1st video)

Wonder: <https://www.signbsl.com/sign/wonder> (1st video)

Grow: <https://www.signbsl.com/sign/grow> (2nd video)

Engaging:

- **Slide 2: Threads Through the Cross**

Today, we will be looking at more of Jacqui's panels: we are nearing the most important parts of Jesus' life, as he arrives in Jerusalem.

- **Slide 3: Emojis**

We are very used to these little pictures which help express how we might be feeling when we send messages to people. Which ones do you recognise?!

[Top-bottom, L-R: happy; sad; confused; angry; worried]

- **Slide 4: Words from Ecclesiastes**

These words come from one of the books of wisdom in the Bible called 'Ecclesiastes' and are some of the most well-known from this book, written by King David's son, Solomon. The whole of this chapter (chapter 3) is full of different emotion words, but here's a short excerpt for us to read together:

There is a right time for everything.

Everything on earth has its special season.

There is a time to cry and a time to laugh.

There is a time to be sad and a time to dance.

[Talk for a few moments to a partner about what you think they mean.]

We will return to these words shortly, but first let's look at today's panels.....They show events from the same day, which in the Christian calendar is known as Palm Sunday.

- **Slide 5: Palm Sunday – two contrasting panels, showing events on the same day**

Spend a while just gazing at the first panel. Relax, and focus on calm breathing....

.....What is happening here?

.....Who can you see?

.....How are the people feeling?

.....Which word(s) would you use to describe this panel?

....Are there any words to read?

Pick out the words 'Blessed is he who comes in the name of the Lord.'

Now let's look at the other panel from the same important day in the life of Jesus.

.....What is happening here?

.....How are the people feeling, Jesus especially?

.....Why aren't the people looking at Jesus here?

.....Which word(s) would you use to describe this panel?

.....Are there any words to read?

Pick out the words 'My house is a house of prayer, but you are making it a den of thieves.'

.....What do you think made Jesus angry?

He was angry about the fact that people who wanted to come into the Temple to pray were being kept away by others who only wanted to make money from them.

Jacqui called these panels **Hosanna! Jesus is Lord** and **My house is a house of prayer**.

- **Slide 6: Hosanna! Jesus is Lord and My house is a house of prayer**

I wonder what you think connects these panels with the words we read at the very beginning?

[allow a few moments for discussion before continuing – if you click, the words will disappear]

Jesus rode into Jerusalem on a humble donkey to signal that here was a new type of King and a new type of Kingdom – we will also see this in the panels that we will look at next week. The Bible tells us that when Jesus arrived at the edges of Jerusalem, he wept about all that he saw – how lost people seemed, how they wanted a military leader to overthrow the Romans (which wasn't the sort of King



that Jesus would be!), but perhaps also knowing that everything was about to change: he was going to Jerusalem to die.

When he arrived at the Temple, what he saw changed his sadness to anger. The instructions that God had given to King Solomon were to build the temple in a way that would allow for all people to enter, with a special courtyard for the poor, and yet he saw people were charging money to the poor for coming into the part of the temple that was created for them. And so, Jesus cleared space to make room for the people who needed help, or to be in God's special place.

In these two panels, we see a real contrast in emotions and mood – which is perhaps not what we are used to seeing when we look at Jesus. Jesus showed that there is room for both when they come from a good place in our hearts. Sometimes, we are angry when things don't go our way, which is selfish anger – and probably not very good for us! But there is a right kind of angry: some things we see in our world are just not right and maybe, like Jesus did, we should feel angry enough about them to do something about it.

- **Slide 7: Injustice**

I wonder what sorts of things we might feel are unfair in our world? *[use the images to get you started]*

Slide 8: Responding and words for worship

We've thought about Jesus' contrasting emotions as he rode into Jerusalem – and the emotions that we might feel when we look on injustice in our world. So now, as we draw our thinking to a close, let's be quiet and still together.....

....I wonder what we might learn from the example of Jesus in this story?....

....I wonder what things it's right for us to be angry or sad about?....

....I wonder if these feelings might lead us to do something?....

[You might already be taking action in different ways, as part of your school community – or wider parish community – so do contextualise this section]

We can all make a difference, even if it's in a small way in the way that we care for our friends, our neighbours and our community – or in the charities we support that help to make a difference in the places we can't reach.

In our classrooms this week, there will be a chance for you to light a candle for particular things that you feel are unjust, and maybe to pray – and I am going to do that here as we pray now.

[Light your candle]

Opportunity for reflection / prayer

As you look at the candle flame, you might want to bring into your heart or thoughts something that feels unjust to you. If praying is something that you feel comfortable doing, then join in with Amen at the end. If you don't want to pray, then use the quiet to be still with your own thoughts. The words come from a very famous prayer written by St Frances of Assisi, who lived out these words in the way that he lived and cared for others.....and asks God to help us as we try to do the same.....

Slide 9: Prayer of St Frances of Assisi [excerpt]

*You might want to read these words out loud to children before you pray them.....[*this word changed from 'pardon' for clarity of meaning]*

Lord, make me an instrument of your peace:
where there is hatred, let me sow love;
where there is injury, *forgiveness**;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

Slide 10: Amen.



Sending: Slide 11 (NB note different word from last week!)

Leader: As we leave this place & time and go into the day ahead...

All: Together, we create a ***just*** community!



BSL Together: <https://www.signbsl.com/sign/together> (1st video); Just: <https://www.signbsl.com/sign/just>

You already have signs for 'community'

To listen to / sing:

[Justice](#) (NBD) or [Chain of love](#) (BBC) The Nick and Becky Drake song has some really good words to help explore justice in a school setting.



Slide 14: Reflective areas – candles for injustice

Think: Where do you see injustice in our world?

Talk: What can we do to help? How might we change the world in how we treat others?

Do: 'Light' a candle. You might want to pray before you leave it on the tray.

Slide 15: showing Palm Sunday from different cultural perspectives

Link to original artwork: <https://diglib.library.vanderbilt.edu/act-imagelink.pl?RC=58531>, which includes some key information.

Looking at these two creative interpretations of this part of the story may be something that links with your RE curriculum, reflecting the fact that Christianity is a global religion, encouraging pupils to appreciate the diversity that exists across cultures, traditions and geographical areas. It's important for pupils' wider understanding that they are given opportunities to think about how Christians show Jesus as being 'like them', and that this important story for Christians is imagined in different ways across the world. It also creates an inclusive classroom environment, giving all pupils opportunity to see themselves in the art that they view.

You may wish to consider these questions:

- *What is the same? What is different?*
- *Which culture / tradition does the 2nd piece come from?*
- *Why do we think this?*
- *What questions might we want to / need to ask?*





Sad about injustice



Where do you see injustice in the world?



What can we do to help? How might we change the world in how we treat others?



‘Light’ a candle. You might want to pray before you leave it on the tray.

