

School Leader's Guide



The Way of Love

**COME
AND
SEE**

About Come and See in a school setting

Come and See takes place during Lent each year. It's our big, warm open invitation to everyone, for everyone for an adventure in faith and trust. It's something for the local churches, schools and the whole community... including children and young people. It's completely free and all are welcome.

Valuing All God's Children (2017) asks that church schools are inclusive places in their spiritual and ethical DNA. While the prayers, scripture and some of the practices offered in this guide are Christian, the sessions are designed to be invitational, inclusive, and useful to people of confident faith, uncertain faith, different faiths or other world views.

When religious passages are offered for contemplation, they are not being 'taught'. Rather, participants are encouraged to take their own meaning from what they hear.

Come and See is also offered in a church context with daily reflections. While the headings and content used are slightly different, the material follows the same six-week pattern as the school materials presented here. Find the full range of Come and See resources at oxford.anglican.org/organiser-materials

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Space Makers is part of a range of contemplative toolkit resources written by Charlie Kerr, Yvonne Morris and Ian Macdonald. Find out more at odbe.org.uk/contemplative-toolkit

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Introduction

Welcome to the 2024 edition of the schools' resources for Come and See. We have endeavoured to make these resources as simple and accessible as possible. There are six sessions that can be used in an assembly, classroom or a small group. Each session has been designed to work alongside the Space Makers Toolkit.

Understanding Lent

We are about to enter the season of Lent, which is when Christians remember Jesus going into the wilderness for 40 days and 40 nights, after he had been baptised. During this time, he was tempted by the devil, but he did not give in. For Christians, Lent forms the lead-up to Easter; they use this time to reflect on and prepare for Easter, when they remember the death and resurrection of Jesus.

Six sessions

We have provided a session for each week. These sessions are for Key Stage 1–2 (years 1–6). Films have been provided for Key Stages 2–4 (years 3–11). Each session approaches a theme that links to the Way of Love from various scriptures.

Weekly films

We have weekly films recorded by some of our chaplains and youth and children's ministers. These are mainly for school years 3–11 (Key Stages 2–4). Each film covers one theme and is divided into sections. You can pause the video at the end of sections to discuss the questions provided. You can use the films alongside the sessions we have designed. Think of it as a pick 'n' mix.

Understanding the Great Commandment

The Great Commandment (or Greatest Commandment) is a phrase used in the New Testament to describe the first of two great commandments cited by Jesus in Matthew 22:37–40, Mark 12:30–31 and in Luke 10:27. These two Great Commandments are also found in the Old Testament, in Deuteronomy 6:5 and Leviticus 19:18. The Bible states these two Great Commandments are as follows:

- 1. Love the Lord your God with all your heart and with all your soul and with all your mind.**
- 2. Love your neighbour as yourself.**

Before you embark as a school on the next six weeks of Come and See, we would encourage you to read the Great Commandment together, either as a whole school or in year groups. As you read, you might like to consider whether any aspects of the Great Commandment align with your school vision.

Links online

If you're reading a paper copy of this resource, you'll find all links and electronic resources on the website: oxford.anglican.org/organiser-materials

Week Resources for the main activities. Extension activities require other resources.

1	Large stone with a heart drawn on it and a box to put it in
2	Paper cut into the shape of leaves – one or two for each child; A3 paper with an outline of a tree; glue
3	Short film showing small random acts of kindness; Different-coloured paper cut into the shape of hearts for the children to write or draw on – you might want to use four different colours for each of the four areas on the poster; A3 paper with four areas – Heart, Soul, Mind and Strength
4	A class list divided up so that each child can receive the name of another child ready for the Guardian Angel activity
5	A3 paper for the group pledges
6	A stone for each child to write and draw on; chalks/pastels, PVA glue for preserving the artwork if required

Matthew 22:37–40

The Greatest Commandment

³⁴ Hearing that Jesus had silenced the Sadducees, the Pharisees got together. ³⁵ One of them, an expert in the law, tested him with this question: ³⁶ “Teacher, which is the greatest commandment in the Law?”

³⁷ Jesus replied: “‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ ³⁸ This is the first and greatest commandment. ³⁹ And the second is like it: ‘Love your neighbour as yourself.’ ⁴⁰ All the Law and the Prophets hang on these two commandments.”

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Week one: Beginning the Way of Love

Activities and resources for years 1–6

Section	Content
Years	1–6
Theme	Beginning the Way of Love
Aim	To understand that we are recipients of God's boundless love, enabling us to love others in return. To become conduits of love.
Passage	1 John 4:19 We love because he first loved us
Overview	Christians believe that the core message of the Bible is love – God's immeasurable love for humanity and our calling to share that love with others. This week, we will be exploring this concept of divine love, inviting children to experience God's love in a tangible way.
Invitation	Invite the children to gather in a circle to discover the surprise that awaits in the box. You might invite them with these words: "Come and explore what's inside the box. It shows God's everlasting love for each of us."
Materials	Large stone with a heart drawn on it and a box to put it in
Activity	<p>What's in the box? In this activity you have a stone with a heart drawn on it in a box. The stone represents God's steadfast love for us. You will need three children to explore the box first.</p> <p>Child 1: lifts the unopened box and stays quiet.</p> <p>Child 2: puts their hands in the box without looking to feel the stone and stays quiet.</p> <p>Child 3: looks in the box to see the stone with the heart drawn on it.</p> <p>Ask each child to describe what they felt and saw in turn.</p> <p>Reveal the stone. Explain to the children that the stone represents God's steadfast love for us. Although we might not see and feel it all the time, it is still there. All the children can now have a turn holding the stone, feeling its solidity and weight, a reminder of God's unchanging love for them.</p>
Questions	<p>KS 1, 2 and 3: Once all the children have had the chance to feel the symbol of God's love, ask:</p> <ol style="list-style-type: none">1. Who shows love in your life, and how do they show it?2. How can you pass love on to other people?
Prayer	Dear God, thank you for your unchanging love. Help us to understand your love more deeply and share that love with everyone we meet. Amen.
Space Makers	The following practices from <i>Space Makers</i> work alongside this theme: 1. Stilling
Collective Worship song	"Love divine, all loves excelling" (<i>Hymns Ancient and Modern</i> , 613) or " God's love is big/Simon Parry "
Extension activity	<p>Create your own love tokens. Ask:</p> <ol style="list-style-type: none">1. Imagine what it would be like to share God's love with someone else.2. What kind of love token would you create and share?

Week one: Beginning the Way of Love

Film and discussion topics for years 1–6



This session offers a heartfelt journey into understanding the profound love that Jesus demonstrated and how it remains relevant in our lives today. Through personal experiences and biblical accounts, we are invited to see beyond the history into the present-day implications of Jesus's acts of love. By examining the stories of the Woman at the Well and the healing of a man with mental health challenges, we witness the breaking of societal boundaries and the offering of unconditional love and acceptance. This talk encourages us to consider how Jesus's compassionate actions resonate with our interactions in the modern world.

Pause questions

1. Imagine the story took place here and now. Where would it have happened? Who would Jesus be speaking to?
2. What do you think about what Jesus said and did on the cross?

Takeaway

The essence of Jesus's message is love – a love that crosses all barriers and touches all lives. As we explore his transformative interactions and ultimate sacrifice on the cross, we're reminded that his example is not just a historical account but a call to live out love in our daily lives.

Download or view the films

All six films are available to stream from YouTube or Vimeo. A download link is available too if you do not have reliable WiFi in the classroom. Streaming and download links can be found at oxford.anglican.org/organiser-materials

Week two: What is love and where does it come from?

Activities and resources for years 1–6

Section	Content
Years	1–6
Theme	What is love and where does it come from?
Aim	Understanding the depth of God’s love for us as we continue to grow and learn about him
Passage	John 3:16 God’s love
Overview	Life is a journey of exploration and discovery, particularly in our understanding of God. Christians believe that the more we know God, the more we are able to love him and receive his love. Even when we falter or struggle, our expanding knowledge of God's love assures us that he is always ready to guide and help us.
Invitation	Invite the children to think about what they've learned about God. Encourage them to express how this knowledge has helped them understand God's love more.
Materials	Paper cut into the shape of leaves – one or two for each child; A3 paper with an outline of a tree; glue
Activity	The children will write or draw things they've learned about God on paper leaves and attach them to the Knowledge Tree. This visual representation can help illustrate how their love for God grows as they learn more about him.
Questions	KS 1, 2 and 3: 1. I wonder if you have learned something about God that makes you love him more? 2. I wonder how this knowledge has helped you in your own life?
Prayer	Dear God, thank you that the more we learn about you, the more we love you. Help us to keep finding out about you and deepening our love. Amen.
Space Makers	The following practices from <i>Space Makers</i> work alongside this theme: 2. Noticing
Collective Worship song	“One thing remains – God's love never fails” (Jesus Culture)
Extension activity	God’s love mobile – Using craft materials, encourage the children to make a hanging mobile. Each part of the mobile can represent a different thing they've learned about God's love. This serves as a daily reminder of their growing understanding and love for God.

Week two: What is love and where does it come from?

Film and discussion topics for years 1–6



What is love, and where does it come from? Today's reflection begins with the familiar joy of baking a cake, an act of creation that mirrors the way Christians understand God's love in creating the world. It is said that God looked upon his creation and saw that it was good, an affirmation stemming from a place of divine love.

Pause questions

1. What is love? Where does it come from?
2. What is love? Where does it come from? Do you feel the same as you did earlier?

Takeaway

Love is a creative force, believed to be the very essence of God's nature. Despite the world's imperfections – pain, sorrow, and broken relationships – there is a belief in a redemptive plan through Jesus's sacrifice. This narrative offers forgiveness and a new beginning, illustrating love's ultimate expression.

Week three: To love with all our heart, mind, soul and strength

Activities and resources for years 1–6

Section	Content
Years	1–6
Theme	To love with all your heart, mind, soul and strength
Aim	Learning about the fullness of love that God desires from us and what it means to love God with our all
Passage	Mark 12:30 The Greatest Commandment
Overview	Christians believe that the greatest commandment given by Jesus is to love God with all our heart, soul, mind and strength. This kind of love encompasses all aspects of our being and influences our actions towards others.
Invitation	Invite the children to think about how they show love for others and, if appropriate, their love for God.
Materials	Short film showing small random acts of kindness; Different-coloured paper cut into the shape of hearts for the children to write or draw on – you might want to use four different colours for each of the four areas on the poster; A3 paper with four areas – Heart, Soul, Mind and Strength
Activity	Show the random acts of kindness film as a stimulus for ideas. The children will create a group Love Collage. They draw or paste images that represent their understanding of loving each other and/or God into the collage.
Questions	KS 1, 2 and 3: 1. I wonder what it means to love God with all your heart, soul, mind and strength? 2. I wonder how you can show that kind of love in your daily life?
Prayer	Dear God, help us to love you with all our heart, soul, mind and strength. Let this love guide us in every thought, word and action. Amen.
Space Makers	The following practices from <i>Space Makers</i> work alongside this theme: 3. Dwelling
Collective Worship song	“How deep the Father’s Love” by Stuart Townsend
Extension activity	My Love Poster – Provide each child with a large piece of paper divided into four sections: heart, soul, mind and strength. Each day for a week they should draw a picture or stick on images that represent how they showed love that day in each of these aspects. For example, they might draw a picture of helping their parent (strength) or sharing a toy with a sibling (heart). They can bring their posters to the next session and share their drawings.

Week three: To love with all our heart, soul, mind and strength

Film and discussion topics for years 1–6



In our youth, the joys we cling to, like cherished toys or a favourite sport, seem to define our world. They bring us delight and a sense of identity. This session reflects on these early passions and how they evolve as we grow. We're invited to recall our own childhood fascinations and consider how they shaped our understanding of happiness. Yet, as we mature, we realise that these material joys, while captivating, don't ask about our day or care for our well-being – they simply exist.

As we navigate through life, it's common to seek happiness in possessions, achievements, or even social status. But, time and again, we find that the satisfaction they offer is fleeting. Today's discussion delves into the idea that true contentment and completeness can't be found in the ephemeral things of this world but may be discovered in the love and teachings of Jesus.

Pause questions

1. What did you used to love?
2. Have you ever thought "if only..."? How did that make you feel?
3. Do you believe in God? What do you know about Jesus?

Takeaway

In a world that often equates happiness with material gain, we're reminded that fulfilment comes not from what we have, but from who we are in relation to Jesus. Let's be encouraged to look beyond our childhood toys and our current desires, to explore a joy that is ever-present and sustaining.

Week four: Kindness and loving service

Activities and resources for years 1–6

Section	Content
Years	1–6
Theme	Love our neighbours as ourselves in kindness and loving service
Aim	Learning to practise God's command of love in service to our neighbours
Passage	Luke 10:25–37 The Good Samaritan
Overview	Christians believe that loving our neighbours as ourselves is a key teaching of Jesus. By serving others with kindness and compassion, we demonstrate this love. In the story of the Good Samaritan, we see an example of this loving service.
Invitation	Invite the children to think about some of the acts of service they engage in. Ask them to share how these acts of service reflect the love of God. Invite the children to be each other's Guardian Angels this week.
Materials	A class list divided up so that each child can receive the name of another child ready for the Guardian Angel activity
Activity	Guardian Angel – Give each child a piece of paper with the name of another child in the group. Their mission is to do something kind and helpful for that person – without being seen or heard – during the week.
Questions	KS 1, 2 and 3: 1. I wonder what are some ways you can serve your neighbours? 2. I wonder how serving others shows love?
Prayer	Dear God, help us to love our neighbours as ourselves and serve them with kindness and compassion. Teach us to see every act of service as an act of love. Amen.
Space Makers	The following practices from <i>Space Makers</i> work alongside this theme: 4. Mending
Collective Worship song	“When I needed a neighbour” (Sydney Carter)
Extension activity	Acts of kindness challenge – Challenge the children to perform an act of kindness or service for someone in their neighbourhood. They can write about their experience or draw a picture of what they did and share it with the class during the next session.

Week four: Kindness and loving service

Film and discussion topics for years 1–6



Exploring the depth of the second greatest commandment, “to love our neighbour as ourselves”, takes us beyond our immediate circles to embrace a wider community. The parable of the Good Samaritan, as recounted by Jesus, overturns expectations and broadens our understanding of who our neighbours are. They aren’t just the ones living next door or the familiar faces on our streets; our neighbours extend to all humanity.

Pause questions

1. How does this story make you feel?
2. Who do you think might be your neighbour?

Takeaway

The Samaritan’s actions remind us that neighbourly love transcends boundaries, social status and enmity. It’s a call to action for us to challenge our prejudices and to act with mercy and compassion, just as the Samaritan did.

Week five: Seeking justice and care for the environment

Activities and resources for years 1–6

Section	Content
Years	1–6
Theme	To love our neighbour as ourselves: seeking justice and care for the environment
Aim	To understand the importance of caring for our environment as a form of loving our neighbour and seeking justice
Passage	Genesis 2:15 God's command to care for the earth
Overview	Christians believe that God commands us to care for his creation. By doing so, we show love to our neighbours and seek justice for all of God's creatures.
Invitation	Invite the children to think about ways that they care for the environment.
Materials	A3 paper for the group pledges
Activity	Create a class pledge poster detailing three things that everyone will pledge to do to look after the environment. This could cover just the classroom or be divided into classroom, school and the environment beyond the school gates.
Questions	KS 1, 2 and 3: <ol style="list-style-type: none">1. I wonder how taking care of our environment shows love for our neighbours?2. I wonder how you can help take care of the environment in your daily life?
Prayer	Dear God, help us to love our neighbours by caring for the world you have created. Guide us in seeking justice and preserving your beautiful creation. Amen.
Space Makers	The following practices from <i>Space Makers</i> work alongside this theme: Blessing (5a – Contemplation)
Collective Worship song	“God of Wonders” (Third Day)
Extension activity	Nature Hunt – Over the next week, encourage the children to spend time outdoors with a family member, looking for different elements of nature (leaves, rocks, bugs, etc.). They can draw or take pictures of what they find and bring their collection to share in the next session.

Week five: Seeking justice and care for the environment

Film and discussion topics for years 1–6



As we continue our journey through the Come and See series, we reflect on the profound commandment to love our neighbour as ourselves. This session, we turn our focus to our global neighbours and our collective home – planet Earth.

In the scriptures, it is said that after creating the world and all within it, God saw it was very good. Humans, created in God's image, were appointed as the planet's stewards. This role calls us to care for the Earth, to protect its environments and all the creatures that dwell here.

Pause questions

1. What sort of job has humankind done in looking after this amazing planet?
2. What might we do to show that we care for our neighbours through caring for our planet?

Takeaway

The stewardship of Earth is not just an environmental concern but a profound expression of love. It's an act of compassion towards every being that calls this planet home. We are reminded that loving our neighbour includes the stewardship of the habitats and creatures that we share this world with.

Week six: Sharing faith and good news

Activities and resources for years 1–6

Section	Content
Years	1–6
Theme	To love our neighbour as ourselves in sharing faith and good news
Aim	To understand the importance of sharing our faith and the good news of God's love with others as a way of loving our neighbour
Passage	Matthew 28:19–20 The Great Commission
Overview	Christians believe in the call to spread the good news of God's love and redemption to everyone. This act of sharing is also a demonstration of love for our neighbour.
Invitation	Invite the children to think about how they express their love for one another with the world beyond the classroom. Invite them to think why they choose particular images or words. Invite the children to think about how Christians share the good news of God's love.
Materials	A stone for each child to write and draw on; chalks/pastels, PVA glue for preserving the artwork if required
Activity	Kindness Stones – Children can paint or write messages of faith, love and positivity on small stones. Throughout the week, they can place these Kindness Stones in places where others will find them, as a simple yet powerful way of sharing good news and love with their community.
Questions	KS 1, 2 and 3: I wonder where we can share or show God's love?
Prayer	Dear God, give us the courage to share our faith and the good news of your love with others. Help us to love our neighbours by spreading joy and positivity. Amen.
Space Makers	The following practices from <i>Space Makers</i> work alongside this theme: Blessing (5b)
Collective Worship song	"Go into the world" (Tom Booth)
Extension activity	Materials: Construction paper, stickers, crayons, string. Craft activity: The children will create Good News Kites. They will decorate these kites with images or words that represent God's love and good news. They can then "fly" these kites during a shared time, symbolising the spreading of good news.

Week six: Sharing faith and good news

Film and discussion topics for years 1–6



As we conclude the Come and See series, we reflect on the prevalent theme of love within the scriptures, a word that appears hundreds of times in the Bible, underscoring its significance. We've learned about the unconditional nature of God's love and how it empowers us to love others. This final week, we're focusing on the importance of sharing our faith and the good news of God's love with others.

Pause questions

1. Besides the people living near you, who else could be considered your neighbour?
2. What are some creative ways you could show love to your neighbours? How might that make a difference?
3. How can sharing your faith be a form of sharing love? What are some respectful ways to do so?

Takeaway

A neighbour isn't limited to proximity; it encompasses anyone in need of kindness and help. Our faith calls us to love and serve generously, sharing the transformative message of Jesus's life and mission.



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