



# 11. Peace be with you

**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 reflecting on some important words of Jesus in the ‘Sermon on the Mount’, which Christians call the ‘Beatitudes’. We are using some of the wider themes in Jesus’ words to help us to think about the attitudes we have towards each other – and the ways in which your own school’s vision and values helps to shape this into your community. *You may need to tailor this script to suit the needs, age range & concerns of your school community, which of course includes adults as well as children. **This assembly reflects on the place of peace in our troubled world, and what we can do to promote peace in our school community, building on the Remembrance theme from last week***



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

Many of the qualities expressed in Jesus’ words will be familiar values for your school community, so we encourage you to link each week’s collective worship to your school vision – and the way that you live this out through your values. Today we are thinking about Jesus’ words about being a peacemaker – which is something we have no doubt all school communities might benefit from!

**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 is a join-in story for everyone as part of the materials for this week, with some actions to help. It tells the story of the calming of the storm and links with the words today from the Beatitudes. This may mean you can do collective worship without a screen this week!
- **There are also some ideas for reflective activities / ideas 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:** this week, you will need a selection of zips for your reflective area. These symbolise how ‘peacemakers’ bring sides together and offer children the opportunity to use these to pray for peace if it’s something they are comfortable with.

**Gathering:**

**Slide 1: Use these gathering words, which will be the same each week.**



- **Leader: We are here together**
- **ALL: May our attitudes make our school community a happy place today.**

**Engaging:**

- **Slides 2-7:** Show the word ‘Peace’ and ask children what they think of. You could use the pictures in the PowerPoint to help if you’d like. (There are words to help you underneath!)
- **Slide 8:** In a few moments, we’re going to hear about a storm, a not-very-peaceful experience! As I tell the story, there are certain words you’ll hear that mean you need to do or say something rehearse the actions if you need to.
- **Slide 9:** Then use the script on p.3-4 to tell the story.  
Jesus brought peace into a situation that the disciples weren’t expecting could be changed. He literally brought calm into the storm, and many Christians would say that Jesus still does this, not by calming waves and winds, but bringing calm into troubled situations in their lives: being with them through good times and bad. I wonder whether there are places in your life or in our world that could use some of this kind of peace....?
- **Slide 10:** This term, we’ve been thinking about Jesus’ words in the Beatitudes, and the words we’re looking at today say:
- **Slide 11: ‘Those who work to bring peace are happy. God will call them his children.’**  
In these words, Jesus was asking his followers to do as he did – to bring peace wherever they could, changing situations of conflict, being a calming influence..... one Bible translation calls it being a ‘peacemaker’.



- **Slide 12:** When we remembered together last week, we thought about the example of men and women who have been peacemakers in difficult times. But Jesus' words remind us that we can all be peacemakers, wherever we are!
- **Slide 13: What does it mean to be a 'peacemaker'?** Spend a few moments thinking together about where your school or our world might need us to be 'peacemakers' – you might like to create some practical suggestions (from your classroom peace-making experience!) to help them.

**Slide 14: Responding (and words for worship):**

....In the stillness now, I invite you to think quietly to yourself....  
 ....you might like to close your eyes.....  
 ...Jesus' words in the Beatitudes remind us that it's important to be a **peacemaker**...  
 ....to bring peace and calm into troubled situations....  
 ....to work for peace....



....I wonder if there are situations you are facing that could use a little peace?.....  
 ....I wonder where peace might be needed in our world?.....  
 ....I wonder how you might be the peacemaker that someone else needs?.....

Now I'm going to turn my thoughts into a prayer. If you agree with what I'm saying and would like to make the prayer your own, then you can join with me when I say 'Amen' at the end.

**Slide 15: Prayer**

Dear God

Thank you for the story of Jesus calming the storm. Thank you for what it teaches us about Jesus being present through good times and through bad. Please help us as we try to follow his example and be peacemakers in our troubled world.

**Slide 16: Amen**

**Sending: Slide 17**

**Leader:** As we leave this place and time....

**All:** ....*may we be peace-makers wherever we go.*



**To listen to:**

[Peace is flowing](#), from BBC Assemblies resources

Or you could return to the excerpts from Karl Jenkins' piece The Armed Man, from last week.



**Slide 18: Reflective areas**

This week, you will need a selection of zips for your reflective area. These symbolise how 'peacemakers' bring sides together and offer children the opportunity to use these to pray for peace if it's something they are comfortable with. Use the guided questions on the reflection card to help you.

# Calming the storm

The actions for the story may need a quick rehearsal, just so that you can establish signals for stopping! The rain and storm are the actions that will need the most careful explanation, because you want the knee-patting to be very quiet to start with, but a full-on storm for the climax of the story, so make sure you establish this with children before you start. It's only a precaution, as the pace of the story should keep them too busy to worry about getting too excited, and in any case, it's supposed to sound like a storm!

Word	Action
'Jesus'	touch palms one at a time with opposite middle finger, left palm first (this is the BSL sign for 'Jesus')
'night'	lay head on hands
'friends'	wave and say 'Hello!'
'boat'	say 'Aye aye Cap'n!'
'sleep'	snore gently
'waves'	make sea motion with hands – this can be varied as the sea gets rougher!
'rain'	pat hands on knees, again getting louder as the storm progresses
'wind blew'	make a wind sound with mouth
'terrified'	put hands over face as if in terror
'storm'	do rain and wind together, loudly

**Jesus** [touch palms one at a time with opposite middle finger, left palm first] had been busy all day, teaching the crowds of people about God and his kingdom. It was nearly **night** [lay head on hands] so **Jesus** [touch palms one at a time with opposite middle finger, left palm first] said to his friends [wave and say 'Hello!'] 'Let us go in this **boat** [say 'Aye aye Cap'n!'] over to the other side of the lake. And so **Jesus** [touch palms one at a time with opposite middle finger, left palm first]...and his **friends** [wave and say 'Hello!'] got into the **boat** [say 'Aye aye Cap'n!'] and they began to **row** [pretend to use oars]. There were many other **boats** [say 'Aye aye Cap'n!' several times!] on the lake with them as **night** [lay head on hands] fell.

As the **boat** [say 'Aye aye Cap'n!'] rocked gently on the lake, **Jesus** [touch palms one at a time with opposite middle finger, left palm first] went to **sleep** [snore gently] in the back of the **boat** [say 'Aye aye Cap'n!'], lying down on some cushions.

Then, as the **night** [lay head on hands] got darker, it began to **rain** [pat hands on knees] and the **wind blew** [make a wind sound with mouth] and the **waves** [make sea motion with hands] got a little bit **wavier** [make sea motion with hands more wavy!], the **boat** [say 'Aye aye Cap'n!'] began to go **UP** [raise hands up] and **DOWN** [make hands go down like a roller coaster].



And as the **wind blew even harder** [make a louder wind sound with mouth], the **rain** [pat hands on knees] got heavier [pat knees more loudly].....and the **waves** [make sea motion with hands] got VERY wavy [make sea motion with hands even more wavy!]..... and the little **boat** [say 'Aye aye Cap'n!'] began to go **UP** [raise hands up] and **DOWN** [make hands go down like a roller coaster] .....and **UP** [raise hands up] and **DOWN** [make hands go down like a roller coaster] .....and **UP** [raise hands up] and **DOWN** [make hands go down like a roller coaster].

The **waves** [make sea motion with hands] got so rough that the little **boat** [say 'Aye aye Cap'n!'] was almost swamped by the sea and the **friends** [wave and say 'Hello!'] of **Jesus** [touch palms one at a time with opposite middle finger, left palm first] were **terrified** [put hands over face as if in terror] because of the **storm** [do rain and wind together]. But **Jesus** [touch palms one at a time with opposite middle finger, left palm first] was still **asleep** [snore gently].

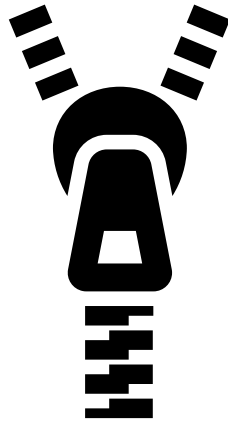
The **terrified** [put hands over face as if in terror] **friends** [wave and say 'Hello!'] woke **Jesus** [touch palms one at a time with opposite middle finger, left palm first] and said to him 'Teacher, don't you care if we drown?! Can't you hear the **storm?**' [do rain and wind together, loudly, for as long as you dare! – then shout in a loud voice over the storm]

'**BE QUIET!!!! BE STILL!!!!**' [signal for children to stop] **Jesus** [touch palms one at a time with opposite middle finger, left palm first] said, and it was.....still.....and quiet. [leave a pause]

'Why were you **terrified?**' [put hands over face as if in terror] **Jesus** [touch palms one at a time with opposite middle finger, left palm first] said to them 'Where is your faith?'

But the **friends** [wave and say 'Hello!'] were now **terrified** [put hands over face as if in terror] in a different way and asked each other 'Who can this man be? Even the **wind** [make a wind sound with mouth] and the **waves** [make sea motion with hands] obey him! We thought only God [point upwards] could do that!'





*...Jesus was a great teacher.....  
....He told the people to be 'peace-makers'.*



**Take a zip and undo it. Think about how the sides have been separated.**



**Can you think of a place where people are 'separated', maybe disagreeing with each other or fighting?**



**Slowly do up the zip and watch the two sides coming together. Think about or pray for the people who are trying to be 'peace-makers'.**

