KEY STAGE 2 UNITS

CHRISTIANITY

CHRISTIAN SYMBOLISM
- Symbolism of fire, water and light
- Symbolic use of water & light in Baptism
- The cross
- Bread and wine
- Jesus as the Light of the World
- Jesus as the Good Shepherd
- Understanding ‘mystery’

CHRISTMAS: GIFTS (YEAR 3)
- Giving and receiving
- St Nicholas
- The gifts of the Magi
- Jesus is God’s gift to the world

CHRISTMAS: JOURNEYS (YEAR 4)
- Mary’s visit to Elizabeth
- The Holy Family’s journey to Bethlehem
- The journey of the Magi
- The flight into Egypt

CHRISTMAS: PEOPLE (YEAR 5)
- The events of the birth narrative
- Characters in the Christmas narrative & their emotions

CHRISTMAS: THEN AND NOW (YEAR 6)
- The biblical narratives
- The theme of homelessness
- The plight of refugee status then and now

COMMUNICATION (upper KS2)
- Communicating in different cultures and contexts
- God communicated through the prophets
- Angels as God’s messengers
- Prayer and praise
- Communicating through religious music
- Communicating Jesus’ teaching in church

CREATION 2
- Christian beliefs about Creation
- A day of rest & recreation
- Remembering Creation at Shabbat
- Muslim beliefs about Allah as the Creator
- Living as global citizens
- Responsibility for the natural world
EASTER: JERUSALEM JOURNEY (YEAR 3)
- Jesus’ journey to Jerusalem
- The events on the journey

EASTER: PEOPLE (YEAR 4)
- Eye witnesses to the events of Holy Week and Easter
- The role of the women
- The cross as a sign of hope
- The significance of Good Friday for Christians

EASTER: CONTRASTS (YEAR 5)
- Differences & similarities in the Gospel narratives
- Sadness and despair
- Love is stronger than death

EASTER: NEWS GOOD AND BAD (YEAR 6)
- Sequencing the events of Holy Week and Easter
- Telling the story to others

FAITH IN ACTION
- William Booth (Salvation Army)
- Serving others
- Mother Teresa
- Guidance for Christians
- Research project
- Christian aid agencies

JESUS’ PARABLES (upper KS2)
- What is a parable?
- The parable of the good Samaritan
- The parable of the talents
- The parable of the sower
- The parable of the great feast
- The parable of the unforgiving servant
- The parable of the Pharisee and the tax collector

JESUS THE HEALER
- Jesus performed healing miracles because he was God
- Healing the centurion’s servant
- Healing the man born blind
- Raising Jairus’ daughter
- Healing a deaf man
- Jesus’ disciples had the power to heal

JONAH
- God loves all people
- The consequences of disobedience
- Repentance
- Obeying God
MIRACLES (upper KS2)
- Miracles for the good of others
- The storm on the lake
- Breakfast on the beach
- Feeding 5000 people
- Healing 10 lepers
- Healing a paralysed man
- Healing blind Bartimaeus

MOSES AS A LEADER
- God’s protection of Moses
- God’s holiness
- Moses chosen as a leader
- Leadership qualities
- The exodus from Egypt
- God’s provision for the Israelites
- The Ten Commandments
- Religious leaders today

PEACE (upper KS2)
- Being peaceful people
- Calming influences
- Peacemakers
- Peace by non-violent means
- Jesus a man of peace
- The armour of God

PENTECOST (upper KS2)
- When Pentecost is celebrated
- The Holy Spirit and the early Christian Church
- Symbols of the Holy Spirit
- The power of the Holy Spirit
- The fruits of the Holy Spirit
- Pentecost celebrations

PILGRIMAGE (upper KS2)
- Life as a journey
- Religious pilgrimages
- Walsingham (Christian)
- Lourdes (Christian)
- Makkah (Muslim)

PRAYER AND WORSHIP (upper KS2)
- Jesus’ stories about prayer
- Intercessions
- Types of prayer
- Ways that Christians worship
- Holy Communion
RULES

✧ Advice for life
✧ Rules in the Bible
✧ Justice and injustice
✧ The Golden Rule
✧ Shared values
✧ Rules about giving to the poor

SAINTS (upper KS2)

✧ Commitment
✧ Christian saints
✧ St Peter
✧ Mary the Mother of Jesus
✧ All Christians are called to be saints

THE CHRISTIAN COMMUNITY

✧ A harmonious community
✧ A church community
✧ A church/school community
✧ God is dependable
✧ God helps Christians face difficulties

THE LORD’S PRAYER 2 (upper KS2)

✧ God as Father
✧ The Kingdom of God
✧ Sharing and thankfulness
✧ Resisting temptation
✧ Praise

THE SERMON ON THE MOUNT

✧ The importance of salt
✧ The importance of light
✧ Giving to the needy
✧ How and when to pray
✧ Don’t worry!
### SUGGESTED ASSESSMENT FOCUS

**AT 1** Explain what these symbolise for Christians: the cross, water and light in baptism, bread and wine in Communion.

**AT 2** Express own feelings about one of these symbols and pose a question for class discussion to develop their personal understanding.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1 AT2</td>
<td>To be able to respond to symbolism in the world around them</td>
<td>Brainstorm what might be symbolised by fire, water, light and display words in a representative shape. Choose examples of art or music that have been inspired by these elements.</td>
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<tr>
<td>Lesson 2 AT1</td>
<td>To be able to interpret the symbolism of water and light associated with Baptism</td>
<td>(continues from KS1 unit Baptist &amp; Who am I What is my Community?) Make a collection of baptism artefacts/symbols e.g. white robe, candle, cross, water, priest’s stole. For each one identify its use &amp; symbolism in a baptismal service. Discuss the differences between baptising babies &amp; adults. Read the account of Jesus’ baptism. Find out how people are baptised in the Baptist Church and if the symbolism of using water is different. Arrange a visit &amp; write about the symbolism of baptism.</td>
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<tr>
<td>Lesson 3 AT1</td>
<td>To know how to interpret the symbol of the cross</td>
<td>(continues from KS1 unit The Local Church) What symbols identify your Church as being a Christian place of worship? Research in books or on the computer &amp; identify different crosses. Find a picture of a Celtic cross (surrounded by a circle). It symbolises eternity, never ending. Talk about the understanding of God as the Alpha &amp; Omega from Revelation 1:8. Design a Christian symbol based on a circle or write your thoughts on eternity in the form of a circle poem.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>To know the symbolism of the Bread &amp; Wine used in Holy Communion</td>
<td>Find a picture of the Last Supper. Read Jesus’ words Luke 22: 14 – 20. Why did Jesus choose bread and wine? Would anything else have been appropriate? How do Christians continue to ‘remember’? Will this go on for ever? Write what you understand about Holy Communion or Mass when celebrated in school or church. Draw a chalice. Make it a ‘cup of thanks’ by writing ‘thanks’ in different ways or languages.</td>
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<tr>
<td>Lesson 5</td>
<td>To understand what Jesus meant when He spoke of himself ‘I am the Light of the World’</td>
<td>Use the painting by Holman Hunt with this title. Read Luke 2: 28 – 32 &amp; John 8: 12 What properties of light could be attributed to Jesus? Think of the baptismal candle – what message could we take from that symbol? Find a Christian song/hymn that speaks of light. Do you use any in school? Spend time with a lighted candle thinking ‘how am I a light in my world’? Write your thoughts on a candle flame shape with the words from John 10:11.</td>
</tr>
</tbody>
</table>
| Lesson 7 AT1 & 2 | To know that not all symbolic words can be fully explained  
To appreciate ‘mystery’  
To express own feelings about one of these symbols and pose a question for class discussion to develop their personal understanding. | Review learning about Christian symbolism and thought shower words that describe God or Jesus, write on flame shapes and put on red drape. Use this as a visual focus, sit in circle and read the account of Moses & the Burning Bush. Invite pupils to pose questions about what has been covered in the unit, encourage deep discussion and assess individuals’ learning. Play some quiet reflective music while pupils’ record some questions and responses. | Exodus 3: 1-15  
Candle, red drape  
Reflective music |
**CHRISTMAS: GIFTS**  
**YEAR 3**

**SUGGESTED ASSESSMENT FOCUS**  
AT 1 Explain why Christians give gifts at Christmas.  
AT2: Express own ideas about the rights or wrongs of the present and card giving people do at Christmas.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
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</table>
| Lesson 1  
AT2 | To recognise the importance of giving as well as receiving | Discuss why people give presents at Christmas. Pupils share their experiences of giving & receiving. Listen to the legend of St Nicholas and how the character of Santa Claus has evolved from it along with the secrecy of giving disguised presents. Be sensitive to those still believing in Santa Claus! Think of a present that costs nothing & means a lot. Share the idea with the class. | Legend of St Nicholas in a book of saints or most assembly books |
| Lesson 2  
AT2 | To know the legend of St Nicholas |  |  |
| Lesson 2  
AT1 | To know the symbolism of the gifts of the Magi and how they connect to future events in Jesus’ life | Gold – a gift for a king  
Frankincense – a gift for a priest  
Myrrh – a gift to be used for burial. In groups take one gift to research and consider if Mary kept this gift, when in Jesus’ life might it have been used? Groups’ feedback to rest of class. | Examples of gold, incense and myrrh (perfume)  
Internet  
Bibles  
[www.request.org.uk/juniors/](http://www.request.org.uk/juniors/)  
The Jesus Encyclopedia  
[www.lionhudson.com](http://www.lionhudson.com) |
| Lesson 3  
AT1 | To know that Jesus is God’s gift to the world | Read the final verse of ‘In the bleak mid winter’. Write or draw gifts you would give to a baby that cost no money but would help him/her to grow up well. Compare the role of godparents at a child’s baptism. How has giving presents today moved away from the simplicity of Jesus’ birth? Read the legend of Baboushka  
Express own thoughts on giving…. | What can I give Him poor as I am  
If I were a shepherd I would give a lamb  
If I were a wise man I would do my part  
What I can I give Him, give my heart  
Baboushka by Arthur Scholey Pub; Lion  
ISBN 0 7459 2259 7  
Song Baboushka Come & Praise No 115 |
# CHRISTMAS JOURNEYS
## YEAR 4

### SUGGESTED ASSESSMENT FOCUS

AT1 Retell one of the journeys (Mary to see Elizabeth, Mary and Joseph to Bethlehem, the Magi to Bethlehem, or the Holy family to Egypt) showing an appreciation of the context, character’s feelings and possible interpretations.

AT2 Ask questions and suggest answers about aspects of the nativity narrative.

### LEARNING OBJECTIVES

| Lesson 1 | AT1 | To know about the journey Mary made to see her cousin Elizabeth |
| Lesson 2 | AT1 | To know the reasons why Mary and Joseph journeyed to Bethlehem and recall the events leading to Jesus’ birth |
| Lesson 2 | AT2 | Ask questions and suggest answers about aspects of the nativity narrative. |

### ACTIVITIES

| Lesson 1 | AT1 | Discuss journeys pupils have made for a specific purpose. What preparations were needed & what feelings were experienced before & after the arrival? Tell the events of the annunciation & Mary’s journey to her cousin. Write a diary account by the Angel Gabriel of his message to Mary or in pairs work out a conversation between Mary & Elizabeth. Hot seat Mary about her feelings on being chosen by God & how she told Joseph about the visit of the angel. |
| Lesson 2 | AT1 | Find out what a census is. Look on a map of the Holy Land & work out how far Mary & Joseph travelled & how long it took them. Find out from the OT about David’s city* Look at Jesus’ family tree** Improvise a drama about the arrival of Mary & Joseph in Bethlehem. Use the story ‘Jesus’ Christmas Party’ & carols. Have a class “any questions?” session. |

### RESOURCES

- (Link with KS2 Easter Year3 unit)
  - Jesus Through Art by M Cooling RMEP ISBN 1 85175 119 X
  - The Annunciation by Filippo Lippi (page 9-10)
  - Luke 2:5-24 and 26-45
- Luke 2: 1-7 Once in Royal David’s city Junior Praise No 185……
  - *1 Samuel 16:1-13 **Matthew 1:1-17
  - O Little Town of Bethlehem Junior Praise No 182
  - Mary had a baby Come & Praise No 123
  - Jesus’ Christmas Party by N Allen ISBN 0 09 9725916
<table>
<thead>
<tr>
<th>Lesson 3 AT1</th>
<th>To be able to sequence the journey of the Magi to Bethlehem</th>
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</thead>
<tbody>
<tr>
<td>AT1</td>
<td>To know how God protected the Holy family after the visit of the Wise Men</td>
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</table>

Look at the biblical text & decide what has been added to the text by tradition. Read Journey of a Lifetime by David Kossoff. How many ‘kings’ feature in the stories? Recall the symbolism of the 3 gifts (Y3) Make a diary record of events & conversations that might have been held on the journey to Bethlehem. Make links back to Nazareth by listening to the account of the flight into Egypt. Does this give such a cosy picture of Christmas? Do all people enjoy a happy Christmas? Pupils retell one of the journeys using a medium of their choice (Mary to see Elizabeth, Mary and Joseph to Bethlehem, the Magi to Bethlehem, or the Holy family to Egypt) showing an appreciation of the context, character’s feelings and possible interpretations.

Matthew 2:1-12
The Christmas Book compiled by Mary Batchelor Pub Lion 0 7459 1220 6
High Days & Holidays by David Self pub Lion ISBN 0 7459 2335 6

Luke 2: 13-23
CHRISTMAS PEOPLE  
YEAR 5

SUGGESTED ASSESSMENT FOCUS
AT 1 Use various sources to sequence the Nativity narrative
AT2 Show understanding of the emotions of a character in the narrative and how they might learn from them.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
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</thead>
</table>
| **Lesson 1**  
AT1  
To know the sequence of events in the birth narratives | Collect sufficient written or pictorial resources for groups to sequence the events of the Christmas story. Make notes and report back to the class. Make one list of the main characters & another of minor characters that engage with the events recorded in the Bible. | Bible  
Books about the Christmas story  
Posters, pictures, photographs, videos.  
Luke 1 & 2: 1-20  
Matthew 1: 18-25; 2: 1-23 |
| **Lesson 2**  
AT2  
To empathise with characters in the Christmas narrative | Initiate group discussions about the feelings of the main characters in the list made during the last lesson. Bullet point ideas and encourage pupils to select a character from the list who they find most interesting. Draft a letter from that person to a significant person in their life e.g. Mary to her mother, a shepherd to his best friend, reporting on the events they have witnessed and how they have been affected by them. | |
| **Lesson 3**  
To express the emotions of the characters | Complete the letters in an attractive format that could be displayed. Use IT skills or record the letters as a quality writing exercise. Read the letters to the class. | Use of IT |
CHRISTMAS THEN AND NOW
YEAR 6

SUGGESTED ASSESSMENT FOCUS
AT1. Show understanding of how the Christmas narrative challenges Christians to care for the homeless and refugees.
AT2: Identify practical ways for self/own community to respond to this challenge.

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<tr>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
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<td>AT1</td>
<td>To know the biblical accounts of the birth of Jesus &amp; that they were written after Jesus death</td>
<td>Talk about the different communities for which Luke &amp; Matthew wrote about the birth of Jesus.* Make a list of the similarities &amp; differences between the two accounts. Talk about eyewitness accounts of an event &amp; how they could be different. Watch a video showing the events of the Nativity.</td>
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<tr>
<td>AT2</td>
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<td><strong>Lesson 2</strong></td>
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<td>AT2</td>
<td>To be able to make contemporary links with the theme of homelessness in the Nativity narratives</td>
<td>What causes homelessness today? Discuss which parts of the Christmas narrative relate to homelessness. Suggest circumstances &amp; places where Jesus might have been born today. Present these pictorially with titles that replace ‘King born in a stable!’</td>
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<td><strong>Lesson 3</strong></td>
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<td>AT1 &amp; 2</td>
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<td>AT1</td>
<td>To relate the plight of refugee status with the Holy Family</td>
<td>What causes people to be refugees? How could life be made easier for refugees at Christmas time? If the Holy Family came to your community as refugees how would they be received? Using your knowledge of the Jewish way of life, discuss practical</td>
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<td></td>
<td>To Show understanding of how the Christmas narrative challenges Christians to care for the homeless and refugees</td>
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<td>AT2</td>
<td>Identify practical ways for self/own community to respond to this challenge.</td>
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<td>ways of showing you care, eg ways of</td>
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<td></td>
<td>a) helping Joseph to find work</td>
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<td>b) including Jesus in your school life</td>
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<td>c) helping Mary to find friends.</td>
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<td>Reflect on ways we respond to the challenge in our community and get pupils to make their own reasoned suggestions.</td>
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## COMMUNICATION
### KEY STAGE 2

**SUGGESTED ASSESSMENT FOCUS**

AT 1. Explain and exemplify from the bible one way God communicates with Christians

AT 2. Discuss how people communicate with God in (a specific) church expressing their own views.

<table>
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<tr>
<th>LESSONS</th>
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<tbody>
<tr>
<td>Lessons 1 &amp; 2</td>
<td>To know appropriate ways of communicating in different contexts and cultures</td>
<td>Talk about greeting people – close family &amp; friends, acquaintances &amp; strangers. Role-play answering the school office phone at lunchtime. Consider the life of Helen Keller &amp; how she learnt to communicate. Research signing for the deaf or Braille for the blind. ‘Talk’ to a friend using sign language. Show how feelings are conveyed by faces &amp; bodies. Use mirrors to practice different emotions. Get pupils to reflect on what they know about how people communicate with God.</td>
<td>The Story of Helen Keller Faith in Action Series Pub: REP ISBN 0 08 021234 4 Information from RNIB Mirrors</td>
</tr>
<tr>
<td>Lesson 3 AT1</td>
<td>To understand how God communicated through the prophets in the Old Testament</td>
<td>Divide the class into groups. Find out how God spoke to i) Jacob in a dream, ii) Moses through the burning bush, iii) Jonah in the fish, iv) Daniel in the den of lions, v) Elijah by the brook. Devise a reporting sheet for the group to report back to the class about the event &amp; how God spoke.</td>
<td>i) Genesis 28: 10-22 ii) Exodus 3: 1-20 iii) Jonah ch 1 &amp; 2 iv) Daniel 6 1-23 v) 1 Kings 17: 1-24</td>
</tr>
<tr>
<td>Lesson 4 AT1</td>
<td>To know how God used angels to give messages to people</td>
<td>Discuss the role of an angel, how they are portrayed in art &amp; the modern usage of guardian angel. Write a personal diary of Gabriel’s work re: Birth of John the Baptist (Luke 1: 5-25), &amp; Birth of Jesus (Luke 1: 26-37 &amp; Matthew 1: 18-25)</td>
<td><a href="http://www.request.org.uk/main/bible">www.request.org.uk/main/bible</a> Bibles Pictures of angels The Christmas Story by Brian Wildsmith Pub: OUP ISBN 0 19 272244 1</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>AT 2</td>
<td>To understand that Christians can communicate with God through prayer and praise</td>
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<td>AT1</td>
<td>(link with KS1 units Prayer, The Lords’ Prayer1 &amp; KS2 unit The Lord’s Prayer 2) Discuss why &amp; when people pray. What do we know about the importance of prayer in other religions? Use the analogy of a telephone call where you need to listen as well as talk. Play Chinese Whispers to find out how well we listen to messages. Brainstorm different types of prayers known to the pupils. Talk about how we should pray. Read Luke 18:9-14. Using the following acrostic write four prayers you could use at home or in school. Adoration – praising God Confession – saying sorry to God Thanksgiving – saying thank you Supplication – asking God for someone or something.</td>
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<td>The Jesus Encyclopedia  Lion Hudson <a href="http://www.lionhudson.com">www.lionhudson.com</a> Various books of prayers Lion Book of Famous Prayers 0 85648 131 9 Time &amp; Again Prayers Pub OUP 0 19 233607 X Lion Book of Children’s Prayers 0 85648 070 3 Bible</td>
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<tr>
<td>Lesson 6</td>
<td>AT 2</td>
<td>To know how music can be a way of communicating in religion</td>
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<td>Explore how some hymns/songs have developed from Bible passages. Discuss pupils’ experiences of church music. Prepare a ‘choir’ item for collective worship. Using percussion, develop a dance to accompany a Christian song. eg Lord of the Dance, Shalom, Joshua fit the battle of Jericho.</td>
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<td>Tapes of Christian music eg Gospel choirs, Taize, cathedral music Hymn/song books Videos of church service showing music or dance (Come &amp; Praise, Junior Praise)</td>
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<td>Lesson 7</td>
<td>To know how Christians hear about the messages of Jesus’ teaching and how they are communicated in churches.</td>
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<tr>
<td>AT1 &amp; 2</td>
<td>Visit a church and identify the font, lectern, pulpit &amp; altar. At each place decide how Jesus’ teaching is communicated. Make notes Eg <strong>altar</strong>—Last Supper (Luke 22:14-20), <strong>lectern</strong>—sermon on the mount (Matthew 5-6), <strong>font</strong>—baptism—followers of Jesus—members of God’s family the church, <strong>pulpit</strong>—preaching the Good News &amp; helping Christians to put their faith into practice &amp; telling others of God’s love for them (Matthew 28:18-20) Talk about their experiences of church &amp; what they think is the role of the church. Express own views about how God communicates to people and how religious people can communicate.</td>
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</tbody>
</table>
|          | Arrange church visit (could be from KS1 visit)  
|          | Bibles  
|          | Video – Pathways of Belief BBC  
|          | Places of Worship Resources Pack BBC by L Broadbent  
|          | ISBN 0 563 37470 5  
|          | Keystones: Christian Church A&C Black by A Brown & A Seaman  
|          | ISBN 0 7136 4337 4 |
CREATION  
KEY STAGE 2  

SUGGESTED ASSESSMENT FOCUS  
AT1 Describe key teachings from Christianity, Judaism and Islam about human responsibility for the natural world  
AT2: Make a reasoned suggestion of a way an individual could be a “steward of creation”

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</table>
| **Lesson 1**
AT1 Pupils’ explore the word “Creation” & express their own understanding of how the world was made and their own capacity for creativity.  
To know what Christians believe about Creation  
To know that Christians believe humans are made in the image of God & are the pinnacle of His Creation  
AT2 To appreciate the wonder of Creation  
Discuss what pupils think is amazing in the world.  
Invite questions and answers about Creation.  
Do visualisation activity Read the account from Genesis 1 whilst listening to part of Haydn’s Creation. (Watch the Creation Stories video.)  
Share responses with partner about 1) My own creativity  
2) How I think the world was created. Be aware of the different views that are held about the interpretation of the Genesis account of Creation – literal or symbolic. Does peoples’ view affect how they live in the world? This is what we are finding out in this unit of study we will compare Christian, Judaism and Muslim story of creation and how it makes people take responsibility for the world. We’ll come up with some ways we think we can be good stewards of creation. Activity: record on speech bubbles (for a display) 1) and 2) above and write questions pupils want to find answers to  |
| **Script for visualisation**  
http://www.theway2go.org/content  
www.request.org.uk/main/basics/environment  
look at Creation on the hub  
Picturing Creation, CD resource, REtoday ISBN 1-904024-58-0  
Genesis 1  
The Creation by Haydn (Creation Stories C4 video (prog 1) + book  
A range of art & music both old & contemporary.  
The Bible through Art by M Cooling ISBN 1 85175 215 3) |
<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>AT 1</th>
<th>AT 2</th>
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<tbody>
<tr>
<td>Know the Christian and Jewish understanding of Creation</td>
<td>Recap understanding using class bible or story accounts pupils have brought in. Emphasise 1) man in God’s image to look after and enjoy creation 2)Adam and Eve disobeyed God and had to leave paradise. 3) God gave people laws to live -look at one of these Read the 4th commandment &amp; note its’ relation to creation. Does it matter if we break this commandment? Discuss how &amp; why the use of Sunday has changed since Victorian times. Identify days for prayer &amp; worship for Christians and Jews. Share feelings of the importance of re-creation &amp; recreation. Talk about things pupils do on Sundays... Do a survey of how people in the class relax at the weekend. Revisit the discussion at the beginning of the lesson!</td>
<td>Exodus 20: 8-11 (Books about the Victorians).</td>
</tr>
<tr>
<td>during this unit. Invite pupils to bring creation stories, songs, dances to share with class.(In pairs talk about the creativity of your partner. Make an observational drawing of an example of God’s creation. Make a creation alphabet frieze for the Reception Class.)</td>
<td></td>
<td><a href="http://www/theway2go.org/content">http://www/theway2go.org/content</a> encourage pupils to explore “God made us” (science) and “Who Cares?” on theway2go web site</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>AT1</td>
<td>To know that remembrance of creation is one of the themes of Shabbat in Judaism</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>AT1</td>
<td>To know that Muslims believe that Allah created humanity to worship him</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>AT1</td>
<td>To be able to describe key teachings from religions about human responsibility for the natural world</td>
</tr>
<tr>
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</tr>
<tr>
<td>AT2</td>
<td></td>
<td>To have a practical understanding about living thoughtfully as global citizens</td>
</tr>
</tbody>
</table>

- Read quotes about creation from different faiths. Review how views of creation studied affect how people live thoughtfully as global citizens. Discuss whether only people with a particular view of creation will live thoughtfully.
- Select activities from the Community section of the Christian Aid resource pack.
- Play the global class game to see your class is part of a global community. Do the ‘Whole world cake’ activity to decide ‘Is it fair?’
- Discuss what ‘stewards of creation’ means. Using website information, find out what charities work to improve the environment.
- Find out from the library any local projects for conservation. ‘Things get better when enough people decide that they should get better. Things change when ordinary people come together in a common purpose’. Kofi Annan Secretary General of the UN.
- Present information to encourage others to do something to make a difference eg as a power point presentation in collective worship.

<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>AT2</th>
<th>To be able to express own view of and response to creation</th>
</tr>
</thead>
</table>

- Use this lesson for assessment, talking to individual pupils as they work. Activity: Show pictures/paintings of creation,

Living Thoughtfully Christian Aid pack (Every school had a free copy in 2001)
Enquiries: 020 7523 2248 or info@christian-aid.org
www.christian-aid.org.uk
www.actionaid.org
www.greenpeace.org.uk
www.treesforlife.org.uk

www.pcfre.org.uk/spiritedarts
Quotations about Creation and the natural world from Christianity, Islam and Judaism

**Christianity**
God created man in his own image....God blessed them and said to them, “Be fruitful and increase in number, fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground”
The Lord God took the man and put him in the Garden of Eden to work it and take care of it. And the Lord God commanded man “you are free to eat from any tree in the garden, but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die”  Gen 2:15-17

**Judaism**
When God created the first man, he led him around all the trees of the Garden of Eden and said to him “Look at what I have made, how beautiful it all is. Do not spoil and destroy my universe. If you do, no-one will repair it”  Midrash Rabbah, Kohelet 7
Adam walked in the garden on the first day. He could smell the wonderful smells and see beautiful things. The smell of a ripe fruit drew him to the fruit trees. He stretched up to pick an apricot but it lifted itself out of reach. He tried to pick a pomegranate, but that too moved out of reach. Then Adam heard a voice saying “Work the soil and care for the trees and then you may eat”

**Islam**
God it is that created the heavens and the earth and that which is between them in six days...Such is the knower, the mighty, the merciful, who made all things good.  Qur’an 32:4-9
Eat of the good things that have been provided for you, and be grateful to God. Qur’an 2:172
It was we who created man, and we who know what dark suggestions his soul makes to him; for we are nearer to him than his jugular vein  Surah 50:16
**EASTER: JERUSALEM JOURNEY**

**YEAR 3**

**SUGGESTED ASSESSMENT FOCUS**

AT 1 Know the main events of Holy Week and recognise the significance of Easter for Christians

AT 2 Consider the disciples reactions to Jesus during his journey and make comparisons with emotions they have experienced

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LEARNING OBJECTIVE</th>
<th>ACTIVITY</th>
<th>RESOURCES</th>
<th>OUTCOME</th>
</tr>
</thead>
</table>
| 1    | AT2 Make links between values and commitments, including religious ones, and their own attitudes and behaviour | Journey.  
• In a circle sharing time, pupils recall aspects of Jesus’ life and work.  
• T. introduces concept of Jesus’ life as a journey. Think about what any journey involves, how it feels, contrasting experiences and emotions involving senses.  
• Pupils share own experience of a journey –reflect, draw/write, share if desire. | Pupils in circle for sharing.  
Bible for prompting.  
Pupils recall prior knowledge of Jesus life and ministry.  
Pupils consider how the concept of life being a journey. |
| 2    | AT1 describe some religious beliefs and teachings and their importance.  
AT1 describe how some features of religions studied are used or exemplified in festivals or practices.  
AT1 make links between religious symbols, language and stories and the beliefs or ideas that underlie them. | Palm Sunday, overturning tables in temple, Passover.  
• 15 mins. Watch each event from Miracle maker video, stopping after each section to discuss what happened and what a news reporter say.  
• 30 mins. Imagine self as a reporter, brainstorm possible titles for story, work alone or in pairs to prepare an account/script.  
Write/wordprocess/draw cartoon strip.  
• 15 mins. Share accounts. Finish lesson recalling 3 events and | Video player  
Miracle Maker  
Matzot crackers  
Palm Cross  
Bread and wine  
Easter story Book  
exerts and pictures | Pupils know major events of Jesus’ Jerusalem Journey leading to Easter.  
Pupils’ recognise significance of Palm Cross, bread, and wine to Christians. |
# EASTER: JERUSALEM JOURNEY
## YEAR 3

### SUGGESTED ASSESSMENT FOCUS
AT 1 Know the main events of Holy Week and recognise the significance of Easter for Christians
AT 2 Consider the disciples reactions to Jesus during his journey and make comparisons with emotions they have experienced

<table>
<thead>
<tr>
<th>AT2</th>
<th>AT1</th>
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</table>
| starting a display of artefacts depicting Jesus’ Jerusalem Journey. Share matzot crackers, explaining links with communion taken by Christians. | Jerusalem Journey Trail  
- 5 mins. In circle give out sheet of pictures, ask pupils what each |
| Gethsemane, Jesus’ Trial, Crucifixion, burial and resurrection.  
- 5 mins. Pupils’ recall events of story last week  
- 15 mins. Teacher reads from “The Everlasting Story” showing pictures on PP if possible and using artefacts.  
- 5 mins. Pupils invited to reflect on the pictures of the story and choose a part to act out in groups.  
- 10 mins. pupils plan drama  
- 10 mins share drama with class  
- 10 mins make a circle, with the story artefacts in the centre. Say what they mean to a Christian, then pass each around and silently reflect on what they mean personally. Have an Easter egg! | Trail sheets: List of verses Pictures  
Pupils know major events of Jesus’ Jerusalem Journey leading to Easter.  
Pupils’ recognise significance of cross, thorns, Easter egg for Christians and reflect on meaning for themselves. |
SUGGESTED ASSESSMENT FOCUS
AT 1 Know the main events of Holy Week and recognise the significance of Easter for Christians
AT 2 Consider the disciples reactions to Jesus during his journey and make comparisons with emotions they have experienced

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5 mins.</td>
<td>Give out the trail sheet and list of verses, explain how to complete the sheet.</td>
</tr>
<tr>
<td>45 mins</td>
<td>Show paper for Journey map and brainstorm ways of presenting the trail using the pictures and words. Pupils can present their work as they like but it must contain some explanatory words. They can use the bible as a resource for further information.</td>
</tr>
<tr>
<td>5 mins.</td>
<td>Plenary- share work, put on display.</td>
</tr>
<tr>
<td>The trail</td>
<td>Choice of paper to do trail on Bibles</td>
</tr>
<tr>
<td>leading to Easter.</td>
<td>Pupils’ recognise that the events of the story are recorded in the Bible.</td>
</tr>
</tbody>
</table>
**EASTER: JERUSALEM JOURNEY**  
**YEAR 3**

**SUGGESTED ASSESSMENT FOCUS**
AT 1 Know the main events of Holy Week and recognise the significance of Easter for Christians  
AT 2 Consider the disciples reactions to Jesus during his journey and make comparisons with emotions they have experienced

| 5   | AT2 | Jesus’ Journey and my Journey  
15 mins Watch last part of Miracle maker video.  
10mins We all have different feelings. Some people express them in song, listen to “When I think about the cross” – consider the issues it raises- eg. the love of one person for another the capacity to believe  
25 mins Our responses to Jesus’ Journey will all be different and we can express them in different ways. Someone may want to write a song, a poem or a prayer. Someone may want to paint or draw or make something to remind them of Jesus’ journey or their own journey.  
5 mins Pupils invited to share responses if they want to. | Miracle Maker video  
Song- “ when I think about the cross”  
Variety of materials for pupils to choose medium for activity. | Pupils will deepen their understanding of Jesus’ journey and learn to express some personal response to it. |
## EASTER: PEOPLE
### YEAR 4

**SUGGESTED ASSESSMENT FOCUS**

AT Communicate the significance of Good Friday for Christians  
AT2 Communicate the meaning the symbol of the cross may have to people and/or to themselves.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **Lesson 1**  
**AT1**  
To know the reactions of some of the disciples at the Last Supper, in the Garden of Gethsemane & the final events of Jesus’ life on earth  
**AT2**  
To appreciate the feelings of an eye witness in Jerusalem | Recall previous knowledge gained in Y3 from the treasure trail. Focus on the Last Supper. Role-play the washing of the disciples’ feet. Use all disciples’ names. Think about Peter’s reaction then & later when the cock crowed. Think about Judas at the table & his actions when Jesus was praying in the Garden. How might you have felt as an eye witness? Write a letter to either Peter or Judas asking them why they betrayed Jesus. | [www.whyeaster.com](http://www.whyeaster.com)  
Y3 unit Jerusalem Journey  
John 13: 1-17 Water, bowl & towel  
Matthew 10: 1-4 (disciples)  
John 18: 12-27 (Peter’s denial)  
John 13: 21-30 & Mark 14: 43-50(Judas)  
Mark 14: 32 42 (Jesus praying) |
| **Lesson 2**  
**AT1**  
To know what part the women played at the trial, crucifixion and resurrection of Jesus  
**AT2**  
To appreciate Mary’s grief at the death of her son | Read Mark 14: 3-9, 15: 40-41, 16: 1-12  
Consider the role of the women & ‘hot seat’ either Mary who anointed Jesus or Mary his Mother. Ask them about their feelings at various points in the events. Write an account of events from Mary’s point of view before & after Jesus’ death. Discuss what people do when they are frightened. Explain what a broken heart means. | Posters, pictures of parts of the Easter narrative.  
Jesus Through Art by M Cooling |
<table>
<thead>
<tr>
<th>Lesson 3 AT2</th>
<th>To recognise that the cross is a sign of hope for Christians</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT2</td>
<td>To understand the significance for Christians of Good Friday</td>
</tr>
<tr>
<td></td>
<td>Tell the story of the Three Trees. Discuss the allegory in the story with its’ links to Christmas, Jesus ministry &amp; his death. Each pupil could learn about one cross its country of origin &amp; its’ symbolism. Plot them on a world map. Reflect on the growth of Christianity. What is the central message of Christianity? Does this explain why Christians recognise the Friday in Holy Week as ‘good’?</td>
</tr>
<tr>
<td></td>
<td>The Tale of Three Trees by A. Ewell Hunt Pub Lion A-cross the world CMS resource pack Partnership House 157 Waterloo Rd London SE1 8UU Tel: 020 7928 8681 <a href="http://www.cms-uk.org">www.cms-uk.org</a> World map Pathways of Belief Christianity (prog 3) There is a green hill far away Junior Praise No 245</td>
</tr>
</tbody>
</table>
**EASTER: CONTRASTS**  
YEAR 5

**SUGGESTED ASSESSMENT FOCUS**
AT1 Know why Jesus resurrection is of central importance to the Christian faith.  
AT2 Discuss questions about the different accounts of Jesus death and resurrection

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **Lesson 1**         | Watch a video clip of Jesus’ arrest & death on the cross. Look at the different ways that artists interpret the gospel events or picture Jesus. Write an eye witness account for the ‘Jerusalem Times’, from the point of view of a Roman soldier, a disciple, or a traveller in Jerusalem for the Passover. Why might they be different? | [www.uspg.org.uk](http://www.uspg.org.uk)  
[www.makedisciples.com/Easter](http://www.makedisciples.com/Easter)  
Video: Jesus of Nazareth or The Miracle Maker or The Robe  
Posters/paintings/postcards. Jesus through Art by M Cooling  
Images of Jesus from ‘The Christ We Share’  
USPG 157 Waterloo Rd London SE1 8XA |
| **AT1**  
To know that the gospel accounts of Jesus’ death & Resurrection were written after the events had taken place |             |           |
| **AT2**  
To understand the differences and similarities in eye witness accounts of any event |             |           |
| **Lesson 2**         | In circle time talk about sad times & how people cope with sorrow and death. Possibly look at tombstones to see what epitaphs are written about people. What would you hope people might write about you? Make a dramatised reading of the Easter evening journey to Emmaus. What contrasting emotions are evident? Discuss the similarities of Jesus’ actions at supper & compare them with the Last Supper. | [Luke 24: 13-35](http://example.com)  
| **AT2**  
To understand feelings of sadness & despair |             |           |
| **AT1**  
To know the account of the disciples encounter with Jesus on the Emmaus Road |             |           |
| **Lesson 3**         | Discuss how difficult it is to believe something you don’t understand. Allow pupils to make their own responses to the mysterious events of Easter Day. How significant is it that Easter is still celebrated over 2000 years after the event? In groups design a banner, a window or a card with colours that show the contrast between the darkness of Good Friday and the joy of Easter Day. | Now the green blade rises  
Come & Praise No 131 |           |
| **AT1**  
To know that Christians believe that love is stronger than death & God’s power is shown in the Resurrection of Jesus  
Discuss questions about the different accounts of Jesus death and resurrection |             |           |
| **AT2** | | |
# EASTER: NEWS GOOD & BAD

## YEAR 6

### SUGGESTED ASSESSMENT FOCUS

AT1: Sequence the events in the final week of Jesus life on earth.

AT2: Communicate the effect Jesus final week on earth had on people at the time and make connections with how Christians relate to Jesus to-day.

### LEARNING OBJECTIVES | ACTIVITIES | RESOURCES
--- | --- | ---
**Lesson 1**<br>AT1 | To be able to sequence the events in the final week of Jesus’ life on earth | Make notes on the main events that took place according to the Gospels.  
Palm Sunday (Mark 11:1-11)  
Monday (Mark 11:15-19)  
Tuesday (Luke 21:1-4)  
Wednesday (Matthew 26:1-16)  
Maundy Thursday (Matthew 26:17-56)  
Good Friday (Luke 23:1-56)  
Holy Saturday (Matthew 27:62-66)  
The Jesus Encyclopedia Lion Hudson  
[www.lionhudson.com](http://www.lionhudson.com)  
Refer to unit for Y3 Bibles

**Lessons 2 & 3**<br>AT1&2 | Communicate the effect Jesus final week on earth had on people at the time and make connections with how Christians relate to Jesus to-day.  
Working in 8 groups produce a daily news sheet using the notes made in lesson 1.  
Include striking headlines, quality report writing, pictures, advertisements, interviews, invitations etc  
As a plenary read the news sheets in the correct order and display them for an Easter service either in church or in school. | Encourage use of IT skills.  
Make videos available also books, pictures, posters, artefacts, clip art.
**FAITH IN ACTION**
**KEY STAGE 2**

**SUGGESTED ASSESSMENT FOCUS**
AT1 Describe how Christian faith influenced William Booth, Mother Theresa or another who demonstrates Christian faith in action.
AT2 Identify a practical way of putting faith into action in your community to-day.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
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<tr>
<td><strong>AT1</strong></td>
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</tbody>
</table>
| To know how William Booth became the founder of the Salvation Army | Introduce W Booth by listing the important events of his life. Tell the story of the Cab Horse Charter & have a copy of the charter to discuss. Do activity on p81 Faith in History. Look in the Bible at 1 John 3:17-18. Discuss what it might mean today for us. Write to the Salvation Army to find out what they do in your area. Ask someone to come & talk to the class. | [www.refuel.org.uk/curric/festivals/lent/giving](http://www.refuel.org.uk/curric/festivals/lent/giving)  
[www.request.org.uk/main/action](http://www.request.org.uk/main/action)  
Teacher’s Salvation Army pack from 101 Queen Victoria Street, London EC4P 4EP.  
God’s Special Army (Faith in Action)  
Faith in History By M Cooling.  
ISBN 0 86347 106 4  
Telephone directory |
| To know WB wrote the Cab-Horse Charter and that it became one example of putting faith into action |            |           |
| **Lesson 2**         |            |           |
| **AT2**              |            |           |
| To appreciate that caring and doing something about the needs of others is an essential part of being a Christian and serving God | Brainstorm what should be the basic needs of a person today. Have things improved since Victorian times? Is there equality of basic needs in every country? Scan some newspapers for current areas of need. Make a display of some headlines entitled ‘Rich world. Poor world’. Think about who should be responding. What can individuals do? Link to projects your school is involved in at Harvest, Christmas or Lent. | Newspapers, charity literature  
Local directory of places of worship. |
| Lesson 3 | AT1 | To know how Mother Teresa used her life to serve God |
| Lesson 4 | AT2 | To be able to explain that we all make decisions based on our beliefs |
| Lesson 5 | AT1 | To know that people today put their faith into action |

### Lesson 3
- **AT1**: To know how Mother Teresa used her life to serve God
- **AT2**: To find ways of putting your faith into action in your community

#### Activities
- Sequence the important events in Mother Teresa’s life. Consider the words of the prayer/song ‘Make me a channel of your peace’.
- In groups take each couplet & give examples of how the words can be put into practice. Make a classroom display of your ideas in words & pictures. Make a class book of prayers inspired by her life. Use some of them in a time of reflection in the classroom.

#### Resources
- **RE Ideas:Christianity, RE Today** ISBN1-904024-69-6
- The Story of Mother Teresa (Faith in Action) ISBN 0080241697.
- Come & Praise No 147

### Lesson 4
- **AT1**: To be able to explain that we all make decisions based on our beliefs
- **AT2**: To know the guidance Jesus gave for behaviour

#### Activities
- Read or tell a story with a moral dilemma. In pairs discuss what should be done. Share thoughts. How did you decide? What rules are there to follow in order to decide on a solution? Do you have rules for yourself in helping you to behave? Do Christians have any guidance? What would it be & where could it be found?

#### Resources
- Story from the fiction library.
- That’s Not Fair by B & T Miller Pub RMEP 0 08 040452 9

### Lesson 5
- **AT1**: To know that people today put their faith into action

#### Activities
- Brainstorm why Christians are involved in helping others both locally and in other countries.
- Group research: find out about a charity in greater depth. What principles are they guided by? Give presentations to the class in lesson 6.

#### Resources
- Collect material from info@christian-aid.org www.globalgang.org.uk
- Tearfund, World Vision or other agencies. Copies of parish magazine.
<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>AT2</th>
<th>Make presentations of group research. Display the work &amp; use as an assessment task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 7</td>
<td>AT1</td>
<td>To know examples of ways in which Christians help others today</td>
</tr>
<tr>
<td>AT2</td>
<td></td>
<td>Identify a practical way of putting faith into action in your community to-day.</td>
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<tr>
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<td></td>
<td>similarities. What does verse 40 mean? Refer to materials from Christian agencies.</td>
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<td>Relate the teaching of Jesus to ways the school responds to needs during the year,</td>
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<td></td>
<td>e.g. Christmas, Lent, Harvest, charity events.</td>
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<td>Address the questions:</td>
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<td></td>
<td></td>
<td>‘Why &amp; how do Christians help others?’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘In what practical way could faith be put into action in our community?’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘When I needed a neighbour were you there?’ Come &amp; Praise No 65</td>
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<tr>
<td></td>
<td></td>
<td>‘I was lying in the roadway’ Come &amp; Praise No 88</td>
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<td></td>
<td></td>
<td>‘Cross over the Road’ Come &amp; Praise No 70</td>
</tr>
</tbody>
</table>
**JESUS’ PARABLES**

**KEY STAGE 2** (note 6 parables are included, making this a long unit unless you choose 4 or have groups learning in depth about different parables and presenting to class)

**SUGGESTED ASSESSMENT FOCUS**
AT1: Recall a parable Jesus taught recognising the purpose of teaching by parables and the interpretation of the parable.
AT2: Apply the teaching of a parable to a present day situation, commenting on how people can draw on lessons from Jesus teaching for their own lives.

<table>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
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<tr>
<td><strong>AT2</strong></td>
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<td></td>
</tr>
<tr>
<td>To understand what a parable is</td>
<td>(link from KS1 Jesus the Teacher) Look up a dictionary definition of ‘parable’. Read one of Aesop’s fables to discern a story with a meaning. Work in pairs to construct a story that could illustrate ‘biggest is not always best’ or how a small child might be wiser than an adult’. Recall knowledge of Jesus’ ways of teaching and use of parables.</td>
<td><a href="http://www.request.org.uk/main/bible/jesus">www.request.org.uk/main/bible/jesus</a> Aesop’s fables</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AT1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To know that Jesus taught his followers by using parables. To understand Jesus’ teaching about ‘Who is my neighbour?’</td>
<td><strong>The Parable of the Good Samaritan:</strong> Compare the two paintings by Jacapo Bassano 1550-1570 &amp; Rodolfo Arellano 1960 (Jesus Through Art) Use conversation points to stimulate discussion &amp; observation of detail. Write a rap to retell story. Use the sketch ‘The Saturday Night Good Samaritan’ to explore application of story. Other ideas for activities pp 69-70. Refer to song ‘Cross over the road’. Research work done by Christians who care today.</td>
<td>Watch clip on Miracle Maker video Bible Luke 10: 25-37 Jesus Through Art Pub: RMEP ISBN 1 85175 119 X Come &amp; Praise No 70 Jean Vanier, L’Arche Community Hospice movement</td>
</tr>
<tr>
<td><strong>AT2</strong></td>
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</table>
| Lesson 3 | To identify the meaning and application of the parable.  
To recognise everyone has gifts to be used to serve God and other people | **Parable of the Talents.**  
Each pupil to write down the thing they are best at & something they would like to be good at. Choose a partner & each to write down what they think their partner is best at. Compare answers. Discuss whether the thing they would like to be able to do is better or more important than the thing they can do. Try to agree that all abilities are important. It is the way they are used that counts. Make a talents board to affirm the variety of gifts in the class. Read/tell the parable from the Bible.  
Ask the question – Was the owner fair?  
Possibly divide the class into groups of 6, giving each group £1. Either theoretically or practically help pupils to think of ways of using their talents to multiply them for the benefit of others. | Bible Matthew 25:14-30  
(Explain that a talent was a weight of gold or silver each worth about £600. Whatever our abilities God wants us to use them, not neglect or hide them. He was aiming the story at the religious people who kept their religion to themselves – they were cheating God.) |
|---|---|---|
| Lesson 4 | To identify the meaning and application of the parable.  
To appreciate that people respond differently to the Christian faith | **Parable of the Sower**  
Give some background to farming practices at the time of Jesus & type of land being cultivated. Read/tell the biblical account of the sower. Discuss the interpretation Jesus gives in verses 18-23. What types of people represent the 100fold today? In groups dramatise the parable through mime or movement or make a picture sequence of the story. | Bible encyclopaedia. Background shots from the video Jesus of Nazareth or video ‘So, who is this Jesus’ filmed in Israel (www.cta-jesus.com)  
Bible – Matthew 13: 3-9, 18-23  
NB this parable is an allegory & the only one Jesus explained to his disciples |
| Lesson 4 | To identify the meaning and application of the parable.  
To appreciate that people respond differently to the Christian faith | **Parable of the Sower**  
Give some background to farming practices at the time of Jesus & type of land being cultivated. Read/tell the biblical account of the sower. Discuss the interpretation Jesus gives in verses 18-23. What types of people represent the 100fold today? In groups dramatise the parable through mime or movement or make a picture sequence of the story. | Bible encyclopaedia. Background shots from the video Jesus of Nazareth or video ‘So, who is this Jesus’ filmed in Israel (www.cta-jesus.com)  
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NB this parable is an allegory & the only one Jesus explained to his disciples |
| Lesson 4 | To identify the meaning and application of the parable.  
To appreciate that people respond differently to the Christian faith | **Parable of the Sower**  
Give some background to farming practices at the time of Jesus & type of land being cultivated. Read/tell the biblical account of the sower. Discuss the interpretation Jesus gives in verses 18-23. What types of people represent the 100fold today? In groups dramatise the parable through mime or movement or make a picture sequence of the story. | Bible encyclopaedia. Background shots from the video Jesus of Nazareth or video ‘So, who is this Jesus’ filmed in Israel (www.cta-jesus.com)  
Bible – Matthew 13: 3-9, 18-23  
NB this parable is an allegory & the only one Jesus explained to his disciples |
| Lesson 5 | AT1 | To identify the meaning and application of the parable.  
To realise the importance for Christians of making time to learn about God & to obey the teachings from the Bible |
| Lesson 6 | AT1 | To identify the meaning and application of the parable.  
To know that forgiving one another and being forgiven are important aspects of living in a community. |
| AT2 | To know how & when to make right choices |
| AT1 | To know that God forgives whenever a person repents |

**Parable of the Great Feast**  Read the parable. Discuss the change of invitations to the feast. Who really suffered? Was the man who gave the banquet fair? What excuses do we make that might upset God?  
Brainstorm situations when we’ve made excuses not to do something because we’re too busy or a better invitation comes along or we haven’t time. Give modern examples of excuses that are often made and the feelings of those we disappoint. Talk about right & wrong choices, selfish & unselfish acts, doing your duty, letting people down, guilty consciences etc. Write a scenario about ‘Making the right choice’.

**Parable of the unforgiving servant**  Be aware of the question (v21) that prompted Jesus teaching. Recognise that 490 was not the answer but that you should forgive without limit, as God does. Read the parable. Hot seat the master/king & then the unforgiving servant. Use circle time to discuss the implications of bearing a grudge & practical ways of expressing forgiveness at home, in school & in the world. Play some quiet music & encourage pupils to reflect on Jesus’ words from the cross ‘Father forgive them, they don’t know what they are doing.’ Research the background to the cross of nails in Coventry Cathedral & present it to the class.

| Lesson 6 | AT1 | To identify the meaning and application of the parable.  
To know that forgiving one another and being forgiven are important aspects of living in a community. |
| AT2 | To know how & when to make right choices |

**Bible – Luke 14:16-23**

Modern examples e.g. visiting grandparent or going to the cinema; helping mum or watching TV; visiting a sick friend or playing in the park.

**All that Glitters**  [www.brf.org.uk](http://www.brf.org.uk)

**Bible – Matthew 18:21-35**

Poster/picture of the crucifixion or a crucifix. Meditative music  
[www.coventrycathedral.org](http://www.coventrycathedral.org)
| Lesson 7 AT1 | Parable of the Pharisee & the Tax Collector | Luke 18: 9-14  
Mark 12:41-44 |
| --- | --- | --- |
| AT2 | To identify the meaning and application of the parable.  
To know that God’s mercy has no limits and his love no bounds  
To understand what attitudes are pleasing to God |  |
| Lesson 7 AT1 | Recall a parable Jesus taught recognising the purpose of teaching by parables and the interpretation of the parable.  
Apply the teaching of a parable to a present day situation, commenting on how people can draw lessons from Jesus teaching to their own lives. | Let pupils chose a way to communicate their learning, for sharing and assessment purposes. |
**JESUS THE HEALER**

**KEY STAGE 2 (this unit has links and similarities with KS2 unit Miracles)**

**SUGGESTED ASSESSMENT FOCUS**

AT1 Know that Christians believe Jesus performed healing miracles. and his power is still at work to-day’

AT2 Discuss what it means to trust in the power of an unseen God.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
</table>
| **Lesson 1**
AT1 To know that miracles are events that can’t be explained
AT2 To know that Jesus could perform healing miracles because he was God | (Link with KS2 unit Miracles)
Initiate a class discussion to find out what pupils understand by miracle. Make notes of the lesson. Differentiate between a miracle worker & a magician. Discuss the word ‘mystery’. Are there things in life that we accept without fully understanding them? Talk about healing today. Where does it happen? Who heals today? Would it have been different if medical science was as advanced in Jesus’ time? Brainstorm any miracles know to pupils. Does God still perform miracles? Is healing just about physical sickness? | Bibles |

| **Lesson 2**
AT1 To know the miracle of Jesus healing the centurion’s servant by command
AT2 To know the importance of the centurion’s faith
AT2 To understand about compassion | Read the account in Matthew 8: 5-13 What was the role of a centurion? Was this one typical of what we know about the Roman army? How was his faith so important? Hot seat the centurion to find out his feelings about Jesus & his servant. Write about your feelings on seeing an image of someone suffering from hunger, disease or war. How is compassion translated into deeds? | Matthew 8:5-13
Christian Aid material
www.christian-aid.org.uk
Newspaper or other pictures of suffering |
| Lesson 3 | To know the miracle of Jesus healing a man born blind by touching him | Read the miracle from John 9: 1-34. Study the Duccio painting & discuss the lifestyle of a blind person in Jesus’ time. Draw the blind man before & after his healing. Use speech bubbles to show how he felt. Play some joyful music during the task. Explain the symbolism of verse 5. Discuss the saying ‘there are none so blind as those who can’t see’ or what it means to have a ‘blind spot’. | John 9: 1-34  
Jesus through Art pp29-30  
‘Ode to Joy’ by Beethoven  
Worship tape  
RNIB resources  
224 Great Portland St London W1  
Tel: 0207 388 1266 |
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<tbody>
<tr>
<td>AT1</td>
<td>To appreciate the limited lifestyle of a blind person in those days &amp; the differences for blind people today</td>
<td></td>
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<tr>
<td>AT2</td>
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</tbody>
</table>
| Lesson 4 | To know that only God had the power to raise Jairus’ daughter from the dead | Read the miracle account from the Bible. How do you think Jairus’ family felt about Jesus? Why did Jesus ask the parents not to tell people about the miracle? When are we required to have faith? Write a newspaper article with an eye catching headline, reporting the miracle to the community. Who else did God raise from the dead?** What was the impact on the people present? Brainstorm issues that pupils find hard to accept or understand. Choose a time when some or all issues can be discussed – maybe in the parameters of Circle Time. | Mark 5: 21-24 & 35-43  
** Lazarus: John 11: 17-44  
Widow of Nain’s son: Luke 7: 11-16  
| AT1 | To recognise that there are things in life which are puzzling & hard to understand |  |  |
| AT2 |  |  |  |
| Lesson 5  | AT1  | To know the miracle of Jesus healing a deaf man |
| AT2  | To recognise the isolation of deafness |
| Lesson 6  | AT1  | To know that Jesus’ disciples had God’s power to heal a crippled man |
| AT2  | To understand that Christians believe that God works if they trust in him |

**Read the miracle account from the Bible.**

- Find out the problems facing deaf people & ways they can be helped. In the miracle, did his healing make a difference to the man’s faith in God or affect the faith of the crowd? Why could the man who was healed not keep quiet?
- Write a poem ‘Breaking free from the sound of silence’, or ‘Thank God I can hear you’.
- Read extracts from the life of Helen Keller

**Mark 7: 31-37**

- Simon & Garfunkel ‘The Sound of Silence’
- Helen The Story of Helen Keller, Faith in Action Series: Pub: REP 008 021234 4

**Read the account from Acts 3:1-16**

- Even if we trust in God does He always respond in ways that please us? What does it mean to pray ‘through Jesus Christ Our Lord’?
- Draw together the learning from this unit
- Share what it involves for a believer to trust in the power of an unseen God.
- Ask and answer questions that arise.

**Acts 3: 1-16**

- Song: Junior Praise: No 198
- Pupils work from previous lessons in the unit.

Pupils’ recall the key points of what they have learnt about Jesus’ healing power and express their understanding of what it means for a believer to trust in the power of an unseen God.
### JONAH
#### KEY STAGE 2

**SUGGESTED ASSESSMENT FOCUS**
AT1 Understand the process of doing wrong, repenting and obeying God as illustrated by the story of Jonah
AT2 Discuss how Christians view God as a God of love and want to follow his plan.

*Relate this to their own perceptions.*

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<th>LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td><strong>Lessons 1&amp;2</strong></td>
<td>To know that God loves all people, even if they don’t follow him</td>
<td>Make up extra verses for the song ‘He’s got the whole world in his hands’. Use a dictionary to find out what a prophet does. Watch a video of Jonah or tell the story from a children’s Bible. Make fish mobiles containing words that reflect parts of the story. Retell the story in cartoon strip form. Learn the song ‘Come listen to my tale’.</td>
</tr>
<tr>
<td><strong>AT1</strong></td>
<td>To be able to recall the main points of the story of Jonah. To know he recognised he had done wrong and changed his ways to be obedient to God. God still loved Jonah</td>
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</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>To understand the consequences of disobedience</td>
<td>Discuss times when they have been disobedient &amp; others have been affected at home or at school. What have been the outcomes? Play the game of snakes &amp; ladders. List examples of disobedience to go down the snake &amp; examples of being obedient to go up the ladder.</td>
</tr>
<tr>
<td>Lesson 4 AT2</td>
<td>To recognise the meaning of repentance</td>
<td>Role-play scenarios where saying sorry restores a friendship. Within fish shapes write the scenario on one side and a prayer of forgiveness on the other. Discuss Jesus’ teaching about forgiveness from Matthew 18:21-22. Look at the words of the song ‘O Lord all the world belongs to you’. Identify God’s way of loving &amp; forgiving. Think of a time you needed to say sorry. What does saying sorry (repentance) mean?</td>
</tr>
<tr>
<td>Lesson 5 AT2</td>
<td>To recognise ways that we can do God’s will by obeying his rules</td>
<td>Talk about the consequences of breaking school rules. Why are there rules in the world? Talk about how the world could be a better place if people obeyed God’s laws. Write out the new commandment Jesus gave &amp; then some ways of obeying it.</td>
</tr>
</tbody>
</table>
# MIRACLES
## KEY STAGE 2

### SUGGESTED ASSESSMENT FOCUS

**AT1** To understand what the concept of a miracle means to a Christian believer  
**AT2:** To discuss the part a believer plays in experiencing miracles

<table>
<thead>
<tr>
<th>LESSON</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
</table>
| Lesson 1 | AT2 | To understand the concept of a miracle | Look up the dictionary meaning of ‘miracle’. Discuss the difference between miracle and magic, power and trickery. Miracles in the Bible were for the good of others & to demonstrate God’s power. In groups read examples of miracles & report back to the class: giving the context, the need, how it was met & God’s part in the event. Moses: Exodus 4:1-9; Elijah: 1 Kings 17; Isaiah: 2 Kings 20. : 1-11; Jesus: Mark 4: 35-41; John 21:1-11; Luke 17:11-19; Mark 10:46-52; John 6:5-13. | [www.rejesus.co.uk/the-story](http://www.rejesus.co.uk/the-story)  
[www.request.org.uk/main/bible/miracles](http://www.request.org.uk/main/bible/miracles)  
Watch miracle clips from Miracle Maker video-Large catch of fish, Jarius’ daughter Dictionary  
Bibles |
|        | AT1 | To know that the Bible contains stories of miracles | |
|        |      | To know that Jesus performed miracles when he was on earth | |
|        |      | To know that God intervenes for good | |
| Lesson 2 | AT1 | To understand that Jesus’ had faith in God. | Discuss pupils’ experiences of storms. Set the scene with pictures & music & tell the story of the storm on the lake. Discuss how Jesus was able to control the storm. Could anybody do that? Discuss what faith means. Brainstorm words that express the disciples’ feelings. Use the words & ideas from the discussion to write poems that capture the mood on the boat. When do people panic & call on God to help? How did the disciples stop being frightened? | Bible Mark 4: 35-41  
Pictures of calm and stormy seas  
Music: Scheherazade by Rimsky Korsakov (1st movement)  
Use the 3rd movement to accompany the writing activity  
Song: Put your hand in the hand….  
Junior Praise No 206 |
|        | AT2 | To know that God is Creator and has power over his creation | |
| Lesson 3 | AT1 | To know that Jesus showed practical concern for his friends by performing a miracle & cooking breakfast on the beach after the Resurrection | Role play the events from John 21:1-11. Discuss the play on words ‘throw your net on the right side of the boat’. Discuss how the disciples felt after the Resurrection. Why didn’t they dare ask Jesus who he was? ‘Hot seat’ Jesus then Peter, asking questions in the light of events of Good Friday and Easter Day. Show the video extract of the resurrection appearances. | Bible John 21:1-11 | Simple robe | Video Jesus of Nazareth (Easter section) | Song: Now the green blade rises Come & Praise No 131 |
| Lesson 4 | AT2 | To recognise that some of Jesus’ miracles depended on the actions of others | Share experiences of being in a large crowd. In 10s or 100s imagine 5000 in your school. Tell the story of Jesus feeding 5000 people. Who learnt most from the miracle? What role did the boy play? Was he essential? What significance is there in Jesus giving thanks to God? Make speech bubbles of reactions from the crowd & add them to a collage of many heads close together. Paint the characters of Jesus, disciples, boy draw/paint/make 5 rolls & 2 fish. Sequence the story in 12 baskets by writing an account, or the events from the boy’s point of view. | John 6:5-1 | Art materials | Video The Miracle Maker |
| Lesson 5 | AT2 | To know that Jesus cared for those whom others rejected | Consider those who are outcasts in society today. Are there examples in your area, London, England, the world? Dramatise the story of Jesus healing 10 lepers. Write a poem ‘From despair to hope’ using the account as a background. Research the work being done to fight leprosy today. Contact them for resources | Luke 17:11-19 | The Leprosy Mission Goldhay Way, Orton Goldhay Peterborough PE 2 5GZ Tel: 01733 370505 Email: post@timew.org.uk |
| Lesson 6  | AT1  | To know there is nothing too difficult for God to deal with  
To know that all people are accepted by God whatever their physical or spiritual need  
To understand the anger of the teachers of the law & how Jesus challenged them |
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<td>Prepare a problem solving activity whereby a person who can’t see or hear or use their hands can be helped to succeed in overcoming hurdles or barriers. Read the account of the healing of the paralysed man. Involve as many pupils as possible in making a model house &amp; stick puppets to give a presentation of the story in 3 scenes 1) the friends arrive at the house 2) the man is lowered through the roof 3) the man walks away. How did Jesus show he was not only a man but God? Devise a word search from the Bible account.</td>
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<td></td>
<td></td>
<td>Possible PE activity</td>
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<td>Mark 2:1-12</td>
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<tr>
<td></td>
<td></td>
<td>Art materials</td>
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</table>
| Lesson 7 | AT2  | To know that God loves all people  
To understand that Bartimaeus’ believed Jesus had the power to heal him |
|          |      | Volunteers to play trust games whilst blindfolded. Emphasise ‘trust’ in the guide & that other senses that become stronger. What would you miss most if you couldn’t see? Find out about the training given to guide dogs for the blind. How are blind people integrated into society today? Read account of healing of Bartimaeus. Write an article for the Jericho Times, either as Bartimaeus or as a witness to the miracle; include words ‘trust’, ‘faith’, ‘belief in God’. Describe feelings before & after the miracle. |
|          | AT1  | Mark 10:46-52 |
|          |      | Blindfolds |
|          |      | Information from RNIB (yellow pages) |
|          | AT2  | Story of Helen Keller Faith in Action series Pub: REP ISBN 0 08 021234 4 |
|          |      | Story of Louis Braille |
**MOSES AS A LEADER**
**KEY STAGE 2**

**SUGGESTED ASSESSMENT FOCUS**
AT1 Explain and show understanding of the significance to believers of how God chose Moses to lead the Israelites
AT2 Discuss the spiritual qualities a religious leader might need and consider qualities they personally aspire to.

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<th>LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;AT1</td>
<td>To know that God protected Moses at the time of his birth</td>
<td>Read the story of the birth of Moses from Exodus 2: 1-10. Identify how God protected him from being killed. Why wasn’t he perfect? Read vv11-15. This had implications on why he wasn’t chosen to lead the Israelites into the Promised Land. Write a drama script of the events of Moses’ birth.</td>
</tr>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;AT1</td>
<td>To recognise the holiness of God</td>
<td>Brainstorm some of the names by which God is known and put them on an outline of a burning bush (almighty, eternal, king of kings, creator, lord etc). Listen to the song ‘Be still &amp; know that I am God’. Decide what qualities are needed in a leader. Write about a leader you know &amp; describe their best qualities.</td>
</tr>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;AT2</td>
<td>To know that God chose Moses to be a leader &amp; promised to be with him</td>
<td></td>
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<tr>
<td><strong>Lesson 3</strong>&lt;br&gt;AT1</td>
<td>To know how God saved the Israelites from the Egyptians</td>
<td>Watch the video of the 10 plagues. Learn the song ‘Go down Moses’. Role-play the events of the crossing of the Red Sea. Write about your feelings of freedom as an Israelite or how you might feel if you were an Egyptian. Do you think it was fair? Compose a dance of freedom.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>AT1</td>
<td>To realise that God provided but the Israelites were ungrateful</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>AT1&amp;2</td>
<td>To know the rules God gave to Moses &amp; to understand the importance of rules for living in society today</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>AT1&amp;2</td>
<td>To know about religious leaders today</td>
</tr>
</tbody>
</table>
PEACE
KEY STAGE 2

SUGGESTED ASSESSMENT FOCUS
AT1 Describe the meaning of peace for a Christian, drawing on a bible passage or the example of a well known Christian.
AT2 Suggest situations in own experience and community where good can overcome evil

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<tbody>
<tr>
<td>Lesson 1&lt;br&gt;AT2</td>
<td>To discover how to be peaceful people</td>
<td>Introduce the lesson by playing some noisy music followed by some quiet music. How does each piece make you feel? Discuss whether people need periods of stillness as well as noisy times in their day? Use the structure of Circle Time to think about times when they can feel peaceful. What influences that? (being on good terms with others, being quiet &amp; still). Read ‘The Seeds of Peace’ and discuss the issues raised by the book.</td>
</tr>
<tr>
<td>Lesson 2&lt;br&gt;AT2</td>
<td>To understand how peaceful people can be a calming influence to those around them</td>
<td>Play a listening game. Sit very still and listen to sounds around. Sing ‘Shalom’. Discuss whether feeling peaceful makes a difference in the class, in the family or between friends. Read ‘Peacetimes’. Make a display of pictures or photos that illustrate some of the statements in the book</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>AT1</td>
<td>To understand Jesus’ teaching ‘Blessed are the peacemakers’. Discuss the tradition of sharing the peace by shaking hands. What is its significance in the communion service? Invent scenarios at home, school or in the community where a peacemaker would be needed. Agree on peaceful outcomes. Make a list of things a peacemaker might do in the playground at dinnertime. Discuss what sort of people peacemakers would be. Illustrate Jesus’ words by making a collage of news articles with speech bubbles for outcomes or make 5 rules for peace in the home, school &amp; the world.</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>AT2</td>
<td>To know that justice that leads to peace can be explored by non violent means Research the life of Gandhi from the internet, library or RE resources. Read about Martin Luther-King’s struggles Discuss ‘I had a dream…’ Write your own dreams for a better world. Display them on dove outlines.</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>AT1</td>
<td>To understand how Jesus’ life and death demonstrates peace to Christians Discuss the symbolism of Jesus entry into Jerusalem on a donkey. Divide the class into pairs. Read the account of Jesus death Luke 23:26-48&amp; John 19:17-30. List any evidence from Jesus’ words or actions that offer peace to those around him.</td>
</tr>
</tbody>
</table>
| Lesson 6 AT1 | To know that the Bible teaches Christians how to overcome evil with good  
Suggest situations in own experience and community where good can overcome evil |
| Lesson 6 AT2 | Read Ephesians 6: 10-18. Think about what kind of battle Christians are involved in. Work out the symbolism of the armour of God. Fit the armour on an outline of a person & match the words of the text to each piece. Research the work of Amnesty International. Explore the symbolism of the circle of barbed wire. Pupils’ role play/write/draw about situations in their own experience or community where good could overcome evil. |
| Bibles | Song: Make me a channel of your peace  Junior Praise No 161  
http://www.amnesty.org.uk/amnesty/vision/index.shtml |
## LEARNING OBJECTIVES | ACTIVITIES | RESOURCES
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### Lesson 1
**AT1**
To know that Pentecost is a Christian festival that is celebrated 50 days after Easter  
Look at a calendar of the church’s year to identify 50 days after Easter.  
Find out why red is used in church at Pentecost. Visit church to see vestments & hangings & ask vicar to explain symbols on his stole. Design a stole using one of the symbols linked to Pentecost. |  
[www.st.margcol.org.uk/seasons](http://www.st.margcol.org.uk/seasons) |  
Visit to church  
Vicar to show vestments
### Lesson 2
**AT1**
To know of the account of the coming of the Holy Spirit to the early church & to understand how the Holy Spirit changed the disciples  
Read Acts 2: 1-13 Find a Bible with map showing places mentioned. Discuss why Pentecost is often regarded as the birthday of the church. Talk about the feelings of the disciples a) saying goodbye to Jesus on Ascension day, b) as they experienced the events of Pentecost. Paint mood pictures. |  
[www.request.org.uk/main/festivals/pentecost](http://www.request.org.uk/main/festivals/pentecost)  
Bible. Maps |  
Art materials
### Lesson 3
**AT2**
To know some of the symbolism associated with the Holy Spirit  
In groups brainstorm ideas for dove, wind, breath & fire. Read a poem about wind or fire. Write a poem about one aspect of Pentecost. Make a banner for the hall or church using the symbols. |  
Come & Praise No 63  
Pentecost 5-11 (Teaching RE CEM)  
Background notes for teacher  
Pictures of dove, wind & fire. |  

### Lesson 4
**AT1&2**
To appreciate that the Holy Spirit is the part of the Trinity that gives Christians power today  
When has someone had power over you?  
Was it a good or bad experience? Discuss the word ‘power’ & its positive & negative uses. Use topical stories to illustrate this. Talk about the evidence of power in people’s lives for good or evil. Use circle time to discuss occasions when they have needed inner strength. |  

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**PENTECOST**  
**KEY STAGE 2**

**SUGGESTED ASSESSMENT FOCUS**  
AT1 Describe what Christians believe about the Holy Spirit  
AT2 Discuss how a belief in God’s power can change people and situations in our lives and community to-day.
<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>AT2</th>
<th>To understand some of the fruits of the spirit that Christians show in their lives</th>
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<tr>
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<td>Read Galatians 5: 16-23 Discuss what each of the fruits mean to them. Make a Pentecost tree with ‘fruits’ of the spirit hanging from the branches.</td>
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<td>Bible</td>
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<thead>
<tr>
<th>Lesson 6</th>
<th>AT1</th>
<th>To know some of the ways the church celebrates Pentecost or Whitsun.</th>
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<tbody>
<tr>
<td></td>
<td>AT2</td>
<td>To ask and answer questions about how a belief in the power of God affects people in our lives and community.</td>
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<td>In the past Christians were often baptised at Whitsun/Pentecost. Many Christians renew baptismal promises then. What are the promises? Why might white clothes be worn? Find out about Whit walks in the north of England. Use a song/hymn book to find out what Christians sing about the Holy Spirit. From this evidence &amp; the account of Pentecost in Acts chapter Write sentences about what Christians believe about the Holy Spirit. Write within a flame shape or other Pentecost symbol. Discuss how a belief in God’s power can change people and situations in our lives and community to-day.</td>
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<td>Baptismal candle. Baptism service in Common Worship White baptismal robe. Hymn/song books Bibles</td>
</tr>
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## PILGRIMAGE
### KEY STAGE 2

### SUGGESTED ASSESSMENTS

**AT1** Describe what the concept of pilgrimage might mean to a Christian and a Muslim, pointing out some similarities and differences.

**AT2** Explain the values and commitments a person who decided to take a pilgrimage might have.

### LEARNING OBJECTIVES

<table>
<thead>
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<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>AT2</td>
<td>To understand the concept of life as a journey</td>
<td>Reflect on the song “One More Step” Discuss concept of life as a journey and pupils’ own milestones. Teach religious terminology associated with different milestones in life. Draw out similarities &amp; differences in the ways Christians &amp; Muslims celebrate milestones. Devise a board game on rites of passage within these 2 faiths. Explain how these affect the ways believers live their lives. Explore the Christian belief of life after death &amp; the concept of heaven. Pupils write/paint about their ideas of heaven.</td>
<td>One more step along the world I go Come &amp; Praise No 47 The Journey of Life Come &amp; Praise No 45 <a href="http://re-xs.ucsm.ac.uk/re/passage">Link</a></td>
</tr>
<tr>
<td>AT1</td>
<td>To recognise the stages of life and death</td>
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<thead>
<tr>
<th>Lesson 2</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>AT1&amp;2</td>
<td>To understand that a pilgrimage is a journey made to a holy place by believers</td>
<td>Identify holy places known to pupils. Find out which religious places in Britain attract most visitors e.g. Canterbury. Show part of the video ‘Dangerous Journey’ or read extracts from Pilgrim’s Progress. Contact Southwark Cathedral Education Centre for information on Pilgrimage trail. Possibly arrange visit. Write an imaginary account of a pilgrimage illustrating the difficulties &amp; joys of travelling on a pilgrimage &amp; the value of companionship on a journey.</td>
<td><a href="http://www.walsingham.org.uk">www.walsingham.org.uk</a> Pilgrims Progress by John Bunyan Dangerous Journey (C4) He who would valiant be Come &amp; Praise No 44 Canterbury Tales Chaucer Southwark Cathedral Education Centre <a href="http://www.southwark.anglican.org">www.southwark.anglican.org</a> (go to Cathedral &amp; then Education)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>AT1</td>
<td>To know why some Christians make a pilgrimage to Walsingham</td>
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<td>Contact the Walsingham Education Centre to find out the story behind the place of Christian pilgrimage. What happens there today? Why do some Christians go there? Explore different images of Mary. Discuss why some Christians use statues/icons as part of their worship of God. Make an observational drawing of an icon or statue of Mary &amp; Jesus. Read the story of St Bernadette. Watch part of video about Lourdes today. Write about how pilgrims would feel if they were healed. Relate to the reaction of the blind man that Jesus miraculously healed. Discuss whether not being healed would affect the faith of a Christian pilgrim? How might they live their lives afterwards? Might they have received another sort of healing?</td>
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</tr>
<tr>
<td>Lesson 4</td>
<td>AT1&amp;2</td>
<td>Resource pack &amp; video</td>
<td><a href="http://www.walsingham.org.uk">www.walsingham.org.uk</a></td>
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<tr>
<td></td>
<td></td>
<td>Tel: 01328 821073</td>
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<td></td>
<td></td>
<td>Artefacts: statues, pictures, rosary beads</td>
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<td></td>
<td>AT2</td>
<td>To understand the emotions of a healed pilgrim</td>
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<td>Story of St Bernadette RE Today autumn 1997</td>
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<td></td>
<td></td>
<td>Video – Pilgrimage &amp; Healing St Paul</td>
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<td>Multimedia Tel; 0207 9379591</td>
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<td></td>
<td></td>
<td>Luke 18: 35-43</td>
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<tr>
<td>Lessons 5</td>
<td>To know that the pilgrimage to Makkah (Hajj) is an obligation for all Muslims prescribed in the Qur'an</td>
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<tr>
<td>AT1</td>
<td>Using the instructions on a Muslim compass find the direction of Makkah. Find Arabia on the globe. Read the stories of Ibrahim, Haajar &amp; Isma’il. Identify what happens at Hajj. Pupils could make notes about the rituals or time-table. (Islam CEM) Discuss the issue of equality as it relates to wearing school uniform and the symbolic wearing of the ihram. Use the resource Special Places. Do the activity of sending postcards from a pilgrim explaining what is happening, what they are doing and how they are feeling. (Possible IT work) Make a ‘virtual hajj’ Produce a Hajj guide for a new pilgrim. Design a model Ka’bah with a decorative cover. Discuss the motivation for Hajj and the importance of Muslims putting belief into action. Re call learning and discuss what is shared by Christians &amp; Muslims. Debate whether pilgrims to Makkah and pilgrims to Lourdes share anything in common. For assessment pupils choose their own way to record what pilgrimage means for a Christian and for a Muslim, including mention of the values and commitments involved and their personal feelings about pilgrimage.</td>
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<tr>
<td>AT2</td>
<td>To know the significance of Hajj for Muslims</td>
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<tr>
<td>Lesson 6</td>
<td>To understand the similarities &amp; differences of pilgrimage in Christianity &amp; Islam</td>
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www.islam4schools.com  
www.religiousstudies.co.uk  
QCA unit 5B  
Hajj pack RE Centre Lewisham  
Place of Worship poster pack BBC Education  
Islam 5-11 CEM  
Special Places RE Today p23 photocopiable  
Islam for Key Stages 1&2 (SDBE)  
Islamic Festivals by Khadijah Knight Heinemann 0 431 06951 4  
My Muslim Life Wayland 0 7502 1300 0  
The Prophets IQRA trust 1 85679 901 8
## PRAYER AND WORSHIP
### KEY STAGE 2

### SUGGESTED ASSESSMENT FOCUS
AT1 Compare similarities and differences in types of worship, in 2 Christian denominations. In addition, recognise distinctive features of Christian worship when compared to worship in other faiths studied.
AT2 Take one aspect of prayer and worship and communicate what it means to them and why.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1 AT1</td>
<td>In groups consider some stories Jesus told &amp; feedback to the class</td>
<td><a href="http://www.request.org.uk/main/churches">www.request.org.uk/main/churches</a> RE Ideas:Christianity, RE Today ISBN1-904024-69-6</td>
</tr>
<tr>
<td>To know some of the stories Jesus told about prayer</td>
<td>❖ Being right with God Luke 18:9-14</td>
<td>Bibles</td>
</tr>
<tr>
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<td>❖ The friend at midnight Luke 11:5-8</td>
<td>Prepare the 4 stories for the groups</td>
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<td>❖ The persistent woman Luke 18:1-8</td>
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<td></td>
<td>❖ Stones &amp; snakes Matthew 7:9-11</td>
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<td>Talk about things that a parent might not give a child. Why? Is there anything that God might not give us? Why? What might be the link to why we call God our Father?</td>
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<td>Illustrate one of the stories &amp; write what it teaches about God.</td>
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<td>Lesson 2 AT2</td>
<td>Introduce ‘intercessions’. Collect a range of appropriate newspapers articles that might act as a stimulus for prayer. Using a map of the world identify areas and situations where prayer is needed (starvation, famine, disasters). Write a prayer for each situation. Have a time of silence to think about these needs &amp; share prayers. Place candles in a bowl of sand &amp; light one as each prayer is read. How hard is it to understand when God does not seem to answer a prayer? Do we get angry when nothing changes?</td>
<td>Various appropriate national newspapers with pictures, text and headlines</td>
</tr>
<tr>
<td>To identify situations to pray for in the world and how prayers might be answered</td>
<td></td>
<td>World map</td>
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<td>Bowl of sand, candles &amp; matches</td>
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<tr>
<td>Lesson 3 AT1</td>
<td>To know the types of prayers Christians pray in church or at home</td>
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<td>AT2</td>
<td>Should we stop trusting God? Discuss how people, possibly us, could cooperate with God in answering prayers. Recall learning from lesson 1. Debate the difference between a prayer &amp; a wish.</td>
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<td>Read Exodus 3:1-6 to learn of the holiness of God. (Link with KS2 unit Moses)</td>
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<td>Make a list of words that describe God. Play the Taize chant ‘O Lord hear my prayer’</td>
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<td>Suggest types of prayers that Christians use. Ask a priest or church member to teach you about prayers used in church. Explore examples of prayers of adoration, confession, thanksgiving &amp; intercession. Make a class book using these categories for use in classroom worship. Handle artefacts that some Christians use to help them to pray. Ask and answer questions about people’s experiences of praying.</td>
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</tbody>
</table>

- Arrange to interview priest/church member
- Bible
- Books of prayers
- The Lion Book of famous Prayers 0 85648 131 9
- The Lion Book of Children’s Prayers 0 85648 070 3
- Taize music
- Common Worship (borrow from church)
- Rosary, candle, icon, incense
| Lesson 4 | AT2 | To know the variety of ways that Christians worship | Discuss what worship is/to whom is it directed/elements of Christian worship & pupils’ knowledge of worship practices in other religions. Find out which churches pupils go to or when they have been in a church. If possible encourage them to talk about their experiences of different styles of worship (e.g. how they sing/pray/learn etc) Visit the church attached to your school. Pupils prepare questions to ask on visit, include: use of the bell, organ, piano, sound system, books, Bible, attendance, number and type of services, special services, ). Include reflection session during visit for pupils to consider factors that are conducive to worship for others and themselves, record in words/drawings/photos/commentary after the visit. Research the worship of Quakers & Pentecostal worship. Make comparisons. | Arrange church visit Christian Church (Keystones) by Alan Brown & Alison Seaman A&C Black 0 7136 5497 X |
| Lesson 5 | AT1 | To know the account of the Last Supper and the symbolism of the bread and wine | Read the account of Jesus’ Last Supper with his friends on Maundy Thursday. It was at the time of the Jewish Passover, which celebrates rescue & freedom. Talk about possible parallels with the Last Supper & what happened to Jesus afterwards. Why might Jesus have chosen a meal as a way of being remembered? Remind pupils of the names of the disciples & some of their actions or words at the meal. Write about the Last Supper from one disciple’s point of view e.g. Peter, Judas. | Arrange visit Prepare questions Take digital photos SACRE Directory of local places of worship |
| | AT2 | | Bible Matthew 26: 17-58 Poster of the Lord’s supper or unit 9 in Jesus Through Art by M Cooling Pub RMEP 1 85175 119 X |
| Lesson 6 AT2 | To know that Holy Communion is still celebrated in churches, hospitals, homes, schools, prisons etc and why it is one of the most important services for many Christians | Arrange to go to church or invite the vicar into school to explain the symbolism of the vestments and the bread and wine. If it is your tradition, organise a celebration of a class communion service, recognising the sections of praise, ministry of the Word, intercessions, confession & absolution, peace, preparation of the gifts, institution narrative, and administration of the sacrament, thanksgiving & blessing. (Be sensitive to those from other faiths) If this activity is inappropriate, use some of these elements of worship to prepare a Christian act of worship for the class to present to the school. Read the prayer of St Teresa of Avila & discuss its meaning for Christians today. **Christ has no body now on earth but yours, no hands but yours, no feet but yours; yours are the eyes through which Christ must look out with compassion to the world; yours are the feet with which he is to go about doing good; yours are the hands with which he blesses us now.** Pupils choose one aspect of prayer and worship and communicate in their own way what it means to them and why. | Loaf & grapes/bread & wine  
Paten (plate) Chalice (cup)  
Order of service in Common Worship  
Hymn books, prayer books, Christian symbols |
### RULES
#### KEY STAGE 2

**SUGGESTED ASSESSMENT FOCUS**

AT1 Explain several values for living that are shared by Christianity and other religions, indicating how they can make a difference to a community.

AT2 Be able to discuss how a believer would seek to obey one of the commandments showing practical understanding of the issues of interpretation and obedience.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
</table>
| **Lesson 1**  
AT2                     | Discuss these 2 pieces of advice  
- Too much school work will wear you out  
- A person who speaks before they listen is foolish  
Make up your own pieces of advice for life & put them into a class book of proverbs.  
Discuss the need for rules in any community. Look up the meaning of the word ‘anarchy’ in a thesaurus.  
Share knowledge of rules in different religions. | Thesaurus |
| **Lesson 2**  
1 AT1  
2 AT2 | Read the 10 Commandments. Simplify them into modern English. Consider the implications of changing ‘don’t’ into ‘do’. What would it be like to live with these new rules? Read Mark 12: 28-33. Draw 2 circles ‘Love God’ & ‘Love your neighbour’. Put the 10 commandments in the right circles. In groups, act out some of them using modern scenarios. Identify words in songs sang in assembly that are about obeying God’s commandments. | The ten Commandments, Poster Go Teach Publications. ISBN 0-9534989-1-3  
Words of Wisdom, RE To-day Services ISBN 1-904024-45-9  
Bibles Exodus 20:1-17  
Mark 12:28-33  
John 13:34 Galatians 5:14  
Songs used in Collective Worship |
<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>AT1</th>
<th>To recognise injustice in the story of Naboth</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT1</td>
<td></td>
<td>To know that God recognises all people as equal &amp; that Christians fight for a fair &amp; just society</td>
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<td>In the story of Naboth identify how many of the 10 Commandments were broken. Who in the story could have prevented the injustice? (Link with KS2 unit Faith in Action) Identify from newspapers, situations in the world where there is injustice. Discuss these in the light of Martin Luther King’s speech ‘I have a dream.’ Comment on the speech.</td>
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<td>Bibles 1 Kings 21:1-16</td>
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<td></td>
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<td>Newspapers Christian Aid, Tearfund, Cafod information Martin Luther King</td>
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<tr>
<th>Lesson 4</th>
<th>AT1</th>
<th>To know some of Jesus’ teaching about rules for living</th>
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<tbody>
<tr>
<td>AT1</td>
<td></td>
<td>To recognise the difficulty of living up to an ideal</td>
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<td>Consider Luke 6:31 “Do to others what you would have them do to you” known as the Golden Rule. Thought shower situations where this is hard to do. Role play scenarios to include what might be said and done. Pupils reflect on how they would wish to be treated if they had been the one in the wrong and how they might change what is said and done. Reflect on some of the teachings from the Sermon on the Mount. Ask and answer questions about how commandments can be interpreted and the difficulties of obedience.</td>
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<td></td>
<td>Bibles</td>
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<tr>
<td>Lesson 6 AT1</td>
<td>To know the Christian, Jewish &amp; Muslim teaching about giving to the poor</td>
<td>CHRISTIANITY – The principle of tithing is carried out by some Christians. Look again at Matthew 6:1-4 &amp; discuss attitudes of giving to others. Is it a commandment that people obey generally without knowing it? (Charitable giving in school &amp; the community.) It is a Christian belief that all things belong to God &amp; we give him back what is his by our giving to others. Conclude the unit by writing an account of ‘My Ideal World’. JUDAISM – tzedaka giving that is motivated by love. Jews are called to be compassionate to anyone in trouble. E.g. Sharing the Shabbat meal &amp; at Sukkot. ISLAM – zakat. Each year at the end of Ramadan money is given to the poor &amp; needy. It is regarded as an act of worship from the belief that all wealth belongs to Allah.</td>
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<tr>
<td>Lesson 6 AT1</td>
<td>To recognise that most religious &amp; non religious people would agree with much of the Christian teaching about values</td>
<td>Use circle time to suggest human values that you think everyone could live by. (Affirm the faiths/non faiths represented in the class.) Write the ideas down &amp; leave them in the centre of the circle. Light a candle and allow time for thinking that if all these values were lived out how the world would be different. Play some reflective music to accompany this activity. Get pupils to draw/write/talk about values shared by Christianity and other religions, explaining how the value can make a difference in a community.</td>
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</table>
## SAINTS
### KEY STAGE 2

**SUGGESTED ASSESSMENT FOCUS**
AT1 Choose a saint and explain how Christianity made a difference to their life.
AT2 Communicate an aspect of own personal commitment to values or belief.

<table>
<thead>
<tr>
<th>Lessons 1 &amp; 2</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</thead>
<tbody>
<tr>
<td>AT1</td>
<td>To understand the unique nature of every individual in the sight of God.</td>
<td>Discuss the qualities that make a person special or unique. Make a list of personal characteristics and include the importance of having a religious commitment. In pairs work on a letter of the alphabet &amp; list affirming adjectives. Attribute them to people in the class &amp; display them eg loving, trustworthy. Write an account ‘My special person is…because…’</td>
<td><a href="http://www.request.org.uk/main/dowhat">www.request.org.uk/main/dowhat</a> Literacy &amp; PSHE links. ICT skills.</td>
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<tr>
<td>AT2</td>
<td>To understand commitment. To know what makes a person a saint.</td>
<td>Talk about what makes a saintly person different from someone who does good things. Introduce the word holy &amp; discuss its meaning regarding God &amp; people. Show examples of the use of a halo in stained glass, discuss the symbolism. Make a list of saints you know about. Homework task: research the story of one saint to present to the class. Share some of the presentations of the homework task, possibly in groups. Progress the work: display, write up in RE books, use ICT skills, make a class book of saints or prepare an assembly.</td>
<td>Books of saints. Local church names. Faith in History By M Cooling ISBN 0 86347 106 4 Catholic Information Network <a href="http://www.cin.org/saints">www.cin.org/saints</a> Anglican calendar of saints <a href="http://www.cofe.epinet.co.uk/commonworship/calendar/">www.cofe.epinet.co.uk/commonworship/calendar/</a> Books on saints from library The Lion Treasury of Saints by David Self Oxford Dictionary of Saints Local church as resource for patron saint or copy Common Worship</td>
</tr>
<tr>
<td>Lessons 3&amp;4</td>
<td>To know that the Christian church is a world wide family of believers</td>
<td>Saints were often martyrs. Read about the lives of Maria Cristina Gomez &amp; Oscar Romero. Use a map to find out where El Salvador is. Show the Gomez Cross. Using blank outlines of a cross record pictorially the life of a Christian eg Martin Luther-King, Nelson Mandela, Mother Teresa or someone in your own community. Saints are remembered as examples of those living the Christian life &amp; standing up for their faith in adverse circumstances. How would you wish to leave a mark on the world? Display thoughts in outlines of footprints.</td>
<td>Cracking RE Summer 1997 A-cross the World (pack £10) The Christ we Share (pack £15) CMS Education Resources Team Partnership House 157 Waterloo Rd, London SE1 8UU Tel: 020 7928 8681</td>
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<tr>
<td>AT1</td>
<td>To know how ordinary people can be saints in their community</td>
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<td>AT2</td>
<td>To understand that everyone can be an influence for good in the world and that it can be done more effectively with God’s help</td>
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<td>Lessons 5&amp;6</td>
<td>To know about the character of St Peter who changed from being Simon the fisherman to Peter the saint</td>
<td>Refer to lesson 1 &amp; using Bible references make a character study of Peter on an outline of a man. In groups decide what qualities are shown about Peter from the following verses: Mark 1:16-18 (calling as disciple) Matthew 16:13-20 (Peter’s confession) Matthew 26: 31-35 (Peter’s denial) Matthew 26: 69-75 (Peter forgiven) Acts 3: 1-16 (healing beggar) Acts 4: 1-10 (Peter in jail) Using the information do group role play ‘This is Your Life Peter ‘If you could start a new religious group which people would you choose? Discuss the tradition of how Peter died, the symbolism of his sign, the link of the keys to Matthew 16:19 &amp; how the Roman Catholic church views Peter.</td>
<td>Bible verses copied out Outline of a person</td>
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<td>Songs that link with Peter’s life: Big man Junior Praise No 16 You are the King of glory Junior Praise No 296 Were you there when they crucified my Lord? Junior Praise No 269 God forgave my sin Junior Praise No 54 Peter &amp; John went to pray Junior Praise No 198</td>
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<td>Outline of Peter’s sign of crossed keys on an inverted cross</td>
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</table>
| Lessons 7&8 | To know that Mary the Mother of Jesus is a focus of devotion for Roman Catholic, Anglo Catholic & Orthodox Christians & is respected by members of other traditions. | Recall the part that Mary played in the birth of Jesus and his early life in Nazareth. (Luke chapters 1&2, Matthew 1: 18-2: 23.) Discuss one painting. How does Mary’s body language express her character & response to Gabriel’s message? Look at Christmas cards that depict Mary. Used extracts of the video. Write about her feelings as a mother. Mary’s story is of an ordinary woman who responded to God in obedience. Read the Magnificat (Mary’s song of praise) Luke 1:46-55 & the modern version ‘Tell out my soul the greatness of the Lord’, Junior Praise 229. Show video clip of the crucifixion Then consider Mary’s role at the foot of the cross. (John 19: 25-27) Write again about her feelings as a mother. Visit a RC Church to notice signs of devotion to Mary, visit a church dedicated to St Mary or an Anglo Catholic church nearby. Ask a priest or church member to talk about the importance of Mary to them. Find out how the rosary prayer is used. Write for information about the Anglican Shrine of Our Lady at Walsingham. | NB Mary is not worshipped  
Paintings: The Annunciation by Fra Angelico  
The Annunciation by Filippo Lippi  
The Annunciation by Christina Yambeing  
Jesus in Art by M Cooling  
Christmas cards  
Bible  
Jesus of Nazareth video  
Junior Praise No 229  
Church visit  
Rosary beads  
The Education Officer Tel: 01328 821073 |
| Lesson 9 AT1 | To recognise that all Christians are called to be saints Communicate an aspect of own personal commitment to values or belief. | Instigate a class discussion. Think about someone you admire. Refer back to lesson 1 & say why you’ve suggested that person. Does that say anything about you & your values? How would current personalities be judged against religious values? What qualities would a saint need to be linked to particular groups eg school children, teacher, footballers, dentists, firemen, actors, florists, nurses, lollipop people, mothers etc? Design a symbol that represents your chosen group. Discuss whether there are hidden saints in your school or wider community. How might the school recognise their contributions to making the world a better place? | I sing a song of the saints Junior Praise No 115 O when the saints go marching in Junior Praise No 195 |
**THE CHRISTIAN COMMUNITY**  
**KEY STAGE 2**

**SUGGESTED ASSESSMENT FOCUS**
AT1 Use their knowledge of the Christian faith to describe the characteristics of a Christian community  
AT2 Recognise characteristics of a Christian community in their own school and suggest ideas for enhancing those characteristics for the benefit of others

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
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</thead>
</table>
| AT 1     | To know that the bible likens a Christian community of believers to the interdependent parts of the human body. | Talk about the functions of different parts of the human body & if all are needed. Read the Bible passage drawn/write/dramatise the passage to explain it. | www.request.org.uk/main/dowhat  
1 Corinthians 12: 14-27  
Christianity Topic Book 1 by M Cooling |

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</table>
| AT1      | To appreciate the qualities required for a harmonious community | Find cornerstones, capstones & foundation stones in pictures or in the school. Discuss their importance. Christians believe that ‘Christ is our cornerstone’. What does that mean? Research passages from the Bible that mention ‘living stones’. Use a collection of stones to identify different textures, size, shape & usefulness. What does this say about people living in a community? Make a class wall of ‘people stones’; add speech bubbles to identify one strength of each person. Real stones are held together with cement, what ‘cement’ holds people together? Discuss the importance for Christians of God being the central stone in their lives. | Pictures of buildings made of stone e.g. stone-walls, bridges, houses, churches.  
Collection of stones.  
1 Peter 2: 4-5;  
Ephesians 2: 20-21;  
1 Corinthians 3: 10-16 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>AT2</th>
<th>AT1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To understand that the Church is not only a building but also people</td>
<td>Pupils visit the church and pose questions to find out who makes up the church community, how they work together and how by being together they can do more than individually. Pupils ask questions about what On an outline of a church make ‘people stones’ of all who make up the church in your community. Listen to a piece of orchestral music and reflect on the importance of working in harmony. Apply this to a team game, a choir or other areas of community life.</td>
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<tr>
<td>4</td>
<td>To know how the church school is part of the local Christian community</td>
<td>Look at your school brochure. What tells you it’s a church school? Walk round the school &amp; identify signs that show it’s a church school? Design welcome leaflets indicating what makes you proud to belong to your school. Recall times when the school goes to church. What are your feelings of being there? Prepare work to display in the church showing the variety of things you learn at school. Invite church members to an assembly or to a school celebration. Decide how to make them feel welcome. How can pupils be good advertisements for the school?</td>
</tr>
<tr>
<td>5</td>
<td>To know how friends support one another Pupils to know who to turn to when they are worried</td>
<td>In the security of circle time read Matthew 6: 25-31. Talk about things that are worrying &amp; ways to deal with worry and fear. Refer to the schools’ anti bullying policy. Reflect on the words of the song about the unknown future – secondary school etc. Include the teaching of Matthew 6:25-31 to write a poem that might help someone to overcome a fear.</td>
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<tr>
<td>Lesson</td>
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<td>6</td>
<td>To recognise that Christians know God keeps his promises</td>
<td>Read the poem ‘Footprints’. Discuss what it means. Through the parish priest invite someone to tell how God helped them overcome a difficult situation. Discuss whether it always seems as though God is in control and keeping his promise to always be with those who believe in him. If you were in a refugee camp, starving or being persecuted would it be easy to trust in God? Research the life of Martin Luther-King or Nelson Mandela or others recorded in the Faith in Action series of books. Feedback to the class on 3 testing times of their lives. Recall learning so far and compose some descriptions of a Christian community. Choose an aspect they feel passionate about and what they can do about it.</td>
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<td></td>
<td>To describe the characteristics of a Christian community Recognise characteristics of a Christian community in their own school and suggest ideas for enhancing those characteristics for the benefit of others</td>
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</table>

**FOOTPRINTS**

One night I had a dream. I dreamed I was walking along the beach with God and across the sky flashed scenes from my life. For each scene I noticed two sets of footprints in the sand, one belonged to me and the other to God.

When the final scene of my life flashed before us I looked back at the footprints in the sand. I noticed that at times along the path of life there was only one set of footprints.

I also noticed that it happened at the very lowest and saddest times of my life. This really bothered me and I questioned God about it. ‘God, you said that once I decided to follow you, you would walk with me all the way, but I noticed that during the most troublesome times in my life there is only one set of footprints. I don’t understand why in times when I needed you most, you would leave me.’

God replied, ‘My precious child, I love you and I would never leave you during your times of trial and suffering. When you see only one set of footprints it was then that I carried you.’

Author unknown
# THE LORD'S PRAYER
## KEY STAGE 2

**SUGGESTED ASSESSMENT FOCUS**
AT1 To explain the meaning of all the phrases of the Lord's prayer.
AT2 To reflect on the significance of one of the key phrases in the life of an individual or community.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>LEARNING OBJECTIVES</th>
<th>ACTIVITIES</th>
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</thead>
</table>
| **AT1**  | **OUR FATHER ……**  | Read the story of the Prodigal Son. Give each pupil an envelope & paper. Ask them to write a letter from the father to the son. Then make two thought bubbles for the son—one as he left home & one as he travelled back. Would the father & son relationship have changed? What does the story tell Christians about God? | www.jubilee-kids.org
Luke 15: 11 – 32 |
|          | To understand the concept of God as Father | In groups find examples of current situations in the newspaper where people are in need of love & care. Who/what is responsible for the situation? Can pupils help? If so, how? If not, who can? Who should? | Identified situations in local & national newspapers. Christian Aid resources (free) |
| **AT2**  | To explore some of the social and moral implications of belief in a caring God |  |

<table>
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<tr>
<th>Lesson 2</th>
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</table>
| **AT1**  | **THY KINGDOM COME ……** | Ask pupils to make a list of people they think are important. Read & talk about Matthew 5:3–10 & make a list of the kind of people Jesus is describing. Compare lists. Brainstorm with pupils what the word ‘respect’ means to them. Ask them to write a pen portrait of a person they respect, giving reasons for their choice. Discuss how they show respect for another person. Read the account of Jesus’ entry into Jerusalem & the Last Supper. What picture is given of Jesus as a king? Find a hymn/song to reflect this. | Bibles Matthew 21: 1 – 11
John 13 1 – 15 |
|          | To be able to explain the ideas Jesus had about the kingdom of God |  |
| **AT2**  | To enable pupils to reflect on what is of most value to them |  |
| **AT1**  | To become familiar with the biblical concept of Jesus as King |  |
| **AT2**  | To recognise that Christians worship Jesus as King |  |
| Lesson 3 | **GIVE US THIS DAY OUR DAILY BREAD ………..** | Ask pupils to make two lists ‘I Want’ & ‘I Need’. Discuss their choices with the class. Use the opportunities to think about why shoe boxes are filled for Romanian children. Think of ways of caring for younger pupils in the school. Demonstrate them practically in the playground. Use the story of the Feeding of the 5000. Ask pupils to draw one of the characters in the story & make thought bubbles to show what they might be thinking before & after the miracle! Dramatise the story of the healing of the 10 lepers At the end invite pupils to write a short speech for each leper explaining his response to being healed. (Link with KS2 Prayer and Worship unit) Look at pictures of the Last Supper. Invite the Vicar in to explain, or go to the church to see what happens at a service of Holy Communion. Explore the significance of the bread and wine. | Romanian information. John 6: 1-15 Bibles. Luke 17: 11-19 ‘Jesus in Art’ by M Cooling. Clergy/visit to church Chalice, paten, bread, wine. |
| Lesson 4 | **FORGIVE US OUR SINS ……** | Ask pupils to think about a time when they have quarrelled with a close friend. Invite them to share words that describe how they felt. Discuss what people need to do to mend a broken friendship. In groups, mime two situations – one where the quarrel is resolved & the other where both people refuse to make up. Pupils give an explanation of what it means to forgive. | ‘That’s Not Fair’ by Barry Miller & Trish Miller (RMEP) Prepare 2 scenarios. |

**Lesson 3**

- **AT2** To be able to reflect on priorities in individual & community life
- **AT2** To be involved in practical ways of sharing and caring
- **AT1** To know some Bible stories that show sharing and thankfulness
- **AT2** To know the significance of Holy Communion for Christians

**Lesson 4**

- **AT2** To know the difference between right and wrong
<table>
<thead>
<tr>
<th>Lesson 5</th>
<th><strong>AT1&amp;2</strong></th>
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<tbody>
<tr>
<td><strong>LEAD US NOT INTO TEMPTATION …..</strong></td>
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<tr>
<td>AT2</td>
<td>To know the difference between temptation and sin</td>
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<tr>
<td><strong>AT2</strong></td>
<td>To understand that a person with faith can be strong in resisting temptation</td>
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<tr>
<th>Lesson 6</th>
<th><strong>AT2</strong></th>
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<tr>
<td><strong>THINE IS THE KINGDOM, THE POWER AND THE GLORY …..</strong></td>
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<tr>
<td>AT2</td>
<td>To begin to understand the idea of praise</td>
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**THE SERMON ON THE MOUNT**  
**KEY STAGE 2**

**SUGGESTED ASSESSMENT FOCUS**  
AT1 Explain how two of the teachings of the Sermon on the Mount can make a difference to the lives of Christians.  
AT2 Discuss how easy or hard it is for a person to follow Jesus’ teaching and make practical suggestions for self or others.

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<tr>
<td><strong>AT1</strong></td>
<td>To know that the Sermon on the Mount was a collection of Jesus’ sayings and teaching</td>
<td>Find Capernaum &amp; Galilee on a Bible map. Refer to chapter 4 - Jesus escaping from crowd to teach his disciples. Look at some of the headings the Bible uses.</td>
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<td></td>
<td>To recognise the importance of salt. Matthew 5: 13</td>
<td>Use a bag of crisps without salt for tasting! Discuss things that need salt for cooking. Other uses for salt –cleansing. Links with historical medicinal uses. In a hot climate without refrigeration as a preservative. (Links to science)</td>
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<td>To know some sayings about salt &amp; their meaning.</td>
<td>Talk about being the salt of the earth; rubbing salt into wounds; take it with a pinch of salt; worth one’s salt.</td>
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</tbody>
</table>
| **AT2**             | To be able to explain Jesus’ teaching from Matt5:13 about His followers making a difference in their communities | Brainstorm ideas of how & where Christians make a difference in the world. Links to PSHE. From the list try & match up & complete the phrases of the text from Matthew 25:35. | Matthew 25:35  
‘I was hungry and……  
I was thirsty and……  
I was a stranger and……  
I was naked and…..  
I was sick and……  
I was in prison and……’ |
| Lesson 2 | AT2 | To know the uses of light | (Link with KS2 unit Christian Symbolism) Identify the various uses of lights or lamps & how their importance has changed through history. Discuss the need of light in the dark interior of a Palestinian home. Discuss ways of being a light to someone else; refer to verse 16. Explain the symbolism of the candle used in a baptism service. Design a candle with phrases coming from the flame showing ways of being a light in the world. | Collection or pictures of lamps, lanterns, torches, candles etc Matthew 5: 14-16 Copy of Holman. Hunt’s painting ‘The Light of the World’ This little light of mine Junior Praise No 258 |
| Lesson 2 | AT1 | To understand the significance of being as ‘the light of the world’ | |
| Lesson 3 | AT2 | To appreciate home-life, family, possessions etc To empathise with the poor in the local community & overseas To be aware of Jesus’ teaching about giving to the needy | Offer a time of reflection on the things that make life comfortable at home & school. Make a collage of headlines from newspaper articles that inform us of poverty and need throughout the world. Discuss practical ways of helping. What could people with power do that we can’t do? How could we influence them? Act out the scenario of verses 2-4. Compare Luke 21:1-4 Discuss the attitude we should have in giving to others. Are there other ways we can give to the needy? | Advertisements from magazines that show wealth and affluence. News items that show poverty and need. Information from Christian charities e.g. Tearfund, Christian Aid Matthew 6:1-4 Bibles |
| Lesson 3 | AT1 | | |
| Lesson 4 | AT1 | To know how & when we should pray To know that Jesus gave us the Lord’s Prayer as a model To understand the meaning behind the words of the Lord’s Prayer | Link with KS2 units The Lord’s Prayer/Prayer and Worship)Read Matthew 6: 5-8. Discuss the different times and occasions when we pray. Is it important to pray? Why? Divide the class into groups to write prayers for different occasions or turn the words of the Lord’s Prayer into pictures & make a pictorial sequence of the prayer for a display. | The Lord’s Prayer 2000 A Millennium pack (Canterbury Diocese £3.50 tel: 01227459401) |
| Lesson 4 | AT2 | | |
| Lesson 5 | AT1 & 2 | AT2 Discuss how easy or hard it is for a person to follow Jesus’ teaching and make practical suggestions for self or others |
| Lesson 6 | AT1 | Know how the teachings of the Sermon on the Mount can make a difference to the lives of Christians. |
| AT2 | Recognise the issues for a person who decides to follow Jesus’ teaching. |

To know and apply Jesus’ teaching about worrying or not worrying

Brainstorm things that worry children or adults. Make lists of things that worry birds & flowers. Are they comparable? What should be our priorities? Discuss things that are very important to you. What are the differences between wants and needs? Compare your wants with the needs of a child in the Third World. How does that feel? Is it easy to do what God wants (v.33)

Write a poem about ‘contentment’. Encourage pupils to share their worries privately with a trusted person.

As an assessment activity, pupils could: Recall two of the teachings of the Sermon on the Mount. Imagine what is involved for a person following the teaching and the good effect it could have on them and the people around them.

Bible
Read Matthew 6: 25-34.

Flowers, natural objects.

Microscopes