

**Clifton All Saints Academy**

**Curriculum Subject Map**

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*Overview*

<b>KS</b>	<b>Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>YR</b>	Understanding Christianity – Creation Unit Why is the word God so important to Christians? (Agreed Syllabus unit F1)	Understanding Christianity – Incarnation Unit Why do Christians perform nativity plays at Christmas? (Agreed Syllabus unit F2 – Why is Christmas special for Christians)	Agreed Syllabus Unit F4 Being special: where do we belong? Learn from 2 religions	Understanding Christianity – Salvation Unit Why do Christians put a cross in an Easter garden? (Agreed Syllabus unit F3 – Why is Easter special for Christians)	Agreed Syllabus unit F5 Which places are specially valued and why? Learn from 2 religions	Agreed Syllabus unit F6 Which stories are specially valued and why? Learn from 2 religions
<b>KS1</b>	<b>Y1</b>	Understanding Christianity – Creation Unit Who made the world? (1.2)	Understanding Christianity – Incarnation Unit What is the meaning behind the celebration of Christmas? (1.3) Agreed Syllabus Unit 1.2	Agreed Syllabus unit 1.3 Who is Jewish? What do they believe and how do they live?	Understanding Christianity – Salvation Unit What is the significance of the Easter story? (1.5) Agreed Syllabus unit 1.5	Agreed Syllabus unit 1.6 What makes some places significant? What makes some places sacred to believers?	Understanding Christianity – Gospel Unit What is the good news Jesus brings? (1.4) Agreed Syllabus unit 1.12
	<b>Y2</b>	Understanding Christianity – Creation Unit Why do Christians call God the creator? (1.2)	Understanding Christianity – Incarnation Unit Why does Christmas matter to Christians? (1.3) Agreed Syllabus Unit 1.2	Agreed Syllabus unit 1.4 Who is Muslim? What do they believe and how do they live?	Understanding Christianity – Salvation Unit Why does Easter matter to Christians? (1.5) Agreed Syllabus unit 1.5	Agreed Syllabus unit 1.8 What can we learn from sacred books and stories?	Understanding Christianity – Gospel Unit How is Jesus' good news shared? (1.4) Agreed Syllabus unit 1.12
<b>KS2</b>	<b>Y3</b>	Understanding Christianity – Creation Unit	Understanding Christianity – Incarnation Unit What is the trinity? (2A.3)	Agreed Syllabus unit L2.8 How is faith expressed in Sikh	Understanding Christianity – Salvation Unit Why do Christians call the day Jesus	Agreed Syllabus unit L2.1 Where and how do people worship? (Focus on Sikhs,	Understanding Christianity – Gospel Unit How did Jesus let the people know

		What do Christians learn from the creation story? (2A.1)	Agreed Syllabus unit L2.3	communities and traditions?	died 'Good Friday'? 2A.5 Agreed Syllabus unit L2.5	Muslims and Christians only)	what kind of world he wanted? (2A.4) Agreed Syllabus unit L2.4 What kind of world did Jesus want?
	Y4	Understanding Christianity – Creation Unit What did God do to show people that they needed to live a good life?	Understanding Christianity – Incarnation Unit What does 'God the Trinity' mean to Christians? 2A.3 Agreed Syllabus unit L2.3	Agreed Syllabus unit L2.6 How do festivals and family life show what matters to Jewish people?	Understanding Christianity – Salvation Unit Why is Holy Week important to Christians? (2A.5) Agreed Syllabus unit L2.5	Agreed Syllabus unit L2.7 How is faith expressed in Hindu communities and traditions?	Understanding Christianity – Gospel Unit What kind of world did Jesus want? (2A.4) Agreed Syllabus unit L2.4 What kind of world did Jesus want?
	Y5	Understanding Christianity Creation or science: conflicting or complementary?(Creation 2B.2 Agree Syllabus U2.2)	Understanding Christianity – Incarnation Unit Was Jesus the Messiah? 2B.4	Agreed Syllabus U2.4 How and why do some people inspire others?	Understanding Christianity – Salvation Unit What did Jesus do to save human beings? 2B.6	Agreed Syllabus U2.9 Justice and Poverty: does faith make a difference?	Understanding Christianity – Gospel Unit 2B.5 What would Jesus do?
	Y6	Understanding Christianity Creation or science: conflicting or complementary? Digging Deeper (Creation 2B.2)	Understanding Christianity – Incarnation Unit Was Jesus the Messiah? 2B.4 Digging Deeper	Agreed Syllabus U2.8 How is faith expressed in Islam?	Understanding Christianity – Salvation Unit What difference does the resurrection make to Christians? 2B.7	Agreed Syllabus U2.12 How far does faith enable resilience?	Understanding Christianity – Gospel Unit 2B.5 What would Jesus do? Digging Deeper

**AUTUMN 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>EYFS</b> Why is the word God so important to	<u>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and</u>	<u>Re-tell stories, talking about what they say about the world, God, human beings</u> Introduce the idea that many people around	<u>Think about the wonders of the natural world, expressing ideas and feelings</u> Many Christians like to praise the Creator: talk	<u>Say how and when Christians may like to thank their Creator</u> Connect with idea of harvest celebrations as a way Christians thank their	Harvest festival	<u>Talk about what people do to mess up the world and what they do to look after it</u>

<p>Christians ?</p>	<p><u>feelings about the world</u>          Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, parrot). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the Sun and the Moon to the display. Pupils draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world.</p>	<p>the world think that the whole world was created by God. Point out to the children that some people do not believe in God. Read the creation story from a children's version of the Bible. Get children to point out which parts of the world were made on which day, in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created <i>life</i>. Talk about how special the word 'God' is for Christians (and others) – because they believe he is the Creator.</p>	<p>about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. <a href="http://www.bbc.co.uk/programmes/p044h8gp">www.bbc.co.uk/programmes/p044h8gp</a>) in church and outside. Talk about why they do it, and what they are saying.</p>	<p>Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark music's 'Combined Harvest' songs; Fischy Music; iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it.</p>		<p>Make links between how Christians think God is amazing, and so are careful with how they use God's name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, and whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try to do those things!</p>
<p>KS1 Year 1 Who made the world?</p>	<p><u>To re-tell the story of Creation from Genesis 1:1-2.3 simply.</u></p>	<p><u>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</u></p>	<p><u>To explain what the story tells Christians about God, Creation and the world.</u></p>	<p><u>To understand what Christians do to say thank you to God for the Creation</u></p>	<p><u>To think, talk and ask questions about living in an amazing world.</u></p>	<p><u>To think, talk and ask questions about living in an amazing world.</u></p>

	<p>Give pupils images of some created things, or the objects themselves: for example, teddy bear, mobile phone, crusty bread. Ask them to say what the person who made them (the 'creator') might be like. Give them some words to think about, some that are likely, (for example, friendly, creative, clever), some less likely (small, angry, bearded). Talk about whether the maker of a teddy bear must be furry, the baker crusty, and the mobile phone-maker square. Look at images (or objects) of the natural world. If these have a creator, what might the creator be like? (for example, amazing, huge, strong, full of ideas, happy, magic.) Introduce the story of Genesis 1. Set the</p>	<p>Collect together all the words pupils can come up with to describe the Creation, from their experience of nature and from reading this story. What an amazing world! • Ask the key question: Who made the world? The answer that Christians (and others) give is, 'God did'. Not everyone thinks this, of course. • Have a look at the 'big story' frieze; ask which part of the picture shows creation and say how (they will need to look closely!). Point out that 'Creation' is just the start of a 'big story' for the Bible and, Christians say, for humans too!</p>	<p>Talk about how Christians think that God provides everything we need to survive (land, water, air, sunlight, food to grow, living animals and people), so humans should thank God above all. This Creator is so amazing that Christians want to praise God as well as thank him, saying how wonderful they think he is. Ask pupils to come up with some thank-you and praising sentences that Christians might say. They can use sentence-starters like 'Creator God, thank you for... O God you are amazing because...' Record these on sticky notes.</p>	<p>Recall the idea that Christians believe God created the world, so they should be thankful. One key way for Christians to show thankfulness to God is for them to be generous to those with less. In Matthew 10:8, Jesus said to his followers, 'Freely you have received, freely give.' Talk about how Christians might share the resources offered at harvest. Find out what some churches do with their harvest offerings: for example, taking it into the community, or giving it to food banks. What does the school do, and why?</p>	<p>If Harvest is an annual event, how do Christians remember to be thankful to the Creator every day? One way is by saying 'grace' before meals. Find out some grace prayers, and see if pupils can make up some ideas for Christians. What difference does it make if you say something every day? Pupils are often told to say please and thank you. Why is that?</p>	<p>Ask pupils: If someone believes God made the world, what might they say about it? What might they say to this Creator? Their comments might start with 'I like... Thank you for... I wonder why... Please can you... It's amazing that...'. Record these ideas on sticky notes and include them in a display. • If pupils could ask the world-maker any questions, what questions would they ask? • To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have,</p>
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	<p>scene: Here's a story told by Jewish and Christian people about God. What is their response to the story — feelings, ideas, questions? Then focus on this question: what does the story tell us about what God is like?</p>					
<p><b>KS1 Year 2 Why do Christians call God the creator?</b></p>	<p><u>God created the universe.</u></p> <p>Recall the creation story. Who can remember what happened on which days? Who can remember what this tells us about Christian (and Jewish) beliefs about God?</p> <p>Show pupils some art inspired by Creation days 1 to 5 (some examples are given in Resources). Ask them to paint what they think the artist will paint for Day 6. Do the paintings, then show the artists' work. Talk about the differences. Whose picture shows the</p>	<p><u>The Earth and everything in it are important to God.</u></p> <p>Think about why the week of creation ends with God resting. God rests on the seventh day, not because he is tired, but because resting is such a great thing to do! What would it be like to be busy-busy all the time? Recall the experience of being busy — and resting. (Find some pictures of animals resting — they don't do more work than they have to!) Talk about the key question again: Who do Christians believe made the world? God. Why did God tell</p>	<p><u>God has a unique relationship with human beings as their Creator and Sustainer.</u></p> <p>Spend some time making something — a drawing/ painting, a model (perhaps with Lego), some sewing/ embroidery. Show it to the pupils. Then break it — or deface it in some way. Shock! Ask them how they feel about this vandalism. What do they think you, the creator, would feel like? Ask pupils to make their own playdough animal — and then squish it. Why does a creator want their creation looked after? Make the link with Christian ideas about the world as God's creation. How would God feel to</p>	<p><u>Humans should care for the world because it belongs to God.</u></p> <p>What kind of things can Christians and others do to look after the world? Give some examples from A Rocha and Eco Churches (see notes on the Resources page). Ask pupils to think about how important these actions are. Do you have to do big things to make a difference, or can small things help? • Remind pupils about the key question: Who made the world? Christians say God did, and they show this in the way they thank God and try to look after the Earth. Make the link with the day of rest as one way that God looks after</p>	<p>Thankfulness - Harvest Festival link</p>	<p>If God is the Creator, what rules might he give for how to look after the world? Ask pupils to make a list of rules, or give them a selection and ask them to choose their top three. • How good would these rules be, even if there is no Creator? • If everyone followed these rules, what difference would it make to the world? Which ideas are the best ideas, and why?</p>

	excitement of creation best?	people to rest one day a week? It's a way of looking after them so they don't get worn out. It's a way God cares for Creation. Look at the words God uses in Genesis 1:28: he tells humans to fill the earth, subdue it, and rule over the creatures. We humans have a special responsibility to look after God's world!	look at a world covered in litter and vandalised, with many trees cut down? What might make God happy about the world, and what might make God sad?	humans; so humans should look after the world.		
<b>KS2</b> <b>Year 3</b> What do Christians learn from the creation story?	A trip outside to the school playground, local park, forest, beach, and so on. Carry out an activity to help pupils identify 'wow factors' in nature. For example, give each pupil a piece of card shaped as a paint palette with double-sided sticky tape on and ask them to find examples from nature to stick on it. Can they fill it with all the colours of the rainbow or every shade of a particular colour, without	<ul style="list-style-type: none"> <li>• Close eyes and listen to Louis Armstrong's 'What A Wonderful World', then tell the Jewish and Christian creation story from Genesis 1:1–25 in child-friendly language. You might introduce it using guided visualisation (see Resource Sheet 1).</li> <li>• Give time for pupils to write or draw what they think is wonderful about the world in light of the initial activity and the creation story — ideas can be added to the display of photos in a creative manner.</li> </ul>	Go back outside. In pairs, pupils take a digital image of something that has the 'wow factor' from the human-made world, perhaps something that represents human ingenuity, kindness or capacity for appreciation of beauty. Add these to the display. • Now, reading the text from a Bible, share Genesis 1:26–31, focusing on what it says about humans being made in God's image and being given control over the earth. • Look together at a translation of the Bible from the original text (for	Pupils share a time when they have created something they thought was good or really liked, for example, a story/picture/design/mode l/ poem. How did they care for their own 'very good' creation and how did they want others to treat it? Talk about how people look after the 'wow' objects humans created. Explain how many Christians believe that God cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for	<b>Harvest</b>	Ask pupils: what instructions does God give to humans for treating the Earth as God's good creation? Read Genesis 1:28–30. Ask pupils what they think it means. Use Resource Sheet 2 which offers some possibilities. Ask them to decide which are the most likely and the least likely meanings. Show a picture of an overgrown garden. What would someone need to do to look after it? Christians believe

	<p>destroying any living plants? Or ask pupils to shut their eyes and listen to 'nature's symphony' — can they hear bees, birds, leaves rustling, waves lapping? Recreate as many of these sounds as possible using resources from the surrounding natural environment. Ensure that pupils are helped to focus on what they find wonderful about the world in each activity. In pairs pupils take a digital image of something from nature that they feel has the 'wow factor'. Discuss choices and use images to start a display.</p>	<p>Collect pupils' questions as you go through. • Talk about what this God must be like — recall learning from KS1 Unit 1.1 God. If God is Creator, what kind of God must God be? List some ideas. (You might like to use James Weldon Johnson's poem to get pupils to think about what God's perspective might be</p>	<p>example, the International Children's Bible; see Resources). Ask pupils to count the number of times that the words 'good' or 'very good' are used to describe how God sees creation. Discuss what parts of God's creation in the story were good/very good (ensure that humans are one feature in the discussion). How good and clever is creation/ the natural world? Add any extra ideas to the list describing what Christians think God must be like from this story.</p>	<p>example, how to look after animals.</p>		<p>that God ultimately owns everything that is just put into human hands to be looked after. Humans are 'stewards' or perhaps 'caretakers' of the world for God. Look at some case studies of how some Christians try to look after God's world (see Resource Sheet 3): • The monks and nuns at Mucknall Abbey in Worcestershire try to set an example of caring for Creation • A new movement of Forest Churches tries to reconnect with Creation • Ruth Valerio is an example of a Christian who tries to love God and his Creation • See KS1 Unit 1.2 Creation for an introduction to the Christian conservation movement A Rocha and their 'Living Lightly' campaign. • Explain that there are many ways in which people can be</p>
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						<p>God’s stewards, and that this extends beyond looking after nature. People can give their time, money and talents to look after everyone and everything. Recall times when pupils in the class have done this — perhaps the whole class have given of their time, money and talents for a school-run charity event.</p>
<p><b>KS2 Year 4 What do Christians learn from the creation story?</b></p>	<p>Leaving a covered bowl in the classroom with a sign saying ‘Do not touch’. This bowl could be full of chocolates to tempt pupils into taking one. It could also be full to the brim with feathers — when the cover is taken off, the feathers can go flying, the mess becoming worse with efforts to clear up, so perpetrators may find themselves caught redhanded! Discuss what temptation is and</p>	<p>Ask pupils to work out where in the story Adam and Eve are tempted, are disobedient, pass the blame, and even try to hide from God. Link this to pupils’ own experiences of being tempted and disobedient (this would be a good point to remind them of the activity involving the bowl of feathers/chocolates). Make the point that Adam and Eve went further than just being tempted — they gave in to temptation! •</p>	<p>Explain that the part of the story where Adam and Eve eat the fruit is known as ‘the Fall’ and is important for much Christian belief. By being disobedient, Adam and Eve ‘fell’ from being close to God. This also damaged the relationship between people and God, people and each other, and people and the natural world. Do pupils now have any more comments to make about the Fall on the frieze of the ‘Big Story’ timeline? • To see how well pupils understand</p>	<p>Point out that Adam and Eve do not say sorry in the story. They are also punished by God. However, God does provide them with what they need (for example, clothes) to survive outside of the Garden of Eden, reflecting the Christian belief that God still cares for people and wants to bring people back to being close to him. One way is through giving them guidelines for living: • Show pupils the Ten Commandments (see Resource Sheet 4). Ask them what people must have been doing if God</p>	<p>Harvest</p>	<p>Place each commandment at a different point in the room alongside an eleventh spot saying ‘My Own Commandment’. Ask pupils to stand next to the one they consider the most important, a) to the people of God to whom the rules were given, and b) to Christians today, and call upon them to justify their decisions. Give pupils opportunities to change their minds if they wish during the</p>



	<p>whether any of the class were tempted to look in the bowl. Look together at images where people might be tempted to do something (for example, take sweets from a shop or drop litter), ask pupils to identify who is being tempted and by what.</p> <ul style="list-style-type: none"> <li>Recap learning about creation. Use a timeline of the Bible (use the Frieze, for example) and get pupils to place Creation and God at the start of the 'Big Story' of the Bible. At this point in the story, everything was very good indeed. What do they think happens next? Look at how Creation moves into the Fall on the frieze, to help pupils articulate their ideas beyond initial ones.</li> <li>Share the story of Adam and Eve (Genesis 2:15–17</li> </ul>	<p>Select pupils to take the roles of the man, woman and snake. For God you might leave an empty chair, but have a pupil offering to be God's spokesperson to answer questions. Ask pupils (in pairs) to come up with questions for each character, then use these for hot-seating, where pupils in role try to answer the questions from their understanding of the story. Make a note of the best questions.</p> <ul style="list-style-type: none"> <li>Think, pair, share/wheels within wheels discussion: What do you think about Adam and Eve's behaviour? Was it wrong? See if pupils can offer some different ideas: get them to start sentences with 'on the one hand ... on the other hand...'. Pupils may be fairly judgemental that Adam and Eve did something they had been told not to do,</li> </ul>	<p>the story, you might ask them to work in pairs or groups to produce the front page for the Eden Times newspaper. They should choose a suitable picture and headline, say what happened, and include a quotation from God, Adam, Eve and the snake. Good answers will explain the idea of 'the Fall' — that this spoiled the friendship between humans and God and that humans cannot get close to God again without God's help. Remind pupils of the unit's key question — what do Christians learn from the creation story?</p>	<p>needed to give them these rules. Discuss the meaning of each. Explain that the Bible gives some guidelines on good ways to live. By following God's rules, Christians can be close to God (which he wants).</p>		<p>discussion. Then add a twelfth spot saying 'All of them'. Does this change any pupils' positioning? Why? Talk about how hard it would be for Christians to keep all of the commandments. Ask pupils to suggest ideas for what they might do if they cannot love and obey God as much as they would like.</p> <ul style="list-style-type: none"> <li>Explain that many Christians believe it is important to say sorry when you have done something wrong. It is important to accept responsibility rather than pass the blame (as Adam and Eve tried to do). Some Christians may say prayers to God to show how sorry they are, or take part in a sacrament called confession/reconciliation/penance, which is a special time to say they are sorry to God, and pray for forgiveness. Give</li> </ul>
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	<p>and Genesis 3) with pupils in a dramatic and engaging way. Ensure that the tree, God's command, Adam, Eve, the serpent, eating of the fruit, hiding from God and the punishment are all included. Talk about pupils' ideas and responses to the story. If there is a 'hidden meaning' or a message in the story, what would it be? Tell them they are going to explore what Christians think about the meaning of the story.</p>	<p>and blamed each other. If they seem judgemental, inquire whether or not they know of anyone who has ever acted disobediently, or blamed another person — the likelihood is that most of the class will know of people who have acted in these ways.</p>				<p>pupils some information about what Christians do to say sorry (see Resource Sheets 5A and 5B for information). Get pupils to describe three ways Christians might say sorry, and three reasons why they believe this will help them grow closer to God.</p>
<p><b>KS2 Year 5 Creation and science: conflict or complimentary?</b></p>	<p>• Read Genesis 1:1–2:3 to your class. Use an appropriate translation (see Resources for suggestions). Choose some suitable music (without words) to accompany this, and get pupils to draw the events as they occur, or just the impression they gain from the text, to</p>	<p>Have a look at the translation 'The Message' on Resource Sheet 1. This is set out as a poem. Are there any clues in the text that this is a poem? Are there repeated phrases? What do they suggest is important? Make the point that people (including Christians) disagree about the genre and purpose of Genesis,</p>	<p>Ask pupils to identify what they think the genre of the Genesis creation text may be, and why it was written. Offer alternatives to help them express ideas, such as: Was this story written for a science textbook or for a service to worship God? Was this story written to explain to believers who we are or who God is? Was this story written to explain</p>	<p>Recall previous learning that Christians celebrate God as Creator through harvest, but also in art and music. Have a look at some artistic responses to God and Creation. You might try the Picturing Christianity pack, or have a look at the Creation stained glass in the Rondo Chapel (see Resources). You could listen and read the popular hymn 'O Lord my God, when I in awesome</p>	<p><b>Harvest</b></p>	<p>Set a homework for pupils to gaze up at the night sky and record their feelings and sensations. Share their responses in class. How often do pupils stop and wonder at how amazing the world is? Ask them to collect images that make them marvel. Look at them together — consider</p>

	<p>help them listen carefully. (Afterwards you might talk about what is suitable music and why — which features of the text does it reflect? What about the atmosphere?) Ask pupils to sum up the key message of the text, writing seven key words onto their sketches and a brief explanation of their ideas on the back. What does this story mean? How does it make them feel? Were there any surprising, interesting or puzzling moments?</p> <ul style="list-style-type: none"> <li>• Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find evidence for or against this. Ask pupils to suggest what type/genre of writing Genesis 1 is and how they know — what evidence is there? Remember</li> </ul>	<p>and that their views have implications for addressing the unit's key question. • Introduce pupils to a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings) (see Resource Sheet 2 for a clear - but not easy! - account. Read this aloud to pupils - some will love the technical complexity of the language!). Remind them of what they have learned in Science (see Resources for examples). Give them three minutes to draw a simple diagram to explain either cosmology or evolution, and, in pairs, explain their drawings to each other. Check for accurate explanations!</p> <ul style="list-style-type: none"> <li>• Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how you</li> </ul>	<p>to believers why the world is beautiful or that God is good? (These do not necessarily require either/or responses.) • Look at the unit key question: ask pupils to come up with some reasons why some people might say Creation and science are in conflict or complementary.</p>	<p>wonder, consider all the works thy hand hath made', or even the children's song, 'Who is the king of the jungle?' <a href="http://www.youtube.com/watch?v=DJwUvjVq9k4">www.youtube.com/watch?v=DJwUvjVq9k4</a> • Pupils need to know that there are many Christians who are scientists. Watch the interviews with Dr Jennifer Wiseman, astrophysicist (see Resources). Which questions would pupils want to ask her? How do they think she interprets Genesis and why? There are extensive video clip interviews available from the Faraday Institute (see Resources) — pupils could prepare questions as for a visitor, and see if the interviews answer them. • Note also that the Anglican and Roman Catholic Churches (among others) have accepted evolution — see Resource Sheet 4 to explore this further. • Get pupils to find out about Christians who are scientists, or who are interested in science. They could be teachers, other staff or parents, a local vicar, vet, doctor or dentist. Find out how these</p>		<p>what difference it would make to how people treat the Earth if we all reflected on it like this more regularly. Ask pupils if they can make a connection between this experience and how reading Genesis 1 might help to inspire Christians to care for the Earth and to worship God. • Ask pupils to identify the main ideas they have learned about Christian beliefs about God as Creator. Ask them to summarise the key points. Use Resource Sheet 5 to help with this. • Write this statement on the board: 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Discuss how far pupils agree or disagree, and why. Science is really important for lots of reasons (pupils can</p>
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	<p>that it is at least 2,500 years old: think about what life was like at the time, and whether that makes a difference. [Note that pupils need to consider both the historical context of when the text was written.</p>	<p>interpret Genesis. Use Resource Sheet 3 to explore these views and show their awareness of different interpretations. • Ask pupils to come up with as many questions as they can about the Genesis text and about the beginnings of the universe and life. Get pupils to sort their questions: are some better answered by science and some by Genesis? (For example: Why doesn't Genesis mention dinosaurs? Why is the universe here? Does my life have a meaning?)</p>		<p>Christians make sense of believing in a Creator God and also doing science. How do they read Genesis 1? Support pupils to ask questions to such people about faith and science: are they compatible or in conflict?</p>		<p>come up with some — technology, medicine, construction and so on). Consider if there are questions that science cannot answer; for example: How should we live? Does my mum love me?</p>
<p><b>KS2 Year 6 Creation and science: conflict or complimentary?</b></p>	<p>Find some amazing images of the heavens and the earth, humans and animals. (For example, <a href="http://www.spacetelescope.org">www.spacetelescope.org</a> , <a href="http://bit.ly/1oFCCr1">http://bit.ly/1oFCCr1</a>) Distribute some images and ask pupils in groups of five to use their senses imaginatively as they look at their</p>	<p>read Psalm 8 to the class. The Psalms are meant to be sung, so you could play a piece of music in the background as you read. Psalm 8 is about the greatness of God, and the privileged role given to humans by God, so choose a stately and uplifting piece. What is the link between the starter activity and this? This</p>	<p>Focus on the description 'a little lower than the angels'. Ask pupils to think about what this might mean and where it seems to place humans. Look at the words used to describe humans. What does Psalm 8 say about humanity's status on planet Earth? Identify the notion that humans have control over the planet, derived from their place as being in</p>	<p>Ask pupils to describe how they think Christians might behave in the light of the ideas expressed in Psalm 8. Imagine someone was looking for evidence that Psalm 8 was true. What kinds of actions might they expect to find among Christians? List the evidence pupils would expect. For example, some might worship God, or become scientists to explore creation more, or</p>	<p>Harvest</p>	<p>Return to the phrase from Psalm 8 about humans being 'a little lower than the angels'. This suggests that humans have a very high position and great authority in God's creation — the idea of 'stewardship' explored in 2a.1 Creation unit. Some people argue that humans have</p>

	<p>image. Get them to finish these sentence starters:  Set 1: I see..., I hear..., I smell..., I feel..., I taste..., I wonder;  Set 2: I notice..., I want to say..., I imagine,... It reminds me of..., It's like..., It makes me think... and so on.  Then weave these sentences together, alternating between sets 1 and 2, to form a poem (I see..., I notice..., I hear..., I want to say...) (See Resource Sheet 6)  Share the poems. How do they feel about our amazing universe?</p>	<p>is the Psalmist's response to Creation in the form of a poem/prayer! • Then give groups a copy of Resource Sheet 7 containing extracts from Psalm 8. Ask pupils to identify who the blue boxes describe and who the white boxes describe (answer: blue = God; white = humans).  What does the psalm tell the reader about God and what does it tell the reader about humans? Offer some words on the board to help describe God and humans: scary, powerful, great, in charge, and so on. Use words from the text, such as 'majestic' and 'rulers'. Write these words around the corresponding blue and white boxes on Resource Sheet 7. • Talk about how this is a psalm — a prayer used in worship. Ask pupils what it might make worshippers think and feel about God, the world,</p>	<p>the 'image of God' (Genesis 1:28). • Divide the six extracts among the class, give groups the task of illustrating each extract. Groups could draw elements of the text, or use some of the images from the starter activity, and should communicate the overall meaning of the text. • Look at all groups' illustrations, or display together on a central board. Ask the class to identify what this psalm tells Christians about God and humans. Reflect on how it might relate to questions of religion and science.</p>	<p>artists to express God's creativity in their art, or farmers to care for the planet, or architects who create places of worship, or therapists to care for humans who are suffering from depression... • Divide this list among your class and get them to produce a short case study (a one-page leaflet or two PowerPoint slides) to show how Christians worship their Creator, look after Creation and other people; and where science fits into their work.</p>		<p>misused this authority by treating the Earth badly. Briefly ask pupils what evidence they know of to support this view (deforestation, greenhouse gases leading to climate change, fossil fuels, litter, waste and so on). Ask pupils to weigh up how well humans have taken care of the world. • Consider any implications for today's world of these passages. Imagine that there is a God and that God gives humans a clear message that the Creator is going to come to Earth in a year's time to inspect what humans have done as stewards or caretakers of the world. What might people do to prepare? Christians will want to show that they have taken their responsibility of being 'a little lower</p>
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		<p>themselves and other creatures. Collect their suggestions. How does it make pupils themselves think and feel about these things? Compare pupil responses with the perspectives they have suggested for Christians (and Jewish people).</p>				<p>than the angels' seriously. For the many people who do not believe in God, what might they do? What argument can pupils offer for why all humans should care for the Earth, without God? What do pupils think their own responsibility is? Make it personal — how well do pupils care for the world? Do they only buy local produce? Do they re-use, recycle — or get the latest mobiles and tablets, with all those rare Earth metals from China? Reflect on whether or not it is easier to judge others than to change one's own behaviour</p>
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**Autumn 2**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b> <b>Why is Christmas special for Christians ?</b>	<p><u>Talk about people who are special to them</u>            A way into this section could be to ask children to use special bits and</p>	<p><u>Recall simply what happens at a traditional Christian festival (Christmas)</u>            Use a story sack to introduce a crib scene, beginning with the</p>	<p><u>Say what makes their family and friends special to them</u>  <u>Begin to recognise the word 'incarnation' as describing the belief that</u></p>	<p><u>Re-tell religious stories, making connections with personal experiences</u>            A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as</p>	<p><u>Re-tell religious stories, making connections with personal experiences</u>            ☑ Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards</p>	<p><u>Re-tell religious stories, making connections with personal experiences</u>            Talk about Christmas gifts and what the children would like.</p>

	<p>pieces to make a lovely picture for a special person, to talk about the person they have created it for and why they are special and then take it and give it to that person.</p> <p>☑ Show baby photos of known adults to the children. Can they match the photo to the adult?</p>	<p>three figures – Mary, Joseph and baby Jesus – and including shepherds, wise men, donkey, angels, etc. Discuss the children’s knowledge about the role of each key figure as it appears, as the crib scene grows. Place the figures in a line of value, starting with the figure that the children think is the most important to the least important. Read the story of Christmas from a children’s Bible, matching the figures as you read.</p>	<p><u>God came to Earth as Jesus</u></p> <p>Redo the value line, including what Christians might say – most would say Jesus is the most important: that God came to Earth as <i>Jesus</i> (the term for this is <i>incarnation</i>). Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story</p>	<p>cake, candles, banners, etc. Talk about children’s own experiences of birthdays. Link to Jesus’ birthday and Christmas celebrations</p>	<p>decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols. Do note with the children that many people enjoy Christmas, but not all do so from a religious point of view.</p>	<p>Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated love for all people by sending Jesus to Earth – they say that shows how precious people are to God.</p>
<p><b>KS1</b> <b>Year 1</b> <b>Why does Christmas matter to Christians ?</b></p>	<p>Recognise that stories of Jesus’ life come from the Gospels</p> <p>Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts. Ask pupils why they think Christmas is important for Christians. Tell some familiar stories about a character who appears to be someone he/she is</p>	<p>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</p> <p>Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is ‘God come to Earth’ – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?</p>	<p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Look at a selection of Christmas cards: which ones have a clear link to the story in Luke? Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas, or get a local Christian leader to bring in photos. Find out about the colours the vicar/priest might wear.</p>	<p>Give an explanation of what advent means.</p> <p>Introduce the word ‘advent’, which is when Christians prepare for Jesus’ arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene; etc.).</p>	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Make connections with the kinds of decorations people put up for birthdays or for Diwali with those put up by Christians for Jesus’ birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions? Are there themes, such as light, which</p>	<p>Decide what they personally have to be thankful for, giving a reason for their ideas</p> <p>People give gifts and say ‘thank you’ at Christmas. Ask pupils to create the ‘thank you’ prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own ‘thank</p>

	<p>not (e.g. in <i>Beauty and the Beast</i>). Look at a picture of baby Jesus from the Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby, but God on Earth! Note that the word ‘incarnation’ means ‘God in the flesh’. Christmas celebrates the incarnation.</p>	<p>☑ Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g. <i>Experience Christmas</i> from Jumping Fish). Set up some stations: Gabriel visits Mary, the journey to Bethlehem, Jesus is born and placed in a manger, angels appear to shepherds, shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell it.</p> <p>Talk about Jesus’ birth in the outhouse/stable – what were conditions like, and who visited? Luke’s story talks about Jesus’ birth being ‘good news’. Talk about who it might be good news for and why, and why Christmas is important for Christians.</p>	<p>What other signs will there be about Jesus’ birthday and that this is important to Christians?</p>		<p>can be found in different celebrations?</p>	<p>you’ statements and give them out.</p>
<p><b>KS1</b> <b>Year 2</b> <b>Why does Christmas matter to</b></p>	<p>Recognise that Incarnation is part of the ‘Big Story’ of the Bible. Present pupils with images of three</p>	<p>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’.</p>	<p>Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity</p>	<p>Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity</p>	<p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about</p>



<p><b>Christians ?</b></p>	<p>normal-looking pupils. Ask them to talk in pairs about what each child is good at — are any of them kind/brilliant footballers/ good at playing the piano, and so on? Discuss the difficulties of doing this — we don't always know what someone is like by looking at them. Remind pupils that Jesus did not look special on the outside. See if they can remember why he actually was special to Christians — they believe he was God on Earth.</p>	<p>Explain that there are two more stories in the Bible about Jesus being born. Introduce stories of the angel appearing to Joseph, telling him that the baby is from God and should be called Jesus (Matthew 1:18–25), and the visit of the wise men (Matthew 2:1–12). Tell each story in an interactive way: for example, using props, keywords, drama Look at the 'Big Story' frieze, recapping pupils' knowledge of it. Explain that God coming to Earth as baby Jesus is also part of the 'big story'. Find this on the frieze/timeline and teach the word 'incarnation' — which means 'in the flesh' (Latin word carne = flesh; think carnations — flesh-coloured, or carnivore — flesh-eating).</p>	<p>scenes and carols to celebrate Jesus' birth. List together people in the story who know that Jesus is God: for example, Mary, Joseph, wise men, shepherds, angels. Use drama activities to check how well pupils can explain that Jesus was more than just a normal baby: for example hot-seating pupils as a relevant character/asking them to role-play the story of the nativity, with the teacher asking pertinent questions to relevant characters at appropriate points in the action. • Explain that there is one more important thing for pupils to know about the birth of Jesus. Ask pupils to sketch a king and discuss features of kingship. Look at Botticelli's 'Mystic Nativity' — just show the characters in the stable and let pupils identify them. Ask which looks like a king — do any have the features of kings from sketches? Recap parts of Matthew 2 where the wise men are</p>	<p>scenes and carols to celebrate Jesus' birth. Expand pupils' view of the 'Mystic Nativity' so they can see the whole picture. Even though the baby itself doesn't necessarily look like a king or God, how is the artist showing he is special? Pupils might like to speculate on why the baby is so large in this picture. Give pupils a card frame and ask them to frame the parts of the picture that are most interesting, most puzzling and most important, and say why. • Ask the key question: Why does Christmas matter to Christians? Gather and record your pupils' answers. Do they remember the word incarnation?</p>	<p>Look with pupils at images of crib scenes in churches. Can pupils spot all the characters? Pupils can explore several different sets of nativity figures from around the world — ensure that shepherds and wise men are included. Explain that Christmas is celebrated by Christians in many countries, and ask what is similar and different between nativity figures. (Google search 'crib scenes global Christianity'). You might get pupils to create a crib scene of their own. • Show pupils sets of three images from the nativity story (see Resource Sheet 1 for some images). For example, Joseph/Mary/Gabriel, Joseph/Mary/Jesus, Jesus/Mary/shepherds, Jesus/wise men/shepherds, angels/manger/comfortable bed at an inn (or any other combination), and ask pupils to spot which one is the odd one out, and say why. There is no correct answer here, but pupils' understanding and reasoning will be tested. • Use the images again and ask pupils what the</p>	<p>being kind and generous. Put all the images together — add some extras, such as a donkey — not actually mentioned in the story! — for example sheep, stars, gifts. Ask pupils which ones you can take away and still keep the Christian meaning of Christmas and incarnation. Remove them one at a time and see if you can get down to three, two, or even one. • Explain that there are many songs about Christmas and winter, but during Advent and at Christmas, lots of Christians sing special songs about Jesus being born — carols. Listen to, and if appropriate sing, some of them. Look at some choruses and verses from suitable carols, asking pupils to spot key words linked to Jesus and the</p>
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			<p>looking for the King of the Jews and worship Jesus as a king. What signs are there that Jesus is a king? Where would pupils expect a king to be born? • Talk about the gifts that the wise men gave: gold, frankincense and myrrh. Allow pupils to experience the gifts, for example, see and feel some gold, smell frankincense (perhaps with an incense stick or oil burner). Look carefully at the gold and discuss its qualities. Why do pupils think it was given to the baby Jesus? Gold is very expensive, so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it.</p>		<p>characters might have been saying or thinking at certain points in the story. You can also use this as an opportunity to help pupils recall links between parts of the story and messages they have learned from it: for example, Jesus being God, Jesus being a king, Jesus coming to share good news, Jesus coming for both rich and poor</p>	<p>Christmas story. If necessary, help pupils to expand their thinking so they understand more fully what the carol is saying about the birth of Jesus. Give pupils the opportunity to write another verse for a carol, or give them some words from existing carols to cut up and rearrange, to make a good summary of Christmas.</p>
<p><b>KS2</b> <b>Year 3</b> What is the trinity and why is important to Christians ?</p>	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and the Trinity mean <b>The symbol of water.</b> A way into this unit would be to</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like Look carefully at two paintings of the Baptism (for example,</p>	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Ask pupils to draft a suggestion for a baptism prayer for a baby in a Christian family today: from their learning about</p>	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Explore the differences between baptising babies and adults. List similarities and differences between the celebrations and make</p>	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Notice where Christian belief in the Trinity (God as three persons in one, Father, Son and Holy Spirit) is shown in the</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like Return to the unit question: What is</p>

	<p>explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching, fun, etc. Make a link with why water is used in Christian baptisms – because of its many symbolic meanings.</p> <p>☑ Introduce the idea of a 'gospel' – a life story or biography of the life and teaching of Jesus. Tell pupils the story from one of the four Gospels, Matthew 3:13–17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it</p>	<p>by Verrocchio and Daniel Bonnell – see <a href="http://www.artbible.info">www.artbible.info</a> and search 'baptism'). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour and God the Holy Spirit as the presence and power of God at work in all life today. Ask pupils to list ways in which these pictures show this belief. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.</p>	<p>Jesus' baptism, what kinds of words do they think will be in the prayer? Investigate what happens and what prayers are said at Christian baptisms, and compare the official prayers with their suggestions: what did they miss out? (See e.g. <a href="http://bit.ly/1xR5bBc">bit.ly/1xR5bBc</a>). (Note that baptism has been introduced in Units F4, 1.8 and 1.10, so build on that learning.) ==</p>	<p>connections with the story of Jesus' baptism. Remind pupils of the symbolism of water: list as many ideas as possible for what water symbolises in baptism.</p>	<p>celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations and make connections with the story of Jesus' baptism. Remind pupils of the symbolism of water: list as many ideas as possible for what water symbolises in baptism.</p>	<p>the 'Trinity' and why is it important for Christians? Ask pupils to express their response using symbols and art. Use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'. (There will be one not too far from you – there are at least eight in Bedfordshire and many hundreds in the UK.) Ask them to write a short piece to explain their artwork and the 'big idea'.</p>
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	<p>pictures the Trinity: the voice of God announces Jesus as the Son of God, and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.</p>					
<p><b>KS2 Year 4</b> What is the trinity and why is important to Christians ?</p>	<p>Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. With the important words from Genesis displayed, turn to John’s Gospel. Ask the class to listen as you read John 1:1–14 to them (don’t worry if the class is confused! This is a</p>	<p>Give examples of what the texts studied mean to some Christians. Display these phrases from John 1. Pupils choose one of these phrases, and design and make their ‘Christmas according to John’ Christmas card without sheep or donkeys!: In the beginning was the Word/The light keeps shining in the dark/The true light was coming into the world/The Word became a</p>	<p>Describe how Christians show their beliefs about God the Trinity in the way they live. Ask pupils to sum up what John is teaching about Jesus and God. How does it relate to their learning in the earlier part of the unit? What questions do they have about the text? Christians believe, so... Take the pairs of sentences on Resource Sheet 4. Get pairs of pupils to match these eight sentences in two</p>	<p>Describe how Christians show their beliefs about God the Trinity in the way they live. Interview a minister about Incarnation and Holy Spirit: Prepare questions for a visiting Christian (or email a minister, or use RE:ONLINE’s ‘email a believer’ facility). • Interview Part 1: Incarnation: To enable pupils to explore the idea of Incarnation more deeply, use these questions and more created by pupils: What does Christmas</p>	<p>Describe how Christians show their beliefs about God the Trinity in the way they live. Use the term ‘incarnation’ to explore the idea that ‘God is best seen in Jesus’. Ask about the following descriptions — which is best and why? • Jesus is like God’s ‘front man’ • Jesus is God’s last word • Jesus came to show humanity what God is really like • Jesus is full of love, so he’s just like God • Jesus is the invisible God made visible</p>	<p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly Christmas revisited: Return to the learning from the first chapter of John’s Gospel and the cards pupils made. Talk about how far their</p>

	<p>difficult passage but it contains lots of ideas worth finding). Let the words wash over the class. Re-read, ask the class if they can spot any of the important words from Genesis — hands up when they hear one. What do they think this passage is about? • Return to your Bible, turn to Matthew, ask someone to come up and have a look at the first two pages — can they find the birth of Jesus? Why is it almost the first thing Matthew mentions? • Ask another pupil to come and look at the first two pages of Luke: can they find the birth? Why do Luke and Matthew both include Jesus' birth? Why do they think it is important? Recap everything the class can remember about Christmas/the nativity: Mary, Joseph, Jesus,</p>	<p>human being and lived here with us/We saw his true glory. • Use some words from Christmas carols and songs to explore with the class what John means. Play them samples, and ask: did this writer use John's words? For example: • From 'O Little Town of Bethlehem': 'In your dark streets shineth the everlasting light'. • From 'Silent Night': 'Son of God, Love's pure light'. • From 'Once in Royal David's City': 'He came down to earth from heaven, who is God and Lord of all'. • From the Calypso Carol: 'Mary cradling the babe she bore: the Prince of Glory is his name'. • From 'Shine, Jesus, Shine': 'Send forth your word Lord, and let there be light. write a new verse to any Christmas carol which puts the ideas of Word, Light, Life, Love or Glory into the song.</p>	<p>halves. Run this as a team challenge in threes: pupils have all the sentence starters to look at, and pick up one 'sentence ending' at a time. They must agree where it fits in before going for the next 'ending', but they can move them around as they go if a 'better fit' comes up.</p>	<p>celebrate? Do you believe God came to Earth at Christmas? In which ways was Jesus an ordinary person? In which ways is he 'God on Earth'? How do your beliefs make a difference to your life and to life in your church? What do you do because of your beliefs? Interview Part 2: the Holy Spirit: Ask about belief in God the Spirit. Add to these questions: How does it feel to sense God's Spirit is with you or inside you? Does the Spirit help you to be calm, to be good, to be strong, to be loving — or what? St Paul says: 'There is one body and one Spirit, just as you were called to one hope when you were called; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all' (Ephesians 4:4–6). Find out what difference it makes to the visitor's church to believe this</p>	<p>8-page booklets: 'Trinity: So What?' Small groups record answers and ideas and use them to make a short booklet that could be displayed in a church, called 'Trinity: So What?' Each page should contain one illustrated idea responding to this question: What difference does it make to believe in God the Father, Jesus and the Holy Spirit?' These will be welcomed at a local church!</p>	<p>learning has deepened their understanding about what Christmas is really about for Christians. Ask pupils if they can imagine Christmas being abolished or made illegal. What would they miss? What extra things would Christians miss, and why?</p>
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	<p>sheep, angels, wise men, shepherds, a stable, a star, and so on. • Ask someone to come up and look in the first two pages of John, some of which you have just read. Can they find any birth story? No — there isn't one at all in John. • Talk about why Matthew and Luke seem to think Jesus' birth is the most important thing to start with. Ask why the class think John does not mention this. Someone might say that John does talk about Jesus' birth when the Word becomes flesh. Celebrate if they point this out! See if pupils can connect the text with the concepts of Incarnation and Trinity.</p>					
<p><b>KS2 Year 5</b> Was Jesus the Messiah?</p>	<p><u>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and</u></p>	<p><u>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</u></p>	<p><u>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</u></p>	<p><u>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</u></p>	<p><u>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</u> Ask pupils to reflect on their learning from this unit</p>	<p><u>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it</u></p>

	<p><u>prophecy texts, using technical terms.</u> Recap the ‘big story’ of the Bible so far (see story outline in the Introduction and Essential Information). How far can pupils describe and explain the big story? Can they sort the core concepts alongside the Frieze? Explain that we are just about to begin studying the New Testament, but need to think about the time at the end of the Old Testament first. • Examine the situation: The People of God were taken into exile in Babylon in 586BCE. They return after about 50 years, but their Promised Land is still occupied by foreign forces. They begin to have a New Hope — God will rescue them! He will send a rescuer, a saviour — a Chosen One or Messiah. This</p>	<p>The first clues: Examining written evidence. As investigative journalists pupils have received a list of what the Jewish people are expecting in a messiah (Resource Sheet 1a gives some prophecies, and Sheet 1b summarises the key points.) Ask pupils to create a ‘Wanted’ poster or radio advert based on these expectations. Ensure that there is a link to each of the Messianic expectations: for example, wears a crown, holding a family tree with King David marked on it, birth certificate with place of birth as Bethlehem, and so on. • A written report from the scene (Matthew 1:18–24, 2:1–12). The Jewish followers of Jesus gradually began to believe that Jesus was this Messiah, and that he fulfilled the prophecies. Get pupil investigators to look</p>	<p>Interview some witnesses. Joseph and Mary would have been familiar with the prophecies. Use some imaginative play to explore what it would be like for Mary and Joseph; for example, do a hot-seat activity with Mary and Joseph in the hot seat. Pupils in the role of investigative journalists question them about the events: How do they feel? What might this mean? Does anything scare them? Do they feel privileged? Do they think their son was the Messiah? Why? • The final report. What is the evidence to suggest that Jesus was the Messiah. Ask pupils to write and illustrate a newspaper report claiming that the Messiah has arrived, and is Jesus, comparing it with the Jewish expectations expressed in their ‘Wanted: Messiah’ advertisement.</p>	<p>Show pupils some examples of church ad campaigns (for example, Christmas Starts with Christ ... and so on — see Resources for link). What is the message they are putting across? Which ones are most effective? Which ones make good links with the idea of the Messiah or Saviour? • It is crucial to recognise that Christians do not just believe that Jesus was an Old Testament prophet, or a messenger — they are convinced that Jesus was God in the flesh. Explore this idea by reminding pupils about Jesus’ baptism (see Unit 2a.3), belief in God as Trinity (see Unit 2a.3), and the place of Jesus in the ‘big story’ of the Bible — God’s rescue mission to bring people back to him, healing the effect of sin. Get pairs of pupils to record some of these key ideas on a mind-map. • Ask pupils to come up with three good reasons why Christians want to make Christmas about Jesus Christ (‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’).</p>	<p>to answer the key question: Was Jesus the Messiah? In pairs, see if they can come up with some clear reasons why Christians believe that he is, with examples of how they show this. • To make wider connections, recall the ‘big story’ of the Bible, and why the People of God needed a rescuer. Give pupils some key theological terms (for example, Creation, Fall, People of God, Messiah, Incarnation, Gospel, Salvation), and either get them to come up with definitions and links, or match them to given ones. • Get pupils to use the ideas explored in this unit, and the revision of the key concepts in the ‘big story’ above, to answer the question, ‘Why do Christians believe the world needed a “Saviour”?’ Include some of the key words revised above. Give them a writing frame to help them with a selection of sentence starters.</p>	<p><u>is true, what difference that might make in people’s lives.</u> Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one? Imagine that there is a God: if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say? It would need to be a message for all people, not just those who believe in God! Use Resource Sheet 3 as a starting point. Compare pupils’ ideas with Jewish and Christian beliefs.</p>
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	<p>is the situation when the Old Testament ends. However, the land remains occupied by different forces — at the start of the New Testament, this is by the beastly Romans. The people have been waiting a long time — and some are despairing, but some still hope. • What kind of saviour? Introduce to the pupils their role as an investigative journalist, employed to answer the question: Was Jesus the hoped-for Saviour? Was Jesus the Messiah? Ask pupils to list the characteristics this person will need to have — a Saviour who could rescue the People of God in their current situation.</p>	<p>for and highlight some of the evidence in Matthew’s Gospel that led Christians to believe this (Resource Sheet 2). What clues are there that Jesus is the promised Messiah? Link each of the expectations by highlighting or drawing a line to one or more clues in the text. (Most Jewish people at the time did not believe Jesus was the Messiah — and Jewish people today still do not think he was.) There is not evidence for all of the prophecies in the text</p>		<p>Ask pupils to write a script for, or act out, a dinner table conversation about Christmas plans. Hold one conversation for a non-Christian household and one for a Christian household. What do they plan to do, and why (remember, it’s not only Christians who help others!)? What might motivate a Christian to make Christmas Day not just about being with family, eating good food, watching TV, and giving and receiving presents?</p>		
<p><b>KS2 Year 6</b> Was Jesus the Messiah?</p>	<p><u>Explain connections between biblical texts and the idea of Jesus as Messiah,</u></p>	<p><u>Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.</u></p>	<p><u>Make clear connections between the texts and what Christians believe about Jesus as Messiah;</u></p>	<p><u>Make clear connections between the texts and what Christians believe about Jesus as Messiah; for</u></p>	<p><u>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing</u></p>	<p><u>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who</u></p>



	<p><u>using theological terms.</u> The Entry into Jerusalem, Matthew 21:1–9 • Read the whole text to the class, or ask different pupils to read each individual section to the class: 1–3, 4–5, 6–7, 8–10, 11. Explain to the pupils that verse 5 is a direct quote from Zechariah 9:9 in the Old Testament. Discuss what would be important if you wanted to put this scene in a film called The Messiah. What would you need the director and actors to understand: for example, that the disciples didn't know why they were fetching a donkey, that the prophecy is important to keep in the story so readers can see that Christians think this fulfils a prophecy about the Messiah.</p>	<ul style="list-style-type: none"> <li>• Get groups of pupils writing the actors' and director's notes onto the story board (Resource Sheet 4) for this section of a film called Messiah. Ensure that the director is clear which of the parts of the text she is creating are part of the Gospel and which are prophecy, i.e. come from the Old Testament, which will need to be shown as a flashback. Ensure that they include all the clues that might suggest Jesus is the Messiah. Afterwards, you might show a clip from a film to compare their ideas. Discuss what the director conveys through the film, and how.</li> </ul>	<p><u>for example, how they celebrate Palm Sunday.</u> The entry into Jerusalem</p> <ul style="list-style-type: none"> <li>• The story of Jesus entering into Jerusalem is celebrated every year in Christian churches, just a few days before the end of Lent (explored in Units 1.5 and 2a.5). It is an important way for Christians to mark the start of Holy Week, when they consider who Jesus is, what happened to him, and what that means to Christians (i.e. Jesus as Saviour and Messiah). Although Jesus is treated like a king as he enters Jerusalem, he behaves in a humble and peaceful manner by entering into Jerusalem on a donkey, not like the idea of a regal king or someone who is going to fight off the Romans. Christians need to learn that their Messiah was humble and a peacemaker. • Discuss with pupils how Christians should demonstrate that they too are peacemakers like their Messiah. Discuss</li> </ul>	<p><u>example, how they celebrate Palm Sunday.</u> Share information about some contemporary Christians. Research into them and present a oneminute contribution to an imaginary programme called 'Followers of Jesus... how do they show peace?' Some examples of people you can look into are the Amos Trust home-rebuilding programme in Palestine, Archbishop Desmond Tutu, the life of Owen Thomas. These three are outlined on Resource Sheet 5, or you might find some examples of your own.</p>	<p><u>peace and transformation in the world.</u> So Christians do think Jesus is the Messiah and Jewish people are still waiting for a messiah. Remind the pupils about why Christians think Jesus is the Messiah.</p>	<p><u>transforms lives, through bringing peace and transformation in the world.</u> Share the statement: 'The world doesn't need a messiah — it just needs people to love each other.' In pairs jot down three points that agree with this quote and three points that disagree with the quote. Give pupils an opportunity to weigh up different responses to the quotation, offering ideas 'on the one hand' and 'on the other hand'. Make links to their learning about Jesus as Messiah and Son of God, and come up with a balanced argument</p>
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			what being a peacemaker means.			
<b>Spring 1</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b> Being special: where do we belong?	<p><i>One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.</i></p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from Mum/Dad/carer/friend) and special events (a birthday).</p>	<p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Talk with the children about 'who we are' in terms of the things we get from our families. Boy or girl? First child or later in the family? Talk about our different skin colours, hair colours and eye colours, and our ethnicities. Talk about the different religions children have heard of. Does anyone know who celebrate Diwali? Eid? Christmas? Explain that some people have a religious identity, but others are non-religious. We can all share one school – and one world!</p>	<p>Re-tell religious stories making connections with personal experiences</p> <p>Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16). Who do we know who makes children feel special?</p> <p>Explain how this belief that God loves children is shown in Christianity through infant baptism</p>	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Consider signs and symbols used in the welcoming of children into the faith community, e.g. water (pure and clean) and a baptismal candle. Look at photos; handle artefacts (robes, cards, etc.); use role play.</p> <p>Talk about how children are welcomed into another faith or belief community, e.g. the Islamic <i>Aqiqah</i> ceremony, whispering of <i>adhan</i> and cutting of hair; compare how non-religious families welcome new babies, e.g. some atheists (people who believe there is no God) might hold a Humanist naming ceremony.</p>	<p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p> <p>Consider ways of showing that people are special from other religions, e.g. stories about Hindus celebrating Raksha Bandhan, which celebrates the special bond between brothers and sisters. A sister ties a band (or <i>rakhi</i>) of gold and red threads around the right hand of her brother.</p>	<p>Making connections with personal experiences</p> <p>Celebrate the fact that we are all special. No fingerprints are the same, and neither are our identities, but we all share one classroom – and one world.</p>

			and dedication. People from other communities have different ways of welcoming new babies.			
<p><b>KS1</b> <b>Year 1</b> Who is Jewish? What do they believe and how do they live?</p>	<p><u>Recognise the words of the Shema as a Jewish prayer</u> <u>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)</u></p> <p>Big reminders'. As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters: how do people make a special time to remember?</p> <p>☑ Find out what special objects Jewish people might have in their home (e.g. a 'through the keyhole' activity, looking at pictures of <i>mezuzah</i>,</p>	<p><u>Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</u></p> <p>Look at a <i>mezuzah</i>, how it is used and how it has the words of the Shema inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why. If this is hard, give some choices.</p> <p>☑ Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, <i>challah</i> bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). Put together a 3D mind-map by collecting,</p>	<p><u>Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)</u></p> <p>Use a variety of interactive ways of learning about the festivals of Sukkot, Hanukkah and Pesach (Passover), the stories from the Torah and meanings associated with them, including the Jews as God's Chosen People. Find out about the <i>menorah</i> (seven-branched candlestick) and how the nine-branched <i>hanukiah</i> links to the story of Hanukkah; explore how the <i>Seder</i> plate tells the story of Pesach/Passover. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people. The festivals often show God as the rescuer; the saviour of his people.</p>	<p><u>Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</u></p> <p>Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to them and to others. Draw attention to the idea that Jews believe God rescues people and brings freedom. Jewish people celebrate this, for example at Purim, Hanukkah or Pesach. What do the children think of the idea of 'God the rescuer'?</p>	<p><u>Make links between Jewish ideas of God found in the stories of the Torah and how people live</u></p> <p><b>Sacred words: the Torah</b> ☑ Ask the children to look at pictures, videos or artefacts connected to the Torah. What makes a Torah scroll special?</p> <p>☑ Look at a picture of a Torah scroll in a synagogue, and hear about the ways the stories and words of the Torah are made special in Jewish homes and places of worship.</p> <p>☑ Find out what Jewish people do on Shabbat. Why do they have Shabbat? When do you have times of rest and for family in your house? What makes a day very special? On Shabbat, at synagogue, the Torah scrolls are brought out of their special cupboard ('Ark') and read aloud for the people to hear altogether. Experience something like this, enacted in the classroom.</p>	<p><u>Ask some questions about what Jewish people celebrate and why</u> ☑ talk about what they think is good about reflecting, <u>thanking, praising and remembering for Jewish people</u></p> <p><b>'Sacred words' beyond religions?</b> ☑ Talk to the children about whether some words are special, but not religious. Do words like <i>peace, love, co-operation</i> and <i>kindness</i> need religion to make them special, or are they important to every human, including those who are not religious? Link this discussion to the work described above.</p> <p><b>Bringing the work together</b> ☑ Children might use play, artefacts, photographs and</p>

	<p>candlesticks, <i>challah</i> bread, <i>challah</i> board, <i>challah</i> cover, wine goblet, other <i>kosher</i> food, <i>Seder</i> plate, <i>matzah</i> cover, Star of David on a chain, prayer books, <i>hanukiah</i>, <i>kippah</i>). Gather pupils' questions about the objects. Help them make sense of them as they go through the unit – refer back to their questions and help them to understand each item in its context. Using Jewish artefacts can bring a powerful reality to the learning.</p> <p>Introduce Jewish beliefs about God as expressed in the Shema (i.e. God is one, Creator, and cares for all people). (Note that some Jewish people write 'G-d', because they do not want the name of God to be erased or defaced.) Use this as the background to exploring <i>mezuzah</i>, Shabbat and Jewish</p>	<p>connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes.</p>			<p>☒ Consider the importance of these holy words to Jewish people. We may have favourite books or films, but if something is holy, like the Torah, then it might mean more than even our favourites! Do children understand these ideas? 'For about 3,400 years, the Torah scrolls have been holy to Jewish people because the scrolls teach the people about God, the Creator of the world, our rescuer and the one who we serve.' What do children think of these big ideas?</p>	<p>storytelling to explore questions and express their knowledge about Jewish life, beliefs and identity for themselves.</p> <p>☒ You might tell the pupils that there are approximately 250,000 Jewish people in the UK. It is a smaller religious community, but that is still a lot of people!</p> <p>☒ Consider with the class: can they spot some connections between Jewish family life and their own family life?</p> <p>☒ Talk about what really matters in the family and how it shows (Jewish family and their own family).</p>
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	<p>festivals – how they remind Jews about what God is like as described in the Shema, how God chose them as his people and how festivals help them to remember him.</p>					
<p><b>KS1 Year 2</b> Who is Muslim? What do they believe and how do they live?</p>	<p><u>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</u></p> <p><b>Muslims believe there is one God only. Muslims say 'Allah' for God</b>        ☑ You could start by talking about prayer. What makes prayer special? Many people believe they are talking to God when they pray. God is invisible, but has the power to hear all the prayers. Ask the children to think up good questions about prayer and about God. Make some lists of questions. Talk about</p>	<p><u>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims</u>  <u>Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</u></p> <p><i>Iman</i> means belief, and it is expressed in the words of the <i>Shahadah</i> ('There is no god except Allah, Muhammad is the Messenger of Allah'). Find out about the <i>Shahadah</i>, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also shouted out as part of the call to prayer (<i>adhan</i>). Its words are incorporated into the</p>	<p><u>Give examples of how stories about the Prophet Muhammad show what Muslims believe about him</u></p> <p><b>Muslims follow the Messenger of God, called Muhammad</b>        ☑ Remind pupils that the <i>Shahadah</i> says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name, or write 'PBUH'). Examine the idea that stories of Muhammad are very important in Islam. They say a lot about what the Prophet said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from Muhammad's example.</p> <p>☑ Give examples of some stories of Muhammad, e.g. he was considered</p>	<p><u>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</u></p> <p>Revisit the <i>Shahadah</i> – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up and put on a stand, wash your hands before you handle it, learn it, do what it says, etc.). There are many online versions children could hear.</p> <p>☑ Tell some stories of the Prophet, and use some good literacy learning activities to make sure the pupils</p>	<p><u>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</u></p> <p><b>The Five Pillars of Islam: simple starting points</b>        ☑ Introduce the idea of the Five Pillars as examples of <i>ibadah</i>, or worship. Reciting the <i>Shahadah</i> is one Pillar. Another is prayer, <i>salah</i>. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to them. What difference does it make to how they live every day? (Note that pupils will learn about all of the Five Pillars in more depth at KS2, so only introduce them at this point.) Again, the BBC's animations of the Five Pillars from the Religions of the World series will be helpful:</p>	<p><u>Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using <i>subhah</i> beads)</u></p> <p><b>Prayer beads: <i>Subhah</i> and <i>Subhanallah</i>, bringing the learning together</b>        ☑ Show the class a string of <i>subhah</i> beads. Teach them that the word '<i>Subhanallah</i>' means 'Glory be to God'. The beads, often 99 in number, are used to praise God, remembering the 99 names. They are passed through the fingers as Muslims pray or recite 'Glory be to God' or remember God's 99 names.</p>

	<p>where we might find answers to these questions. Show pupils the Muslim symbol of a moon and star, and introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name). In Islam, the central belief that there is only one God is referred to as <b>tawhid</b>.</p>	<p><i>adhan</i>, is seen as the best first words for a baby to hear, so it is whispered into babies' ears soon after birth. Talk about why it is used in these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life.</p> <p>☑ Muslims believe it is impossible to capture fully what God is like, but they use 99 names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, and to think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: <i>One beautiful name found in the Qur'an for Allah is ... If I was ... I would ... If other people were ... they would ...</i> Ask the</p>	<p>very wise (Prophet Muhammad and the black stone) and he believed in fairness and justice for all (Bilal, the first <i>muezzin</i>, was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him and made him the first prayer caller of Islam. See <a href="http://www.natre.org.uk/primary/good-learning-in-re-films/">www.natre.org.uk/primary/good-learning-in-re-films/</a>). Talk about how these stories might inspire people today.</p>	<p>understand them and are thinking for themselves. You might use the BBC's programmes for 5–7s in the Religions of the World series on Islamic stories: <a href="http://www.bbc.co.uk/education/clips/zgtqb82">www.bbc.co.uk/education/clips/zgtqb82</a>. These are stories that help to show how Muslims think of God, and how following God shows them ways to behave, e.g. Muhammad and the Cat, or Muhammad and the Crying Camel. Can you arrange for the pupils to talk to Muslims about what they believe about God?</p>	<p><a href="http://www.bbc.co.uk/education/clips/zwytk2p">www.bbc.co.uk/education/clips/zwytk2p</a></p> <p>☑ Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not just Muslims.</p>	<p>☑ Explore what the concept of God means for the children themselves. Identify the objects that are most precious to them, or work as powerful reminders of what matters. Why are they precious? How does it show? Ask pupils to each contribute one thought, image or idea about God, drawn or written onto a cardboard 'bead' to a classroom display. We all have different thoughts, and we can learn from each other.</p>
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		<p>pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim. Examples might include: Merciful/Giver of Peace/Creator/Giver of Life/The Protector/The Knower of Secrets/The Majestic/The Care-Taker.</p>				
<p><b>KS2</b> <b>Year 3</b> How is faith expressed in Sikh communities and traditions? <i>Focus on Sikh ways of living and sources of guidance in Britain today (use the BBC series My Life, My Religion: Sikhism).</i></p>	<p><u>Identify and describe key Sikh beliefs and values including Waheguru and Sewa</u> <u>☒ explain examples of texts such as the Mool Mantar</u></p> <p>Develop an understanding of the key beliefs in Sikhism, for example, one God (use the Mool Mantar – a key text that describes God as 'Waheguru', the wonderful Lord). Sewa is the idea of service, human equality and dignity. Find out that Sikh people in the UK number over half a million, and there are</p>	<p><u>Consider questions about the belief that all humans are equal to God</u></p> <p>Explore the importance of the Ten Gurus through stories and teachings. For example, Guru Nanak's calling to preach, the story of the Milk and the Jasmine Flower, Guru Nanak and the Needle. The forming of the <i>Khalsa</i> under Guru Gobind Singh; the collecting together of the first Sikh scriptures, 'Adi Granth' by Guru Arjan; the celebration of Guru Nanak's birthday in the UK.</p>	<p><u>Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</u> <u>☒ describe how people show their Sikh identity in dress, behaviour and values</u></p> <p>Discuss the importance of sacred words, especially the Guru Granth Sahib for Sikhs – understood as a living Guru. How is it used, treated and learnt from? Recognise and describe how the Guru Granth Sahib may provide inspiration or guidance to a Sikh</p>	<p><u>Make links between their own ideas and values and those held dear in Sikh communities</u> <u>☒ give good reasons for their views about the importance of values such as equality, community, tradition and respect</u></p> <p>Evaluate the spiritual significance of Amritsar in the lives of Sikhs. The Golden Temple is a centre and embodiment of Sikh spiritual ideals and a place to visit and be inspired. Look at the work of Pingalwara – to include anyone 'left out': <a href="http://pingalwara.org">pingalwara.org</a></p>	<p><u>Raise questions about what it means to live a good life and examine Sikh answers</u></p> <p>Give pupils opportunities to make connections with their learning about Sikh life for themselves, so that they can ask and respond to questions (stimulated by a range of source material) about how Sikhs everyday lives are affected by their beliefs.</p>	<p><u>Raise questions about what it means to live a good life and examine Sikh answers</u></p> <p>Describe the forms of guidance a Sikh uses and compare them with forms of guidance experienced by pupils. Reflect with pupils on the beliefs, values and practices that are important in their own lives, and how these have an effect on people's lives. Pupils could be invited to express their own views, commitments,</p>

	<p>over 120 gurdwaras, including three in Bedfordshire. Consider what beliefs, practices and values are significant in the pupils' lives, and consider their experience of community in comparison to Sikh community life. Explain the key beliefs of Sikhs and how these affect the ways Sikhs choose to behave.</p>	<p>☒ Discuss the importance of sacred words, especially the Guru Granth Sahib for Sikhs – understood as a living Guru. How is it used, treated and learnt from? Recognise and describe how the Guru Granth Sahib may provide inspiration or guidance to a Sikh.</p>				<p>beliefs and responsibilities in the light of their learning about Sikhism.</p>
<p><b>KS 2 Year 4</b> How do festivals and family life show what matters to Jewish people?</p>	<p><u>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</u> <u>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</u> <u>☒ describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</u></p>	<p><u>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</u> <u>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</u> <u>☒ describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</u></p>	<p><u>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</u> <u>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</u> <u>☒ describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</u></p> <p><b>Pesach/Passover:</b> Explore the epic story of the Exodus through text, art, film and drama, exploring</p>	<p><u>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</u> <u>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</u></p> <p>Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the important of the Commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.</p>	<p><u>Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</u></p> <p>Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day! The Siddur prayer book contains numerous '<i>baruch atah Adonai</i>' prayers – 'Blessed are you, King of the Universe'). What are the benefits of expressing</p>	<p><u>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</u></p> <p>Compare and consider the value of family rituals in pupils' own lives. Make connections with the way Jewish family life and festivals encourage a reflective approach to life and living, and talk about whether there are good</p>



	<p>Explore <b>Rosh Hashanah</b>, the Jewish new year festival. Consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the <i>shofar</i> and eating sweet foods, <i>tashlich</i>.</p>	<p><b>Yom Kippur</b> is the 'Day of Atonement': a day of fasting and praying for forgiveness. What happens, and why? Explore the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write 'G-d', because they wish to respect the name of God and do not want it to be erased or defaced.) Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve.</p>	<p>the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the <i>Seder</i> meal. Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God, the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this, brought into the Promised Land) and what Pesach means to Jews today. Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?</p>		<p>gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions).</p>	<p>opportunities for reflection, remembering past times and looking forward in school life as well.</p>
<p><b>KS2</b> <b>Year 5</b> How and why do some people inspire others?</p>	<p><u>Make sense of belief</u>  <u>explain beliefs about how inspirational people can bring believers closer to God</u>  <input type="checkbox"/> <u>describe examples of texts or quotes which explain what an ideal way of life might be</u>  <input type="checkbox"/> <u>compare about different inspiring leaders from different religions</u>  <b><u>Understand the impact</u></b>  <input type="checkbox"/> <u>make clear connections between belief about living a good life and the leaders they study</u>  <input type="checkbox"/> <u>give examples of the impact of faith on life</u>  <input type="checkbox"/> <u>explain differences between leaders from different religions</u>  <b><u>Make connections</u></b>  <input type="checkbox"/> <u>raise questions about the concept of 'inspirational people', suggesting good answers</u>  <input type="checkbox"/> <u>explain the importance of role models from different religions</u>  <input type="checkbox"/> <u>express their own response to the inspiring lives they have studied</u></p>					

Pupils consider and ask questions about what makes a person inspirational to others, identifying characteristics of a good role model. We are sometimes inspired by people who are good at one thing – sport, music or cookery, for example. But others are inspiring because they are good in a human and humane sense. Make some lists and distinguish these kinds of inspiration.

Muslim religion:  
Malala Yousafzai -

As pupils study the actions and words of an inspiring person (and it could be someone local instead of the examples given – John Bunyan maybe?), make sure they link the life story into the beliefs and values of the religion. Four key ways to do this can be seen in these four questions:

- 1 Did this person **follow the teaching of their scriptures?** How? Give three or more examples.
- 2 Does this person **encourage others to follow God** in their religion? How? Give three examples.
- 3 What difference did this person make to others? Is there a **movement inspired by their life?** What is their 'legacy'?
- 4 Did this person sum up their vision in some **famous sayings or memorable quotes?** What do you think of them?

Hindu religion:  
Pandurang Shastri Athavale (1920–2003)

As pupils study the actions and words of an inspiring person (and it could be someone local instead of the examples given – John Bunyan maybe?), make sure they link the life story into the beliefs and values of the religion. Four key ways to do this can be seen in these four questions:

- 1 Did this person **follow the teaching of their scriptures?** How? Give three or more examples.
- 2 Does this person **encourage others to follow God** in their religion? How? Give three examples.
- 3 What difference did this person make to others? Is there a **movement inspired by their life?** What is their 'legacy'?
- 4 Did this person sum up their vision in some **famous sayings or memorable quotes?** What do you think of them?

Sikh religion: Bhagat Puran Singh

As pupils study the actions and words of an inspiring person (and it could be someone local instead of the examples given – John Bunyan maybe?), make sure they link the life story into the beliefs and values of the religion. Four key ways to do this can be seen in these four questions:

- 1 Did this person **follow the teaching of their scriptures?** How? Give three or more examples.
- 2 Does this person **encourage others to follow God** in their religion? How? Give three examples.
- 3 What difference did this person make to others? Is there a **movement inspired by their life?** What is their 'legacy'?
- 4 Did this person sum up their vision in some **famous sayings or memorable quotes?** What do you think of them?

Jewish religion: Rabbi Hugo Gryn,

As pupils study the actions and words of an inspiring person (and it could be someone local instead of the examples given – John Bunyan maybe?), make sure they link the life story into the beliefs and values of the religion. Four key ways to do this can be seen in these four questions:

- 1 Did this person **follow the teaching of their scriptures?** How? Give three or more examples.
- 2 Does this person **encourage others to follow God** in their religion? How? Give three examples.
- 3 What difference did this person make to others? Is there a **movement inspired by their life?** What is their 'legacy'?
- 4 Did this person sum up their vision in some **famous sayings or memorable quotes?** What do you think of them?

Christian religion: Revd Dr Martin Luther King Jr

As pupils study the actions and words of an inspiring person (and it could be someone local instead of the examples given – John Bunyan maybe?), make sure they link the life story into the beliefs and values of the religion. Four key ways to do this can be seen in these four questions:

- 1 Did this person **follow the teaching of their scriptures?** How? Give three or more examples.
- 2 Does this person **encourage others to follow God** in their religion? How? Give three examples.
- 3 What difference did this person make to others? Is there a **movement inspired by their life?** What is their 'legacy'?
- 4 Did this person sum up their vision in some **famous sayings or memorable quotes?** What do you think of them?

**Investigations and enquiries: can the class work in small research teams?**

☑ The class might work on group presentations in teams of four or five to investigate one person from religion who is inspiring. Can they retell that person's life story, or some key incidents from it? Can they give several reasons and examples of what makes this person inspirational? Can they use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people? Can they make links and identify similarities and differences between the different people studied? Can they accept that no one is perfect, and that these heroes (to some) may also have a 'downside' to their lives?

☑ These studies may have a personal impact. Can pupils working alone explain

						<p>the qualities they admire in their heroes/role models? Can they say why they admire them and how this may influence their own lives? Can they respond to questions raised by the stories from the lives of key religious figures and contemporary followers? Can they make links between what they have learnt about inspirational people and their own behaviour?</p>
<p><b>KS2 Year 6</b> How is faith expressed in Islam?</p>	<p><u>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. <i>tawhid</i>; Prophet Muhammad* as the Messenger, the Qur'an as the message)</u> <u>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</u></p> <p>Set the context, using the information in the 2011 Census. Ask pupils how many Muslims they think there are in Britain</p>	<p><u>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today</u></p> <p>Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (<i>Ummah</i>). Investigate how they are practised by Muslims in Bedfordshire/Britain today. Consider what beliefs, practices and</p>	<p><u>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</u></p> <p>Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God, including how it was revealed to the Prophet Muhammad by the Angel Jibril, and examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad), noting how some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus).</p>	<p><u>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow the example of Muhammad)</u></p> <p>Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: <i>Sunnah</i> (model practices, customs and traditions of the Prophet Muhammad) and <i>Hadith</i> (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.</p>	<p><u>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</u></p> <p>Investigate the design and purpose of a mosque/<i>masjid</i> and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.</p>	<p><u>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</u></p> <p>Summarise how it is for Muslims living in Bedfordshire today. Give reasons to support ideas.</p>

	<p>and in Bedfordshire. This unit explores what it is like to be one of these Muslims. Talk about the fact that there are two main Muslim groups: Sunni and Shi'a.</p> <p>Give an overview of the Five Pillars as expressions of <i>ibadah</i> (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: <i>Shahadah</i> (belief in one God and the Prophet of God); <i>salat</i> (daily prayer); <i>sawm</i> (fasting); and <i>zakah</i> (almsgiving). Introduce <i>Hajj</i> (pilgrimage): what happens, where, when, why?</p> <p>☑ Introduce the idea of 'God-consciousness', or <i>taqwa</i> in Arabic. It can also be translated as 'mindfulness'. Talk about the Five Pillars in terms of being conscious of God, or mindful of God, moment by moment, daily, annually and over a lifetime.</p>	<p>values are significant in pupils' lives.</p> <p>☑ Find out about the festival of Eid-ul-Adha, at the end of <i>Hajj</i>, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Isma'il.</p>	<p>Examples of stories and teachings could include <i>Sura 1</i>, 'The Opening' and <i>Sura 17</i>, the Prophet's Night Journey). Look at how they are used, treated and learnt. Find out about people who memorise the Qur'an and why (<i>hafiz</i>, <i>hafiza</i>).</p>			
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	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b> Why is Easter special for Christians ?	<p><u>Recognise and re-tell stories connected with celebration of Easter</u></p> <p>Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons.</p> <p>☑ Unpack a bag containing items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for.</p>	<p><u>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</u></p> <p>Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church') and find out about how Christians celebrate it today.</p>	<p><u>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</u></p> <p>Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare it with the cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.)</p>	<p><u>Talk about ideas of new life in nature</u></p> <p>Create an Easter garden in the classroom (there are plenty of examples online) asking children what needs to be included – don't forget the cross. Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – they are symbols of new life. Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations?</p>	<p><u>Talk about some ways Christians</u></p> <p>Take photos of children's faces showing how Jesus' followers might feel at different stages of the story, and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.</p>	<p><u>Talk about some ways Christians</u></p> <p><b>remember these stories at Easter</b></p> <p>Talk to someone who celebrates Easter: find out what parts of the celebration are most special to them.</p>
<b>KS1</b> Year 1 Why does Easter matter to Christians ?	<p><u>Recognise that incarnation and salvation are part of a 'big story' of the Bible</u></p> <p>The story for Christians leads to the idea of new life.</p>	<p><u>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</u></p>	<p><u>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</u></p>	<p><u>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different</u></p>	<p><u>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different</u></p>	<p><u>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness,</u></p>

	<p>Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas three months earlier!)</p> <p>☑ Set up an Easter labyrinth or outdoor trail for pupils, including: <b>1)</b> The entry into Jerusalem, e.g. John 12:12–15; <b>2)</b> Jesus asks his followers to remember him with bread and wine; <b>3)</b> Jesus' betrayal and arrest at the Mount of Olives, e.g. Luke 22:47–53; <b>4)</b> Jesus dies on the cross, e.g. Luke 23:26–56; <b>5)</b> The empty tomb, e.g. Luke 24:1–12; <b>6)</b> Jesus' appearance to Mary Magdalene and the disciples in John 20:11–23. At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their</p>	<p><u>☑ recognise that Jesus gives instructions about how to behave</u></p> <p>Talk about the emotions of Jesus' followers during the week. Match the emotions to different characters at different times (e.g. being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed).</p>	<p>Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs. Children could draw onto two sides of an egg-shaped piece of card a scene from Good Friday and one from Easter Sunday.</p>	<p><u>ideas and giving a good reason for their ideas</u></p> <p>Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians, and about the hope Christians have that heaven is a place without pain or suffering – a place of joy.</p>	<p><u>ideas and giving a good reason for their ideas</u></p> <p>Find out about how churches celebrate different parts of Holy Week, e.g. Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating a cross in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.</p>	<p><u>hope or heaven, exploring different ideas and giving a good reason for their ideas</u></p> <p>Ask pupils why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.</p>
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	<p>thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell or taste for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g. simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other, making a symbol with playdough).</p>					
<p><b>KS1 Year 2 Why does Easter matter to Christians ?</b></p>	<p><u>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</u> Ask pupils why Easter matters to Christians. How much do they know already? Recap the parts of the Easter story that pupils</p>	<p><u>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</u>  Tell pupils the story of Easter in child-friendly language. Include all elements from Year 1 and this year add some new parts:</p>	<p><u>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</u>  Get pupils to work out where the Easter story is on the 'Big Story' frieze. Introduce the words 'sin' and 'salvation' — can they find the letters of the word 'sin' on the</p>	<p><u>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</u>  Get pupils in groups to set up tableaux to show the events of Holy Week, take photos, and ask the pupils to add captions to show what example Jesus set Christians during Holy</p>	<p><u>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</u> Ask pupils to recap Easter practices that they learned last year. Look at images of footwashing from Maundy Thursday — what part of the story do pupils think it links to? • What example</p>	<p><u>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</u> Look at Jesus' words on the cross:</p>

	<p>learned in Core Learning/last year. Get pupils to place pictures from Holy Week onto an Easter story timeline or story map</p>	<p>cleansing of the temple, the Last Supper, Jesus' trial. Focus on the new parts of the story: ensure that pupils know the story of Holy Week and Easter securely, using a range of approaches and activities. For example:</p> <ul style="list-style-type: none"> <li>• Use interesting storytelling techniques such as drama and godly play.</li> <li>• Add new parts of the story onto the Easter story timeline/story map and display a large version of this in the classroom.</li> <li>• Ask pupils to freeze-frame events from the whole of the Easter story and say how Jesus (and perhaps other characters too) must be feeling.</li> <li>• Ask pupils to decide what they think are the most interesting, puzzling, enjoyable, upsetting, and most important moments, and why. What ideas do they have about the content of the story? Ask for their ideas</li> </ul>	<p>frieze, and in the word 'salvation'? Which letters can they see from 'save' in it? • Remind pupils of their work on Jesus building a bridge between God and humans (see EYFS units). Christians believe Jesus did more than teach people how to live: he also showed how to live. The cross is a reminder of Jesus' death, and that putting things right can be costly. Christians say Jesus died to 'save' us, to pay the price of sin in the world and reunite people with God. • Act out having 'God' on one side of a big gap, and a person (i.e. a pupil) on the other — the gap is caused by 'sin'. Get another pupil to act as Jesus: they put their arms out wide, making a cross shape, and bridge the gap between 'God' and the person. • Explain how Christians believe the world is spoiled by 'sin' — the bad things people do, and their failure to do good things. People keep wandering away from God. Jesus'</p>	<p>Week. For example, washing the disciples' feet to show that everyone is a servant of God, doing God's will by allowing himself to be crucified, showing forgiveness on the cross, standing up for what is right in God's house, stopping unnecessary violence when it looks like fight will break out at his arrest, and praying. • Ask pupils why Easter matters to Christians. How have their answers developed?</p>	<p>does Jesus set here? Give some instances of when Christians try to follow Jesus' example and look after other people. Find out some examples of local churches helping the homeless, running a foodbank, or helping people with disaster relief around the world. How does this link with the idea of Jesus 'saving' people? Jesus wants Christians to rescue those who are suffering too</p>	<p>'Father, forgive them; for they do not know what they are doing.' Discuss who Jesus is forgiving and what is being forgiven. • Remind pupils of their own examples of things that were hard to forgive, and discuss what an enormous thing Jesus was actually forgiving — the people who are killing him! Explain that Christians ask God to forgive their sins, because of Jesus' example and action — being prepared to die to save/rescue people and heal their friendship with God. Christians believe that God certainly has the power to forgive sins. For them, Jesus' resurrection proved many things, one of which was Jesus' power to forgive sin. • Think, pair, share at least one reason why forgiveness is</p>
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		about why they think it is so important that it is still remembered today	name means 'he saves', and he came on a rescue mission to bring people back to God.			important to Christians. • Talk about how Jesus' example inspires Christians to forgive others; ask some Christians about what it means to forgive and be forgiven.
<b>KS2 Year 3</b> Why do Christians call the day Jesus died 'Good Friday'?	<p><u>Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</u></p> <p>Remind pupils that Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God's. Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way</p> <p>Recap work on Holy Week from Unit 1.5 – what can pupils remember? Get</p>	<p><u>Offer informed suggestions about what the events of Holy Week mean to Christians</u></p> <p>Talk about pupils' responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? What would Christians learn from Jesus' example and teaching in these accounts?</p>	<p><u>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</u></p> <p><u>describe how Christians show their beliefs about Jesus in worship in different ways</u></p> <p>Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully: <a href="http://www.bbc.co.uk/programmes/p02mwwg4">www.bbc.co.uk/programmes/p02mwwg4</a>. Record how Christians (e.g.</p>	<p><u>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</u></p> <p>Talk about what Christians think about Jesus and the idea of 'salvation': one idea is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all – 'saving' them from going down the wrong path in life. Design a display to show the importance of each day – linking the texts, various Christian practices and the meanings for Christians.</p>	<p><u>Offer informed suggestions about what the events of Holy Week mean to Christians</u></p> <p>For people at the time, these three parts of the story provoke hope, sadness and joy. Why was there hope as Jesus arrived as King? (E.g. the people were expecting God to rescue them and restore their land.) Why was there sadness? (E.g. their King was killed and everything seemed lost.) Why was there joy? (E.g. Jesus was alive!) You could annotate Mary's emotion graph with these explanations. Explore why these stories still provoke these emotions in Christians today.</p>	<p><u>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</u></p> <p>Compare with what brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day Jesus died 'Good Friday'? (E.g. they think that Jesus rose from death so Friday was not the end, and he opened up a way to heaven too, which Christians say is good news for all.)</p>

	<p>pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11), Good Friday (Jesus' death: Luke 23:13–25, 32–48) and Easter Sunday (Jesus is raised to life: Luke 24:1–12). Use active strategies to tell the story of each day, discussing how Mary might be feeling, perhaps through some hot-seating, freeze-framing and role play; explore questions pupils have about the stories and any surprises for the characters and for pupils. Create an emotion graph for Mary for the week. Use these to help pupils write a simple diary for the three days, showing ideas about what happened, how Mary might feel, and why she thought it happened. Would Mary call the day Jesus died 'Good</p>		<p>Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday – perhaps compare their emotion graph with Mary's.</p>			
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	Friday'? Would she say something different on Sunday?					
<b>KS2 Year 4</b> Why is Holy Week important to Christians ?	<p><u>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</u></p> <p>THE LAST SUPPER: JESUS WASHING THE DISCIPLES' FEET • Set up your classroom without chairs; lead the pupils in to sit around a cloth on the floor. On the cloth have a series of foods that would have been shared at Passover (or pictures of them — see Resources for details). Have some real unleavened bread and red grape juice. • Tell the pupils the story of the Last Supper. Remind them that Jesus entered into Jerusalem and everyone cheered. Since then he has been telling parables and</p>	<p><u>Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</u></p> <p>Next tell the final part of this story: Matthew 26:26–30. Place the following items into the middle of the cloth: bread, wine, picture of Jesus, picture of blood, Bible, music. Ask the pupils to think in pairs about: Which of these they would pair together and why? What might each of these have to do with the story of the Last Supper? What might each of these help the disciples to remember? Why did Jesus want them to remember? • Use Resource Sheets 3A and 3B, with a photo of someone washing</p>	<p><u>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus</u></p> <p>Talk about the key question(s): Why do Christians call the day Jesus died 'Good Friday'? Or: Why do Christians still remember the events of Holy Week? (This should include a theological explanation about the importance of Jesus and Salvation, but also the emotional power of the story for Christians.) • Talk about pupils' responses to the text — questions, surprises, reactions to people, and what happened, any feelings the text evokes in them. Remembering the events of the Last Supper is so important for most Christians that they take communion (mass or Eucharist) regularly. Show the pupils a film</p>	<p><u>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</u></p> <p>Ask pupils to share their ideas: symbolic meaning is rich and complex, not a simple 'one-to-one' code. Build up a picture of a range of meanings. You might illustrate the meanings in a display of photos of key objects, or printed stills from the film clip, around which pupils' suggestions of meaning could be displayed in lift-up flaps with a short phrase on the outside and a more detailed explanation of the symbolism under the flap. Invite the vicar or minister from your local church to bring the paten, chalice and some unconsecrated wine and bread, and to talk to pupils about the communion service on Maundy Thursday. Ask the vicar to talk about why</p>	<p><u>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</u></p> <p>Create a guide for 6–8-year-olds to use in church to help them to understand what is happening in the communion service on Maundy Thursday at church. Discuss with the pupils the words that are used in the service of communion, for example, <a href="http://www.churchofengland.org/prayer-worship/worship/texts/additionaleucharistic-prayers.aspx">www.churchofengland.org/prayer-worship/worship/texts/additionaleucharistic-prayers.aspx</a> What will they need to include in their guide? It might include a page on: the Last Supper, what Christians believe the bread and wine mean, why Christians say sorry for what they have done wrong, what foot-washing means, and ideas for how the 6-8-year-olds should</p>	<p><u>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</u></p> <p>Following on from the idea of what evidence you might look for that someone is a Christian, ask pupils what evidence anyone would find of the things that they think are important: the music they think is best? The sports team they support? Ask the pupils to think about things that are so important for them, they would stand up for those beliefs no matter who disagreed with them. Their football team? Their brother</p>

	<p>throwing out people who were selling things in the temple. It seems things are going pretty well. This Passover meal should be a great celebration. Tell the pupils that Passover is a festival every year during which Jewish people remember the terrible things that happened them to when they were captive in Egypt, and how they were set free by God and led out of Egypt by Moses. Retell or read the story from a suitable Bible: the Last Supper, from Matthew 26:17–25. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do? Why? You could use the Conscience Alley strategy, with one pupil playing the part of Judas, one line of pupils suggesting why</p>	<p>feet on Maundy Thursday, and some art showing Jesus washing feet. Ask the pupils to respond to the sentence starters about what might be going on in the picture. Explain to the pupils that in John’s Gospel, the writer includes an episode not in Matthew’s account: Jesus washing the feet of the disciples. Retell or read John 13:4–17. Give each pupil an outline of a foot and ask them to write on one side about what Jesus washing the disciples’ feet teaches Christians, and on the other side think of how Christians could follow the example of Jesus by being a servant.</p>	<p>clip from BBC’s ‘My Life, My Religion’, where Nathan explains what Holy Communion is. <a href="http://www.bbc.co.uk/programmes/p02mwwm9">www.bbc.co.uk/programmes/p02mwwm9</a> • As pupils watch the clip, ask them to notice a number of actions and objects that have a meaning — ones that are symbols for Easter, for Jesus or for Christian beliefs. Often a symbol works as a reminder of part of the story. Give pupils a list of five symbols they will see in the clip (fire burning on Easter morning, touching the stone where Jesus fell, hot cross buns, Easter egg, the chicken born from the egg). What does each one stand for, or link to? Which reminders do these symbols provide of the stories of Jesus at the first Easter? What do they mean for Christians?</p>	<p>there is a ‘sorry’ prayer called ‘confession’ before the communion, and whether she/he washes feet during the service. Alternatively, put together a class email asking questions about the service on Maundy Thursday.</p>	<p>try to behave during communion. You might like to extend pupils’ understanding by considering the account of Peter’s denial of Jesus in Matthew 26:31–75. • Tell an imaginary story about yourself. Use your dramatic side! Your best friend has just ignored you in the supermarket, as if they didn’t know you. Next someone came up to them and said, ‘You are friends with him/her, aren’t you?’ and they looked at you and said, ‘I’ve no idea who they are!’ and walked off. Explain how you felt. How would the pupils feel? • Show the pupils an artwork portraying Peter’s Denial (for example, ‘Peter’s Denial’ by Indian Christian artist Frank Wesley). Ask the pupils to try to work out which part of the story of Holy Week this portrays; what clues they can see in the artwork: What is happening? How are people feeling? What are they thinking? How do you know?</p>	<p>or sister? Any religious beliefs? Their beliefs about what is right and wrong? • Give the pupils in pairs the cards from Resource Sheet 5, ‘What would I stand up for’. Ask the pupils to discuss the cards and arrange them into a diamond 9, putting the statement they are ‘most likely to stick up for’ at the top and ‘least likely to stick up for’ at the bottom. Give them the opportunity to add a card or two if they need to</p>
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	<p>Judas should betray Jesus, and one line of pupils suggesting why Judas should not betray Jesus</p>					
<p><b>KS2</b> <b>Year 5</b> What did Jesus do to save human beings?</p>	<p><u>Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</u></p> <p>Give pupils some artworks depicting the last days of Jesus’ life, starting from the Last Supper (see Resources) — aspects of the ‘stations of the cross’ are helpful in walking pupils through the events. Ask them to identify the events, matching them up with biblical texts, putting them in the correct order. (This could be a brief introductory activity or a more extended exploration of each of the elements of the story. Resource Sheets 1 and 1A offer texts and</p>	<p><u>Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms</u></p> <p>Christians remember Jesus’ death and resurrection throughout the year, particularly through the celebration of Communion/Mass/Eucharist/Lord’s Supper. Watch two or three short videos talking about some different ways of celebrating this symbolic meal. (See Resources). Ask pupils to listen out for any reasons why Christians celebrate Communion, what the bread and wine represent, how Christians share bread and wine, and what this ceremony means for them today. What similarities and differences are there</p>	<p><u>Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts</u></p> <p>Christians believe that Jesus’ death was not the end, and that he was resurrected on the Sunday, so Eucharist/Holy Communion is also a celebration. Discuss the meaning of the word ‘symbol’ and ask pupils to identify which symbols are used in Communion to help Christians remember Jesus, his death and resurrection, and the Last Supper. • Ask pupils to devise a brand-new way for Christians to remember the Salvation brought by Jesus — this may well take the form of a religious ceremony. Pupils should explain the actions, words, music,</p>	<p><u>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</u></p> <p>Christians remember Jesus’ sacrifice for them every time they take the Eucharist/Holy Communion. However, some Christians are willing to sacrifice themselves, following Jesus’ example. Remind the class of the ‘servers’ in the Catholic mass in Liverpool. What will they sacrifice to do this? What will they gain? • Ask the class to think about something they love or believe in a huge amount. Ask them to all stand up. Ask them to sit down if ... They would give up 10p for this thing? £10? All their Christmas presents? Be laughed at? Lose friends over? Suffer physical pain for? Die for? Talk to them as they sit or remain standing: What is the</p>	<p><u>Show how Christians put their beliefs into practice.</u></p> <p>In the context of the key question (‘What did Jesus do to save human beings?’), talk about what a martyr is and show pupils an image of the commemoration of twentieth-century Christian martyrs at Westminster Abbey: <a href="https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg">https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg</a> This shows that sacrifice for others is still a big part of Christianity. Some Christians have died horribly for their faith, but not all sacrifice has to be bloody and awful. The servers in Liverpool give up their time, but they enjoy it and gain a lot in return.</p>	<p><u>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</u></p> <p>The command to ‘Love your neighbour as you love yourself’ will involve some sacrifice. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus’ teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will</p>

	<p>suggested artwork for each 'station'.) Mark's Gospel has the most succinct account (Chapters 14–15). • Give groups of pupils a text and ask them to set up a freeze-frame of their moment in the story — get them to tell their part of the story and explain which ideas they are expressing. Talk about their responses to the story: key moment, surprises, puzzles, feelings; which characters do they most identify with? How well or badly do different characters come out of it, and why? If they were to sum up a message of the narrative, what would it be? • Ask pupils to come up with some reasons for who was responsible for Jesus' death. You might use the 'responsibility pies'</p>	<p>between the ways of celebrating? • Explore further the symbolism of the bread and wine. These were part of the Passover meal, but for Christians they have additional symbolism as Jesus' body and blood. Ask pupils what this might mean. Look at relevant excerpts from eucharistic prayers with pupils to see whether these can add to their ideas (see Resources). Ensure that pupils are helped to make links with the learning in the previous section and the idea of Jesus as a sacrifice. • Watch this clip of Roman Catholic mass in Liverpool: <a href="http://www.bbc.co.uk/education/clips/zwcd2hv">www.bbc.co.uk/education/clips/zwcd2hv</a>. The first part of the service is happy: it involves hugs and greetings of friendship (01:26). Do the class think the mood changes somewhat when the congregation take the Eucharist? What might the congregation be</p>	<p>activities and symbolism they have chosen to include in relation to what they have studied about Salvation so far</p>	<p>tipping point for them and why? • Display this quote by Martin Luther King: If a man has not discovered something that he will die for, he isn't fit to live. How far do pupils agree? Ask pupils to reflect on what sacrifices they would be prepared to make, and in what cause. To help someone in need, would they be prepared to give up their lunch, a favourite toy or gadget, their pocket money, a ticket to see their favourite pop group or sports team, six or more hours of hard work (gardening?), their blood for transfusion, or a kidney for transplant? How far would they go, and why?</p>		<p>make the world a better place!</p>
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	<p>Resource Sheet 2 — take the pupils’ suggestions and combine/amend them with the ones suggested, and ask pupils to say how much responsibility for Jesus’ death lies with each group/individual (Pilate, Judas, the Romans, the Sanhedrin, the crowds, the soldier with the hammer, God, Jesus himself) and explain why. • Ask the follow-up question: why did Jesus die? Collect pupils’ ideas. Ask if they can connect their answers to the ‘big story’ of the Bible. • One significant reason Christians give is that Jesus died to save people — to rescue them from their sins and to bring them back to God. They explain this in terms of Jesus’ death being a sacrifice, giving his life for others, for</p>	<p>thinking about? What do the bread and wine represent? Why is the Eucharist a celebration AND a serious moment? (You might like to find out about how the Roman Catholic Mass is not just a way of remembering Jesus’ sacrifice — it is a sacrifice.)</p>				
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example, by taking the punishment for sin. To explore this idea, share the four scenarios on Resource Sheet 3 with the pupils. This might be done through whole-class talk or drama or you could put the scenarios on large pieces of paper around the room, and ask pupils to write their comments on sticky notes. Groups could then take a sheet each and report back. Following discussion of the scenarios, ask pupils to explain in what way Joshua has sacrificed himself. Point out that Joshua is the modern version of Jesus' name, which is Yeshua in Aramaic, the language Jesus spoke. Yeshua means 'he saves'. How did Joshua 'save' people in the scenarios?



<p><b>KS2</b> <b>Year 6</b> <b>What difference does the resurrection make to Christians ?</b></p>	<p>SET UP THE PUPILS AS DETECTIVES WHO HAVE BEEN</p> <p><u>Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</u></p> <p><u>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</u></p> <p>SET THE TASK OF DISCOVERING: • Why do Christians think Jesus was resurrected? In order to come up with an answer the pupils have to work in role as detectives using some sources of evidence. • Share the key piece of evidence, a series of witness statements in Luke’s Gospel. These describe the</p>	<p><u>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</u></p> <p>As a class, share what evidence they have discovered to suggest Jesus was resurrected. Mark the points in the text that Christians would use as evidence. Which questions do the passages raise for pupils? • To show how some Christians view this, show a short film giving some Christians’ views on the evidence for the resurrection (there is a link to three example interviews in Resources). • Ask pupils to write a detective’s report encompassing all the evidence found from the witness statements, films and other evidence uncovered. Why do Christians believe in the resurrection?</p>	<p><u>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways.</u></p> <p>Share five pieces of art showing the life of Jesus (see Resources). Ask pupils to match them to five core Christian concepts and write a gallery description of the piece of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope. Note that there will not be a simple one-to-one match — good art will have lots of connections!</p>	<p><u>Explain why some people find belief in the Resurrection makes sense and inspires them</u></p> <p>Ask pupils to undertake the ‘enquiring into religious practice’ strategy (see Resource Sheet 1). • Source two photos that show Christian practices in church on Good Friday, for example: praying at the stations of the cross, a solemn service at 3pm, a church with a plain cross and a crown of thorns and a bowl, and two photos that show Christian practices in church on Easter Sunday, for example: covering the cross with flowers, sunrise services, baptisms, joyous services. In choosing photographs ensure that a range of denominations are represented here, for example, Orthodox, Pentecostal, Roman Catholic. Ask pupils to reflect on the changes in emotions for Christians between Good Friday and Easter Sunday. Would it matter if the resurrection hadn’t happened? Can they present ideas and evidence</p>	<p><u>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</u></p> <p>Use a series of quotes like the ones below and conduct a silent debate (see Resource Sheet 2 and the Glossary of Activities, Appendix 4 in the Teacher’s Handbook). • ‘A man who was completely innocent, offered himself as a sacrifice for the good of others, including his enemies, and became the ransom of the world. It was a perfect act.’ (Gandhi) • ‘A man who was merely a man and said the sort of things Jesus said would not be a great moral teacher. He would either be a lunatic — on the level with the man who says he is a poached egg — or else he would be the Devil of Hell. You must make your choice. Either this man was, and is, the Son of God, or else a madman or something worse.’ (CS Lewis) • ‘Don’t kid yourself that you’re going to live</p>	<p><u>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</u></p> <p>Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for example, inequality — wealth and poverty — illness, loneliness, injustice).</p>
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	<p>events three days after the death of Jesus by crucifixion. Remind pupils of the Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. • Split the class into five groups. Give each group part of the text to work with (vs 1–8, 9–12, 13–27, 28–35, 36–49). Ask them to: • Create and perform a written drama of their part of the narrative including characters, key lines in the script and stage directions. • Create a hot-seat activity where one of the characters interviews another character; for example, the women interview the men in gleaming clothes, or one of the disciples interviews the</p>			<p>for why Easter Sunday is seen by Christians as a day of hope? • Look at a hymn or a song that is often sung on Good Friday and compare it to a song or hymn that is sung on Easter Sunday (see Resources). • An example of a Good Friday hymn: 'When I Survey the Wondrous Cross' or 'And Can it Be? An example of an Easter Sunday hymn is 'Thine be the Glory' or 'Christ the Lord is Risen Today'. • A more contemporary song moving from Good Friday to Easter Sunday is 'Man of Sorrows' by Hillsong United. • Ask pupils to search for any evidence they can find for beliefs about the death and resurrection of Jesus in these songs. Ask pupils to list what these songs say about the meaning of Jesus' death and resurrection. They should make links with the idea of Jesus 'saving' people by defeating death. • Some Christians use this idea of a move from darkness to light to comfort them when they are facing problems. Ask groups of pupils to</p>	<p>again after you're dead; you're not. Make the most of the one life you've got. Live it to the full.' (Richard Dawkins) • 'And if Christ has not been raised, then your faith has nothing to it; you are still guilty of your sins.' (Paul in 1 Corinthians 15:17, New Century Version) Prepare for debate in next lesson.</p>	
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	couple on the road to Emmaus.			suggest how and why Christians might use the songs in their everyday lives, not just at Easter. Identify the emotions associated with the songs and how these might affect Christians: for example, fear, anxiety, hope, relief, reassurance. List some ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians.		
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**Summer 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>EYFS</b> Which places are specially valued and why?	<p><u>Talk about somewhere that is special to themselves, saying why</u></p> <p>Introduce this question by discussing places that are important to children, for example: places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small-world play, to talk about what happens in a library, hospital, football</p>	<p><u>Recognise that some religious people have places which have special meaning for them</u></p> <p>Talk about/show pictures of places that are spiritually significant to members of the school community (HT etc) and to say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards</p>	<p><u>Talk about the things that are special and valued in a place of worship</u></p> <p>Consider a church building as a special place for Christians. Look at some pictures of the features (e.g. church: font, cross, candle, Bible) Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small-world model of something they find in a place of</p>	<p><u>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</u></p> <p>Consider a place of worship for members of another faith, e.g. a synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting some photos under each.</p>	<p><u>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</u></p> <p>Visit All Saints church. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad and special. Find out which parts are important for Christians/believers and why.</p> <p>Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well so that everyone can enjoy it.</p>	<p><u>Express a personal response to the natural world</u></p> <p>Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc. Talk with children about special places: some may be religious places, but others are natural, or remind us of some important idea or experience.</p>

	<p>ground, etc., and why.</p>	<p>understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses in a way that is meaningful to them.</p> <p>☑ Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there.</p>	<p>worship, such as a cross or a pulpit.</p>			
<p><b>KS1</b> <b>Year 1</b> What makes some places significant? What makes some places sacred to believers?</p>	<p><u>Recognise that there are special places where people go to worship, and talk about what people do there</u></p> <p><b>Sacred and holy places: find out!</b> ☑ Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any</p>	<p><u>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</u></p> <p>Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways or dressing in certain ways). ☑ Explore the main features of places of worship in Christianity and Islam. Ask questions,</p>	<p><u>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</u></p> <p><b>Symbols and signs: look and learn</b> ☑ Explore the meanings of signs, symbols, artefacts and actions and how they help in worship. <b>Church:</b> altar, cross, crucifix, font, lectern, candles and the symbol of light; specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit. <b>Mosque/masjid:</b> <i>wudu</i>, calligraphy, prayer</p>	<p><u>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</u> ☑ give simple examples of how people worship at a church, mosque or synagogue ☑ talk about why some people like to belong to a sacred building or a community</p> <p>Explore how religious believers sometimes use music to help them in worship, e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to</p>	<p><u>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</u></p> <p>Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful, etc.</p>	<p><u>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</u></p> <p>Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library, museum or</p>

	<p>things that are holy and sacred?</p> <p>☑ Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.</p>	<p>handle artefacts, listen to a story, sing a song, etc. Pupils should explore the unusual things they see, do some drawings of details and collect some keywords.</p> <p>☑ Find out how the place of worship is used and talk to some Christians, Muslims about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.</p> <p>☑ Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.</p>	<p>mat, prayer beads, <i>minbar</i>, <i>mihrab</i>, <i>muezzin</i>.</p>	<p>praise God, thank God, say 'sorry' and prepare for prayer. Muslims do not use music so freely, but still use the human voice for the prayer call and to recite the Qur'an in beautiful ways.</p>		<p>school. Learn and use the word 'sacred', meaning 'a religious kind of special'</p>
<p><b>KS1</b> <b>Year 2</b> What can we learn from sacred books and stories?</p>	<p><b>Examples of holy books: the Jewish Torah, Muslim Qur'an and Christian Bible</b></p> <p>☑ Make a display of books for children to think about, including some favourite and famous books. Look at these together, and talk about why some books are especially important to us. Pupils</p>	<p>Teach the class that these holy books all have stories, wise words, messages for people from that religion from God and ideas about how to live – rules, if you like – inside them. Find out together what stories the children know that come from holy books: do they remember any stories of</p>	<p>Symbols of respect: teach the children (with artefacts, pictures or videos) that religious people sometimes show their respect for their holy book with some symbols. Examples: a Jewish Torah is handwritten on a scroll, kept in a special place in the synagogue and never touched by hands, but with a pointer called a <i>Yad</i>. A</p>	<p>Notice that the books from these three religions tell us stories about God and about the people who try to follow God. Listen to a story from each of the religions, and think and talk about these questions: What does this story mean to believers? Does this story have some hidden messages? How do the stories and messages in these books help people know how to live their lives?</p> <p>☑ Learn and use the idea of hidden messages: think together about three examples. Here are three suggestions:</p> <ul style="list-style-type: none"> <li>○ Learn from a Jewish story that teaches about God looking after his people (e.g. Call of Samuel, 1 Samuel 3; David and Goliath, 1 Samuel 17; Jonah 1–3).</li> </ul>		

	<p>explore in paired talk the books they like best and why. Are they funny? Good to read more than once? Moving? Exciting? Do they tell great stories? Tell the pupils that different religions often have a special/holy book that they love best of all, and show them either artefacts or pictures to do with the Torah, the Bible and the Qur'an. Note that many people learn from books that are not holy, but just great!</p>	<p>Moses, Jesus or the Prophet Muhammad? These people are associated with the holy books in Jewish, Christian and Muslim religions. Can the children consider some simple pieces of 'wise advice' from the different books and say what they like about it?</p>	<p>Christian Bible may be read aloud in church. Some churches have the congregation stand as the Gospel is read. Bibles might be leather-bound and gold-leaf decorated. Many Muslims keep the Qur'an wrapped up on a high shelf and never on the floor, opened only with clean hands on a Qur'an stand. But also talk to the pupils about this idea: the best way to respect your holy book is to do what it says, e.g. love, forgive, care, share, be kind, trust in God.</p>	<ul style="list-style-type: none"> <li>○ Learn from a story Jesus told (e.g. The Lost Sheep/Lost Coin, Luke 15) and how to treat each other (e.g. The Good Samaritan, Luke 10).</li> <li>○ Learn from a story from Muslim tradition, e.g. Hagar and Ismail and the Well of ZamZam, where an angel provides a spring of water to save a mother and child when they are thirsty. The story expresses the idea that Allah is a caring rescuer of those in trouble, and answers prayers.</li> </ul>		
<p><b>KS2</b> <b>Year 3</b> Where and how do people worship? (Focus on Sikhs, Muslims and Christians only)</p>	<p><u>Identify and describe how key actions, features and artefacts help people worship in different religions</u> <u>Explain the meanings of examples of texts that believers use in worship</u> <b>What is worship and what do people feel as they worship?</b> ☑ Introduce the big concept of worship by talking about the one thing we love the most. One definition says that is what we worship. In different</p>	<p><u>Make simple connections between sacred texts and the ways believers worship today</u> ☑ describe how people show devotion in different religions  <b>For each religion studied</b> ☑ choose questions and find answers about worship in the home, in the place of worship and in other settings, e.g. on pilgrimage ☑ identify and describe symbolic actions in the worship of the community which</p>	<p><u>Raise questions about why believers value worship</u>  <b>Why do some people choose to go to a place of worship?</b> ☑ People use places of worship to seek peace, to think deeply, to be part of a community or to seek the presence of God. On a trip to a place of worship, ask groups of pupils to discuss, agree and photograph a peaceful/thoughtful/friendly/close-to-God place within the building. Use four photos for a written recount of the visit and the purposes of the place of worship.</p>	<p><u>Express their own ideas about the meaning and value of worship</u>  <b>What happens when people worship? Develop pupils' factual knowledge of the religions they study.</b> ☑ Christians: using bread and wine to remember Jesus in the Eucharist/Lord's Prayer/music of different styles used in worship. ☑ Muslims: the Five Daily Prayers/Friday prayer at the mosque/the <i>Shahadah</i> expressed in calligraphy and art.</p>	<p><u>Express their own ideas about the meaning and value of worship</u>  <b>What happens when people worship? Develop pupils' factual knowledge of the religions they study.</b> ☑ Jewish people: worship on Shabbat at home with family/worship in the synagogue/music used in worship. ☑ Sikhs: listening to the words of Guru Granth Sahib at the gurdwara/shared food at the <i>langar</i> as an act of devotion/personal prayer</p>	<p><u>Give good reasons for their views about worship and prayer</u>  <b>What connections to their own lives can pupils make?</b> ☑ Pupils think about the significant and spiritual places in their own lives and why these are special. They consider and discuss how symbolic actions in everyday life express inner feelings and beliefs. They explore the meaning and main features, rituals, symbols and sounds that may be</p>

	<p>religions, worship is an activity expressed in many parts: community, music, prayer, ritual, symbol, shared food – but also service to God and other people. Worship can be private or shared; daily, weekly or occasional.</p> <p>☑ Ask pupils to think about how and why religious people think it matters to speak and listen to God in different ways of worshipping.</p>	<p>express inner feelings, for example, of love for God, sorrow, aspiration or compassion</p> <p>☑ use religious vocabulary to identify and suggest meanings for some symbolic objects, actions and sounds found in a church (mandir/mosque/ gurdwara/synagogue and say how these help people worship</p>	<p>☑ Read and discuss the words of some prayer, devotional songs or liturgies and discuss their meanings. What beliefs lie behind these acts of worship? Can pupils express their own reflections in a prayer or a poem?</p> <p>☑ Get the pupils to ask – and sort – some thoughtful questions about why worshippers choose to attend a church, mosque, mandir or gurdwara, and then in pairs to suggest some possible answers.</p>			<p>used in worship to express beliefs and feelings, considering similarities and differences in the way believers worship within and between different religions.</p>
<p><b>KS2</b> <b>Year 4</b> How is faith expressed in Hindu communities and traditions ?</p>	<p><u>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</u></p> <p><u>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</u></p> <p>☑ <u>describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at</u></p>	<p><u>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</u></p> <p><u>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</u></p> <p>☑ <u>describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</u></p>	<p><u>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</u></p> <p>☑ <u>make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</u></p> <p>Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together, and why, e.g. visiting the temple/mandir; performing rituals including prayer, praise such as singing hymns/songs (<i>bhajans</i>); offerings before the</p>	<p><u>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</u></p> <p>☑ <u>make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</u></p> <p>Find out how Hindus celebrate Diwali in Britain today. Show images of Diwali being celebrated in the UK (e.g. <a href="http://www.leicestermercury.co.uk/live-diwali-day-2016-in-leicester/story-29853142-detail/story.html">www.leicestermercury.co.uk/live-diwali-day-2016-in-leicester/story-29853142-detail/story.html</a>) and recall the story of Rama and Sita from Unit L2.7. Identify the characters; connect with ideas of Rama as the god</p>	<p><u>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</u></p> <p>☑ <u>make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</u></p> <p>Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain (e.g. <a href="http://www.londonpuja.com">www.londonpuja.com</a>. There is a BBC clip on Durga Puja in Kolkata here: <a href="http://www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml">www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml</a>).</p>	<p><u>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</u></p> <p>Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with</p>

	<p><u>the mandir; in festivals such as Diwali)</u></p> <p>Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word <b>dharm</b>. This describes a Hindu's whole way of life – there is no separation between their religious, social and moral duties.</p> <p>Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home, and why, e.g. <i>murtis</i>; family shrine; statues and pictures of deities; <i>puja</i> tray including incense, fruit, bells, flowers,</p>	<p>Explore the kinds of things Hindu families would do during the week, e.g. daily <i>puja</i>, blessing food, <i>arti</i> ceremony, singing hymns, reading holy texts, visit the temple, etc. Talk about which objects and actions are most important, and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</p>	<p><i>murtis</i>; sharing and receiving <i>prashad</i> (an apple or sweet) representing the grace of God; looking at Hindu iconography – make links with learning from Unit L2.7 about how the different images show the different characters and attributes of the deities.</p>	<p>Vishnu in human form (<i>avatar</i>); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off for Diwali in Britain: a social justice issue?</p>		<p>people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community? If possible, invite a Hindu visitor to talk about how they live, including ideas studied above.</p>
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	candles; some sacred texts such as the Bhagavad Gita; <i>Aum</i> symbols. Find out what they mean, how they are used, when and why.					
<p><b>KS2</b> <b>Year 5</b> <b>Justice and Poverty: does faith make a difference ?</b></p>	<p><u>Explain beliefs and teachings about justice from Christian and Muslim texts</u> <u>☑ compare their ideas about justice and fairness with those studied in Islam and Christianity</u></p> <p>Discuss what, within the experience of the pupils, is fair and unfair, in terms of wealth and poverty. Draw meanings from stories and teachings from Islam and Christianity (or other religions and beliefs) which highlight justice and fairness for all people.</p> <p><b>Christian teachings of Jesus and Paul on values and justice</b> and their meaning for Christians today. The Widow's Mite (Mark 12:41–44), The Rich Fool (Luke 12:16–21), Two Great Commandments (Mark</p>	<p><u>Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity</u></p> <p>Islam and Christianity are among many religions which encourage charitable giving as a way of compensating for the unfairness which seems to surround us. Accordingly, many of our major charities have religious origins, e.g. Christian Aid and Islamic Relief. Many others do not, e.g. Save the Children and Oxfam. Donors to any of these may or may not be motivated by religion. ☑ Investigate the work of two charities, one religious, one not, for example, <a href="http://www.cinnamonnetwork.co.uk">www.cinnamonnetwork.co.uk</a> and <a href="http://practicalaction.org">practicalaction.org</a>. Consider the ways they encourage people to give, and the aims and</p>	<p><u>Describe clearly examples of the impact of charitable work in the world today</u></p> <p>Give pairs of pupils a series of questions to find answers to – the websites of these charities are very helpful. How do they interpret and follow the principles of their worldview? What is the impact of the charities' work? What money do they raise? How do they spend it? What difference do these two charities make? How are they changing the world? ☑ Pairs of pupils might examine a particular project from the charity in an area such as medical, educational, agricultural, emergency relief or conflict reduction. Many charities work in all these areas. ☑ Make sure that work focuses on the beliefs, values and convictions that motivate the charity as well as its practical projects.</p>	<p><u>Explain some differences between the two charities</u></p> <p>The Charities Aid Foundation publishes a <a href="#">report</a> showing total donations in the UK, at around £10 billion annually, and analyses how this is distributed. Religious organisations are the largest single category, at 20% of the total. How should this figure be interpreted?</p>	<p><u>Raise questions about charity, justice and the impact of religion and beliefs, suggesting answers</u> <u>☑ explain the importance of the idea that God loves justice and is just to Muslims and Christians</u></p> <p>All our major religious traditions originated in a world where inequality was taken as a natural part of life, and charitable giving was a way of making up for any sense of unfairness. Have modern societies found other ways of addressing the same problems? For example, there has recently been huge growth in food banks, because of the increasing number of families on very low incomes. Are these to be welcomed as an opportunity to exercise our generosity, or are there better ways of approaching the issue?</p>	<p><u>Express their own ideas about justice</u></p> <p>Set a final task that enables pupils to make connections between the teachings of St Paul and Jesus and the work of Christians today, between the teachings of Islam and the work of Islamic Relief/Muslim Aid today, and similarly between these and secular ways of addressing the same issues, asking and responding to questions about fairness and justice in the world. ☑ <b>Why?</b> Return to the key question: 'Does faith make a difference?' Discuss with the class, drawing on their wider knowledge and understanding, whether faith seems to make a difference to practical, community-based work in the fight against injustice.</p>

	<p>12:28–34), All Equal in Christ (Galatians 3:28), The Fruit of the Holy Spirit (Galatians 5:22).</p> <p><b>Muslim teachings in the Qur'an and Hadith:</b> Muhammad overcomes hatred with kindness: the woman at the gates of Makkah; the practice of the Third Pillar of Islam – <i>zakah</i> – giving 2.5% of one's wealth to those in need.</p> <p><i>Qur'anic quotes: 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do' (Qur'an 2.110); 'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24.56); 'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward' (Qur'an 57.18).</i></p>	<p>methods of the organisations' work in affected communities. Can they see any differences between faith-based and other kinds of appeal? Is faith likely to make a difference to people's reasons for donating, or their willingness to donate?</p>				
<p><b>KS2 Year 6</b></p>	<p><u>Describe at least three examples of</u></p>	<p><u>Identify beliefs about life after death in at</u></p>	<p><u>Make clear connections between what people</u></p>	<p><u>Give examples of ways in which beliefs about</u></p>	<p><u>Interpret a range of artistic expressions of the afterlife,</u></p>	<p><u>Offer a reasoned response to the unit</u></p>

<p>How far does faith enable resilience ?</p>	<p><u>ways in which religions guide people in how to respond to good and hard times in life</u></p> <p>Show age-appropriate stimuli referencing suffering or disasters on the news currently. Ask the class to consider: can any good ever be said to come out of suffering? Does suffering make some people stronger or more loving? Discuss a range of answers. ☑ Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life</p>	<p><u>least two religious traditions, comparing and explaining similarities and differences</u></p> <p>Islam teaches that life is a test and humans can use hard times as an opportunity for growth. Make a list of the ways a person might grow through suffering. Make links to the initial conversation above. Can people become strong, more courageous or more merciful because of hard times? ☑ Recap the idea of <b>God-consciousness</b> in Islam (Unit U2.8 above). If God-consciousness can be understood as 'mindfulness', discuss how far faith offers mind-growth in the face of suffering.</p>	<p><u>believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</u></p> <p>Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Does believing in heaven or paradise make it more possible to bear suffering on Earth? Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement. ☑ <b>Christianity:</b> Bible teaching on resurrection of the body, judgment by God, salvation through Jesus, heaven. ☑ <b>Hinduism:</b> the law of <i>karma</i> affects the reincarnation of the individual <i>atman</i>, pinning it to <i>samsara</i> (the cycle of life death and rebirth) until it can escape (<i>moksha</i>) and be absorbed back to Brahman. For most Hindus, <i>moksha</i> refers to merging with the</p>	<p><u>resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</u></p> <p>Compare different funeral ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs and how they might be important to the living. ☑ Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.</p>	<p><u>offering and explaining different ways of understanding these</u></p> <p>Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these artworks reflect Christian, Hindu and non-religious beliefs. Get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times?</p>	<p><u>question, with evidence and examples, expressing insights of their own</u></p> <p>Respond to the question, 'How far does faith enable resilience?' Encourage pupils to think more widely than religious faith. How could faith in justice, community or love enable a person to reach out to others and grow through suffering?</p>
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	<p>too. Use the story of Job in the Jewish and Christian scriptures (he is also a Prophet of Islam). Material from, for example, the Bahá'í faith could be added to the usual religions studied.</p>		<p>Brahman, while others according to their denomination may prefer a different 'destination'.</p> <p>☒ <b>Islam:</b> find out about the communal nature of prayer in Islam: <i>jammah</i>. Prayer is done together. Discuss how communal prayer could strengthen community spirit, and how this could be of benefit in times of hardship or struggle.</p> <p>☒ One <b>secular/non-religious</b> view about what happens after death, e.g. Humanism. Many Humanists believe that what happens after death is nothing: we might continue in people's memories and through our achievements, but death is final.</p>			
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**Summer 2**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b>EYFS</b> Which stories are specially valued and why?</p>	<p><u>Talk about some religious stories</u></p> <p>☒ recognise some <u>religious words, e.g. about God</u></p> <p><u>Identify some of their own feelings in the stories they hear</u></p>	<p><u>Identify a sacred text e.g. the Bible or the Torah</u></p> <p>Explore stories pupils like, retelling stories to others and sharing features of the story they like. Explore stories suggested below through play, role play, freeze-</p>	<p><u>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the</u></p>	<p><u>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches</u></p>	<p><u>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches</u></p>	<p><u>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank</u></p>

	<p>Introduce this question by asking children to bring favourite books and stories from home, to choose a favourite story in the class, or for the teacher could share their favourite childhood story and explain why they liked it so much.</p>	<p>framing, model-making, puppets and shadow puppets, art, dance, music, etc.</p> <p>☑ Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. the Butterworth and Inkpen series or Scripture Union's <i>The Big Bible Storybook</i>.</p>	<p><u>Hanukkah story teaches Jews about standing up for what is right, etc.)</u></p> <p>Hear and explore some stories from major faith traditions.</p> <p>Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'), e.g. David the Shepherd Boy (1 Samuel 17) or the story of Ruth (the Book of Ruth in the Bible).</p>	<p><u>Jews about standing up for what is right, etc.)</u></p> <p>Hear and explore some stories from major faith traditions.</p> <p>☑ Jews read the story of Hanukkah (found in the Books of Maccabees, not included in the Christian Old Testament).</p>	<p><u>Jews about standing up for what is right, etc.)</u></p> <p>Hear and explore some stories from major faith traditions.</p> <p>☑ Christians use stories Jesus told and stories from the life of Jesus, e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc.</p>	<p><u>you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.)</u></p> <p>Hear and explore some stories from major faith traditions.</p> <p>Use non-religious stories that provoke thought and depth alongside those that go with religions. There are hundreds to choose from.</p>
<p><b>KS1</b> <b>Year 1</b> What is the good news Jesus brings?</p>	<p><u>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</u></p> <p>Good news: Jesus is a friend to the friendless. Ask the class in groups, if they needed 12 people to change the world who they would choose for their team? You might offer some photos of people</p>	<p><u>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</u></p> <p>Good news: forgiveness if you go wrong. Luke 6:37–38. Jesus taught: 'Forgive and you will be forgiven'. Put these words of Jesus in the centre of large pieces of paper. Ask pupils to work together to draw</p>	<p><u>Recognise that Jesus gives instructions to people about how to behave</u></p> <p>Good news: God can give you peace. Give pupils four heart outlines each. Get them to draw, colour or stick on images that show a heart that is afraid, ill or worried, using three of the hearts. Talk about what they have expressed. Teach them Jesus' promise to his disciples from John</p>	<p><u>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</u></p> <p>Ask the pupils to think about four kinds of peace: peace in my own life (in my heart?), peace with other people (no fights?), peace in the world (no wars?), peace with God for Christians (being forgiven). Can they paint (or find) a picture to express one or</p>	<p><u>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</u></p> <p>Here, pupils will learn about how Jesus' teaching and being an example of good news challenges how Christians try to live now: Ask them 'How do Christians love God and their neighbour?' • A lesson on friendliness.</p>	<p><u>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</u></p> <p>A lesson on peace and forgiveness. Remind pupils about different types of peace and explore ways in which Christians might find</p>

	<p>they could choose, or think of types of people (brilliant, admired and successful, perhaps) or offer some qualities to choose (strong, kind, clever, helpful, sharing and so on. See Resource Sheet 1). Make a list of reasons for choosing the class's 12 world-changers. Jesus chose 12 men to be his world-changers, but they were not who people might expect. From Matthew 9:9–13 tell the story of Jesus choosing Matthew the tax collector as one of his 12 disciples, a man nearly everyone disliked. Every time his name is mentioned, pupils can chorus 'Oh no, Jesus, not him!' Why was it a surprise? Christians teach that Jesus brought good news because he was a friend to those left out by</p>	<p>cartoons of people who need forgiving. Then ask them to draw a speech bubble from each person, with the word 'Sorry' in it. From above, draw speech bubbles saying 'You are forgiven'. Look at each other's work and discuss the idea that God forgives people who say sorry. Should we forgive people who say sorry too? Do Christians think Jesus was good news because he gave God's forgiveness to everyone who was sorry?</p>	<p>14:27: 'My peace I leave with you, my peace I give to you. Do not let your heart be troubled and do not be afraid.' Jesus' first followers went through many troubles, but they had peace in their hearts. Christians today find peace in their faith too. Jesus is good news, say the Christians, because he gives his followers peace</p>	<p>two of these types of peace? Paint this into a fourth heart shape: it could be their own idea, or they could think about what a Christian would draw to show peace, and why</p>	<p>Show the class a 'good news' photo of a Christian project to help homeless people; for example, from Leeds, where St George's Crypt has been helping homeless people for over 85 years: their website tells their story (see Resources). Ask pupils to work out what is going on, and suggest whether this might be a 'good news' picture. Who for? Is it a good example of people following Jesus? In what way? What might Jesus say or do if he visited St George's Crypt? You might record ideas on sticky notes for a display. • Use the '9 Prompt' activity (see Resource Sheet 2) to explore the work of Saint George's as good news for people who need a friend. If there is a local homeless project, you might use it and adapt the images.</p>	<p>this peace: • Peace inside: For example, sit somewhere calm, peaceful, beautiful – look at some lovely peaceful pictures from nature, but also churches or monasteries. Why do people build big, beautiful churches? Talk about how it might feel to be in one of these places, and how Christians might find God's peace. • Peace between people: For example, read the story in which Jesus tells Peter he must forgive someone 490 times! (Matthew 18:21–22). What does this say about how important forgiveness is? How would forgiveness bring peace? Act out or draw a situation where someone has done something wrong to a friend – how do they feel? Then when one has said sorry and the other has forgiven</p>
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	<p>other people. Act out: Ask pupils to dramatise the story in groups of six. Include a chorus which repeats 'Oh no, Jesus, not him', and then 'Good news: Jesus welcomed everyone.' Ask pupils what they think of Jesus' choice of world-changers. Explore their ideas about why Jesus chose them. Can they think why Christians might see this as 'good news'?</p>					<p>them, how does that feel? How does this bring peace? • Peace with God: Jesus says God forgives people if they are sorry. Read some Christian prayers – see Resources. Christians often say these prayers together in church, or privately in their own prayers; some Christians confess to a priest. If doing bad things messes up a person's relationship with God, how does saying sorry bring peace? Creating prayers and reflections: share some prayers or song-words Christians use to express what God gives them: simple examples of praise, confession or thanksgiving. [Remember Peter Praise, Suzy Sorry and Thea Thanks in Unit 1.1 God] Ask pupils to write a three-line prayer or</p>
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						<p>reflection of their own on the theme of 'Good News'. Collect these into a class book. You might do an assembly for 4-5-year-olds to give this work an audience. Ask pupils to complete the sentences 'Christians say Jesus is good news because...' 'Good news to me means...'</p>
<p><b>KS1 Year 2</b> How is Jesus' good news shared?</p>	<p><u>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</u> Some 'good news' cards: Give pupils a blank folded card with the headline at the top on the front: 'Good News'. Talk about how lots of news on the TV is bad news: can they give examples? Ask them to draw on the front of their card an example of what they think good</p>	<p><u>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</u> BEING THANKFUL: HOW MUCH DOES IT MATTER? LUKE 17:11–19 • Teach the class that Christians thank God for good gifts, but everyone feels better if they give thanks to other people too. Tell the story of Jesus and the ten lepers. Give pupils some emoticons showing different</p>	<p><u>Describe how Christians show their beliefs: for example, thanking God in prayer.</u> Teach the class that in the Christian community today people pray because Jesus taught them to do so. Christians pray because they think God is listening, and sometimes God answers prayers in good or surprising ways. • Give them some short prayers to think about and ask them which ones they like best, and why (see Resource Sheet 5). Then match them up: which prayer might a Christian</p>	<p><u>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</u> Christians believe that God hears all prayers: sometimes he answers by saying 'yes' to prayers, and sometimes he says 'no', or 'wait' – a bit like a parent! Ask the pupils to consider which answer Christians think God might give to these prayers: • Dear God, please give me lots of chocolate. • Dear God, help me to work hard for my tests at school. • Please</p>	<p><u>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</u> What matters most of all? Ask pupils to choose which of these matters most (you could get them to run from side to side of the classroom to show their choices): Sweets or meals? Water or hot chocolate? Money or happiness? Being loved or feeling safe? Having a laugh or having a bath? Making models or making friends?</p>	<p><u>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</u> 'The Pearl of Great Price': Matthew 13:45–46. Use this short parable of Jesus. A man who loved pearls found one that he thought was the best in the world. He sold everything to get it, and he was delighted. Use a meditation script</p>



	<p>news might be, and write a short message inside the card that describes the good news they chose. Who would they like to send the 'Good News' card to? A family member, friend, someone at school, or even a person they don't know so well? Send the cards, and see what replies come!</p> <p>GOOD NEWS: GOD LIKES TO GIVE GOOD THINGS IN ANSWER TO PRAYERS: LUKE 11:9–13 • Make a list with the class of 10-plus things mums and dads, or other carers, do to show they love their children. • Read the story: Luke 11:9–13 (see Resource Sheet 3). Ask pupils: what do you think the story is about? Why is Jesus telling the story? • Ask pupils to remember the opening of the Lord's Prayer: 'Our Father in heaven...'</p>	<p>emotions (see Resource Sheet 4), and ask them to hold the card if they think one of the characters has a matching feeling. Ask the pupils to act out: feeling ill, being ignored, getting better, saying thank you. Ask them to imagine how Jesus might have felt about the leper who came back, and the nine who didn't. Ask pupils what they think and feel about the story. • Set up a 'thankful circle'. You need seven cards with 'values' words on them: KIND WORDS/SHARING/FUN TOGETHER/FRIENDLINESS/FORGIVENESS/HAPPY TIMES/BEING CHEERFUL. Make sure pupils recognise what each one means. Stand in a close circle, and pass the cards round. When you pass the card, say to the person: 'Thanks for... (whatever is written on it)'. Have a whispering circle, and</p>	<p>pray if: • They had a great day. • They feel afraid. • Someone they love is ill. • They're looking for a friend. • They are watching a lovely sunset. • Someone has been unkind to them. • They've done something they are sorry about. • They saw a TV story about people being hungry in a faraway place. • Now see if pupils can link them to one or more examples of the 'good news' Christians believe Jesus brings: friend to the friendless; saying sorry; peace; God as a kind father; saying thank you. Ask pupils to devise some more examples of 'one-liner' prayers Christians might pray, and to make a book of illustrated pupils' prayers in a group, each contributing two or three pages. The format 'letters to God' is a simple way to link this to English lessons.</p>	<p>God, don't let my hamster die! • Please God, forgive me for telling a lie to my mum. • Dear God, thank you for giving us friends and families. • Talk about how some people pray every day and some never pray at all. Talk about what makes the difference. • Give pupils the five cards from Resource Sheet 6. Ask them to put the cards on a continuum line – at one end prayer is not very important, at the other end prayer is very important. Or, you could say 'prayer is good news ... prayer is not good news'.</p>		<p>(see Resource Sheet 7) to get pupils to think for themselves about the things that really matter most in life. Christians think of God as the One who matters most, but anyone can get distracted from what they most care about by little things. Draw (into oyster shells?) some symbols of what matters most.</p>
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	<p>Christians think God loves humans and has given humans many gifts, including these ten: animals to care for, imagination, life, the Earth, love, beautiful days, food, water, our brains, each other. Put these on cards, and get pupils to decorate the cards with images. Then rank them: which of the gifts do pupils think are the best? Point out that some people say 'nature' provides these gifts, but Christians thank God for all these things. Consider together what a mum or dad is like, and lists of any ways the pupils think God might be like a mum or dad, but also unlike a mum or dad (for example, visible/invisible; gives you life; gets asked for things and sometimes says 'yes' or 'no').</p>	<p>then try a shouting circle! Everyone experiences thanking and being thanked. Rank these values too: which are the ones we feel most thankful for, and why? • If a Christian prayed to God about these things, what would they say? If everyone suddenly stopped being thankful, or saying thank you, then what would happen? You might offer pupils the SMSCD challenge: can you say 'thank you' to at least ten people today? If they do, discuss whether people noticed and if it made a difference to be thankful. Link this back to the key question about the good news of Jesus.</p>				
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<p><b>KS2</b> <b>Year 3</b> How did Jesus let the people know what kind of world he wanted?</p>	<p><u>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</u> Pupils quickly sketch their three favourite possessions. Underneath, list in order the things they tend to do on a regular weekday. • Share the start of the story of the calling of the first disciples (Matthew 4:18–19). Pupils pick out what Jesus asks Peter and Andrew to do. Explain that by following Jesus, Peter and Andrew would be giving up a lot. Remind pupils of their sketches and lists - how would they feel if asked to give up so much? Pupils imagine giving up so much by symbolically getting rid of their possessions and daily routines (for example, rubbing sketches and lists out/giving them to the</p>	<p><u>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</u> Explain that following Jesus and being fishers of people are actions that Jesus wanted people to do, which is why many Christians today still try to do them. • Discuss why we don't come to school when ill — we need to get better, we don't want to infect others. Would they want to be near, or touch, someone who was infectious? Look at the Leprosy Mission website (<a href="http://www.leprosymission.org.uk/">www.leprosymission.org.uk/</a>) and give a quick rundown of what leprosy is, explaining how lepers were viewed in biblical times. Read the story of Jesus healing a leper (Mark 1:40–44). Ask pupils to show amazement on their faces every single time Jesus says or does something shocking.</p>	<p><u>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</u> <u>Make simple links between Bible texts and the concept of 'Gospel' (good news).</u> Explore how far Christians are making the kind of world that Jesus wanted. Look at some signs from a church noticeboard or website showing what is happening in the community. List a range of these activities and ask pupils to decide which are the most important and why. There will obviously be lots of answers, as toddler groups are very important for young families, shelters very important for the homeless, and so on. Get pupils to offer reasons to say which are more important: worship services or caring for the elderly; celebrating a wedding, a baptism or a funeral; reading the Bible or giving to charity. • Using the list of activities, ask which ones a church leader (in any Christian church) might be</p>	<p><u>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</u> <u>Make simple links between Bible texts and the concept of 'Gospel' (good news).</u> What do pupils think the role of a church leader actually is? Create a 'Wanted!' poster where the best church leader ever is identified. Pupils should list attributes needed, activities they will be required to do, and how they must live as Jesus wanted. Some pupils may need reminding that any pictures included could show female church leaders as well as male. Look at the list of duties a church leader will have.</p>	<p><u>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</u> Explain that some church leaders feel they need to go beyond these daily routines in order to show love towards, and look after, people that others do not seem to be taking care of. Take one example from the news (for example, Keith Hebden fasting or John Sentamu cutting up his dog collar — see Resources). Put ten or so clues around the classroom: for example, pictures, quotes and facts about the situation. Pupils take on role of effective detectives to find out what happened in the situation and why the vicar acted in the way that she/ he did. In the class debrief after this activity, ask pupils to see if they can make a link with one of the stories of Jesus they have studied in this unit and at other times.</p>	<p><u>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</u> Ask pupils to describe what kind of world they would like to see. They might work in pairs or small groups with a picture of a globe — in half of it they write the way the world is, and in the other, the way they would like it to be. They should explain why they want the world like this, and collect some ideas as to actions people would need to take to make the world like this. What actions are they willing to take to bring this kind of world about? Jesus' message is one of love (love from God inspiring love for God and for others). How important is love in the pupils'</p>
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	<p>teacher/screwing the paper up). • Pupils take on role of Peter or Andrew and decide what they might have thought on hearing Jesus' words - write thoughts on fish shapes/thought bubbles. The word 'gospel' means good news. They must have thought that Jesus was good news. In the work that follows, get pupils to look out for anything that might have seemed like good news to the disciples then and to Christians now about what Jesus said and did. • Finish the story (Matthew 4:20–22). What did James and John leave behind? Although they have given some things up, what special new job have the disciples gained once they follow Jesus? Ask pupils to think what Jesus might have meant</p>	<p>Hold 'community of enquiry'-style discussion in response to 'Why did Jesus touch and heal the leper?' Ensure discussion touches on the importance of showing love to all. Jesus taught his followers not to judge people by what they looked like or what others thought of them. Everyone, even outcasts and needy people, were important to him. Remind pupils of learning in KS1's Gospel unit where Jesus even called the hated tax collector to be a disciple. To link with the next section, in the light of what they have read and learned so far, reflect on the unit key question: 'What kind of world did Jesus want?'</p>	<p>involved in; for example, leading worship services, visiting ill people, meeting parents of a baby being christened, arranging a special harvest service, preaching, talking to people about Jesus, helping with the community's fundraising and so on. Ask pupils to imagine a day (or a week) in the life of a church minister; use blank daily timetables. As a class, fill the first in with activities a church leader might be doing today and the second with activities she/he might do on a Sunday.</p>			<p>ideas about a better world and the steps to get there? • Ask pupils to describe what sort of world they think Jesus wanted: a world where all members of society are loved, a world where people follow Jesus and his example, and a world where followers spread the word so that others who want to follow Jesus are all included. Compare similarities and differences with their answers to the first task. Ask them to weigh up how far they think acting like Jesus would bring about a better world. • Give pupils some images showing the world in a state that Jesus would not have wanted: for example, a homeless person with others just passing by, bullying somebody, not forgiving a person who is truly</p>
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	<p>by 'fisher of people'. Together, create images of what a 'fisher of people' might do. • Tell pupils that this is part of a 'Gospel', which means 'good news', and tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include — they don't tell everything he ever said and did. Ask pupils why they think Matthew included this story in his Gospel. Why not just give a list of qualities Jesus was looking for in a disciple — entry qualifications?</p>					<p>sorry and so on. Put the image in the centre textbox of three boxes on a page, making a triptych. In the left-hand side box, pupils add to, amend and alter the image by sketching to show what a Christian who lives as Jesus would want them to might do in each situation. In the right-hand box, get pupils to draw what they themselves might choose to do in that situation, if they were trying to be really good and kind — it does not have to be the same as the Christian! Ensure that some writing goes with each image to explain how and why it has been changed, and describe what the Christian person might be saying.</p>
<p><b>KS2</b> <b>Year 4</b> What kind of world</p>	<p><u>List two distinguishing features of a parable. Make clear</u></p>	<p><u>Offer some ideas about the meaning of the Good Samaritan story to Christians.</u></p>	<p><u>Make simple links between the Good Samaritan story and the importance of charity in</u></p>	<p><u>Give some examples of how Christians act to show that they are following Jesus.</u></p>	<p><u>Give some examples of how Christians act to show that they are following Jesus.</u></p>	<p><u>Make links between some of Jesus' teachings about how to live, and life in</u></p>

<p>did Jesus want?</p>	<p><u>links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</u> Share a story that makes people stop and think due to its meaning: for example The Boy Who Cried Wolf. Pupils think of other examples. Link to the story of the leper from Core Learning and point out that Jesus' actions certainly made people stop and think. Explain that stories he told called 'parables' did the same — they are stories with meanings that might be hard to work out. • Share Luke 10:25–29 with the pupils. Recall learning from KS1 about parables as stories with a 'hidden meaning' (see Unit 1.1). Ask pupils to talk in pairs or fours about what they think the 'hidden meaning' of this story might be.</p>	<p>Look at an image of someone being a 'Good Samaritan' in a modern situation (for example, helping a homeless person), and discuss what pupils can see happening. Then show a range of images: for example, policeman, burglar, nurse, someone in handcuffs — pupils sort out who they expect to be the 'goodies' and 'baddies'. • Read Jesus' reply to the expert in the law (Luke 10:30–37). Ask pupils what answer they think the expert in the Law is expecting? Why? Ask why they think Jesus told this story. • Use drama to explore the story from the point of view of the different characters. Hot-seat the characters, including the man who was beaten up. Explain that Jesus was talking to many people who did not like Samaritans at all — they would</p>	<p><u>Christian life.</u> Think, pair, share what Jesus might want people to learn from this story. Have a look at the suggested nine ideas on Resource Sheet 1: some are more likely meanings than others. Recap who Luke 10:27 says people should love (God and neighbour). It might be difficult or dangerous to love a neighbour, but people should still do it. The Samaritan's kindness and love towards others can be seen as like God's kindness and love for people. Talk about those for whom Jesus' teaching is 'good news' and why, and about what kind of world Jesus wanted.</p>	<p>Explain that there are a number of Christian charities set up with the word 'Samaritan' in the title — ask pupils their opinion on why this is. • Ask pupils to take notes on a section of a film or prepared written information about one Christian charity — give groups different information to take notes on (for example, how the charity was started, what the charity does, who the charity helps, how the charity follows Jesus' teachings, how people can get involved). See the Christian Aid video in Resources for a suitable example here. • Groups report back from their notes so that the class have a good overall understanding. • Discuss how pupils think showing love for neighbours could be linked with charitable work. As Jesus showed love for neighbours in both his actions and stories, it is really important for many Christians to do the same. By trying to be like Jesus and follow his teachings, they can get to know him</p>	<p>Tell the story of the Pharisee and Tax Collector (Luke 18:9–14). Pupils will have encountered tax collectors in Year 2 (see Unit 1.4, Gospel), so should be familiar with their reputation. Whilst they are listening to the story, ask pupils to spot who's acting in ways we don't expect. Use a picture (see Resources) and get pupils to annotate it with speech bubbles and thought bubbles, showing what each character is saying and thinking. • Finish off by pupils thinking of what Jesus's message was in this story. It's not just about people who looked religious and good on the outside but weren't good on the inside — it's also the other way around! Someone who doesn't 'look' good, actually shows an attitude that gets God's approval. Ask pupils to sum up the teaching of Jesus in this story (for example, actions speak louder than words; God loves humility; it's not how you look, it's what you are like in your heart that matters).</p>	<p><u>the world today, expressing some ideas of their own clearly.</u> Collect summaries of the teachings in this unit in a 'memory book' for the class. Why do Christians say these teachings are 'good news'? Talk about whether these teachings are only good for Christians or whether they are good for everyone. • Go back to the person beaten up in the Good Samaritan story: what kind of neighbour did he need? Who are the 'beaten up' people in the world today? What do they need? Who is being their neighbour? Pupils will have looked at Christian charities earlier, but they should know that it is not only Christians who help others! • List the challenges that Jesus gives through his actions and stories about</p>
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	<p>Collect their ideas as first thoughts. They will learn about some 'hidden meanings' Christians learn from Jesus' story. • Pose the question 'And who is your neighbour?' Pupils can show their responses by writing 'ME' in the middle of a set of concentric circles and the name of a 'neighbour' in each of the others.</p>	<p>have been shocked to find out that he was the character who eventually looked after the man. Look back at the images of goodies, baddies and someone being a 'Good Samaritan' in the modern era. How shocked would pupils be if the robber was being the Good Samaritan in the picture? Why? Relate this to how shocking people at the time would have found the idea of a Good Samaritan. The people at the time would probably have expected Jesus to say his neighbour was a Jewish person near to them. We expect to admire the priest and the Levite; gauge pupils' opinions on whether we actually admire them in the end (probably not). We do end up admiring the Samaritan — what qualities make us admire him?</p>		<p>better and better. • Look at a strapline Christian Aid uses: 'We believe in life before death'. Discuss what pupils think this means. If they do not bring this up, explain that life after death is one important Christian belief, but that the charity wants to help people think about how Christians should also try to improve people's lives here and now, especially those who are poor. Explain that Jesus gave examples of how to live, and the charity thinks it is right to follow this example. By doing so, supporters of the charity are making the world look more like the Kingdom of God, acting in the way Jesus wants and building the kind of world he wants. • Christians try to follow Jesus in their everyday lives, not just if they work for a Christian charity. In groups, pupils make a list of five things a Christian could do at school or at work to follow Jesus, using their learning from this unit and previous learning</p>		<p>how to live (for example, follow his teachings, tell others about his teachings, love God, be kind to people even when others are not, it is not OK if others think you are good but you are not good really, everyone is your neighbour). • As a whole class, take one of the messages identified and devise a story that would challenge others with the message at its heart. The story should be set in the modern day, as Jesus' stories were set in the modern day when he told them. • Pupils work individually/in pairs/in groups to choose a challenge from the list and write a different story to make others think. Share these stories with another class during lesson time or assembly through reading or role play. The</p>
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						<p>audience should guess which challenge from the list is the basis of the story. • Orally, pose pupils the question: 'What kind of world did Jesus want?' Gather the class's responses with this sentence starter: Jesus wanted the world to be ... so that... • Reflect on the impact these ways of acting might make to their class/school/community/world, if people behaved like this. What would be good (or not) about this? Why?</p>
<p><b>KS2</b> <b>Year 5</b> What would Jesus do?</p>	<p><u>Identify features of Gospel texts (for example, teachings, parable, narrative).</u></p> <p>WHAT WOULD JESUS DO? Remind pupils that Jesus said the two greatest Commandments are to love God and to love your neighbour (Matthew 22:36–40), so explore the</p>	<p><u>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</u></p> <p>The Sermon on the Mount, Matthew 5–7. • Resource Sheet 1 gives 15 quotations from Jesus' teaching,</p>	<p><u>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</u></p> <p>15 sentences that changed the world: point out that Christians and some non-Christians try to live by Jesus' teachings: over 2 billion global Christians include 59% of the UK's</p>	<p><u>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</u></p> <p>A healing miracle: The Centurion's Servant, Luke 7:1–10. • Ask groups of pupils to dramatise this story. Note that Jesus brings 'good news' — for whom, in this story? (Recall</p>	<p><u>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</u></p> <p>WWJD ('What Would Jesus Do?') Foundations for living • Get pupils to reflect on the Parable of the Two House Builders and consider what makes for strong foundations in life.</p>	<p><u>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</u></p> <p>WWJD about ill</p>



	<p>following in that context. You might choose two out of these three sections, noting the features of Gospel texts as you go: Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27. • Start with a fun design challenge: can the pupils in groups of three use 12 kebab sticks and some masking tape to create the tallest possible Bible stand? Give half the class sand trays from Reception, the other half modelling clay for the base. Which is easier? Read the parable: imagine the scene from inside the story. Ask pupils what they think the story is about and why. What did the wise and foolish builders learn? If it is not a manual for builders, why did Jesus tell this story? Jesus is clear that his words give foundations for</p>	<p>to be referred to every time pupils consider ‘What would Jesus do?’ Get the class used to thinking about how to apply these quotes. • You could use a guided story narrative or stilling and experiential reflection techniques to open up pupils’ thinking about the meaning of these texts and to get inside the Sermon and its meaning.</p>	<p>population too. For each of the 15 sayings from the Sermon on the Mount, ask pairs of pupils to suggest what they think it means, then summarise each saying with one topic word and a phrase of seven words or fewer. See if they can match another pair’s summaries with the texts. What does Jesus think people are like if he needs to give this sermon? Is he right?! • Collect the vivid metaphors/similes Jesus uses: how do these communicate his message? Ask pupils which three of the sentences they think are hardest to follow? Which would make most difference in the world today? Why?</p>	<p>the ‘big story’ of the Bible — this account illustrates how the good news extends beyond the ‘People of God’ even to the Roman occupiers.) Talk about how Christians respond to the stories of Jesus’ healing miracles (see Resource Sheet 2, for example), by imagining a conversation between two Christians about how to interpret and apply what they learn from the story. Sensitivity and care are needed, of course (see Essential Information).</p>	<p>Use Resource Sheet 3 to consider what Christians do to build good foundations for living. What activities of the local Christian community help people to secure the foundations of their lives? Where else do people get foundations for life (for example, in Islam, from the Five Pillars)? How do these compare with Christian foundations? WWJD about prayer today? • Read some prayers used by Christians (for example, <a href="http://www.churchofengland.org/prayer-worship/topicalprayers.aspx">www.churchofengland.org/prayer-worship/topicalprayers.aspx</a>). Remind them of the four common components of prayer (praise, confession, asking, thanksgiving — see Units 1.1 and 1.4). Can they find them in the prayers? Why do Christians think prayer is a good thing to do? Give pupils option groups to join: a. Writing prayers that school, town, Britain or the world about topics of justice, health, kindness or peace, linking to the Sermon on the Mount. b. Look at examples of the work of Prayer Spaces in</p>	<p>health? • Pupils think about how Christians follow Jesus’ ministry as a healer. Study one example of a Christian mission for healing, for example The Leprosy Mission: <a href="http://www.leprosymission.org.uk">www.leprosymission.org.uk</a>. Pupils can use the website to find out five things this mission does which connect up to Jesus’ teaching and examples. See how this mixes prayer for healing with practical treatment. How does this show the ‘Gospel’? For whom is the Leprosy Mission ‘good news’? Get pupils to do some persuasive writing: ‘Christians should support The Leprosy Mission because...’ • Has ‘Jesus the Healer’ had an impact on Christians today? These statistics can be used to show how significant the role of the Catholic Church is as a health</p>
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	<p>living — and without them, people will get swept away. This unit explores the kinds of things that form these foundations for living.</p>				<p>Schools (PSIS, see Resources). How might this help someone to understand prayer?  c.Consider three ways in which prayer might help someone who is sad, worried, lonely, or wants to follow Jesus.</p>	<p>provider. 'Globally, it runs 5,246 hospitals, 17,530 dispensaries, 577 leprosy clinics, 15,208 houses for the elderly and chronically ill and people with physical and learning difficulties worldwide.'  (Catholic Herald, <a href="http://bit.ly/1UgFgl1">http://bit.ly/1UgFgl1</a> ) Pupils can write a postcard as if to a local Christian hospice or clinic, linking their work to the teaching of Jesus, and saying what inspires them about the work.  WWJD to make a better world? • The Christian story says humanity is a good thing (created by God), spoiled (fallen into sin), and that Jesus was God the Son, who came to Earth to turn things round. So Christians who follow Jesus always want to make the world a better place. Can pupils make lists of</p>
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					<p>'What's wrong with the world?' from this unit of study, and match each 'wrong' with something Christians can do to follow Jesus?</p>
<p><b>KS2 Year 6</b> What would Jesus do?</p>	<p><u>Identify features of Gospel texts (for example, teachings, parable, narrative).</u></p> <p>Jesus responds to people in unexpected ways. In each event in the following texts, what do pupils think Jesus would do? And compare what he actually does.</p> <p>Betrayal and Forgiveness • Peter denies Jesus — and is restored. Talk about the artwork from the starter activity. What do pupils think is happening and why? Give half of the class the betrayal texts in which Peter three times denied that he knew Jesus (John 13:34–38, 18:15–18, 25–27), and to the</p>	<p><u>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</u></p> <p>Jesus gets Angry: The Moneylenders in the Temple, Mark 11:15–19. • Consider with pupils what might make God angry. Explain some background, then show a clip (for example, <a href="http://www.youtube.com/watch?v=rUJVTdNSCTA">www.youtube.com/watch?v=rUJVTdNSCTA</a> ). Use Resource Sheet 5 to support discussion about the meaning of this passage. For example: Would it make God angry if people cared</p>	<p><u>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</u></p> <p>A Woman in Trouble: John 8:1–11. • Look at Essential Information as you decide whether or not to use this story. Read the story, but perhaps make the woman's sin non-specific, in order to avoid the focus on adultery. Stop at the point where Jesus writes on the ground. What do pupils think he did next? What could he say? Various artists have portrayed this event. Dinah Roe Kendall's image of 'The Woman Taken in Adultery' is excellent. Get pupils to trade places with the characters in the image. Ask them to</p>	<p><u>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</u></p> <p>Art as worship • Consider the impact of the narratives using works of art. Ask: Were these artists worshipping when they painted these images? If the images are made out of devotion to God, then the answer is 'yes'. Discuss the many ways of worshipping found in Christianity: not just singing to God or praying words of praise, but also living as Jesus exemplified. Prepare pupils for the art task below through this consideration of art as worship. • Next, use some lessons to investigate three examples of the impact of Jesus' teaching and life. In</p>	<p><u>Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</u></p> <p>Pupils are going to role-play a new local Christian church's plans. The purpose of the role play is to explore how Jesus' good news can make a difference to life today and to the future. Good teaching will keep making the impact of Christianity clear as pupils tackle the role-play task, planning the building, worship and activities of a local church community. Put the pupils in groups of five. One pupil is in role as the minister, the other four are to be members of the church aged 20, 30, 40 and 50. Flesh out some roles for them. They have four tasks: 1. To design a church building that reflects the teaching of Jesus about praying, worshipping and living for others. 2.To create a noticeboard for the church that shows their weekly activities, each of which must connect to something Jesus said or did. 3.To plan to spend their budget of £20,000 a year on some projects, deciding which ones to support and how much to spend on each of eight possible activities (related to their learning above). 4.To write a page to explain how their plans will show that their new church is following Jesus, using the Bible material they have studied. • Evaluative questions: what</p>

	<p>other half the restoration text in which, after the Resurrection, Jesus brought him back to lead the first Christian community (John 21:1–19). From the artworks, draw out the meanings of the two stories. How well do artists convey these meanings? How would pupils express them? • Use Resource Sheet 4 to explore pupils’ interpretations and understanding. Note the parallels between the two stories — the fire/ brazier; three denials, three restorations, and so on.</p>	<p>about money but not about prayer? If people excluded other races from worship? If the market mattered more than worship? Is this story of Jesus getting angry about the importance of prayer, or the value of holy buildings? Does it teach that Gentiles have the right to pray as well as Jewish people, or that market traders had better watch out? Make links to the ‘big story’ of the Bible. The people of God were always supposed to attract other nations (i.e. Gentiles, non-Jewish people) to God. Here they appear to be making it difficult. Jesus emphasises that the ‘good news’ is for all. He also points to the idea that he is somehow taking the place of the Temple — his sacrifice will replace the sacrifice of goats and lambs; he will be the way to God from now on.</p>	<p>explain what is going on, how they feel and so on. Fast-forward five minutes — what is the scene then? Ask pupils playing the woman and Jesus to explain what has happened and what it means. Jesus’ refusal to condemn frees the woman for a second ‘go at life’. How do pupils respond to Jesus’ answer? Consider some alternative interpretations: When Jesus rescues the woman caught in the act, is the main point about being judgemental, or about forgiveness? Does Jesus uphold the law, or undermine it? Ask pupils to write a brief report of the event. They could imagine that this passage has been printed in a newspaper and the next day, letters come in from the characters (including the writer, John) to explain their perspectives. Ask pupils to write the letters.</p>	<p>preparation for the activity in ‘Making Connections’, get groups of pupils to prepare and present ideas about one of these three areas: • Some pupils find out about the Sacrament of Reconciliation (used to be called ‘Confession’) in the Catholic Church and the Church of England: how does this ritual show what Christians do to follow Jesus with regard to forgiveness and restoration? (See Unit 2b.1 Digging Deeper section. You might use Resource Sheet 3 from that unit for this.)</p>	<p>would Jesus do for this task? What would he design, and why? Is it better to express faith through art and architecture, or charity and generosity? Present pupils with several ethical dilemmas: What range of actions might be right actions? Which might be Jesus’ response, and why? Which might be pupils’ response and why?</p>
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