

Section 5

Diocese of Chelmsford RE Syllabus - Schemes of Work

for

Foundation stage

Key Stage 1

and

Key Stage 2

(Autumn Term)

In the units where assessment tasks have not been recorded in a discrete section, you will find **highlighted tasks** in the 'Activities' section. These offer assessment opportunities for the unit.

Foundation Stage RE in a Church school

When a child attends a Church of England school they are being welcomed into a community rooted in Christian values. They will experience Christian beliefs, principles and practices at first hand and their spiritual nurture is taken seriously.

Children will come from a variety of backgrounds, some religious, some not and it is important that through RE they will be encouraged to encounter and respond to forms of religious expression in their school and the world around them.

In a Church school it is appropriate that RE focuses on Christianity but it is important that the stories, traditions and festivals of other religions are also taught. A positive introduction to religious and cultural diversity plays an important part in the introduction to life in a Church school.

Foundation Stage Units

Harvest – A Time for Sharing (Festival Matters)

I am Special

Christmas – Good News (Festival Matters)

Foundation Stage

A Time for Sharing

About this unit: In this unit children will learn about what happens at the school/Church Harvest Festival. They will learn about Harvest as a time when Christians bring gifts/food to the church as a way of sharing with others, and as recognition that God has given us much to share. Children will use the festival of Harvest as a stimulus to talk about ways in which they can share in the classroom.

| Links to other curriculum areas | Key vocabulary |
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| Personal, social and emotional development Communication, language and literacy Knowledge and understanding of the world | Harvest; festival; sharing; God; church service; church |
| Expectations | |
| Most children will...(ELG) | <ul style="list-style-type: none">• Talk about what happens in the church/school as a celebration of Harvest• Talk about harvest as a time of sharing with others• Talk about ways they have shared in the classroom |
| Some children will not have made so much progress and will: (Level 1) | <ul style="list-style-type: none">• Recognise and talk about what happens at a Harvest Festival using some religious words and phrases• Recognise Harvest Festival as a time of bringing food to share with others• Talk about how they have shared with others and why sharing is important |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> That there are opportunities to share our gifts in everyday life. | <p>Listen to stories and poems with a sharing theme e.g.:</p> <p><i>Oliver's Fruit Salad</i></p> <p>Ask each child to bring in a piece of fruit all of which an adult can cut up and mix together to create a colourful fruit salad which everyone can share.</p> <p>Talk about the tasty dish that has been created by each sharing what has been brought.</p> <p>Create a display by first giving the children a template of their own fruit which they can draw around on a piece of coloured paper. This can then be cut up into pieces by the child and put together with others to make an attractive collage of the fruit salad in a bowl.</p> <p>and/or</p> | <p>Most children should be able to:</p> <ul style="list-style-type: none"> Talk about different ways they have shared with others in the classroom. | <p>Oliver's Fruit Salad by Vivian French & Alison Bartlett. ISBN 0-340-70453-5 (Hodder Children's Books)</p> |
| | <p>Ask the children to bring in ingredients to make some small buns/biscuits to share with another class.</p> | | |
| | <p>Organise a sharing week, where children can bring a favourite book to share with others</p> | | |
| | <p>During Circle Time talk about less tangible things they have shared e.g.</p> | | <p><i>The Lion Who Wanted to Love</i> by G. Andreae ISBN 1 86039 913 4</p> |

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| | ways in which they have shared kindness, or time with others. A good story to use is <i>The Lion Who Wanted to Love</i> . | | |
| <ul style="list-style-type: none"> • What happens at the school/church as a celebration at Harvest time • That Harvest is a time for sharing gifts of fruit and food | Talk to the children about Harvest and about how many people see Harvest as a time of recognising that God has given so many good things in life that can be shared with others | <ul style="list-style-type: none"> • Talk about what happens at the school harvest festival • Talk about bringing fruit and food to the church/school to share | |
| | <p>Suggested assessment task: Children can talk about ways in which they have shared with others in the class. They can draw a picture of a time when they have shared with someone else, and talk to their teacher about their picture.</p> <p>Children can look at a picture of a church decorated for Harvest Festival, or photographs of the school hall decorated for Harvest Festival, and recall some details about what happens at a Harvest Festival service.</p> <p>Idea for reflection: Listen to a story about giving or sharing and then spend a short time quietly thinking about people who have shared something with you.</p> | | |

Foundation Stage

I am Special: all about me

About this unit: Here there is an opportunity for children to learn about themselves: who they are, what they look like, what they like or dislike. It lays the foundation for developing the children's awareness of themselves as unique individuals, as part of a family, a school community and a wider community. They will explore their daily routines and some significant events in their lives so far. They are introduced to the Christian belief that God created each person; the idea we are all children of God and that people are loved and accepted by God. Also that Jesus is a special person for Christians.

| Links with Early Learning Goals | Key vocabulary |
|---|---|
| Personal social and emotional development Communication, language and literacy Knowledge and understanding of the world Creative development | Me, myself, family, same, different, God, Jesus, special |
| Expectations | |
| Most children will... | <ul style="list-style-type: none"> • Talk about /show something that is significant about themselves • Talk about things they like or don't like • Talk about Jesus as a special person for Christians |
| Some children will have progressed further and will... (Level 1) | <ul style="list-style-type: none"> • Recognise why someone is special to them • Talk about how they are the same/different from others |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
|--|---|--|---|
| <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that each person is unique and special and that Christians believe we are created in this way by God. • Understand why we are special and that we are loved and accepted for who we are. • Reflect on who is special to each of us and why. | <ul style="list-style-type: none"> • Paint or draw pictures of themselves • Look at photos of themselves; now and as babies. Note special times e.g. this was my baptism, this was my birthday, this is me at Christmas/ Eid/Diwali • Talk about or show something that is special/significant to the child e.g. by looking at a photograph or picture. (AT2) • Talk about the Christian belief that God loves, creates and accepts people for who they are (not what they achieve!). • Make a zigzag book of people special to them • Share and listen sensitively to each others' stories of special people. • Talk about who is special for Christians? (AT1) • Look at similarities and differences in a mirror • Carry out daily routines e.g. washing hands, hanging up coat, going to assembly, going out to play, having a snack. • Listen to a story about Jesus and children (Mark 10.13-16) <p>Think about...:</p> <ul style="list-style-type: none"> • Who made me? • How am I the same/different to others? • Who is special to me? • Who is special for Christians? | <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Talk about themselves and their experiences. • Identify similarities and difference between themselves and others. • Recognise why someone is special to them • Talk about Jesus as a special person for Christians | <p>Mirrors</p> <p>Flesh coloured crayons and paper for appropriate art work</p> <p>Puppet families, including those of different faiths and cultures</p> <p>Jigsaws/games with a focus on people, families, different cultures and religions.</p> <p>Toddlers or Beginners Bible or video</p> <p>Class birthday calendar</p> <p>Game: 'Say Hello to' From: www.retoday.org 'Festivals' video from: www.childseyemedia.com</p> |

Foundation Stage

Good News

About this unit: This unit explores the Christian story of the Annunciation and the birth of Jesus. It explores the Christian understanding that Jesus was God's Son. In this unit children learn about the Christian understanding of the coming of Jesus as 'Good News'. They talk about 'good news' within their own experience.

| Links with Early Learning Goals | Key vocabulary |
|--|---|
| Personal, social and emotional development Creative Development Communication, language and literacy | In this unit children will have an opportunity to use words and phrases related to: - Christmas; Good News; Jesus; Mary; Joseph; Announce (annunciation); God |
| Expectations – at the end of this unit | |
| Most children will...(ELG) | <ul style="list-style-type: none">• Talk about some happy events in their own experience• Talk about some of the events and characters of the Christmas story |
| Some children will have progressed further and will... (Level 1) | <ul style="list-style-type: none">• Recognise and name some events in their own lives which have been 'good news' and talk about how they felt• Recall some of the events of the Christmas story |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> About 'What is good news?' How do people feel when they receive good news? | <ul style="list-style-type: none"> Introduce idea of 'good news' in newstime, valuing children's own experiences as well as good news at school and locally. Introduce daily item of good news, announcing with bells, whistles etc. Use pictures to encourage children to talk about what people have to be glad about and how they are feeling. Display pictures and speech/thought bubbles. Talk about different ways of giving news – chat, cards, letters, telephone, e-mails, TV. Dramatise particular good news situations using different ways as above, children making suggestions about the situation and feelings. | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Talk about examples of good news in their own life and how they felt. Suggest how others might be feeling. | <p>Emotion cards or Pictures/ photographs showing people telling things to others</p> <p>Cards, telephone etc</p> <p>Bells, whistles, drums etc</p> |
| <ul style="list-style-type: none"> About the Christmas story through the theme of Good News What is the good news story at Christmas? | <ul style="list-style-type: none"> Show pictures of the Annunciation – what is happening? It is Good News. What might it be? Tell the Christmas story – | <p>Name and talk about some characters in the Christmas story.</p> <p>Talk about elements of the story</p> | <p>Christmas cards or pictures</p> <p>The Lion Storyteller Bible by Bob Hartman ISBN 0-7459-3607-5</p> <p>Teddy Bear, Piglet, Kitten and Me</p> |

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| <ul style="list-style-type: none"> About the Annunciation section of the Christmas story | <p>Storyteller Bible.</p> <ul style="list-style-type: none"> Talk about why Jesus is a special baby – <i>Teddy Bear, Piglet, Kitten and Me</i> by Catherine Maccabe. Use (make) crib figures for the children to use to re-tell the story – try to find eg South American figures as well as traditional figures. Learn and sing Good News song (see <i>Resource Sheet 1</i>). <p>Suggested assessment tasks: Key Question: How do people feel when they hear good news? Task/Activity: Talk about their own experiences of good news and how they felt. Respond to pictures or through drama to situations, talking about what the good news might be and how the people might be feeling. Key Question: What is the good news at Christmas? Task/Activity: Retell the Christmas story, using crib figures.</p> <p>Use the special Good News certificates (see resource sheet) in order to share an achievement at school.</p> | <p>using figures.</p> | <p>by Catherine Maccabe ISBN 0-7459-4460-4</p> <p>Good News song (resource sheet)</p> |
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Key Stage I: Year I

A Time for Giving Thanks

About this unit: In this unit pupils will talk about what they consider to be beautiful, amazing and wonderful about the natural world. Pupils will learn that many people believe that God is the creator of a good and beautiful world. They will learn about the Jewish Festival of Sukkot and about why Jews celebrate this.

| Links to other curriculum areas | Key vocabulary |
|---|--|
| Spiritual Development Cultural Development Design and Technology PSHE Music | Sukkot, Sukkah; Moses; shelter; Judaism; Israel; etrog, citrus fruit |
| Expectations | |
| Most children will...(level 1) | <ul style="list-style-type: none"> • Recall the story of the Israelites in the wilderness • Recognise how and why Jews build sukkahs today • Talk about some things for which they might show gratitude |
| Some children will not have made so much progress and will: (ELG) | <ul style="list-style-type: none"> • Talk about some of the elements behind the story of Sukkot • Talk about something for which they want to say thank you |
| Some children will have progressed further and will... (Level 2) | <ul style="list-style-type: none"> • Re-tell the story and identify the religious beliefs that are connected with this • Identify what is of value to them and say why and respond sensitively to what other say |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <p>Many people believe that God is the creator of the world</p> | <p>Remind the children of the Harvest Festival celebration as a time of sharing and saying thank you. Explain that Joe, a little Jewish boy – show picture – shares a special time with his family, when they say thank you to God for all the special fruits that grow in their country.</p> | <p>Most children should be able to:</p> <p>Recall aspects of the Harvest Festival celebration</p> | <p><i>My Jewish Faith</i>, Rainbows Big Book, ISBN 237 52046 X</p> |
| <p>That many people see harvest as a time of thanksgiving for the good gifts that God gives.</p> | <p>Look at a picture of a Jewish Family celebrating Sukkot ('My Jewish Faith' Big Book). Ask Pupils what they think might be going on. Tell the story of the Israelites in the Wilderness.</p> | <p>Talk about what they find interesting or puzzling in the picture.</p> | |
| <p>That the Jewish festival of Sukkot reminds the Jewish people of the time they spent in the desert</p> | <p>The Story of the Israelites in the Wilderness The Jewish people did not always live in a land that was good for growing fruit. A long time ago they were travelling in a very hot and dry place where it was difficult to find food. They were very tired and hungry and they grumbled a lot at their leader Moses. He was supposed to be taking them to a land where they could live peacefully and happily and where it was really good for growing food. Moses had helped the Jewish people to run away from the wicked Pharaoh, who had been very cruel and unkind to them. Now they were cross with Moses because when it was hot in the day and cold at night they had nowhere to shelter. Moses told the people that they would soon reach a new safe home but, while they were in the desert, they should build themselves some shelters to keep away the hot sun in the day and</p> | <p>Talk about Sukkot as a time for recalling the journey of the Jewish people in the desert and as a time for the celebration of the fruit harvest in Israel today.</p> | <p>The Lion Storyteller Bible by Bob Hartman (ISBN 0-7459-3607-5)</p> |

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| | <p>the cold winds at night. So that was what they did. They built some shelters from leaves and sticks.</p> <p>These shelters were called sukkahs. Every year at Harvest time Joe and his family remember this story and build a sukkot in their garden too. It is great fun because the family have their meals in it and sometimes sleep there as well. The sukkot reminds them of the people long ago who built the sukkah as they went on their long journey. The sukkah were open to the elements, and this reminds Joe and his family of how the Israelites had to trust in God.</p> <p>Joe and his family say thank you to God for their safe homes and their food and they decorate their sukkot with pictures of things to thank God for and with fruit to make them beautiful.</p> <p>Build a sukkah (or a model) in the classroom or playground and decorate with pictures of the things that the children value and would wish to thank God for.</p> | <p>Talk about anything for which they might want to give thanks.</p> | |
| | <p>If possible get hold of the fruit Etrog and/or other citrus fruit. Give pupils the opportunity to draw, feel, smell and taste the fruit. Discuss their feelings about the fruit. Think about how important fruit is. Do these fruits grow in this county? Talk about how much</p> | | <p>Etrog Citrus fruit</p> |

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| | we depend on people in other countries for the fruit we like. | | |
| | <p>Look at pictures of our 'wonderful world' and listen to the song by Louis Armstrong.</p> <p>Suggested assessment task: Look at a selection of magazine pictures showing places of natural beauty. Ask the children to select one that they think is particularly amazing or beautiful and tell a friend, and then the class, why they like it. Make a floor book including the chosen pictures with the pupils' comments scribed.</p> <p>Make a class guidebook of beautiful and interesting places to visit. Ask the children to draw a picture of somewhere that they consider to be amazing or beautiful, and that they like to visit. Ask them to use two or three words to describe the place they have drawn.</p> <p>Ask the children to place labels correctly on a diagram of a Sukkah. Ask them to tell you about, or write one or two sentences about Sukkot and why it is a special time for Jews.</p> | | Wonderful world by Louis Armstrong |
| | <p>In discussion ask pupils to identify what they consider to be beautiful, amazing and wonderful about the natural world.</p> <p>Idea for reflection: Children bring in natural objects, and</p> | | |

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| | <p>talk about why they find them interesting, puzzling or amazing. Place a cloth on the floor and allow children in turn to place their object on it. If possible, go for a walk locally where there are opportunities to view objects of natural beauty.</p> <p>Let each child take a photograph of something that they find especially beautiful or amazing using a digital camera. Use a circle time for children to show their picture and comment on it.</p> <p>Look at a sequence of pictures, which shows the wonder of the world.</p> <p>Accompany with appropriate music.</p> | | |
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© Festival Matters

Key Stage I – Year I

What is God Like?

About this unit: This is an opportunity to explore ideas about God. Many people in the world believe in God and there are many different ideas about what God is like; God is mystery. Hindus, for example, often quote the story from The Upanishads, where God is described as being like the salt in salt water – you can't see it, but if you taste the water you know it's there. Central to Christian belief is an understanding of God as Father, Son and Holy Spirit (the Trinity). Christians also look to the Bible for guidance as to what God is like. These ways of describing God help them to make links with the wide range of their own experience. In all this uncertainty, one thing becomes clear. God cannot be limited by words or completely understood by humans. So don't worry about trying to pin down 'neat' answers to our 'big' question, "What is God like?" Give the children the chance to explore the mystery using their imagination and experience; we are giving them tools to explore the mystery. They are beginning a journey which will last a lifetime – and beyond...

| Links with other curriculum areas | Key vocabulary |
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| Opportunities for spiritual development PSHE Literacy | God, mystery, father/mother, love |
| Expectations | |
| Most children will...(level 1) | <ul style="list-style-type: none"> • Recall one of the lost and found stories (AT1) • Identify how adults show their love for children (AT2) |
| Some children will not have made so much progress and will: (ELG) | <ul style="list-style-type: none"> • Talk about some elements of the lost and found story |
| Some children will have progressed further and will... (Level 2) | <ul style="list-style-type: none"> • Identify a characteristic of God e.g. as father, mother, shepherd(AT1) • Begin to make links between being loved and loving others.(AT2) |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that Christians usually describe God like a loving parent. • Understand that God is described in many different ways. • Reflect on the fact that some things are mysterious and can't be explained easily. • Respond, sensitively, to the ideas of others. | <p>Explore the ideas about God in the Encounter Christianity Big Book, <i>In Creation</i>. This can be used in two ways...</p> <p>Either, as an introduction to the unit, to stimulate imaginative discussion.</p> <p>Or, as the basis for the unit, taking one or two spreads per lesson and using the lesson ideas on the accompanying website.</p> <p>Raise puzzling questions like: Can you think of something that you know is there even though you cannot see it? How do you know it is there? Make a question board of puzzling questions. Talk about the questions and try to explore possible answers.</p> <p>Listen to some of the Bible stories from Luke 15 depicting God's love being like...</p> <ul style="list-style-type: none"> • the loving and forgiving father in • the Lost Son, • the good shepherd who loves and cares for his flock in the story of the Lost Sheep, • the woman who searches and searches until she finds a missing coin in the Lost Coin. <p>Drama or role play the stories, make story boards.</p> <p>Use some of these ideas from the Bible stories or from Encounter Christianity to make a word</p> | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about what they find interesting or puzzling. • recount a Bible story that demonstrates what God is like (ATI) • recall a name or metaphor to describe God e.g. father, mother, like a good shepherd, like the wind (ATI) | <p><i>Encounter Christianity</i> Key Stage 1 Big Book <i>In Creation</i>, Brown and Seaman, National Society/Church House Publishing. (Lesson plans available for each spread of the book on www.encounterchristianity.co.uk)</p> <p>God's Quiet things, N Sweetland, Lion</p> <p>Beginners or Children's Bible</p> <p>My First BIG Bible Stories (Big book) The Lost Sheep, Lion</p> <p>For some simple background to the Christian understanding of these stories see: www.sundayschoolresources.com / btthelostsheepcoinson.htm</p> <p>A First Look at God, Lois Rock, Lion</p> <p>Judith Nicholls' poem Lost and Found. See pp14 – 15 in <i>Encounter Christianity</i> Key Stage 1 (little book) <i>In Words</i></p> |

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| | <p>picture: God is like (AT1) Ask questions of the people in the story, e.g. how did if feel like when.... Use photographs to stimulate discussion about the ways parents/ significant adults show their love for their children. Talk about a significant person in the child's life. (AT2)</p> <p>Make links between being loved and offering love to others. (Being loved helps us to know how to love others.) Make pictures of examples.</p> | <p>Identify the ways adults show their love to children. (AT2)</p> <p>Talk about their own experiences of being loved. (AT2)</p> | <p>Point of sensitivity: Christians have traditionally referred to God as 'Father' e.g. Our Father, who art in heaven... Be aware of children whose idea of fatherhood has been damaged.</p> <p>Encounter Christianity Key Stage 1 (little book) In the Making pps 14-17</p> <p>A picture or small statue called "Child in the palm of hand" can be purchased from religious bookshops e.g. St Paul's Multimedia Centre. It is a powerful visual image of the Judaeo-Christian view of God as a loving parent holding a child.</p> |
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Key Stage I: Year I

Gifts and Giving

About this unit: In this unit children learn about the gifts brought to the baby Jesus by the wise men. They learn about the Christian belief that Jesus is God's gift to the world. They talk about giving and receiving gifts and have the opportunity to create a gift box with other members of the class.

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| Links to other curriculum areas | Key vocabulary |
| PSHE and Citizenship Spiritual development Literacy | Special gifts; Wise men; Shepherds; Gold; Frankincense; Myrrh; Jesus; Mary; Joseph |
| Expectations | |
| Most children will...(level 1) | <ul style="list-style-type: none"> • Recognise that gifts can be signs of love and do not have to have great monetary value • Recall what the wise men gave to Jesus and why |
| Some children will not have made so much progress and will: (ELG) | <ul style="list-style-type: none"> • Talk about some presents they have given and received and what made them special • Say that Jesus received special gifts |
| Some children will have progressed further and will... (Level 2) | <ul style="list-style-type: none"> • Recognise which gifts (skills and qualities) they would like to give to other people and to be given, and say why • Suggest meanings for the wise men's gifts and identify the Christian belief that Jesus was God's 'gift' to the world |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <p>That the value of a gift and a possession is not dependent on its monetary worth</p> <ul style="list-style-type: none"> • That gifts are often given to show love. • That it is a good feeling to give as well as to receive • Consider why do people give gifts? • What makes a good gift? | <ul style="list-style-type: none"> • Read the story 'A Friend for Little Bear' by Harry Horse. Talk about what Little Bear valued most. How did the wooden horse feel? Friendship is much more valuable and important than objects and possessions. • Talk to the children about gifts they have particularly valued. Talk about giving gifts and how they feel when they give and receive gifts, and about how we give gifts to show love and affection. | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Recognise that a gift can be very valuable and special even if it has little monetary value • Suggest suitable gifts for particular people • Recognise and talk about abstract gifts – skills, talents, characteristics: loving, cheerful etc. | <p>A Friend for Little Bear by Harry Horse ISBN 0-7445-4798-9 (Walker)</p> <p>Sleeping Beauty</p> <p>Pictures of a range of different people</p> <p>Examples of presents in boxes – material and things of little monetary value (promises or old and worn out favourite objects etc</p> |

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| | <ul style="list-style-type: none"> • Use examples to discuss what might be good gifts and pictures to discuss what would be good for particular people – both material and ‘abstract’ (Use story/video of Sleeping Beauty) • What would be the best gift you could give ... your mother, your brother etc? Talk about gifts that are not things e.g. helping your mother; sharing a favourite toy with a brother. How do you feel when you give someone a present? • What has been your most special gift? What makes it special? Who gave it to you? What memories does it have? Make a display with labels. • Either on outline drawing of present or as circle time activity – ‘The best gift I could receive/give would be’. | | |
| <p>Pupils should learn:</p> <ul style="list-style-type: none"> • In the Christmas story, the wise men followed a star to Bethlehem and gave special gifts to Jesus • That Christians believe that God gave his son as a gift to the world • Reflect upon - What did the wise men bring for Jesus and why? What would you give the baby Jesus? | <ul style="list-style-type: none"> • Make suggestions about what would be good presents for a baby. Group collages of catalogue pictures with labels – I would give a baby because... Display these with title ‘Gifts for a Baby’. • Read 'The Friendly Beasts' - what did the animals give Jesus? What might the shepherds have brought? • Read a version of the story of the wise men. • Talk about Gold, Frankincense and Myrrh and their symbolism. Make a display of gold things/sweet smelling things and talk about the use of gold/fragrance for these objects. Make labels for display. • Discuss with the children how each gift we have also has a special meaning • Add to the display a picture of Jesus, shepherds and wise men ‘God’s gift to | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Recognise why the wise men gave gold, frankincense and myrrh • Make suggestions about suitable gifts for Jesus | <p>Mothercare catalogue</p> <p>Literacy – captions and labels</p> <p>The Friendly Beasts - see Resource Sheet 1 or, for an updated version, The Friendly Beasts - by Karen Blumen ISBN 0-8066-3330-1 (Augsburg)</p> <p>The carol is also available on www.christmas-carols.net</p> <p>The Lion Storyteller Bible by Bob Hartman ISBN 0-7459-3607-5 (Lion)</p> <p>Gold, frankincense and myrrh</p> <p>Poster or picture of shepherds/ nativity/wise men for display</p> <p>Give Him my Heart by Debi Gliori</p> |

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| | <p>the world'. Talk about how Christians believe God sent Jesus as a special gift.</p> <ul style="list-style-type: none"> • Use 'Give Him my Heart' (or 'In the Bleak Midwinter', last verse). <p>What would you give Jesus?</p> <ul style="list-style-type: none"> • Create a gift box for "Operation Christmas Child". • Look at some overheads of people in different situations. What might you give them as a gift? • Sometimes the best gifts that we can give are those that cost us nothing e.g. friendship, thankfulness, a smile. <p>Suggested Assessment task Key Question What makes a good gift? Task/Activity In circle time place 'gifts' into box/stocking and talk about the choice. (See Resource Sheet 3) Children use crib figures to recall some of the events of the Christmas story.</p> <p>Think about... what are the best gifts we can give each other? Friendship, love, a smile...</p> | | <p>ISBN 0-7475-4119-1 (Bloomsbury Children's Books)</p> |
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Key Stage 1: year 2

A Time for Remembering Every Part of God's Creation

About this unit: In this unit pupils will learn about the great variety within creation. They will learn about the life and beliefs of St Francis of Assisi. They will explore ways in which they take responsibility for their own pets or other animals

| Links to other curriculum areas | Key vocabulary |
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| Literacy Science Citizenship, Art, Dance and PE, Music, Geography Opportunities for spiritual development | Saint; respect; creation; canticle |
| Expectations | |
| Most children will...(level 2) | <ul style="list-style-type: none"> • Retell some stories about St Francis • Identify that Francis was made a saint because of the way he treated all living things with great respect and kindness • Suggest ways in which they can show respect and care for their own pets and other living things |
| Some children will not have made so much progress and will: (Level 1) | <ul style="list-style-type: none"> • Recognise St Francis as a special person who took care of animals • Talk about ways in which they can take care of pets |
| Some children will have progressed further and will... (Level 3) | <ul style="list-style-type: none"> • Describe why St Francis called all living things 'Brother' and 'Sister' making links between his beliefs and the way he showed reverence and respect for all living things • Ask questions about St Francis and his beliefs and lifestyle and suggest why they think that the values that St Francis held might be important today. |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <p>That the story of Saint Francis shows how he cared for all living things, and believed them to be all members of God's family.</p> | <p>Talk to the children about what a Saint might be – not people who are always good but people to whom God has given a special gift. It might be the gift of making people better, being able to love those without friends or those in trouble.</p> <p>Brother Sun, Sister Moon Francis was a Saint because he had a special gift for loving all animals. Every day he said “thank you” to God for all the beautiful things in the world. Explore with children “The Canticle of Brother Sun” in the above book and ask the children to find all the things that Saint Francis names as brother and sister.</p> <p>Reflect on the ways in which St Francis cared for all living things and believed them all to be members of one family.</p> <p>Create a collage of elements mentioned in the canticle, or use music or dance to explore the sentiments of the canticle.</p> | <p>Most children should be able to: Identify reasons why Francis was made a Saint and why it might be important to think about him at harvest.</p> | <p>Useful resource - <i>The Good Man of Assisi</i> by Mary Joslin and Alison Wisenfeld ISBN 0-7459-3633-4 (Lion)</p> <p>Brother Sun, Sister Moon ISBN 1-85881-615-7 (Lion)</p> |
| <p>About ways in which they might care and show respect for living things</p> | <p>Talk with the children about their own pets, and how they take care of them. Think about their special attributes, and how wonderfully they are formed. It may be possible to invite parents to bring their children's pets in for a short period at the start or end of the school day, so that different</p> | <p>Suggest how they might show care and respect for the animal life with which they come into contact.</p> | |

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| | <p>children can talk about their pets whilst showing them to the rest of the class.</p> <p>Write simple instructions for looking after a particular pet.</p> | | |
| | <p>Hear some stories about St. Francis and use shadow puppets to re-tell some of these stories, or strip cartoons or artwork.</p> <p>Discuss with the children whether St. Francis's ideas are important today.</p> <p>Consider visiting a local farm to find out how animals are cared for today. Would St Francis approve?</p> | | |
| | <p>Think with the children about the great variety of animal life found on our planet using overheads, pictures, videos.</p> <p>'Thought-shower' as many animals as the children can suggest and think of adjectives that describe them. Play a pairs game, matching the animal with appropriate adjective or create a class poem, e.g. <i>'St. Francis loved the slinky snake, the careful cat the wiggly worm the mischievous monkey' etc.</i></p> <ul style="list-style-type: none"> • Use 'Values and Visions'- dance/music activity using '<i>The Carnival of the Animals</i>' by Saint-Saens - page 46. | | <p><i>Values and Visions</i>, Hodder and Stoughton, ISBN 0 340 64412 5</p> |
| | <p>Suggested Assessment Tasks: Design a book cover, including the</p> | | |

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| | <p>blurb for the back cover, for a book telling the story of Saint Francis and the wolf.</p> <p>Draw a sequence of pictures to show how you might look after a particular pet.</p> <p>Make a concertina book about the life of Saint Francis; write a sentence about why his ideas might still be important today.</p> <p>Idea for reflection: Having heard the prayer 'The canticle of Brother Sun', sit and listen quietly to the words of Psalm 8 (which has been left in a capsule in the dust of the moon's surface). Play music e.g. Elgar's Nimrod. Also show pictures of Earth from the Moon or other space images as you read the words. Look at pictures of the beauty of creation including animal life.</p> | | |
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Key Stage 1 – Year 2

Jesus the Storyteller

About this unit:

One of Jesus' great characteristics was his ability to tell a good story. He would use everyday things and situations to weave into stories to help people to learn about God and the Kingdom of God. Often his stories would take people by surprise, puzzle them, amuse them, even unsettle them, but they always went away with something to think about. In this unit, the focus is on a very short story; known as the Parable of the Mustard Seed. The parable only takes a couple of verses in the Bible but it tells a big story! Jesus uses the analogy of a tiny seed, a mustard seed, to explain the growth of the Kingdom of God from small, apparently insignificant, beginnings in Galilee to a faith that is practiced around the world. The mustard seed is not the smallest seed known today but it was the smallest seed used by Palestinian farmers and gardeners. Under favourable conditions it could grow to more than three metres in height. For the children, their growth and development is reflected in this analogy; the story can reinforce the potential of something small to grow into something strong and of great value.

| Links to other curriculum areas | Key vocabulary |
|---|--|
| Science – growing things Drama and dance, Music | Seed, grow, small/smallest, parable, Kingdom of God |
| Expectations | |
| Most children will...(level 2) | <ul style="list-style-type: none"> • Retell the Parable of the Mustard Seed and suggest some meanings (AT1) • Relate how Jesus told stories to help people understand more about God. (AT1) • Respond sensitively to the experience of others (AT2) |
| Some children will not have made so much progress and will: (Level 1) | <ul style="list-style-type: none"> • Recount the story (AT1) • Talk about when they feel safe (AT2) |
| Some children will have progressed further and will... (Level 3) | <ul style="list-style-type: none"> • Make links between this story and other stories about the Kingdom of God • Make links between their own and others' experiences (AT2) |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know the story of the Parable of the Mustard Seed • Understand that Jesus told stories about everyday things that helped people learn about God • Reflect on times when they feel safe and secure | <p>Light the story candle. Tell the story of the Parable of the Mustard Seed. (Matthew 13: 31-32 or Mark 4: 30 – 32 or Luke 13: 18 – 19) and wonder about it together. (In telling this story Jesus was explaining to his followers that God’s message would grow and grow and would become important for many people around the world.)</p> <p>This is a good opportunity to use Godly Play.</p> <p>Discuss: how the seed felt to be in the soil/ to grow/ to be a big tree? How did it feel to be a strong tree and protect the birds in it’s branches?</p> <p>Act the story, dance the story, compose music to retell the story.</p> <p>Make a collage of the mustard tree. Cut faces of people from around the world and stick these on the branches of the tree.</p> <p>What makes a good story? What are your favourite stories? Look at some other stories told by Jesus about the Kingdom of God.</p> | <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Talk about the tiny seed becoming a big tree and providing shelter for the birds. (AT1) • Reflect on places where they feel safe/ comfortable/ secure (AT2) • Retell the story and begin to suggest some meanings. (AT1) | <p>For Story Candle Ritual – see Foundation Stage unit.</p> <p><i>Solihull Metropolitan Borough Handbook for RE in KS1 pp 66-69</i> (A retelling of the story and a guided reflection based on the parable) [Available from Keith Hughes, Design and print, Manor House, 40 Moat Lane, Digbeth, Birmingham, B5 5BD. Tel: 0121 303 0001 £32.50]</p> <p><i>A Complete Guide to Godly Play Volume 3, p115 Jerome Berryman, Living the Good News</i></p> <p><i>Children’s Illustrated Bible, Dorling Kindersley</i></p> <p><i>A First Look at Jesus, Lois Rock, Lion</i></p> |

Key Stage 1: Year 2

Christmas Lights

About this unit: In this unit children will learn about Advent as a time of preparation for Christians as they approach Christmas. They learn that the birth of Jesus was foretold by the Old Testament prophets. They reflect upon the symbolism of light in the Christmas story and celebrations. They will reflect upon the difference they can make in their communities.

| Links to other curriculum areas | Key vocabulary |
|---|--|
| Spiritual development Literacy | Advent wreath; Symbolism of light; Prophets; John the Baptist; Mary; Candles; Genesis |
| Expectations | |
| Most children will...(level 2) | <ul style="list-style-type: none"> • Identify light as a religious symbol and suggest why it is used as a symbol at Christmas • Respond sensitively to the experiences of others |
| Some children will not have made so much progress and will: (Level 1) | <ul style="list-style-type: none"> • Recognise some uses of light at Christmas • Recognise stories and pictures about light and dark and talk about their own feelings and experiences |
| Some children will have progressed further and will... (Level 3) | <ul style="list-style-type: none"> • Describe how light is used in the celebration of Christmas making links with the Christmas story • Make links between aspects of their own and others' experience |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> • That light and darkness are powerful influences on emotions • Consider – What is the meaning of light as a symbol? | <ul style="list-style-type: none"> • Use ‘The Longest Journey in the World’ or similar to start discussion about children’s feelings about darkness. Then show a torch or candle and talk about the feelings of warmth, safety, security, showing the way etc which the light brings. • Read the verses in Genesis about the creation of light and dark. • Look at pictures or listen to music which express contrasting emotions or light and darkness. • Dance/drama based on how people move and feel in dark and in light and the creation of light, sun, etc. • Painting/collage of darkness and light. | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Respond to images of light and darkness. • Identify how light is used as a symbol | <p>Longest Journey in the World by Michael Rosen</p> <p>Genesis 1:1-5, 14-19</p> <p>Stormy paintings by Turner would be good or abstract paintings eg by Kandinsky, Howard Hodgkin</p> <p>Lots of music possibilities e.g. Rite of Spring (Stravinsky); La Mer (Ravel)</p> |
| <ul style="list-style-type: none"> • That people in the Bible prophesied the coming of Jesus, using the imagery of light • That candles in an Advent Wreath represent the prophets, John the Baptist, Mary and God’s people Why are there candles in the Advent wreath? | <ul style="list-style-type: none"> • Read the Isaiah passage and talk about light being used as an image for Jesus. What sort of person makes the world a ‘lighter’ place? • Show a picture of an Advent Wreath. Make rings in groups if practicable or have a class Advent wreath. Write instructions for making an advent wreath. • Explain that Isaiah was called a prophet because he interpreted God’s will and told people what might happen in the future. <p>There were many prophets whose stories are told in the Old Testament and many of them talked about the</p> | <p>Suggest meaning for the religious symbolism of light in Old Testament texts and in the Advent Wreath.</p> | <p>Literacy – Simple instructions and Diagrams</p> <p>Advent wreath or picture Isaiah 9:2</p> <p>St John 1: 6-8</p> <p>Adoration of the Shepherds, Gerrit van Honthorst www.kfki.hu/~arthp/html/h/honthors/</p> <p>Picture of children from around the world</p> <p>St John 8:12</p> <p>St Matthew 5:14-17</p> |

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| | <p>coming of a special person. (Prophets will be looked at in more detail in Y3) Light the first candle for the prophets.</p> <ul style="list-style-type: none"> • Light the others, explaining that this should really be done one per week during Advent. • Draw picture of Advent wreath with labels to explain simply what the candles symbolise. | | <p>Light of the World, artist Holman Hunt (downloadable from various sites)</p> |
| <p>That the birth of Jesus was shown by a star</p> | <p>Read the 'Stars on Christmas Night' by Ruth Sawyer or 'They followed a Bright Star' by Joan Alavedra.</p> <ul style="list-style-type: none"> • Act out some scenes from either story. <p>Suggested Assessment Tasks: Key Question What makes the imagery of light and dark so powerful? Participate in a dance and/or painting or collage which shows an understanding of the contrast between the emotions evoked by darkness and by light Key Question How are lights used at Christmas and why? Write instructions for making an Advent Wreath, explaining why Christians make a wreath of candles and what the candles symbolise</p> <p>What could we try to do to be 'light' people who make the world a better</p> | <p>Retell some parts of the Christmas story which involve the star.</p> | <p>Stars on Christmas Night is in Star of Wonder ISBN 0-7459-2264-3 (Lion)</p> <p>They followed a Bright Star by Joan Alavedra ISBN 1-85793-756-2 (Pavilion)</p> |

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| | place? From paper or card make a string of Christmas 'lights' with an idea on each 'bulb'. | | |
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Key Stage 2 - Year 3: A Time for Taking Responsibility

About this unit: In this unit pupils will gain a simple understanding of how all life is interconnected through exploration of the tree as a world in itself and as a sustainer and supporter of the environment. They will listen to a range of stories from some world faiths that illustrate the essential part that trees play in human life, and how human beings should respect and cherish trees as part of God's gift to the world.

| Links to other curriculum areas | Key vocabulary |
|---|---|
| Literacy, science, geography, music, art, citizenship Opportunities for spiritual and cultural development | Symbol; environment; parable; Muhammad; prophet; Allah; rabbi; Tu B'Shevat |
| Expectations | |
| Most children will...(level 2) | <ul style="list-style-type: none"> • Identify in simple ways how a tree might sustain and support life • Re-tell some stories in which the tree is used as a religious symbol and suggest a meaning that the story might have • Recognise what they are good at and how they can help others |
| Some children will not have made so much progress and will: (Level 1) | <ul style="list-style-type: none"> • Recall some stories in which a tree is used as a religious symbol • Talk about what they are good at and how they can help others |
| Some children will have progressed further and will... (Level 3) | <ul style="list-style-type: none"> • Describe some ways in which trees sustain life • Make links between the tree as a religious symbol and the beliefs or ideas that underlie the use of this symbol • Identify the gifts that they can bring for the good of the community |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> | <p>The following suggested introductory activities are designed to enhance the children’s knowledge and appreciation of trees in their immediate locality.</p> <p>Explore the trees in your local environment using all your senses, e.g.: listen to the “heartbeat” of a tree by using a stethoscope (deciduous trees are better for this). (See 'Values and Visions', page 41).</p> <p>Identify trees by touch. In pairs go on blindfold walks with a sighted partner. Identify four trees using touch only.</p> <p>Draw leaves from different trees or use leaves for printing.</p> <p>Each pupil chooses one of the leaves that has fallen from a tree in autumn, studies it closely and places it on a table with those of everyone else. An adult mixes them up, while the children are not looking. The children each try to identify their own leaf and explain which features make it unique.</p> | <p>Most children should be able to:</p> | <p>Values and Visions page 41 ISBN 0-340-64412-5 (Hodder and Stoughton)</p> |
| <p>About a range of stories from world faiths that use trees to illustrate the sacredness of God’s creation About the interconnection between all life That trees are a vital part of the web of life</p> | <p>Listen to a range of stories from world faiths that use trees to show the sacredness of God’s Creation: The Rabbi And The Tree Planter (from Judaism) Tell the Jewish story of the wise Rabbi who, whilst out walking one day, saw a man planting a tree. The Rabbi asked him ‘Why are you planting this tree?’</p> | <p>Re-tell some stories in which the tree is used to explore values and commitment to the natural world.</p> | |

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| | <p>Surely you do not expect to live long enough to eat its fruit?' The man replied, 'I have plenty of fruit to eat because those who lived before me planted trees for me, so I will do the same for others'.</p> <p>Discuss the meaning of this story with the children and about other ways in which trees are valuable to us, e.g. shade and protection from the sun and weather; providing oxygen; hiding roads or industrial eyesores; a source of beauty; providing wood and paper; helping to drain the soil; food; a natural place for wildlife to live.</p> <p>Think about ways in which one of their favourite trees in the school grounds (or local park) are trees of life. Find out about how their tree provides a home for living organisms.</p> <ul style="list-style-type: none"> • Learn about the Jewish festival Tu B'Shevat – the New Year of the Trees, when new trees are planted. | <p>Identify how the tree sustains life in the natural world and about ways in which they can care about trees in their environment.</p> | |
| <p>About the Parable of the Mustard Seed</p> <p>To identify meanings for Christians</p> | <p>The Story of The Mustard Seed (from Christianity)</p> <p>Hear the story of the parable of the Mustard Seed – Mark 4:30 and explore with the children the symbolism of this story, e.g. the tree grows enormously from a very small seed, so that it becomes a tree that can shelter and provide protection for many birds and animals. Talk to the children about the seeds they have grown and let them examine a range of different kinds of seeds. Discuss with the children how</p> | <p>Identify meanings in the parable of the mustard seed.</p> | <p>An opportunity for Godly Play: see <i>A Complete Guide to Godly Play Volume 3</i>, Jerome Berryman, Living the Good News</p> |

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| | <p>this story illustrates that something big may grow from small beginnings e.g. in works of art (pointillism – Seurat’s, The Bathers), in nature (how a spring becomes a river, drops of rain create floods and a grain of sand can become a pearl in an oyster).</p> <p>The story of the Mustard Seed that Jesus told is important for Christians because it helps them to understand that although they may not feel very important each can make a difference to the lives of others by showing kindness and love. Christians believe that if all those who follow Jesus behave in such a way, then a community can be formed that is a happy, safe and secure place for people to be, just like the strong tree that Jesus described in his story. Jesus called this community “The Kingdom of God”.</p> <p>Tell the children the story of “Johnny Appleseed” and / or “The Man who Planted Acorns”, to illustrate how one person can make a huge impact on the environment.</p> <p>Discuss ways in which the school is a community of people who help and support one another and where each child’s contribution is valuable and unique. Make a display in the form of a tree of life in which each child illustrates their own gift on a beautifully painted apple. (Ensure that the children have real apples to observe closely whilst they are painting) This could be</p> | <p>Recognise how meanings drawn from the Parable of the Mustard Seed (e.g. the Kingdom of God being built on earth) might be</p> | <p>National Gallery website www.nationalgallery.org.uk</p> |
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| | displayed at the Harvest Festival and entitled "Growing Together in Community – our Harvest of Gifts". | relevant in the life of their school. | |
| | <p>The Boy Who Threw Stones At A Tree (from Islam).</p> <p>There was once a boy who lived in Iraq. He thought it was great fun to throw stones at trees. One day he was visiting an oasis some way from his home and he saw some date trees growing nearby. He collected some stones and began to aim them at the dates in the tree. Sure enough as he hit the dates they began to fall to the ground. The boy gathered them up and gobbled them down as fast as he could. He did not stop to think about how he had damaged the trees, or that they might belong to somebody. When they saw what had happened to their trees, the owners were angry and upset. They waited for the boy to return, as they knew he would. When the boy started to throw stones once again, the owners rushed out and grabbed him before he could escape. The men took the boy to the Prophet Muhammad and explained what he had done. The boy was very frightened because he was sure the Prophet would be very angry but instead the Prophet spoke softly. The Prophet asked why the boy enjoyed throwing stones at trees. 'I need to throw the stones to get dates down from the trees', the boy replied. The Prophet realised that the boy had not really thought about how much damage he was doing by throwing stones at the trees, so he quietly explained that if the</p> | | |

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| | <p>trees were harmed they would never again bear fruit for people to eat. Be satisfied and enjoy the fruit that falls to the ground and leave the tree to flourish. The Prophet blessed the boy and prayed to Allah that he would soon gain wisdom and be more sensible in the future.</p> <p>Discuss with the children why people of faith think it is important to care for God's creation so that each part will work for the good of people in the future.</p> | | |
| | <p>The People Who Hugged Trees from Hinduism In which Arnoita Devi and several hundred villagers sought to protect the trees surrounding their home from the Maharajah's men who had come to cut them down in order to build a new fortress. Today the people of India still struggle to protect their environment. One of the most dedicated groups is the Chipko (Hug a Tree Movement) whose members support non-violent resistance to the cutting of trees.</p> | | <p><i>The People Who Hugged Trees</i> ISBN 1-879373-50-5</p> |
| | <p>The Old Man and the Tree Discuss with the children how this story illustrates the wisdom that, if we use the gifts of creation wisely and well, the Creation will sustain and renew itself but, if we neglect or abuse the gifts of Creation, our resources will soon be depleted and fail. Produce a huge picture of a tree for display. Make models or collages of all the animals that depend on the tree, and place them in appropriate places on</p> | | <p><i>The Old Man and the Tree</i> by Vicki and Alison Wisenfeld, Lion ISBN 745942318.</p> |

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| <p>About how they might value, protect, and preserve trees in their own environment.</p> | <p>the tree.</p> <p>Can children find some good examples within their own experience of how trees and tree products are used wisely and well?</p> <p>Produce a list of all items used by pupils, which are made of wood. Could they be made from alternative materials? Can supplies be replenished effectively?</p> <p>Try to find out how much paper is consumed by the school each year. Discuss with pupils- Is this right/wrong? Why? Should we conserve trees? Should we recycle paper?</p> | <p>Recognise ways in which they might value, protect and preserve trees.</p> | |
| | <p>Suggested assessment task: Design a poster for a Christian charity to encourage people to value, protect and preserve trees within their own environment</p> <p>Create a piece of music that describes the life cycle of a leaf. Perform this composition and talk about the significance of the piece, and answer questions about it.</p> <p>Having listened to a range of stories from world faiths choose the one you like best. Retell this story, say why you like it and suggest the meanings of the story.</p> <p>Idea for reflection: Think about the phrase 'turning over a new leaf'. On a leaf shape, write down</p> | | |

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| | <p>your thoughts about how we can change behaviour in order to value, and protect trees in our own environment.</p> <p>Create a class display using the leaves.</p> | | |
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Key Stage 2 - Year 3: Christmas is Coming

About this unit: In this unit pupils will learn about how Christians prepare for Christmas during the season of Advent. Pupils will learn about the theme of 'waiting' contained within the Christmas narrative and about the OT prophecies concerning the coming of a Saviour. Children will learn about Zechariah, Elizabeth, the visit of Mary and the birth of John the Baptist.

| Links to other curriculum areas | Key vocabulary |
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| Spiritual Development Literacy | Prophecies; John the Baptist; Elizabeth; Mary; Wise Men |
| Expectations | |
| Most children will...(level 2) | <ul style="list-style-type: none"> • Retell the Christmas story identifying the experience of waiting and preparation as an aspect of the story • Ask and respond sensitively to questions about their own and others experiences of 'waiting' |
| Some children will not have made so much progress and will: (1) | <ul style="list-style-type: none"> • Recall the Christmas story recognising the experience of 'waiting' for Mary and the Wise Men • Talk about their own experiences of 'waiting' |
| Some children will have progressed further and will... (Level 3) | <ul style="list-style-type: none"> • Describe the experiences and feelings of the prophets, John the Baptist, Mary, the Wise Men etc. as they waited for the coming of Jesus • Make links between the symbolism of Advent and Christmas celebrations and the theme of 'waiting' contained within the Christmas story. • Identify their own experiences of waiting and make links with the experiences of 'waiting' contained in the Christmas story |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> • That times of waiting and anticipation bring feelings of excitement and anxiety What does it feel like to wait and prepare? | <ul style="list-style-type: none"> • Use a specially prepared large 'Advent calendar' to start a discussion about what the children are looking forward to and how they feel. Include things which they may have mixed feelings about e.g staying away from home with a friend. Bring out hope, expectation, anxiety, preparation, excitement etc. (See <i>Resource Sheet 4</i>). | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Ask, and respond sensitively to, questions about their own and others' feelings about waiting. | <p>Starter ideas plus your own eg school residential photos</p> <p>Resource Sheet 4</p> |
| <ul style="list-style-type: none"> • That many of the people in the Bible were expecting, waiting for and preparing for the coming of Jesus. | <ul style="list-style-type: none"> • Continue to use the 'Advent Calendar' idea with children making individual or group 'calendars' with the title 'Waiting for Jesus'. • Read the account of the angels visit to Mary and God's plan for her baby. Jesus would be the "Saviour", God's special child sent to save and help his people. • Talk about Isaiah, an Old Testament prophet who foretold the coming of a Saviour. What sort of saviour did he describe? | <p>Retell parts of the Christmas story through the theme of 'waiting'.</p> | <p>The Lion First Bible (page 284), by Pat Alexander ISBN 0-7459-3849-3, or 'The Surprise' in The Lion Storyteller Bible by Bob Hartman ISBN 0-7459-3607-5 (Lion)</p> <p>Isaiah 40:1-5</p> |

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| | <ul style="list-style-type: none"> • Tell the story of Zechariah, Elizabeth, the visit of Mary and the birth of John the Baptist. • Use parts of story as basis for dialogue writing eg Zechariah and angel; Zechariah and Elizabeth; Elizabeth and Mary – dialogue extracts could be put on calendar. • Read 'Caspar and the Star' and talk about the waiting of the three wise men. Picture with speech bubbles for calendar. • Make some pictures of all the people waiting in the story to hang on a line across the classroom. Create some speech bubbles. Make pictures of themselves waiting for -----(what are they looking forward to at Christmas). | | <p>Luke 1:5-23, 57-80</p> <p>Caspar and the Star by Francesca Bosca (or use Matthew 2:1-19)</p> |
| <ul style="list-style-type: none"> • That Christians still prepare for Christmas by thinking about whether they are ready to welcome Jesus and follow his teachings • That many people make preparations for Christmas based on Christian traditions | <ul style="list-style-type: none"> • Talk about Christians thinking about the coming of Jesus and preparing themselves to receive a special visitor. • What preparations are the children and their families making? • Read the special prayer for the Sunday before Advent, talk about “Stir up Sunday”. <p>Suggested Assessment Tasks: Key</p> | <ul style="list-style-type: none"> • Identify that Advent is a time when Christians prepare for the coming of Jesus. • Write or talk about some of the ways in which Christians and others prepare for Christmas. | <p>Special Prayer (Collect) for Sunday before Advent - see Resource Sheet 1</p> <p>Make ‘puddings’ or cakes</p> |

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| | <p>Question: Who was waiting for the coming of Jesus and how did they feel?</p> <p>Task/Activity: Draw pictures and write contributions to an 'Advent Calendar' which re-tell parts of the Christmas story: John the Baptist, Elizabeth and Mary, the Jewish people, the Wise Men who all waited for the coming of Jesus.</p> <p>Key Question: How do people, including Christians, prepare for Christmas, and why?</p> <p>Task/Activity: Participate in creating a display of one aspect of Christmas preparation – food, decorations, presents, lights, tree and wreaths, stars etc., with labels to explain symbolism.</p> | | |
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Key Stage 2 - Year 4: A Time for Thinking about Belonging to Each Other

About this unit: This Unit is based on a Christian Aid Teaching Pack “Live Thoughtfully, an RE Curriculum for Global Citizenship”. It is available to be downloaded at http://learn.christianaid.org.uk/Images/thoughtfully_book_tcm16-22708.pdf

In this unit pupils will consider some aspects of how the world’s resources are shared /divided. They will learn about inequalities that exist between countries and about ways in which a Christian organization seeks to follow the gospel imperative to ‘love your neighbour and seek justice’

| Links to other curriculum areas | Key vocabulary |
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| Numeracy, ICT, Music, Citizenship Opportunities for spiritual and moral development | Fair trade; justice; inequality; aid agencies; global |
| Expectations | |
| Most children will...(level 3) | <ul style="list-style-type: none"> • Describe situations of social and economic unfairness in the world and how these might have developed • Identify stories and teaching from world faiths that teach believers about the value of each human being • Make links between the imperative for justice both between individuals and communities, and issues of world trade • Identify and describe ways in which unfairness can be changed by direct action through organisations (e.g. Christian Aid) and by personal decision making, e.g. buying fairly traded products |
| Some children will not have made so much progress and will: (Level 2) | <ul style="list-style-type: none"> • Show awareness of why a given situation (Ricardo’s story) is unfair • Identify a religious story or teaching that helps believers to understand how they should treat one another fairly • Recognise ways in which they can make a difference to a situation that is unfair |
| Some children will have progressed further and will... (Level 4) | <ul style="list-style-type: none"> • Raise questions about how situations of unfairness have been allowed to develop and how these might be rectified • Describe how people of faith might respond to issues of injustice and why • Describe ways in which an organisation has made a difference to the lives of people caught in the poverty trap |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <p>About some aspects of how the world's resources are shared</p> | <p>Use an activity that will illustrate for pupils an unfair situation, e.g. divide 12 apples into 8 slices. Select 24 pupils and distribute the slices between them so that:</p> <p>6 (25%) have none 6 (25%) have 1 slice each 6 (25%) have 3 slices each 5 (21%) have 10 slices each 1 (4%) have 22 slices</p> <p>Discuss pupils' feelings and what action they might want to take. Tell the children that this is very much like the world situation, where the population of a very few countries eat the vast majority of the world's food; also many of the richer countries stockpile food and restrict supplies to poorer countries.</p> | <p>Most children should be able to:</p> <p>Describe how food is unfairly distributed between nations.</p> | <p>Christian Aid www.christianaid.org.uk</p> |
| <p>That Christians are required to seek justice for all.</p> <p>About a Christian organisation which seeks to address the problems of inequality.</p> <p>That there are connections between belief and action/ lifestyle</p> | <p>Jesus Feeds The 5000 (John Chapter 6 v1-14). Use the story to discuss with the children the principle of sharing what you have with those who have much less. Do the children think that it is important/ necessary to do this and why? Can the children make links with their own situations, e.g. are they prepared to share what they have with others, when they can.</p> <p>Briefly describe how a chocolate bar is produced and who gets paid what for each process, e.g.</p> <p>growing cocoa beans (farmer)8p buying beans from the farmer (cocoa marketing board) 7p transport and processing beans28p selling chocolate bar (retailer)28p tax (government) 15p</p> <p>How do the amounts compare? Do the children think that the money is fairly distributed? The teacher may like to allow the children to predict what is paid to each person or company in the process before giving them these amounts. Give 100p and allow children to allocate money.</p> | <p>Describe the beliefs, stories and teachings of Christianity and make links between these and the impact on believer's lifestyles and practice.</p> <p>Identify some issues about fair</p> | <p>The Lion Storyteller Bible by Bob Hartman ISBN 0 7459 3607 5</p> |

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| | | trade for individuals and communities. | |
| <p>About a Christian organisation which seeks to address the problems of inequality.</p> <p>That there are connections between belief and action/lifestyle</p> | <p>Read Ricardo's story. Do the children think that Ricardo's life is fair? If not, what do they think is wrong? Now read Lameck's story. How does his situation differ from that of Ricardo? What has made this difference? The children need to be introduced to the concept of fair trade and how organisations are seeking to promote this.</p> <p>If possible, ask a Traidcraft / Christian Aid representative to come into school and talk about what they do. If this is not possible, these organisations as well as Cafod, and Tearfund provide some excellent materials which are available on their websites.</p> | <p>Describe how some organisations work for justice and fairness in world trade matters.</p> <p>Ask Questions about issues of injustice</p> | <p>See <i>Live Thoughtfully</i> Christian Aid</p> <p>www.tearfund.org www.cafod.org.uk</p> |
| | <p>Conduct a survey about how much chocolate children eat in a week. Collect wrappers, looking at names and designs. Work out how many bars of chocolate might be eaten by the class in a year.</p> <p>Pupils work in groups to promote a new fair trade chocolate bar. Each group should design an advertising campaign to persuade more people to buy fair trade chocolate. They should agree on a target audience and a selling point, e.g. taste, ethics, feel-good factor, religious teachings. They should choose a name for the fair trade chocolate and design advertisements for T.V., poster boards, etc.</p> | <p>Respond to religious teachings, stories and beliefs making links between their own and others' values and commitments in relation to these.</p> | |
| | <p>Plan a tea party/coffee morning with fairly traded goods for parents/grandparents and give the proceeds to a fair trade organisation. Devise a questionnaire and conduct a survey amongst staff/parents to see who uses fairly traded goods. What would convince parents to buy them?</p> | <p>Identify what influences their purchasing decisions and how their own values</p> | |

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| | | and commitments might have been changed as a result of work in this unit. | |
| | Decide upon some action to be taken by the class or individuals to persuade others to use fairly traded chocolate/tea/coffee, e.g. letter writing, posters, etc. | | |
| | <p>Suggested assessment task</p> <p>Pupils make a leaflet to describe the work of a Christian organisation, and give reasons as to why Christians support their work.</p> <p>Pupils can suggest how what they have learnt has influenced their own values and commitments e.g.</p> <p>In this unit of work I have learnt that _____</p> <p>_____</p> <p>I think the world would be a fairer place if _____</p> <p>_____</p> <p>This could be achieved by _____</p> <p>_____</p> <p>Pupils could produce a music or picture sequence [e.g. PowerPoint] that raises people's awareness of the injustices within the world.</p> <p>Idea for reflection</p> <p>Listen to the song 'Harvest for the World' by The Christians or The Isley Brothers.</p> <p>Reflect on the words of St Teresa of Avila, play quiet music in the background. Each write a thought about how the world could be made a fairer place on a 'hand' shape. Use these to make a reflective display.</p> | | |
| | | | Reference: Prayer by St. Teresa of Avila 'Christ has no body |

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| | | | now on Earth but yours...' Page 82, Pocket Prayers compiled by Christopher Herbert ISBN 0-7151-4825-7 (NS/CHP) |
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Key Stage 2: Year 4

Christian Symbols

About this unit: Almost every page of the Bible is filled with symbols and church buildings in their style and decoration are also a rich source. Symbols come in many shapes and forms; they may be pictures, places, events or names, gestures, actions, words or modes of behaviour. Christian symbols, for believers, point to a truth and they are often used to give direction and focus in worship. In this unit, children are encouraged to investigate examples of symbols and to deepen their understanding of the ways symbols can hold meaning for believers.

| Links to other curriculum areas | Key vocabulary |
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| Literacy: use of metaphors and similes. Stories which convey meaning beyond the literal e.g. fables | Symbol, meaning, mystery, Going beyond the literal...e.g. stands for..., represents..., is a bit like... |
| Expectations | |
| Most children will...(level 3) | <ul style="list-style-type: none">• Identify some key Christian symbols and symbolic actions.• Talk about some of the ideas and beliefs that underlie them.• Discuss possible meanings of some examples of symbolic language e.g. words or phrases used to describe God, Jesus. |
| Some children will not have made so much progress and will: (Level 2) | <ul style="list-style-type: none">• Describe and suggest meanings for some religious symbols, gestures, words.• Recognise that not all language should be taken literally. |
| Some children will have progressed further and will... (Level 4) | <ul style="list-style-type: none">• Identify similar beliefs and ideas expressed symbolically in other religions and in secular contexts and begin to make comparisons. |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that Christian symbols hold meaning for believers • Understand that symbols are often used to remember special times, places and people. <p>Symbols can hold literal and non literal meanings</p> <ul style="list-style-type: none"> • Reflect on ways of understanding and interpreting Christian symbols <p>the ways Christians use symbolic language and image to describe God</p> | <p>Look at symbols used in washing labels on clothes, or labels on food packaging. Introduce the idea that sometimes you have to 'be in the know' to understand certain symbols.</p> <p>Look at pictures of a rainbow, a dove and an olive branch and explore meanings of these symbols and their uses today. Find their origins in the story of Noah's Ark and their meaning for Christians.</p> <p>Ask the children to think about objects that they own which hold special memories or meanings. Model ways of talking about these: 'I've got something special... it's a...and it reminds me of...'</p> <p>Read a story about how memories can be provoked by objects.</p> <p>Visit a local church to look for visual symbols that help Christians remember important people, places, events, beliefs e.g. bread and wine, (often depicted as wheat and grapes), chalice and paten, cross, dove, fish. Have a symbol trail where they hunt for symbols.</p> <p>Match pictures of symbols to their meanings.</p> <p>How do the children remember special times/events/people?</p> | <p>Most children should be able to:</p> <ul style="list-style-type: none"> • talk about meanings contained in stories, objects, names. • Relate the idea of a symbol as a reminder of something special to their own experience. <ul style="list-style-type: none"> • Identify and understand the significance of symbols found in a church • Make connections between their own personal experience and the | <p>food packaging and clothing</p> <p><i>Children's Illustrated Bible</i>, Dorling Kindersley</p> <p><i>How to Read a Church: A guide to images symbols and meanings in churches and cathedrals</i>, Richard Taylor, Rider, 2003</p> <p>'Special' objects</p> <p>Wilfred Gordon Macdonald Partridge by Mem Fox, Picture Puffin, ISBN 0-14-050586-5</p> <p><i>Teaching Christianity at Key Stage 2</i>, Reader and Weatherley, (see pages 85 – 88) NS/CHP</p> <p><i>Encounter Christianity Key Stage 1 Little Book In Words</i>, Brown and Seaman, National Society/Church House Publishing. See p22-23 (more ideas on www.encounterchristianity.co.uk)</p> <p><i>NB links with work on Judaism and the significance of the Passover Sedar Meal.</i></p> |

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| | <p>Collect examples of non-literal sayings, e.g. you're driving me up the wall, it's raining cats and dogs. Discuss the literal and non-literal meanings.</p> <p>Chose a feeling, e.g. jealousy, anger, loneliness, and explore in terms of simile and metaphor e.g. when I'm lonely I feel like a balloon about to burst. Write and illustrate ideas.</p> <p>Look at a biblical metaphor e.g. God is my rock (Psalm 18.2), Jesus as light of the world (John 8.12), The Lord is my Shepherd (Psalm 23). Brainstorm words the children connect with the relevant image. What are these words saying about God?</p> <p>Choose a metaphor and illustrate with words and pictures that show Christian beliefs about God.</p> <p>A wonderful image to ponder together is the Chichester Cathedral Tapestry by John Piper. How many Christian symbols can you find? When might actions/pictures/objects speak louder than words? Why do artists like John Piper often use symbols in their work?</p> | <p>experience of Christians</p> <ul style="list-style-type: none"> • Explain literal; and non literal meanings. • Use similes to describe emotions. • Talk about how metaphors can describe beliefs. <ul style="list-style-type: none"> • Suggest meanings for the symbols used by Christians. | <p>Another useful resource if you want to focus on the symbol of the cross is, <i>A-CROSS the World</i>, Martin Payne and Betty Pedley, CMS and Barnabas Books.</p> <p><i>Encounter Christianity Key Stage 2 Big Book To Change the World</i>, Brown and Seaman, National Society/Church House Publishing. See p24 25 (more ideas on www.encounterchristianity.co.uk) This whole series is full of examples of Christian symbolism, from around the world, in art and poetry.</p> |
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Key Stage 2 - Year 4: The Christmas Message

About this unit: In this unit children will learn about the Christian belief that God communicates with believers in different ways. They will learn about the appearance of angels in the Christmas story. They will raise their own questions about guidance and revelation from God.

| Links to other curriculum areas | Key vocabulary |
|---|---|
| Spiritual Development Literacy | Angels; messengers; message; Christians; Zechariah; Mary; Gabriel |
| Expectations | |
| Most children will...(level 3) | <ul style="list-style-type: none"> • Ask important questions about how God might be revealed • Describe parts of the Christmas story which involve God sending messages of various kinds using angels |
| Some children will not have made so much progress and will: (Level 2) | <ul style="list-style-type: none"> • Recognise that some questions cause people to wonder and are difficult to answer • Retell one of the parts of the Christmas story which involves angels as God's messengers |
| Some children will have progressed further and will... (Level 4) | <ul style="list-style-type: none"> • Describe and show understanding of the belief that angels are messengers of God and their importance in the Christmas story. • Raise their own questions about how God communicates with humans. |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> • That Christians believe that God sends messages in many and unexpected ways to those who listen | <ul style="list-style-type: none"> • Read the story of 'Papa Panov' and/or the legend of the ragged boy (both in Ideas for Christmas) and also 'A Small Miracle', if possible. <p>Discuss the stories as parables with messages. What are the messages? (- that God appears in strange and often unexpected ways.)</p> <ul style="list-style-type: none"> • Story of 1914 Christmas Truce (also in Ideas for Christmas, or any version). Introduce with talking about poppies and talking about WWI – possibly using poetry eg Wilfred Owen 'Anthem for Doomed Youth' – tough stuff for use with some Y4 groups. 'Silent Night' as contrast. Perhaps the truce was some kind of a message? Discuss possible responses to the event. Explore the story through drama. Hotseat the different characters and ask their opinion of the truce e.g. Army Padre, soldier, officer. Make a display of their comments [in speech bubbles] alongside the words of 'Silent Night'. | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Describe how many people think that God sends messages in mysterious ways. • Ask important questions about the belief that God sends messages in mysterious ways. | <p>Ideas for Christmas KS2 (Scholastic)</p> <p>Papa Panov is also in Star of Wonder, or use any version A Small Miracle by Peter Collington</p> <p>Anthem for Doomed Youth by Wilfred Owen</p> <p>Silent Night</p> |
| <ul style="list-style-type: none"> • That in the Bible story of Christmas there are lots of occasions when God sent messages using angels: Zechariah, Annunciation, shepherds <p>(Consider - What messages did God send in the Christmas story?)</p> <p>(Consider - How important is it to the people in the story, and to Christians now, that the angels are believed to be the messengers of God?)</p> | <ul style="list-style-type: none"> • Read or tell stories about Zachariah and Gabriel; and Mary and Gabriel. Also Joseph's dream. What do these stories have in common? Who brought the messages? What are the messages? Identify predictions, reassurance, information. Did people believe the messages? Why? <ul style="list-style-type: none"> • 'The Surprise' by Bob Hartman. | <ul style="list-style-type: none"> • Describe parts of the Christmas story through the theme of angels. • Make links between the trust in the angels shown by people in the Christmas story and by Christians since then. | |

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| <ul style="list-style-type: none"> • That some people today believe they have received messages from God. | <p>Create a speech bubble diagram of Mary's reactions.</p> <ul style="list-style-type: none"> • 'A Night the Stars' danced for joy' by Bob Hartman – Angels as God's messengers. Talk about stars and angels and messages – what do the children think? • Read or tell the story of the shepherds. • Write/act out telephone conversation between a shepherd who was there (possibly based on Grumpy Shepherd) and another person (themselves), telling them about the angels and the visit to the stable. How would the children themselves have responded? • Read the story of the Three Wise Men and Herod. Discuss and write character sketches of the wise men and how they reacted to the angel; or use picture of Herod and thought/speech bubbles to show his deception and double-dealing, together with angel messages. • Discuss the stories of eg St Francis, Hannah More, Jean Vanier and any other examples of people whose lives and work was influenced by their Christian belief in what God wanted them to do. Are there similarities with the Christmas story? Research on their lives from books and web. | | <p>The Surprise from Star of Wonder</p> <p>Annunciation sheet From Star of Wonder by Pat Alexander ISBN 0-745-92264-3 (Lion)</p> <p>Luke 2:8-20</p> <p>Grumpy Shepherd by Paddie Devon ISBN 1-859-99326-5 (SU)</p> <p>Matthew 2:1-19</p> <p><i>Background information - Faith in Action Series (RMEP)</i></p> |
| <p>Pupils should learn:</p> <ul style="list-style-type: none"> • That angels have been portrayed in | <ul style="list-style-type: none"> • Show a range of Christmas cards and paintings which portray angels. Talk | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Make links between their own and | |

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| <p>many different ways in art through the ages and throughout the world, and that no-one really knows what they are like</p> | <p>about why there are these stereotypes. Refer back to 'A Night the stars danced for Joy', Christmas Truce, St Francis etc.</p> <p>•Continue discussions about angels/message. Do messages come through meeting other people; through events; through dreams? Produce individual or group paintings or collages expressing the children's ideas.</p> <p>Suggested Assessment Tasks: Key Question: Is the belief in angels as God's messengers important in the Christmas story? What is the significance for Christians? Task/Activity: Create a piece of drama or a storyboard on the annunciation. Create a second piece of drama or storyboard illustrating an example of a Christian whose work was influenced by their Christian belief in what God wanted them to do. Key Question: Does God communicate with humankind, and in what ways? Task/Activity: Following a drama activity write about the 1914 Christmas Truce in the form of a newspaper article, including interviews with various imaginary people with different views about how it happened. Include a Christian view that it was a message from God.</p> | <p>others' ideas about angels.</p> | <p>Christmas cards and paintings showing angels.</p> |
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| | In 'A Night the Stars danced for Joy' the shepherd's wife wished for peace and an end to 'bitter voices on the wind'. What would the children wish for? | | |
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Key Stage 2 - Year 5: A Time to Reflect on the Christian Understanding of God’s Promise and Covenant

About this unit: In this unit pupils will learn about examples of misuse of the earth’s resources as reported in local and national newspapers. They will listen to the story of Adam and Eve and of Noah and will reflect on the themes of ‘selfishness and greed’: ‘trust and forgiveness’ and ‘promise and responsibility’. They will learn about the promise symbolised in the rainbow that such events will not be repeated.

| Links to other curriculum areas | Key vocabulary |
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| Literacy, Science, Music, drama, Art, Citizenship Opportunities for spiritual and moral development | Earth’s resources, covenant, exploitation, miracle |
| Expectations | |
| Most children will: (level 4) | <ul style="list-style-type: none"> • Describe current practices which pollute or exploit the Earth’s resources • Describe the stories of Adam and Eve and Noah and show understanding of how Christians believe the original harmony in creation came to be spoilt • Make links between the Christian concerns for the planet and their hopes for the future • Raise questions and suggest answers to matters of right and wrong and the consequences of actions |
| Some children will not have made so much progress and will: (level3) | <ul style="list-style-type: none"> • Identify some current examples of ways in which humans exploit and spoil the earth • Make a link between the stories of Adam and Eve and Noah and the belief that human beings are often responsible for “spoiling” the world, but that they have the ability and influence to create a better environment for themselves and others |
| Some children will have progressed further and will: (work toward level 5) | <ul style="list-style-type: none"> • Discuss a current dilemma with regard to the use of natural resources • Explain how the stories of Adam and Eve and Noah recognise human beings’ responsibility for restoring the harmony of the earth • Explain what inspires and influences them as they reflect on a vision for the future of the planet |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <p>the importance of caring for the natural environment</p> | <p>Show some OHTs of beautiful gardens (garden magazines are a good source for these). Play some music whilst showing the pictures. Ask the children why gardens are special to people – what do children imagine is the attraction of different sorts of gardens?</p> <p>Show video extracts of programmes where gardens are created. Put children into gardening teams to create 3D models of “Our Ideal Garden”. Ask the children to create rule(s) that will be important to preserve the beauty of their gardens as they open them to visitors.</p> <p>Make a list of consequences of the rule(s) being broken, including what the children might say and do, by way of sanctions, to those who break the rule(s).</p> | <p>Most children should be able to:</p> <p>Make a link between their actions and the consequences of their action</p> | <p>www.reep.org.uk</p> |
| <p>about problems of pollution in the local environment and in the world.</p> <p>about the story of Adam and Eve and the</p> | <p>The Story Of Adam And Eve</p> <p>Read the Temptation of Adam and Eve in <i>Ten-Minute Miracle Plays</i>. Divide into groups to produce a dramatic presentation/reading of the story.</p> <p>Discuss why Adam and Eve broke God’s rule even though they might have guessed the consequences. Who is to blame for what went wrong in this story?</p> <p>Read Adam by G Rust. Explore the Christian belief that disobedience of</p> | <p>Describe the story of Adam and Eve and show understanding of the significance of the story of Adam and Eve for Christians.</p> | <p><i>Ten-Minute Miracle Plays</i> by Margaret Cooling, Bible Society ISBN 0-564-08775-0</p> <p>Adam by G Rust - can be found in <i>Ten-Minute Miracle Plays</i></p> |

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| significance of this story for Christians | God's laws and rules was the reason for banishment from the garden. When Adam and Eve ceased to live in accord with God's rules and tried to take control for themselves things began to go wrong. Do the pupils think that this story can have any significance today? | | NB this story is also important for Jews and Muslims |
| Learn about the story of Noah's Ark and the significance of this story for Christians | <p>The Story Of Noah Explore how things continued to go wrong in the world and how Jews, Muslims, and Christians tell a story to explain what happened as a consequence of continuing human wickedness.</p> <p>Read Noah's Flood in <i>Ten-Minute Miracle Plays</i> Or present the story using Godly Play.</p> | Describe the story of Noah's Ark, and show understanding of its significance for Christians. | <p>NB this story is also important for Jews and Muslims.</p> <p>Ten-Minute Miracle Plays by Margaret Cooling, Bible Society ISBN 0-564-08775-0</p> <p>An opportunity for Godly Play: see <i>A Complete Guide to Godly Play Volume 2</i>, Jerome Berryman, Living the Good News</p> |
| To consider and reflect on some of the key themes in the story of Noah's Ark: selfishness and greed, trust and obedience, promise and responsibility. | <p>Imagine your home is about to be overwhelmed by a flood; your family must build a boat. You can take a change of clothing and five items. What would you take and why? (Provisions are provided).</p> <p>Suppose when the floods subside you find yourself with a set of people you have not previously known – what rules would you make for your new community?</p> <p>Explore the idea that in the story of the flood, God declared an eternal covenant with Noah. All living beings would now have a fresh start and an important role in God's creative work so the natural world could eventually be restored to harmony.</p> | Describe the Jewish/Christian idea of a covenant between God and humankind, and discuss the relationship between 'promise and responsibility', which is present in the story of Noah's Ark. | |
| Should learn that both Christians and | Discuss the various kinds of contract | Consider and reflect on the | |

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| <p>Jews believe that God enters into a relationship with them through a covenant.</p> | <p>that we use in everyday life. Talk about promises and responsibilities. What does it mean to make a promise? To take responsibility for something?</p> <p>Explore how this hope continued and continues to be explored in the Christian faith. Read Isaiah 11: 6,7,9 and allow the children to reflect upon their hopes for the future and the harmony of the world.</p> <p>Look for modern expressions of such hope in current culture, e.g. "I have a dream" speech by Martin Luther King.</p> | <p>importance of keeping promises.</p> | |
| | <p>If time allows the following activities could also be used: Reflect on our responsibility to care for the environment. How can we achieve this? Write thoughts and concerns about the environment on Post-it notes and stick them onto a picture of the world.</p> <p>Read and discuss a news story in which people have taken action to protect the environment.</p> <p>Consider conservation/pollution at school. Write a story to read to younger children to encourage them to care for their school/local environment.</p> | | |
| | <p>Suggested Assessment Tasks: Design posters to alert other children and parents to the effects of pollution.</p> <p>Tell the story of Noah including within it prayers that Noah might have prayed at certain points in the story.</p> | | [|

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| | <p>Write a responsibility covenant between humans and nature e.g. I, nature, promise to give you food to eat.....your responsibility is to....</p> <p>Write a letter to the School governors suggesting how improvements could be made to the way in which the school environment is cared for and protected.</p> <p>Idea for reflection: Read the rap written by a group of Cuban children working on the theme of rights and the environment called 'The Monster Song' Write your own rap about the environment and human responsibility towards it. Alternatively create a mime / movement sequence to accompany 'The Monster Song'. Select a piece of music to play quietly in the background while the rap is read, and the movement performed.</p> | | <p><i>Partners in Rights, Save the Children</i> ISBN 1-84187-027-7</p> |
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Key Stage 2 - Year 5: Journeying

About this unit: In this unit, children will learn about the journeys connected with the Christmas story. They will reflect upon the journeys of people today who are fleeing from persecution.

| Links to other curriculum areas | Key vocabulary |
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| Spiritual and moral development Literacy | Flight to Egypt; journey; Wise Men; Mary; Joseph; Jesus; refugee |
| Expectations | |
| Most children will...(Level 4) | <ul style="list-style-type: none"> • Raise questions, and suggest answers, about the situation of refugees and their treatment • Suggest why Christians help others and the sources and beliefs for this understanding • Describe what influences them and their own commitments |
| Some children will not have made so much progress and will: (Level 3) | <ul style="list-style-type: none"> • Ask important questions about the rights and wrongs of different refugee situations • Make a link between Jesus' birth in a stable and the Christian understanding that the poor and homeless should be cared for • Describe their own values and commitments |
| Some children will have progressed further and will... (working towards Level 5) | <ul style="list-style-type: none"> • Ask and suggest answers to questions about the situation of refugees and their treatment • Explain why Christians help others and the sources and beliefs for this understanding |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> • That Mary and Joseph had to travel to Bethlehem • That the Bible version tells us very little about the journey to Bethlehem • That the journeys must have been hard physically and emotionally • That the journey meant that Jesus was born in poverty <p>Consider - What is the significance for Christians that Jesus was born in a poor stable far from his home?</p> | <ul style="list-style-type: none"> • Talk about journeys the children have made – why did you go on the journey? How did you prepare? How did you travel? How did you feel before and during? Is there a child who has moved from a different area? What was that like? • Read passage about journey to Bethlehem. Ask how they travelled – evidence? Look at a map of Israel – calculate distance and time taken at walking pace. Find out what the countryside and climate is like. Think about what would be needed. Write diary entries from point of view of Mary or Joseph or donkey, including arrival and rejection in Bethlehem – ask how many innkeepers – evidence? • Set up a journey around children’s houses for some figures of Mary and Joseph. The figures go to a house for a night and are given a home there, possibly with donations for e.g. Shelter, Refugee charity or gift for Christmas Shoebox appeal. If appropriate, parents might write a short letter/diary entry or sign a ‘journey book’. A map could be kept of the journey. | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Describe and show understanding of how the journey to Bethlehem must have involved preparation and hardship but that there is little detail in the Bible. • Show understanding of why it is important for Christians that Jesus was born in a stable. | <p>Luke 2:1-7</p> <p>The Journey to Bethlehem by Chris Molan ISBN 0-745-9442-1 (Lion) would be ideal for this session</p> <p>Christmas Donkey by Gillian McClure from Star of Wonder by Pat Alexander ISBN 0-745-92264-3 (Lion)</p> <p>Posadas (Las Posadas – Spanish for The Inns) is a popular South American tradition.</p> |
| <ul style="list-style-type: none"> • That wise men travelled to Bethlehem, another hard and wonderful journey which emphasised the contrast between the richness of the gifts and the poor and humble place of Jesus’ birth. | <ul style="list-style-type: none"> • Remind pupils of story of wise men (Year 4). How many? Names? How did they travel? Evidence in the Bible? • Read T.S. Eliot’s 'Journey of the Magi'. Talk about poem and what the | <ul style="list-style-type: none"> • Describe and show understanding of the hardship of the wise men’s journey, their determination and their amazement at the poverty of the stable. | <p>Matthew 2: 1-12</p> <p>Journey of the Magi By T S Eliot (in Ideas for Christmas, or any version)</p> <p>Manger and Gift Bringers from Picturing</p> |

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| <p>Who were the wise men? What does the story mean for Christians?</p> | <p>journey was like, how the wise men were feeling etc. Compare with carol 'We Three Kings'. Also 'The Journey of the Three' by Elizabeth Gibson (in Star of Wonder) – prose but great imagery. Contrast with Mary and Joseph.</p> <ul style="list-style-type: none"> • Use paintings of wise men as basis for writing, possibly as new character e.g. servant (description, reminiscences of journey and arriving, to include wonder at poverty of stable). | | <p>Jesus pack by Lat Blaylock ISBN 1-85100-142-5 (Christian Education Publications)</p> <p>or Gallery of Art website www.kfki.hu/~arthp</p> |
| <ul style="list-style-type: none"> • That Mary, Joseph and Jesus had to flee to Egypt. • That today there are many people who have to leave their countries for fear of persecution or because of great poverty, war etc. <p>Consider: What links can be made between the Christmas story and response to modern day refugees?</p> | <ul style="list-style-type: none"> • Read passage about flight to Egypt and Herod's murder of boy babies. Compare this journey and the reasons for it with the journey to Bethlehem. How would Mary be feeling? • Read modern-day refugee experiences and discuss rights and wrongs of situations and the emotions and responses of refugees. Talk about how children might help. • Make a display of Christmas pictures and newspaper articles and pictures which emphasise the contrast between comfortable Christmas and the plight of refugees, poor and homeless. • Write a letter to MP, or make a leaflet or poster outlining the situation; their own feelings and what might be done. Refer to Christmas story. <p>Suggested Assessment Task:</p> | <ul style="list-style-type: none"> • Describe the flight to Egypt and the plight of refugees and the homeless today. | <p>Matthew 2: 13-21</p> <p>Refugee Council leaflet www.refugeecouncil.org.uk</p> |

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| | <p>Key Question: How should people (and particularly Christians in the light of the Christmas story) respond to refugee situations? Task/Activity: Write a letter/ leaflet or poster outlining some issues concerning refugees. Encourage pupils to express their own feelings about the rights and wrongs of the situation and link it with the journey to Bethlehem, the birth of Jesus in a poor stable among strangers and the story of the flight to Egypt.</p> <p>Idea for reflection:</p> <p>Think about the comparative security and wealth of our lives (use sensitivity) and about the effects of losing your home, particularly for children. What can we do?</p> | | |
| <ul style="list-style-type: none"> • That Mary must have travelled a long way in her emotions. <p>Consider How Mary felt about all these journeys?</p> | <ul style="list-style-type: none"> • Make a 'mood diagram' of Mary's emotions from the Annunciation to the arrival back in Israel, showing high and low moments. Create a piece of music to express her feelings. | <ul style="list-style-type: none"> • Describe and show understanding of the events of the Christmas story and the feelings of Mary. | |

Key Stage 2 - Year 6: A Time for Thinking about our Place in Creation

About this unit: In this unit pupils will learn about the Christian creation story and about creation stories from a range of cultures and faiths. They will reflect upon what these stories teach us about the nature of God, the nature of human beings and how the natural world should be regarded and treated. They will consider the meaning that these stories might have for today.

| Links to other curriculum areas | Key vocabulary |
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| Literacy, Music, Thinking Skills, Citizenship spiritual development | Creator; creation; Genesis; psalm; values |
| Expectations | |
| Most children will...(level 4) | <ul style="list-style-type: none"> • Describe and show understanding of how the creation stories they have studied reveal the nature of the Creator, the nature of human kind and the purposes and value of creation • Describe how the Harvest Festival celebrates the abundance of creation • Raise questions that they might like to ask about creation • Consider and compare their own ideas with other people's ideas about the meaning of creation and the function and value of human beings |
| Some children will not have made so much progress and will: level 3) | <ul style="list-style-type: none"> • Make links between creation stories and the beliefs that underlie them • Identify one element in the Harvest Festival that shows what Christians feel about creation • Identify what values and commitments are inherent in the creation stories • Make links between their beliefs about creation and their attitude toward how the environment should be treated |
| Some children will have progressed further and will... (level 5) | <ul style="list-style-type: none"> • Compare and contrast the teachings found in the two creation stories • Explain why the Harvest Festival is a significant celebration for Christians • Ask their own questions in relation to creation stories, and look for answers • Draw some implications for the lifestyle of Christians today from the Creation story |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <p>About the importance of the creation story for Christians and begin to explore the meaning and purpose of the story</p> <p>About the significance of the Harvest Festival for Christians</p> | <p>Read an account of the creation story from Genesis chapter 1 and create a mosaic or a tile frieze that depicts the wonder, beauty and variety of creation in the chronological order described in the Bible.</p> <p>Compare some different accounts of the story written and illustrated for children.</p> <p>Read a Psalm that celebrates the beauty and variety of Creation, e.g. Psalm 8:3-4, Psalm 19:1, Psalm 104, Psalm 136:1-9, Psalm 147:1, 4-9, 15-18 or a song based on a Psalm e.g. "All the Nations of the Earth". Use dance, music, song with signing, mime, or voice, to express thanksgiving and celebration.</p> <p>Explore with the children the Christian idea that the whole of Creation celebrates and expresses thankfulness to God. Explain that at Harvest Festival Christians celebrate and give thanks for the variety and abundance of life, sometimes using Psalms about God as creator.</p> <p>Create some poems about creation focusing on the multitude, colour, sounds, smells, tastes of creation with each child adding a line.</p> | <p>Most children should be able to:</p> <p>Describe and show understanding of how the creation story reveals, for Christians, the nature of the Creator, the nature of humankind and the purpose and value of creation.</p> <p>Describe how the Harvest Festival celebration reminds Christians of the goodness and abundance of Creation.</p> | <p>An opportunity for Godly Play: see A <i>Complete Guide to Godly Play Volume 2</i>, Jerome Berryman, Living the Good News</p> |
| <p>About the sorts of questions that give rise to creation stories.</p> | <p>Read different stories of Creation from different cultures and traditions. Explore wonder and excitement of the event that the stories express.</p> | <p>Describe some Creation stories and begin to explore the meaning and purpose of these stories for today.</p> | <p>There are many collections of creation stories available in print e.g. <i>Creation Stories from around the World</i> by Ann Pilling and</p> |

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| <p>About the responses given by religious traditions and consider their own response to such questions</p> | <p>Explore the stories using some of the following questions and raise your own questions too!</p> <ul style="list-style-type: none"> • What is the Creator like? • Is the Creator male/female? • How does the Creator appear and reveal himself/herself? • Why does the Creator make the world? • How does the Creator make the world? • How is it made – what is in the beginning? • What happens to the Creator after the creating of the world? • In what order are things made? • How is the world described? • Why are man and woman made? • Who came first? • What are man and woman expected to do? • What responsibilities do they have? • Why do you think the story is important? • Why is there a creation story in the Bible? | <p>Describe why Creation stories are important to believers.</p> <p>Consider and compare their own ideas about the purpose, meaning and value of creation and human life with those of others.</p> | <p>Michael Foreman</p> <p><i>The Orchard Book of Creation Stories</i> by Margaret Mayo and Louise Brierley</p> <p><i>What a Wonderful World: stories and poems celebrating creation</i> by Pat Alexander</p> |
| <p>To reflect upon their own awareness of the natural world, and to suggest how they think the world should be regarded and treated.</p> | <p>Manu and Shatarupa (from Hinduism) Read the story of Manu and Shatarupa. Use dance or art to explore the story and use the questions above to help the children compare and contrast this Creation Story with the Genesis story. What similarities and differences can they find in the stories?</p> | <p>Respond creatively through the expressive arts to some creation stories.</p> | <p>Tales of Gods and Men retold by John Bailey, Keneth McLeish, David Spearman, OUP, ISBN 0-19-275176-X</p> |
| | <p>Suggested assessment task: Write an email to a publisher who is about to publish an anthology of creation stories, arguing why a</p> | | |

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| | <p>particular creation story should be included in the collection.</p> <p>Write a 'forward' to a creation story explaining its significance for you.</p> | | |
| | <p>Idea for reflection:</p> <p>Look at some artist's work showing the beauty of creation. Listen to some creation music e.g. Haydn's Creation</p> | | <p><i>Picturing Creation</i>, RE Today, ISBN 1 90 4024 58 0</p> <p>Seven full-colour A4 posters of works by artist Kate Neal - one for each 'day' of the Genesis creation story. An accompanying 24-page booklet provides a wide range of practical ideas for using the prints. Accompanying CD.</p> |

Key Stage 2: Year 6

Saints

Saint means 'holy' and it is common practice within the Church to use the word in both a specific and a general sense. The early Christians saw themselves as a community of saints or holy people, but also singled out those individuals who showed outstanding qualities of holiness. These are the saints who, down the ages, have been formally canonised. (In the West it is only the Roman Catholic Church that has a formal procedure for canonisation.) So, an important aspect of sainthood is that Christians believe everyone has the potential for holiness; a sense that everyone who confesses to the Christian faith is a saint in the making. It is on All Saints day that Christians remember those who have followed the teachings of Jesus, and who, they believe, are now in heaven. This festival is celebrated on 1 November.

Saints have an ancient role as 'intercessors' between God and humanity. Traditionally, in some parts of the Christian church, people have asked the saints in heaven to pray for them. It is important to note that they are not prayed to, rather they are asked to pray to God on behalf of the praying person.

About this unit:

| Links to other curriculum areas | Key vocabulary |
|---|---|
| History ICT Art | Saint, holy, canonization, exemplary, inspiration, disciple, apostle, evangelist, martyr |
| Expectations | |
| Most children will...(level 4) | <ul style="list-style-type: none"> Describe the impact of religious faith on the life of a saint (AT1) Express how beliefs can influence how a person makes decisions (AT2) |
| Some children will not have made so much progress and will: (Level 3) | <ul style="list-style-type: none"> Describe what a Christian might learn from one of the saints (AT1) Compare some of the things that influence them with those that influence others (AT2) |
| Some children will have progressed further and will... (Level 5) | <ul style="list-style-type: none"> Explain the importance of saints for some Christians and how these beliefs make a difference to their lives (AT1) Express views about what they have learned about saints and compare with their own beliefs and values. (AT2) |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know about the lives and examples of Christian saints and that saints have days on which they are recognised in the church calendar. • Know that saints are examples for Christians to follow. • Understand that all Christians believe they are called to be saints. • Understand the Christian belief that every individual is unique in the eyes of God. • Reflect on the way ordinary people can be saints in their community • Reflect on the way everyone can be an influence for good in the world and that for Christians this is done with God's help. | <p>Discuss what makes a person special/unique. List personal characteristics that are inspiring, admirable, including the importance of a religious faith. Think of people to attribute the characteristics to; it could be someone in the class, someone known to the children or someone they've heard of. Write accounts: My special person is... and display these with your list of characteristics.</p> <p>Brainstorm characteristics of Jesus e.g. healed the sick, champion of the poor and marginalised, prayerful, teacher etc. Saints try to live their lives like Jesus and often imitate a particular characteristic e.g. St Francis – the poor man, St Teresa of Lisieux – a model of simplicity and obedience. Research examples of saints (your school might be named after one!) to present in class then make a class book of saints or present the findings in an assembly. Find out when the saints are remembered in the church calendar.</p> <p>Think about what makes a saintly person different from someone who does good things. Use the word 'holy'; being devoted to God. Look at symbols of holiness e.g. halos used in paintings or stained glass windows. Look for symbols often associated with a particular saint e.g. St Peter – keys, St James – scallop shell. Choose a local saint e.g. Saint Cedd or St Alban</p> | <p>Most children should be able to: Describe and show understanding of what makes people special.</p> <p>Make comparisons between the life of Jesus and the lives of the saints.</p> <p>Describe how Christians remember the saints in names of people, in buildings and in the Church calendar</p> <p>Raise questions about saintliness and holiness.</p> | <p><i>Encounter Christianity</i> Key Stage 2 Big Book <i>To Change the World</i>, Brown and Seaman, National Society/Church House Publishing. (Lesson plans available for each spread of the book on www.encounterchristianity.co.uk)</p> <p><i>Faith in History</i>, M Cooling ISBN 0863471064</p> <p><i>The Lion Treasury of Saints</i>, David Self, Lion</p> <p>Oxford Dictionary of Saints</p> <p>For a complete list of festivals and holy days in the Anglican Church an essential reference is <i>Common Worship, Services and Prayers for the Church of England</i>, Church House Publishing, 2000.</p> <p><i>Saints on Earth</i>, Church House Publishing, 2004, gives biographical information about each saint included in the Common Worship calendar</p> <p>Christmas cards Postcards e.g. from the National Gallery</p> |

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| | <p>and explain how Christianity made a difference to their life.</p> <p>Saints are often martyrs – people who have died for their faith. Explore the life of Maria Cristina Gomez or Oscar Romero. Locate El Salvador on a map. Using the Gomez cross as an example, record the life of an inspiring person on an outline of a cross e.g. Martin Luther king, Mother Teresa or it could be someone in your community.</p> <p>Leaving your mark on the world... on an outline of a footprint, ask the children to record thoughts about how they would like to be remembered. They should communicate an aspect of their own personal commitment to values or beliefs.</p> | <p>Make links between a saint's characteristics and the symbols used to illustrate them.</p> <p>Describe the impact of religious belief on how some people live their lives.</p> <p>Describe how some Christians are an inspiration to others.</p> <p>Describe what influences their lives and how they can have an impact on others.</p> | <p>Chelmsford Cathedral has strong connections with St Cedd. The cathedral welcomes visits from schools. Contact the Cathedral Education officer, Mrs Bobby Harrington, Tel: 01245 294489 or 01245 265052 or bobby.harrington@virgin.net</p> <p><i>A-CROSS the World</i>, Martin Payne and Betty Pedley, CMS and Barnabas Books.</p> <p>The Christ We Share (pack) from CMS, Partnership House, London SE1 8UU. sales@cms-uk.org</p> |
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Key Stage 2 - Y6: The Mystery of Christmas

About this unit: In this unit children learn about the different accounts of the birth of Jesus in the Gospels. They explore the symbolism used by artists and make links with the Gospel narratives. They learn about some of the titles given to Jesus and how these are statements of the faith and belief of Christians. They create a collage to communicate their own understanding of the message and celebration of Christmas.

| Links to other curriculum areas | Key vocabulary |
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| Spiritual Development Literacy Art | Gospels; account; symbolic, interpretation, source; meaning; truth |
| Expectations | |
| Most children will...(level 4) | <ul style="list-style-type: none"> • Raise and suggest answers to questions about people's responses to images of Jesus • Show understanding of the sources of belief about Jesus • Describe the impact of belief on representations of Jesus |
| Some children will not have made so much progress and will: (Level 3) | <ul style="list-style-type: none"> • Make links between how some symbolism and imagery are used in portrayals of Jesus in art, or words, making links with Gospel narratives • Identify the impact of belief on artwork representing Jesus |
| Some children will have progressed further and will... (Level 5) | <ul style="list-style-type: none"> • Explain the impact of belief on artistic works • Explain how a painting of Jesus challenges, influences or is of interest to them • Create an image which expresses their understanding of Jesus |

| Learning objectives | Activities | Learning Outcomes | Notes/resources |
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| <p>Pupils should learn:</p> <ul style="list-style-type: none"> The Christmas story – to secure knowledge of the narrative. | <ul style="list-style-type: none"> Give small groups or pairs a Christmas card, object or symbol. Ask them to identify an aspect, theme or part of the Christmas story based on it and prepare a short talk on it. Extend this into writing. Literacy objectives give many opportunities for securing knowledge of the Christmas story e.g. turning part of the story into a script; writing part as biography or autobiography; poems with personification e.g. the star; writing from a different viewpoint e.g. donkey, innkeeper, child; writing part of narrative as news story. | <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Describe, and show understanding of, a part or aspect of the Christmas story making links between beliefs, symbols and sacred texts. | <p>Cards, decorations, candles, etc</p> <p>Matthew 1: 18-24, 2:1-21; Luke 1:26-38, 2:1-21</p> |
| <ul style="list-style-type: none"> That there are lots of ways of portraying Jesus in words and in art That these images in words and pictures influence the way Christians think about Jesus and about Christmas. | <ul style="list-style-type: none"> Read the Christmas gospel from St John. How is Jesus described? the Word made flesh/became a human being; the light that comes into the world; Father's only son. The Word is an image for the wisdom and thought of an eternal creator God (as we use words to crystallise our thoughts, ideas and feelings and express our understanding and knowledge). Light is a much easier image (!) and was explored in Year 2. There are other images too which could be explored and used: <ul style="list-style-type: none"> Jesus as the lamb (John 1), the bread (John 6), the door (John 10), the shepherd (John 10), the way (John 14), the vine (John 15). | <ul style="list-style-type: none"> Suggest meanings for different images and ways of describing Jesus in words and art. Describe their own interpretation of particular images of Jesus. | <p>John 1:1-14</p> <p>Matthew and Luke as above</p> <p>Isaiah 9:6-7</p> <p>Three Wise Women by Mary Hoffman ISBN 0-71122-022-0</p> |

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| | <ul style="list-style-type: none"> • Re-read (scan) Matthew and Luke passages to collect other names and images for Jesus e.g. Emmanuel (God with us); Messiah; King of the Jews; Son of God; Saviour; Christ the Lord. Also Isaiah 9: 6-7. • Look at lots of Christmas art, cards, poems, picture and story books comparing and commenting on images of Jesus. 'In this, Jesus looks..... I think the artist/writer wanted us to think • Give groups/pairs/individuals a short extract from a carol or Bible passage to interpret as a collage or abstract art using imagery, shape and colour. They could use Christmas cards, paper, newspapers, magazines. • Write (ICT) explanations for their images. | | |
| <ul style="list-style-type: none"> • About the different accounts of the Christmas story in the gospels and make comparisons between them. <p>Consider: What is in the Bible and what is not?</p> | <ul style="list-style-type: none"> • Work in pairs/groups read the relevant gospel passages. Skimming around the passages, (including Mark – NB no mention of Jesus' birth) looking for differences between versions. Pairs could have different aspects to research e.g. Angel Gabriel, shepherds, wise men, flight to Egypt. Discuss results and also identify how much of the story has evolved over time. Talk about why this | <ul style="list-style-type: none"> • Show understanding of how the accounts of Jesus' birth in the Gospel are different. • Show understanding of why there are a range of forms of religious expression on Christmas cards. | <p>Matthew 1: 18-24, 2: 1-21; Luke 1: 26-38, 2: 1-21</p> |

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| | <p>might have happened and whether it matters.</p> <ul style="list-style-type: none"> Sort Christmas cards into Matthew and Luke and compilations, noticing all the other details which have grown up. Create a display with labels to indicate information from the different gospels and later additions. <p>Suggested Assessment Task: Key Question: How is the incarnation of God in the human form of Jesus portrayed through words and art and how do I respond to those images? Task/Activity: Make suggestions as to the meaning of a symbol, phrase or image of Jesus. Interpret that image using collage, colours, shapes and images, giving reasons for the choices.</p> <p>Idea for reflection:</p> <p>Think about examples of injustice, war and suffering which still exist around the world. Light nightlights and reflect on how we might be 'spreaders of light' in dark situations.</p> | | |
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