

Section 5

Diocese of Chelmsford RE Syllabus - Schemes of Work

for

Foundation stage

Key Stage 1

and

Key Stage 2

(Summer 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

Our Church School: Assembly Time

About this unit: For children attending voluntary aided Church of England schools, it is important that they have the opportunity to explore the rich traditions of prayer and worship that characterize the worldwide community of Anglicans. In this unit, the children look at ways in which their school is distinctive, beginning with assembly time.

Links with Early Learning Goals	Key vocabulary
Personal social and emotional development Communication, language and literacy Knowledge and understanding of the world	Assembly, God, Jesus, pray/prayer, worship, sing
Expectations	
Most children will...	<ul style="list-style-type: none">• Talk about special times in school when everyone meets together• Talk about things they do in assembly• 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 the main reason they come together with other children and teachers is for an 'act of worship'

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that assembly is an important time for their school to meet together. • Begin to understand that assembly is a time to learn more about God, themselves and each other. • Reflect on times when it is good to do things together with other people in school. 	<ul style="list-style-type: none"> • Talk about times that are special for the children. Introduce assembly as a time that's important for your school. • Identify assembly time each day, and the place where you meet. • Talk about what happens in assembly: singing songs, saying prayers, listening to stories, meeting visitors. • Look at pictures of people praying. Talk about different times and places when prayers are said e.g. before dinner, at the end of the day. • Make up own prayers and learn some simple prayers to say together. • Discuss other places to worship God. If possible, visit a local church. • Draw/make big pictures of assembly time. 	<p>Must children should be able to:</p> <ul style="list-style-type: none"> • Recognise when and where assembly takes place • Begin to understand that there is a worship time in assembly • Recognize that songs are sung about God and Jesus • Recognise that prayer is a way for Christians to listen and talk to God 	<p>Big Book, <i>My Christian Life</i>, Brown and Seaman, Evans. (see also <i>My Jewish Life</i>, <i>My Muslim Life</i>, <i>My Sikh Life</i>, <i>My Hindu Life</i> and <i>My Buddhist Life</i>)</p> <p><i>Feeling Good: Songs of wonder and worship for fives and under</i> Peter Churchill, National Society/Church House Publishing</p> <p>Collection of children's prayers e.g. <i>Prayers for the Very Young</i>, Sophie Piper, Lion</p>

Foundation Stage

Bible Stories (Old Testament)

About this unit: Children are introduced to two well known Old Testament figures, David and Joseph. These religious stories explore feelings and experiences familiar to the children and they discover the importance of God to the people in these stories.

Links with Early Learning Goals	Key vocabulary	
Personal social and emotional development Communication, language and literacy Knowledge and understanding of the world	David and Goliath Shepherd, brave, afraid, God, protect	Joseph Brother, jealous, dream
Expectations		
Most children will...	<ul style="list-style-type: none"> • Recall elements of the story of David and the story of Joseph. • Begin to talk about God being important to the people in these stories. 	
Some children will have progressed further and will... (Level 1)	<ul style="list-style-type: none"> • Recall the stories and talk about them. • Talk about their own experiences and feelings • Respond simply to parts of the story they like/find interesting/puzzling. 	

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know stories from the Old Testament • Begin to understand that God is important for some people. • Begin to understand that Christians believe that God can help them when they are afraid • Begin to understand what is right and what is wrong • Reflect on feelings e.g. feeling small, being brave, feeling afraid, jealous. 	<p>Use the Story Candle ritual when telling these stories. A simple retelling of these stories is most appropriate e.g. from a children’s picture Bible. See alternative suggestion in resources section.</p> <p>David and Goliath</p> <ul style="list-style-type: none"> • Make a collection of big and little things • Sequence the story using pictures • Dramatise the story • Discuss issues raised by story e.g. bullying <p>Joseph</p> <ul style="list-style-type: none"> • Make a collection of coloured fabrics; count and name the colours. • Find Egypt on a simple world map. Talk about making right and wrong choices and other issues raised in the story e.g. jealousy, hurting others, saying sorry • Listen to songs from ‘Joseph and his Technicolour Dreamcoat’ • Draw and write about dreams 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • Recall elements of the Bible stories they have heard. • Begin to understand that God is important for some people. 	<p>Story candle (see Our Story Candle)</p> <p>Solihull Metropolitan Borough Council Handbook for RE in the Foundation Stage (Retelling of the stories with questions for discussion: David and Goliath pp22-25 and Joseph pp 28 – 32)</p> <p>Children’s picture Bible (e.g. The Lion Storyteller Bible or the Lion First Bible)</p> <p>Bible refs for teacher preparation: David: 1 Samuel 17 Joseph: Genesis 37 – 47</p> <p>Recording of ‘Joseph and his Technicolour Dreamcoat’</p> <p>Colourful fabric/patchwork quilt</p>

Suggested assessment tasks

Ask the children to make a picture to show something that frightens them, and something that makes them feel brave.

Draw a picture of the story and talk about it.

Use a picture of the David story or the Joseph story and use ‘feeling’ words e.g. David was brave, the people were frightened of Goliath, Joseph’s brothers hated him, were jealous of him...

Foundation Stage: Reception

Title: The Symbol of Fire

About this unit: In this unit pupils will reflect on the power of fire and know that in the story of Pentecost the power of God which changes the disciples is seen as flames.

Links to other curriculum areas	Key vocabulary
Communication, Language and literacy Personal, social and emotional development	In this unit children will have an opportunity to use words and phrases related to: Pentecost; Disciples
Expectations	
Most children will... (Early Learning Goals)	<ul style="list-style-type: none">• Talk about the story of Pentecost• Ask questions about the story•
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none">• Be able to recall religious stories and recognise religious symbols• Talk about their own experiences and feelings, what they find interesting and puzzling.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • About the uses of fire • Create a piece of art connected to the theme of fire. • About the story of Pentecost • About the symbols of fire in the story of Pentecost 	<ul style="list-style-type: none"> • Read stories and poems about fire (in a positive form) e.g. Shirley Hughes 'Burning the Tree'. • Look at pictures of fire (in a positive form) and then create art work connected to the theme of fire. • Read the story of Pentecost – Lion First Bible (pages 456 – 457) • Encourage pupils to ask questions about the fire in the story of Pentecost. • Encourage children to think about how the flame was a way of seeing the power of God at work in the lives of the disciples. 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about the way in which fire is used • Talk about their pictures and about symbols/representations of fire • Talk about the story of Pentecost and about how the disciples felt. • Talk about what they find interesting and puzzling. • Talk about how the disciples felt the power of God and saw flames of fire. 	<p>Stories and poems about fire <i>Burning the Tree</i> is in Shirley Hughes Anthology of stories called <i>Stories by Firelight</i> Penguin Books</p> <p>Pictures of Fire</p> <p>The Lion First Bible (page 456 – 57) By Pat Alexander ISBN 0-7459-3849-3</p>
	<p>Suggested Assessment Task:: How did the disciples feel on the Day of Pentecost?</p> <p>Idea for reflection: Light a candle and look at the flame that it makes. Think about how the flame makes you feel.</p>		

Foundation Stage

Our Wonderful World

About this unit: Children are introduced to the Christian belief that God created the world and that God loves and cares for the world. They are encouraged to appreciate the wonder of creation and recognise this comes with responsibilities. We begin by looking at how we care for our own school and move from here to responsibilities for taking care for the world.

People of many different faiths believe in a created world and this unit offers opportunities to introduce creation stories from other world religions, as appropriate.

Links with Early Learning Goals	Key vocabulary
Knowledge and understanding of the world	thank you, creation, God, gift
Expectations	
Most children will...	<ul style="list-style-type: none">• Talk about elements of the creation story• Talk about something important to them e.g. a special gift
Some children will have progressed further and will... (Level 1)	<ul style="list-style-type: none">• Recall the Creation story• Recognise that Christians say thank you to God for the world• Talk about what is of value to them for which they want to say thank you.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <p>Know the importance of looking after things</p> <p>Begin to understand that some people believe that God made the world and they should help to care for it</p> <p>Reflect on the wonder of creation and what they want to say thank you for.</p>	<ul style="list-style-type: none"> • Tour the classroom/ school; what needs looking after; discuss who does this/ what do we need to do to look after our classroom/school? Invite the school keeper to talk with the children about ways to look after the school. • Tell the story of Creation (Genesis 1) – Godly Play opportunity. (Begin by lighting the story candle). The story is introduced by talking about special gifts. • Look at pictures of the sky at night. Wonder at big and little things. • Observe and talk about beauty and power; explore through the senses e.g. a windy day, colours in the sky. Explore some of the pictures in the Encounter Christianity Big Book <i>In Creation</i> • Explain that Christians believe God made the world. They want to say thank you to God for the world and all that’s in it. They believe they should help to look after it. • Join in with songs, rhymes about creation. 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • recognise that places (like their school), living things, people and animals, need to be looked after. • Retell some of the creation story (Genesis 1). • Know that some people believe that God created the world. It’s like a very special gift. • Recognise things that are special to them, e.g. people, places, objects, and for which they want to say thank you. 	<p>Godly Play creation materials (See <i>The Complete Guide to Godly Play</i> Book 2, Jerome Berryman, Living the Good News, Denver Colorado) ISBN 1-889108-96-0</p> <p>Story candle (see Our Story Candle)</p> <p>Encounter Christianity Series: <i>In Creation</i> (big book) <i>In the beginning</i> (little book), A Brown and A Seaman, National Society/Church House Publishing. Both these books have teacher notes giving background and a host of activities. See also www.encounterchristianity.co.uk</p> <p>God’s Wonderful World, Nick Butterworth Pictures of the natural world, outer space. Song books: <i>Feeling Good: Songs of wonder and worship for fives and under</i> Peter Churchill, National Society/Church House Publishing. See pps 26-32 <i>Big Blue Planet</i>, Ed Judy Jarvis, Stainer and Bell.</p>

Suggested assessment tasks

Look at a selection of pictures showing places or objects of natural beauty. Ask the children to select one that is particularly amazing or beautiful and tell a friend why they like it. Make a book or display of the pictures with the children’s comments.
Make a picture of a very special gift. Use words to describe how it felt when the gift was given/received.

Key Stage 1 – Year 1

What does it mean to be a Christian? : The Bible

About this unit: The Bible is the most important book for Christians and is central to Christian belief and practice. It has been translated into over 2000 languages and in Churches around the world it is used in worship, for teaching and for study. Many Christians possess a Bible of their own and regularly set aside time to read it. The Bible is not just one book but a large collection of books written over a long period of time by many different authors. It is divided into two main sections. Christians call the first collection the Old Testament (Hebrew Bible). These books were first written in Hebrew and tell the story of the Jewish people. These are the scriptures that Jesus knew and on which he based his teaching. The books of the New Testament were also written by different authors during the 1st century CE. The New Testament is quite different from the Hebrew Bible. It has four accounts of the life of Jesus, the Gospels, and a collection of books and letters recounting the experience of the early church.

Rather than reading the Bible from cover to cover, Christians generally use the book in different ways to discover its meaning for their lives today. Interpretations vary considerably and range from accepting the Bible literally to considering it a series of texts to be interpreted in the light of experience.

Links to other curriculum areas	Key vocabulary
Literacy	Bible, Old Testament, New Testament, collection
Expectations	
Most children will...(level 1)	<ul style="list-style-type: none"> • Recognise the Bible is the most important book for Christians AT1 • Know that it was written a long time ago but is still used by Christians today AT1 • Explain how books can be special and talk about their own special book AT2
Some children will not have made so much progress and will: (ELG)	<ul style="list-style-type: none"> • Recognise a Bible AT1 • Talk about a special book AT2
Some children will have progressed further and will... (Level 2)	<ul style="list-style-type: none"> • Relate ways in which the Bible is important for Christians (AT1) • Identify and describe features of the Bible e.g. Old Testament, New Testament, chapter, verse (AT1) • Respond sensitively to other people's special books (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that the Bible is the most important book for Christians • Understand that it is one book made up of many smaller books. • Reflect on books that are special to them and why they are special. 	<p>Talk about the children’s favourite books – why are they special? What do they love most about them?</p> <p>Make a display of the books and the children’s responses. My favourite book is special to me because...</p> <p>Visit a local church to discover where bibles are kept. Invite a visitor to bring in their own Bible and to talk about why it is important for them; how it affects their daily life. Record the discoveries you make: X’s Bible is important to him/her because...</p> <p>Handle different types of Bibles. Explore the different books, layout (chapters, verses) see the size of the Old and New Testaments. Make a time line showing that the Old and New Testaments were written before and after the birth of Jesus.</p> <p>The Bible tells the stories of many different people. Ask the children to each make a book about themselves. Put all these together. Show how this book now tells the stories of the whole class and is a collection rather like the Bible.</p>	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • Explain how books can be special and talk about their special book • Recognise a Bible • Know that the Bible is the most important book for Christians • Talk about the Bible as a collection of books. 	<p><i>Teaching Christianity at Key Stage 1</i>, Owen and Seaman, NS/CHP For activity ideas see pp 5-8</p> <p>Selection of Bibles e.g. large lectern or family Bible, pocket Bible, children’s Bible</p> <p>Godly Play Resources (www.godlyplay.com) produce a wooden bookshelf with wooden books to represent each book of the Bible.</p>

Key Stage 1: Year 1

Title: The Symbol of Wind

About this unit: In this unit children will explore the unseen force of the wind and relate this to the unseen force of God's Holy Spirit. They learn about the power of the wind through experiencing its effect in a variety of ways. They will learn about the story of Pentecost in Acts Chapter 2 and how the friends of Jesus experienced the presence of God as a mighty rushing wind.

Links to other curriculum areas	Key vocabulary
Spiritual and Moral Development PSHE and Citizenship Science Music	In this unit children will have an opportunity to use words and phrases related to: Pentecost; Symbol; Disciples; God; Wind
Expectations	
Most children will...(Level 1)	<ul style="list-style-type: none">• Talk about their experience of the power of the wind on their kites, streamers or windmills and on the outside environment• Be able to recall some elements of the story of Pentecost• Recognise how the wind is used as a symbol of God's power in the story
Some children will not have made so much progress and will: (Early Learning Goals)	<ul style="list-style-type: none">• Know that it is the wind making their streamers etc. move• Listen and respond appropriately to the story
Some children will have progressed further and will: (Level 2)	<ul style="list-style-type: none">• Retell the story of Pentecost• Raise their own questions about the symbolism in the story.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the power of the wind through experiencing its effects in a variety of ways 	<ul style="list-style-type: none"> Observe the effects of the wind on the outside environment. If it's not windy use videos and stories e.g. Postman Pat's Windy Day Make kites, streamers, or windmills to observe how the wind powers them. Explore how there are different strengths of wind and that although we can see its effects we can't see it. Explore ways to make the sound of the wind using bottles, paper, card, pipes and children's own breath and how wind (air) makes sound in a range of instruments. Read the story of Pentecost (Bob Hartman's Storyteller Bible) and discuss how the disciples felt the power of God in the room and how they described what happened as being like the sound of a mighty rushing wind. Talk about their own experiences of being in the wind and the sounds that they heard, and how they felt (positive or negative) Refer back to any videos/stories of strong wind making links with the power of the wind and the power of the Holy Spirit to change things. 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Observe the effects of the wind on everyday things. Talk about what they find interesting and puzzling in the natural world. Recall the story of Pentecost Recognise the Holy Spirit as an unseen but powerful force Talk about what they find interesting and puzzling about the natural world. 	<p>Postman Pat's Windy Day</p> <p>Kite making equipment</p>

	<p>Suggested Assessment Task: How did the friends of Jesus know that the Holy Spirit was with them?</p> <p>Idea for reflection: Take a walk around the school grounds and feel the effect of the breeze/wind. Sit quietly and think about your feelings as you felt the wind/breeze and saw its effects. Was it a good or a bad feeling?</p>		
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Key Stage 1 – Year 1

What does it mean to be a Christian? : Going to church

About this unit: The word ‘church’ is used both for the building itself and for the people who use it. It is also used to describe the world-wide community of Christians. This unit begins with the building and then moves on to some of the people who worship there. Church buildings come in all shapes and sizes and the way in which they are used also varies considerably. Start with the church that is near to you or linked to your school. The best way to complete this unit is to organise a church visit. If possible, enlist the help of your local vicar or someone else from the church. *Teaching Christianity at Key Stage 1* has a useful checklist for a church visit on pages 84-85.

Links to other curriculum areas	Key vocabulary
ICT Art History	Church, building, community, worship, Sunday Key features: cross, font, altar, pulpit, lectern (NB these are key features found in most churches – adjust as necessary to the design and terminology used in your local church)
Expectations	
Most children will...(level 1)	<ul style="list-style-type: none"> • Recognise key features of a church (AT1) • Recognise the church building as an important place for Christians (AT1) • Talk about places where they meet their friends (AT2) • Talk about how the church made them feel (use senses) (AT2)
Some children will not have made so much progress and will: (ELG)	<ul style="list-style-type: none"> • Talk about what they saw in the church (AT1) • Talk about a building that’s special for them (AT2)
Some children will have progressed further and will... (Level 2)	<ul style="list-style-type: none"> • Suggest what identifies the church as a building for worship(AT1) • Compare their experiences of visiting a church with other buildings. (AT2)

	<p>Christians meet together in church to I meet my friends in..... (<i>building</i>) to.....(<i>activity</i>) Reflect on... Where do I feel at home? What are important places for me? Christians go to church on Sundays, sometimes other days, sometimes every day. What things do I do every week/every day?</p>	<p>where they meet with others</p>	<p>published by Evans (available as big book and small book)</p>
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Key Stage 1 – Year 2

Jesus the Teacher

About this unit: In the Gospel accounts of his ministry, Jesus clearly had a considerable impact upon the people with whom he lived and worked. He became famous, not only as a preacher and healer but also as a teacher. Jesus was often addressed as Rabbi, or Teacher, and people looked to him for teaching about ways to live, about God and about the kingdom of God. Sometimes the message he gave was not easy or comfortable. He challenged his followers to see things differently and do things differently. He did not offer clear cut answers or simple directives. He challenged people to think for themselves and often used stories or analogies from everyday life to illustrate his point. Jesus was someone who challenged the accepted norms of society. He inspired great commitment from his followers but he also made enemies.

Links to other curriculum areas	Key vocabulary
Literacy Art Dance and PE Music	Teacher, teach, learn, lost found, forgiveness, love, parable
Expectations	
Most children will... (level 2)	<ul style="list-style-type: none"> • Retell the Parable of the Lost Sheep and suggest some meanings (AT1) • Relate how Jesus told stories to help people understand more about God's love. (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 being lost and found (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 God's love and forgiveness • Make links between their own and others' experiences (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know the story of the Parable of the Lost Sheep • Know that Christians see Jesus as a good teacher • Understand that Jesus told stories about everyday things that helped people learn about God's love. • Reflect on times when they have been lost and found or when they have lost and found precious things. 	<p>Think of situations where children teach and learn. What makes a good teacher? What helps them to learn? Encourage them to see themselves as teachers, not just the adults around them!</p> <p>Explain that Jesus often used stories or everyday objects to teach about God's love.</p> <p>Light the story candle. Tell the story of the Parable of the Lost Sheep (Luke 15: 3 – 7) and wonder about it together. (In telling this story Jesus was explaining to his followers that God loves everyone and that each person is special to God) This is a good opportunity to use Godly Play.</p> <p>Collect together descriptions of feelings experienced by the shepherd at different points in the story. Make a collage of the shepherd and the sheep and display the feelings around the picture.</p> <p>Discuss: how long the children look for things they have lost. How does it feel to find something precious to them? Have they experienced being lost and found?</p> <p>Explore Judith Nicholl's poem, 'Lost and Found' especially the themes of lost and found, light and dark.</p>	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • Talk about the qualities of a good teacher. (AT1) • Jesus stories are important for Christians and help them to learn about God's love. (AT1) • Reflect on being lost and found and respond sensitively to questions about their own and others experiences (AT2) • Retell the story and begin to suggest some meanings. (AT1) • Reflect on being lost and found and respond sensitively to questions about their own and others experiences (AT2) 	<p><i>A First Look at Jesus</i>, Lois Rock, Lion</p> <p>For Story Candle Ritual – see Foundation Stage unit.</p> <p><i>A Complete Guide to Godly Play Volume 3</i>, p77, Jerome Berryman, Living the Good News</p> <p>Encounter Christianity: <i>In Words</i>, A Brown</p>

	<p>Act the story, dance the story, compose music to retell the story.</p> <p>Write 'lost and found' poems or stories using 'feeling' words.</p> <p>If you have time, there are many more stories to explore that demonstrate Jesus' teaching e.g. Luke 12:6 -7, Luke 15:11-32, Matthew 18: 21-22. In some cases, Jesus teaches about God's love not through stories, but by example, e.g. when he meets Zacchaeus (Luke 19. 1-10) This event speaks powerfully of God's forgiveness and the value of every individual, irrespective of their past actions. Explore the story and think about the ways in which Zacchaeus was 'lost and found'</p>		<p>and A Seaman, Church House Publishing. Judith Nicholl's poem is on pps 14 and 15.</p> <p><i>Children's Illustrated Bible</i>, Dorling Kindersley</p>
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Key Stage 1: Year 2

Title: Pentecost : The Holy Spirit

About this unit: In this unit pupils

Links to other curriculum areas	Key vocabulary
Spiritual and Moral Development PSHE and Citizenship Music	In this unit children will have an opportunity to use words and phrases related to: Holy Spirit; Christian; Ascension; Jesus; Disciples; Pentecost; Hymn
Expectations	
Most children will...(Level 2)	<ul style="list-style-type: none">• Identify that Jesus promised to send his Holy Spirit to the disciples• Identify the Christian belief that the Holy Spirit helps Christians• Recognise that some questions cause people to wonder and are difficult to answer
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none">• Talk about a gift that they might give to a friend• Recall one or two examples of how Christians believe the Holy Spirit helps them.
Some children will have progressed further and will: (Level 3)	<ul style="list-style-type: none">• Make links between the gift that they have chosen to give to a friend and the meaning they wish it to convey• Make links between the qualities of the Holy Spirit described in the hymn and how Christians believe the Holy Spirit helps them in their daily lives.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • That mementos are often given to people to remind them of special people or times. • That Jesus sent the Holy Spirit to his friends after he'd left them. • Some of the ways in which Christians believe the Holy Spirit could help people. 	<ul style="list-style-type: none"> • When people leave you what helps you to remember them? (e.g. photos, objects, memories of what you said and did together). • What gift would you give to a friend who you were not going to see for a long time? What would be an effective gift/memento and why? • When Jesus left his disciples he left them with many precious memories – not photographs or mementos, but with all the memories they had of the wonderful things he had done. However, he also promised them that he would send his spirit to be with them forever and to help them. • Talk to the children about how the disciples waited for this to happen. Hear the story of the Ascension from 'The Beginners Bible' and recap the story of Pentecost. • Learn the Hymn 'Wind, Wind Blow on Me'. Explore the language used in the hymn that describes the work of the Holy Spirit e.g. helping Christians in 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> • Recognise why mementos might be important to others and why. • Identify an effective gift/memento giving reasons for their suggestion. • Identify that Jesus promised to send his Holy Spirit to the disciples. • Identify some features of the Holy Spirit • Suggest meanings contained in 	<p>'The Beginners Bible'</p> <p>The story of the Ascension Acts 1 : 6 - 11</p> <p>The story of Pentecost Acts 2 : 1 – 12</p> <p>Hymn – 'Wind, Wind Blow on Me'</p>

<ul style="list-style-type: none"> Some of the qualities of the Holy Spirit 	<p>their own lives and empowering them to help others.</p>	<p>the hymn</p>	
	<p>Key Question</p> <p>Why did Jesus promise to send the Holy Spirit?</p> <p>How does the Holy Spirit help Christians?</p> <p>Idea for reflection</p> <p>The hymn talks about consolation, comfort, friendship, protection and serving others; Using drama or art explore how these qualities might be demonstrated in school.</p>		

Key Stage 1 – Year 2

Baptism

About this unit: Christian parents often baptize their children in church as a way of welcoming them to the Christian faith. The ceremony is sometimes known as a christening as it is the time when the child is given his or her Christian name. Both terms refer to the ceremony that admits people into the Christian Church. The tradition is as old as Christianity itself. Jesus was baptized by his cousin, John the Baptist, in the River Jordan, and Christians have continued to be baptized ever since. The practice varies in different traditions; in the Church of England it is common for babies to be baptized soon after birth, but people can, of course, be baptized at any stage of their life. In contrast, in the Baptist Church, it is considered important that the individual makes the baptismal promise for him- or herself, when they feel able to do so.

In this unit, the focus is on infant baptism. The ceremony of Baptism is rich with symbols. Water is used as a sign of cleansing and washing away of sins, and the sign of the cross, made in holy oil, refers to belonging to Jesus and following his example. A candle is lit to symbolize the presence of Jesus. When children are baptized, godparents are chosen to support the parents in bringing up the child in the Christian Church.

Links to other curriculum areas	Key vocabulary
PSHE	Baptize/baptism, christen/christening, water, oil, candle/light, font, Christian, church, welcome
Expectations	
Most children will...(level 2)	<ul style="list-style-type: none"> • Use the word baptism/christening appropriately and suggest some meanings for the symbols of light and water (AT1) • Relate how Christians baptize. (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"> • Talk about a baptism (AT1) • Talk about a group to which they belong (AT2)
Some children will have progressed further and will... (Level 3)	<ul style="list-style-type: none"> • Make links between Christian baptism and welcoming ceremonies in other religious traditions. (AT1) • Begin to identify the importance of Baptism for Christians (AT2) • Make links between their own and others' experiences (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that baptism is a Christian ceremony to welcome people to the church family. • Know that water and light are important symbols of baptism • Understand that Jesus was baptised and Christians have been baptised ever since. • Reflect on what it is like to belong. • Reflect on what they would wish for a new born baby for his/her life. 	<p>This is an ideal time to work with your local church. Invite the priest or curate to demonstrate baptism for the children. This could be done in school but is most effective in church.</p> <p>This is also an opportunity to use Godly Play.</p> <p>As an introduction, collect in a box some items associated with baptism e.g. baptismal candle and certificate, priest doll, baby doll, scallop shell, baptism invitation, baptism robe, baptism card.</p> <p>Open the box and explore the items together and begin to build up a picture of a baptism. Some children will have experiences they can share. Encourage them to use the terms baptism/christening</p> <p>Visit your local church for a demonstration baptism.</p> <p>Design and make a baptism card using the symbols of water and light in the design. Talk about the symbols.</p> <p>Make a collection of pictures (drawing or photographs) of groups the children belong to. Write I like to belong to because....</p> <p>Baptism is the beginning of a life journey.</p>	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • Recognise the importance of baptism for Christians (AT1) • Use some religious words (AT1) • Identify items used in baptism (AT1) • Respond sensitively to questions about their own and others' experiences. • Suggest meanings for religious symbols e.g. light and water (AT1) • Reflect on their experiences of belonging to groups e.g. class, school, cubs, brownies (AT2) 	<p><i>Teaching Christianity at Key Stage 1</i>, G Owen and A Seaman, Church House Publishing, see p48 and 50</p> <p><i>A Complete Guide to Godly Play Volume 3</i>, p70, Jerome Berryman, Living the Good News</p> <p><i>My Christian Faith</i>, A Brown and A Seaman,</p> <p>Articles of faith Ltd sell religious artefacts and a priest doll. www.articlesoffaith.co.uk</p> <p>Videos: Dottie and Buzz C4 Places of Worship BBC</p>

	Make a collection of wishes for a newly baptised baby for his or her life.	<ul style="list-style-type: none">• Identify what is important for some people.	<i>Encounter Christianity: In Journeys</i> A Brown and A Seaman, Church House Publishing. See pp12 - 16
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Key Stage 2: Year 3

The Lord's Prayer: why is the Lord's Prayer important for Christians?

About this unit: Prayer is widely understood as a means of communication between God and a believer. It can take many forms: corporate or individual, recited or spontaneous, silent or voiced, still or active. Prayer can sometimes be misconceived as a kind of 'wish list' or as a bargaining tool between the believer and God: "If I'm good, then can I have....?"! For Christians, prayer is about developing and enriching their relationship with God. This unit focuses on the Lord's Prayer which was presented to the disciples by Jesus as a lesson in praying. For Christians, around the world, is a model for praying which incorporates all the elements of prayer: praise and adoration (you're great!), contrition (sorry!), thanksgiving (thank you!) and supplication (please!). [The letters, ACTS, are a good way of remembering this list.]

Learning about prayer is an opportunity for children to grow in awareness of their own inner lives and to maintain their openness to wonder and mystery by contemplating possibilities beyond the ordinary and everyday world around them. For some children this will affirm their own personal experience and their family traditions and practices. For all children it will promote understanding of the commitment of a Christian to their prayer life. It builds upon the unit studied in Y1- *What does it mean to be a Christian: Prayer*.

Links to other curriculum areas	Key vocabulary
Literacy, Art, Drama	Prayer, believer, communication, heaven, Kingdom, creation
Expectations	
Most children will...(level 2)	<ul style="list-style-type: none"> Identify the Lord's Prayer as an important prayer for Christians.(AT1) Retell the Lord's Prayer and begin to suggest meanings for some of the phrases in the prayer. (AT1) Talk about the importance of prayer for Christians, and believers in other world religions, with respect for their feelings.(AT2)
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none"> Recognise some of the reasons why Christians pray. (AT1) Identify the Lord's Prayer as a Christian prayer. (AT1) Talk about some of the things which believers might pray for. (AT2)
Some children will have progressed further and will... (Level 3)	<ul style="list-style-type: none"> Begin to identify the impact of prayer for a Christian. (AT1) Use a developing religious vocabulary to make links between Christian beliefs and the words of the Lord's Prayer.(AT1) Raise questions about why prayer is important for Christians and make links between their own and others' experience. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <ul style="list-style-type: none"> Know the Christian prayer: the Lord's Prayer. Know that Christians believe God made the earth and loves it. Understand why believers pray and in particular the importance of the Lord's Prayer for Christians Reflect on their own responses to the Lord's Prayer and its importance for Christians. Begin to reflect on Christian concepts of 'heaven' and 'kingdom' 	<p>Ask the children if they know the origin of the Lord's Prayer (some may know the words by heart and in different languages). Light the story candle and look at the story in Luke's Gospel – Jesus teaches the disciples to pray. Talk about the importance of this prayer for Christians around the world,</p> <p>Use sets of cards to arrange the words of the Lord's prayer in order. (Use reference cards (with pictures/symbols as necessary). AT1</p> <p>Work in pairs or small groups to discuss what <i>images</i> come to mind when the children hear each phrase – they could make drawings to match with the words. Invite the groups to share their work. This will help to draw out meaning in the prayer – give children freedom to explore and be creative.</p> <p>With time, this could be developed to explore actions or movements /mime to illustrate each card. You could try using sign language.</p> <p>Explore one phrase in greater depth, e.g. 'Thy will be done on earth as it is in heaven'. What do the children think God's will for the earth might be? What might heaven be like? Work in groups to brainstorm some major events that happen in the world then record them: which do they think God wants for the earth? Which do they think God does not want for the earth?</p>	<p>Most children should be able to:</p> <p>Recognise the words of the Lord's Prayer.</p> <p>Talk about the origin of the prayer in the Bible.</p> <p>Talk about why the prayer is important for Christians.</p> <p>Reflect on their responses to the words of the prayer and begin to make meaning.</p> <p>Know that Christians pray in many different ways – not just using words.</p> <p>Recognise that there may be more to life than our earthly existence.</p>	<p>Bible reference: Luke 11. 2-4</p> <p>Reference cards with the Lord's Prayer written out in full. (add pictures/symbols as necessary to help recognition)</p> <p>Set/s of cards with each phrase (this could be done on a grid of eight squares e.g.</p> <ol style="list-style-type: none"> Our father who art in heaven Hallowed be thy name Thy kingdom come thy will be done on earth as it is in heaven. Give us this day our daily bread. Forgive us our trespasses, as we forgive those who trespass against us. Lead us not into temptation but deliver us from evil. For thine is the Kingdom the power and the glory For ever and ever. Amen <p>A Child's Book of Signed Prayers, The Catholic Deaf Association UK www.deafbooks.co.uk</p> <p>For more ideas and background information see: <i>Christianity Unpacked</i>, CD and accompanying Teacher's Guide. (34 topics with PowerPoints and teaching materials). See section on Prayer (includes PP of Lord's Prayer) Available from: RE:Quest, PO Box 613, Taunton Somerset, TA2 8WA www.request.org.uk</p>

	Draw pictures or write poems about what heaven might be like? (AT2)	Explore creatively things that are puzzling or mysterious.	<i>Spirited Arts</i> has a gallery of children's art and poetry to use for inspiration. Also details of the annual competition. http://www.natre.org.uk/spiritedarts
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Key Stage 2: Year 3

Title: Celebration

About this unit: In this unit pupils will learn about how Pentecost is celebrated in the church today. They will learn about how the church uses colour and symbols to represent Pentecost.

Links to other curriculum areas	Key vocabulary
Spiritual and Moral Development PSHE and Citizenship ICT Art	In this unit children will have an opportunity to use words and phrases related to: Pentecost; Holy Spirit; Church; Peter; Dove; Fire; Whit Walk; Whitsun
Expectations	
Most children will...(Level 2)	<ul style="list-style-type: none">Identify some of the symbols most commonly associated with Pentecost and say why they are used within the church. Identify what Christians might do at Pentecost
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none">Recognise and name one or two of the symbols used to represent the Holy Spirit
Some children will have progressed further and will: (Level 3)	<ul style="list-style-type: none">Make links between the Pentecostal symbols and the storyDescribe how these express Christian belief in the Holy spirit

	<p>another name for Pentecost when people were traditionally baptised, or confirmed, dressed in white.</p> <ul style="list-style-type: none"> • Investigate any local customs held at this time e.g. well dressing. • Design and make Pentecost banners/posters/flags etc. for use in a local church. You could design cloths for the collective worship table. • Alternatively pupils could design a stained glass window depicting a symbol of the Holy Spirit and a title to explain its meaning. • Use the banners, etc. on a Whit walk or in collective worship as part of the Pentecost celebration. (The church may like to use them in church for the Whitsun period). 	<p>have special meaning for them.</p>	<p>http://www.welldressing.com/</p>
	<p>Key Question</p> <p>How have Christians represented the Holy Spirit in colour and symbol?</p> <p>How does the church today celebrate the festival of Pentecost?</p>		<p>e.g. Photopack: <i>The Christ We Share</i></p>

	<p>Idea for Reflection: Look at some paintings that show symbols of the Holy Spirit e.g. Use pictures from 'Jesus through Art' by Margaret Cooling or from the National Gallery website. Think about the words you would use to describe the painting.</p>		
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Key Stage 2: Year 4

Title: God's Transforming Power

About this unit: In this unit pupils will reflect upon what makes people powerful and how power can be used. They will learn about how Peter's life changed after Pentecost.

Links to other curriculum areas	Key vocabulary
Spiritual and Moral development PSHE and Citizenship Literacy	In this unit children will have an opportunity to use words and phrases related to: Pentecost; Holy Spirit; Peter; Power; Influence.
Expectations	
Most children will...(Level 3)	<ul style="list-style-type: none"> • Identify who influences their values and commitments making links between their own and others' ideas • Describe changes that occurred in Peter's life and identify the impact religion has on a believer's life.
Some children will not have made so much progress and will: (Level 2)	<ul style="list-style-type: none"> • Respond sensitively to questions about their own and others' experiences and feelings in relation to people who have influenced them • Identify the changes that occurred in Peter's life;
Some children will have progressed further and will: (Level 4)	<ul style="list-style-type: none"> • Describe how others have influenced their own lives and the lives of others • Raise questions and suggest answers about positive and negative influences • Describe and show understanding of the ways in which the power of the Holy Spirit influenced the life of Peter.

<ul style="list-style-type: none"> How ordinary Christians believe that the Holy Spirit influences their lives in a positive way 	<p>References: Mark 1 : 16 - 17; Mark 8 : 27 – 30; Mark 14 : 66 – 77; Acts 3 : 1 – 13; Acts 4 : 3 – 11; Acts 4 : 13 – 18; Acts 10 : 44 – 48.</p> <ul style="list-style-type: none"> Invite a member of your local church community to describe how they perceive the power of the Holy Spirit at work in their lives. Ask pupils to describe some similarities and differences between Peter’s experience and the experience of your guest. <p>Key Question Who influences people today?</p> <p>How did the power of the Holy Spirit transform Peter?</p> <p>Idea for Reflection: As quiet music plays think about who influences your life and actions. Think about how you influence other people – your friends and family.</p>	<ul style="list-style-type: none"> Describe ways in which Christians believe that the Holy Spirit influences their day to day lives 	<p>Mark 1 : 16 - 17; Mark 8: 27 – 30; Mark 14 : 66 – 77; Acts 3 : 1 – 13; Acts 4 : 3 – 11; Acts 4 : 13 – 18; Acts 10 : 44 – 48.</p>
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Key Stage 2: Year 4

The Circle of the Christian Year

About this unit: The major festivals of the Christian year commemorate important events in the life of Jesus, his apostles, his mother, Mary, and the history of the church. Sunday is the day set aside for public worship (although many Christians worship every day) because it was the day, according to the Gospel accounts, when Jesus rose from the dead. It is, therefore, a weekly celebration of Jesus' resurrection, a symbol of a new beginning.

The Christian Year follows both the lunar calendar and a Gregorian (solar) calendar. This means that some festivals e.g. Easter and the festivals dependent on it, like Pentecost, are calculated from the moon's cycle. They are sometimes described as 'moveable feasts'. Other festivals and saints' days are fixed e.g. Christmas always falls on December 25th.

The most important element of this unit is that children are introduced to the pattern and rhythm of the church year and discover how this circle of movement, week by week, year by year, forms part of Christian belief and practice. It enables Christians to remember, and engage with, events in the life of Jesus and to make connections with, and meaning in their own lives.

Links to other curriculum areas	Key vocabulary
DT, Art, Drama, English	Church year, Advent, Christmas, Lent, Easter, Pentecost
Expectations	
Most children will... (level 3)	<ul style="list-style-type: none"> Describe some of the major festivals and seasons in the church year Make links between a major event in the life of Jesus and a festival in the church calendar. Reflect on special times in their own lives and the lives of others
Some children will not have made so much progress and will: (Level 2)	<ul style="list-style-type: none"> Describe a Christian festival that is important for Christians. Begin to show awareness of the link between a Christian festival and the life of Jesus. Identify a special time in their own life
Some children will have progressed further and will... (Level 4)	<ul style="list-style-type: none"> Describe the significance of some of the major festivals for Christians. Make links between major events in the life of Jesus and the major festivals in the church calendar. Raise questions and suggest answers about why people mark and celebrate important times in their lives and the lives of others.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know that the church has its own calendar.</p> <p>Know that major festivals in the church year mark key events in the life of Jesus.</p> <p>Understand that the Anglican church uses colours to reflect the different times and seasons of the church year.</p> <p>Reflect on the ways in which different times of year can feel different.</p> <p>Reflect on the importance of special times in their own lives and the lives of others.</p>	<p>Look at the pattern of a day, a week and a year. Talk about the ways we count time. How do different times feel (work time, play time, different times of day, different seasons of the year).</p> <p>Time is often represented as a line. Design time lines and record on them different times and feelings associated with them. Use drama to illustrate the different times and feelings on their time lines.</p> <p>Are there other ways of representing time? Think about the qualities of time e.g. How can time that was once new, become old? How can endings also be like beginnings and vice versa?</p> <p>Introduce the idea that the church counts time in a circle and this is built around three major festivals Christmas, Easter and Pentecost. Look at how these three festivals mark key events in the life of Jesus and the beginnings of the Christian church. (The birth of Jesus, the death /resurrection of Jesus, and the coming of the holy spirit). Explore why it is important for Christians to keep returning to these major festivals. Compare with important times in the children's lives e.g. birthdays, anniversaries.</p> <p>It will really bring this unit alive if you visit your local church to see how different colours are used at different times and seasons of the year. Ask to see the different altar covers and the different coloured robes (vestments) worn by clergy.</p>	<p>Most children should be able to:</p> <p>Describe the ways that different times influence them and compare their experience with others.</p> <p>Identify major festivals and seasons in the Christian calendar.</p> <p>Reflect on special times in their own lives and the lives of others.</p> <p>Make links between the major festivals of the church year and key events in the life of Jesus.</p>	<p><i>Encounter Christianity</i> Big Books: <i>In Creation</i> (p 4-5) and <i>To Change the World</i> (p16-17)</p> <p>A helpful visual aid for teaching this unit is called The Circle of the Church Year. (It is a Godly Play resource.) It's a wooden board, approx 30 cm square, with a circular frame containing 52 small coloured blocks, one to represent each Sunday of the year. These can be purchased from a sheltered workshop in Norfolk called St Michael's Cottage Crafts. For a catalogue, contact: Bowthorpe Community Trust, Bowthorpe Hall Road, Norwich, NR5 9AA. Telephone 01603 746106 (SEE PICTURE REFERENCE AT THE END OF THIS UNIT)</p>

	<p>The seasons of the church year have a different ‘feel’ about them just like the seasons of the calendar year ‘feel’ different.</p> <p>Find out about the church’s different seasonal colours:</p> <p>Purple for Advent and Lent – more sombre, reflective times. These are times of preparation for the major festivals of Easter and Christmas.</p> <p>White/Gold for Easter and Christmas – times of great celebration</p> <p>Red for Pentecost – fire is the symbol often associated with the holy spirit hence the hot, red.</p> <p>Green for the rest of the year – sometimes called ordinary time but seen by Christians as a time to grow in faith: ‘green, growing time</p> <p>Write poems or make word pictures to describe the different seasons and display them using the appropriate colour.</p> <p>Design vestments or an altar frontal for a particular season using images or symbols that help to tell the story of the season.</p> <p>Make your own circle of the church year.</p>		<p>You could also make a version to hang on the wall (useful for assemblies too!)</p> <p>You will need a total of 52 ‘blocks’ one for each week of the year:</p> <p>29 green 10 purple 10 white 1 red (Pentecost) 1 white - with a star (Christmas) 1 white - with a cross (Easter)</p> <p>Arrange these in a circle – see reference</p>
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Picture Reference for the Church Year



Key Stage 2: Year 5

Best Ways to Live

About this unit:

The focus in this unit is on personal and corporate codes for living. Through these activities, children are invited to consider their own beliefs about what is right and wrong and make comparisons with teachings from the Bible that have guided Jews and Christians down the ages. Morality is a code of behaviour based on personal beliefs and values and influences come from many sources including religious and secular traditions and the laws and conventions of society. These all contribute to the development of a code for living. The Ten Commandments, although coming originally from a Jewish context, offer a code of behaviour to which many people feel they can subscribe. As well as striving to observe these rules for living, Christian morality is exemplified in the life of Jesus and is summed up in his teaching in the Sermon on the Mount.

Links to other curriculum areas	Key vocabulary
Spiritual and Moral development, PSHE, citizenship	Rule, law, commandment, moral code, priority, value, sacrifice, possessions
Expectations	
Most children will...(level 4)	<ul style="list-style-type: none"> • Explain some values for living that are shared by Christians (and others) indicating how they can make an impact on a community. (AT1) • Show understanding of the importance of the Bible as a source of guidance for Christians and Jews. (AT1) • Raise questions about the choices people have and the decisions they make and suggest different consequences. (AT2) • Describe what inspires and influences themselves and others. (AT2)
Some children will not have made so much progress and will: (3)	<ul style="list-style-type: none"> • Describe some values for living that are shared by Christians, and others. (AT1) • Make links between the Bible and what Christians believe. (AT1) • Make links between their own values and commitments and those of others. (AT2) • Identify what influences them when making decisions about what's right and wrong. (AT2)
Some children will have progressed further and will... (Level 5)	<ul style="list-style-type: none"> • Using an increasingly wide religious vocabulary, explain how individuals and communities have moral codes by which to live. (AT1) • Explain how the Bible is used to help Christians to explore ethical issues. (AT1) • Ask questions and pose answers to questions of meaning and value, relating them to their own lives. (AT2) • Explain what inspires and influences them and recognise the challenges that belonging to a religion can bring. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know that all communities have moral codes by which to live.</p> <p>Understand the universal need for guidance on the best ways to live.</p> <p>Reflect on their own understanding of morality.</p>	<p>Agree rules for the classroom/playground. Are rules necessary? Discuss the importance of having and keeping rules/shared moral codes. How does it feel to be told how you must behave?</p> <p>Read the story of Moses and the giving of laws to the Israelites in wilderness – how does the experience of the Israelites compare with today’s society. Why have these rules lasted do long?</p> <p>Find the story of the Ten commandments in Exodus 20. 1-17 and record the commandments on tablets of stone (for reference, see the resource sheet at the end of the unit). Work in small groups. Discuss each commandment, then, put them in your own order of importance. Groups will need to talk together to reach an agreement. Present the outcomes to the rest of the class. <i>Explain your views and give reasons.</i></p> <p>The Ten Commandments may offer the best ways to live but they are not always easy to follow. In groups, describe why that might be. Think about the challenges</p>	<p>Most children should be able to:</p> <p>Compare what influences them with what influences other people.</p> <p>Describe what a believer might learn from this story.</p> <p>Show understanding of the importance of the Ten Commandments on a believer’s life and explain the impact they have.</p> <p>Apply these ideas to their own lives</p>	<p>The Lion Storyteller Bible, Bob Hartman.</p> <p>http://re-xs.ucsm.ac.uk/gcsere/revision/judaism/jud3/page1.html</p> <p>http://en.wikipedia.org/wiki/Ten_Commandments</p> <p>This is an opportunity for Godly Play. See The Complete Guide to Godly Play Volume 2, Lesson 6, The Ten Best Ways, p73.</p>

	<p>of obedience... you could ask: What am I tempted to do? What happens when I do something that's wrong? Write a story or perform a drama to illustrate your discussion. Some ideas to explore:</p> <ul style="list-style-type: none"> • ways of deciding what's right and wrong • thinking of others as well as yourself • can being truthful sometimes difficult? • living with the consequences of our actions <p>Present your ideas to the rest of the class. If you choose drama, take a photo and write a summary to accompany it, identifying the key ideas.</p> <p>Read the story of Jesus and the rich young man. Explore the dilemmas faced by the 'rich young man' when he asked Jesus, "What must I do to inherit eternal life?"</p> <p>Why do you think the young man was sad at Jesus' answer? What answer do you think he would have liked/expected? Why do you think Jesus asked this man, in particular, to give up his possessions? What is the most important thing in your life? Have you ever had to give</p>	<p>Apply ideas about codes for living on their own, and other people's lives.</p> <p>Using an increasingly wide religious vocabulary, describe the impact of religion on people's lives.</p> <p>Apply the ideas behind this story to their own and other people's lives. Make links between their experience and the experience of others</p>	<p>Mark 10. 17-22</p> <p>This is a story that focuses on the priorities of life. The young man keeps all the commandments but he somehow feels that there must be more to life. Jesus suggests that his attitude to money might be preventing him from loving God, and others, more fully. Having wealth was not, in itself, a problem in Jesus' eyes but this man's <i>attitude to money</i> was keeping him from God. When Jesus suggests giving up his wealth, it was a challenge (and sacrifice) too far; the young man wanted to commit himself to God, but only on <i>his</i> terms.</p> <p>The story of King Midas is a cautionary tale about the love of money!</p> <p>http://www.primaryresources.co.uk/english/kingmidas.htm</p> <p>Maria Cristina Gomez http://en.wikipedia.org/wiki/Mar%C3%ADa_Cristina_G%C3%B3mez</p>
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	<p>something up for the sake of someone else? Have you ever had to put what someone else wanted before what you want? (Introduce the term sacrifice) Can I give things up for my beliefs? Think of people who have made a sacrifice for the sake of others</p> <p>Make a class list of the ten most important things in life. In small groups, decide which six you would discard. <i>Give reasons to justify the four you have chosen to keep.</i> Compare the final lists – what are the similarities/ differences. Collect some opinions from adults in the school. What would their priorities in life be? <i>How do they compare with the class lists?</i></p>	<p>Describe what inspires and influences themselves and others</p> <p>Ask and suggest answers to questions of values and commitments, relating them to their own lives and the lives of others.</p>	<p>Desmond Tutu http://nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-bio.html</p> <p>Rosa Parks http://images.google.co.uk/images?hl=en&q=Rosa+Parkes&um=1&ie=UTF-8&ei=aNbASYcIpMmMB-i1yTI&sa=X&oi=image_result_group&resnum=4&ct=title and http://en.wikipedia.org/wiki/Rosa_Parks</p>
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Resource sheet

There are many different translations of the Ten Commandments. Here are a couple of examples that work well with children.

Example 1	Example 2
You shall not worship any other god	Don't serve other gods
You shall not make any image or likeness and worship it	Make no idols to worship
You shall not make wrong use of the name of the Lord	Be serious when you say my name
Keep the Sabbath day holy	Keep the Sabbath holy
Honour your father and mother	Honour your father and mother
You shall not commit murder	Don't kill
You shall not commit adultery	Don't break your marriage
You shall not steal	Don't steal
You shall not give false witness	Don't lie
You shall not covet anything that belongs to someone else	Don't even want what others have

Key Stage 2: Year 5

Title: A Rushing Wind and a Still, Small Voice

About this unit: In this unit pupils will explore the nature and power of the wind to sustain and change our environment. Pupils will make links between these experiences and the Christian understanding of how the Holy Spirit works in the church and world in many different ways.

Links to other curriculum areas	Key vocabulary
Geography Music Art Dance Literacy	In this unit children will have an opportunity to use words and phrases related to: Palestine; Old Testament; God; Holy Spirit
Expectations	
Most children will...(Level 4)	<ul style="list-style-type: none"> • Describe and show understanding of the sources used by Christians • Describe the impact of the Holy Spirit on the lives of Christians • Raise and suggest answers to questions of meaning, purpose and truth
Some children will not have made so much progress and will: (Level 3)	<ul style="list-style-type: none"> • Make links between beliefs about the Holy spirit and sources from the Bible and the natural world. • Describe some forms of religious expression e.g. the Holy Spirit at work • Ask important questions about religion and belief
Some children will have progressed further and will: (Level 5)	<ul style="list-style-type: none"> • Explain the impact of the belief in the Holy Spirit on individuals and communities • Explain how Christians see the Holy Spirit working in different ways and suggest possible reasons for this • Recognise and suggest possible reasons for the diversity in forms of religious and spiritual expression within Christianity • Ask and suggest answers to questions of meaning, purpose and commitment.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the symbolism of the wind as described in the Old Testament. About the use of this symbolism in the church today. 	<ul style="list-style-type: none"> Explain to the children that in Palestine the wind comes from East or West and brings two very different experiences. The East wind is a destructive and powerful force that destroys life. The West wind is a refreshing, gentler wind that brings gentle rain to the land. Both these descriptions were used by Old Testament writers to understand how God can act in different ways e.g. as awesome judge or gentle sustainer and refresher. Read the story of Elijah (1 Kings 19) and his experience of God as a still, small voice. Compare this to the experience of the disciples at Pentecost. Look at the words of the hymn 'Spirit of God Unseen as the Wind' Explore how, in the church today, people experience the activity of the Holy Spirit in different ways. Create a piece of music, a dance, or some art work to illustrate the different experiences of the wind from gentle breeze to raging storm. This could be shown or performed during Collective Worship either in school or in a local church. Write a programme for the performance/display showing how 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> Show understanding of the symbolism of the wind in the Old Testament. Describe the impact of the Holy Spirit on the lives of Christians. 	<p>The Lion Bible for Children By Murray Watts ISBN 0-745-94046-3 (Lion)</p> <p>Spirit of God, Unseen as the Wind</p> <p>http://www.cpd.org/wiki/index.php/Spirit_of_God_(Richard_Irwin)</p>

	<p>it illustrates the Christian understanding of the Holy Spirit. Children could do these activities in small groups working to their own strengths to produce a complete 'production'.</p> <p>Key Question</p> <p>How do Christians today believe the Holy Spirit influences their lives?</p> <p>Idea for reflection</p> <p>Create a special class time to view/listen to each group piece of music, dance or art composition. After watching all the pieces sit quietly for a few moments and reflect on the changing nature of the wind. Think about your response to the Christian picture of the experience of God being like a gentle breeze or a rushing wind</p>		
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Key Stage 2: Year 5

Belonging

About this unit: The children will have experience of belonging, whether it's a family group, a group of friends, a school community, or a religious community. They will also undoubtedly have experienced what it's like to be 'outside' a group. Christian communities have different and often complex arrangements for belonging. Alan Brown writes, 'It's not a simple matter to decide who belongs to Christianity! There are thousands of different Christian groups or denominations and many of them have different methods of deciding who should be admitted. There are those who say, "I am a Christian, therefore I am!" but there are also those who say "Unless you belong to my group, you are not a Christian". In fact, it is quite difficult to decide about belonging because every person can *feel* they belong to something without necessarily being a signed up member.' (Religions, Longman, 1997)

In this unit, the children will explore the concept of belonging and then begin to make links between their own experience and that of others, in particular the different ways in which Anglican Christians see themselves as members of a world wide family; brothers and sisters in Christ.

Links to other curriculum areas	Key vocabulary
PSHE, Citizenship	Belong, unity, 'one body', family, church, Church of England, Diocese, Bishop, Archbishop
Expectations	
Most children will...(level 4)	<ul style="list-style-type: none"> Describe the significance and impact of unity and disunity in groups to which they belong. Makes links between their own experience of belonging to a group and St Paul's advice to the Corinthians. Reflect on the importance of St Paul's advice for Christians today. Understand that Christians belong to a world – wide family
Some children will not have made so much progress and will: (Level 3)	<ul style="list-style-type: none"> Describe groups to which they belong and why they are important. Compare their ideas about belonging with those a Christian might have Describe the way Christians see themselves as part of a big family
Some children will have progressed further and will... (Level 5)	<ul style="list-style-type: none"> Ask questions and raise answers about their own experience of unity and disunity in their own groups. Make informed comparisons with the experience of the early Christians in Corinth. Describe why Christians describe themselves as 'one body'/'the body of Christ' Explain the impact for Christians of being part of a world-wide church.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know that Christians believe themselves to be part of the same body, the 'Body of Christ'</p> <p>Understand that Christians belong to a worldwide family.</p> <p>Understand that Christians can belong to the Christian family even though they might not always agree with each other</p> <p>Reflect on how they belong to different groups and communities.</p>	<p>Brainstorm in small groups: How do you belong? What is it like to be 'inside' a group and 'outside' a group? Share ideas.</p> <p>Take an example of a group e.g. a family group, your class, football team. Discuss what helps the group to 'get on' together. What things do you argue or disagree about?</p> <p>Introduce the term 'unity'. Explore what this might mean. Where do you find people in 'unity' with one another? What happens if there is disunity? Demonstrate ideas about unity and disunity using movement or drama.</p> <p>The early Christians saw themselves as a family – for them it was important to join and belong. But, like all families they argued. Read the extract from the Apostle Paul's Letter to the young church in Corinth. He was trying to help them get on together even when they disagreed. What do you think about Paul's advice? Why do you think he chose the human body to demonstrate the idea of unity? What's the most important part of your body? What would your head do without your hands?</p> <p>Write a letter to someone who is having an argument explaining why they should be friends.</p> <p>In Christianity there is a strong emphasis on Christians, everywhere,</p>	<p>Most children should be able to:</p> <p>Reflect on the significance and impact of being 'insiders'/'outsiders'.</p> <p>Describe the groups that they belong to and why they are important to them.</p> <p>Describe what influences groups and helps/hinders them getting on together.</p> <p>Suggest meanings for St Paul's description of a group being like a human body.</p>	<p>1 Corinthians 12.12-26</p>

	<p>being part of one family. This is a world-wide family. Although they might disagree on many things, they try to find ways of staying together. Christians describe themselves as: ‘one body’ ‘the body of Christ’ ‘one church’ ‘brothers and sisters in Christ’ Explore these names. What does it mean for Christians to be described in this way?</p> <p>Make the link between your Church of England school, the local parish, the Diocese of Chelmsford, the Church of England, and the world-wide Anglican Communion. (your school is part of a big family!)</p> <p>In small groups, research one of these:</p> <ul style="list-style-type: none"> • Find the name of the Bishop of Chelmsford • Find the names of the Church of England’s two Archbishops. • Discover which Christian communities in other parts of the world are being prayed for by Chelmsford Cathedral. <p>Share your discoveries and make a display about your Church of England school.</p> <p>Extension activity: Find out about the different ways Christians ‘belong’ e.g. adult baptism, first communion, confirmation.</p>	<p>Reflect on ways to help people get on together.</p> <p>Recognise Christianity as a world wide religion and why this is important for Christians.</p> <p>Recognise the link between their school and the Church of England.</p>	<p>http://www.chelmsford.anglican.org/bishopofchelmsford.html</p> <p>http://www.chelmsfordcathedral.org.uk/blue1/home.htm http://www.anglicancommunion.org/communion/abc/</p> <p>http://www.archbishopofcanterbury.org/</p> <p>http://www.archbishopofyork.org/761</p> <p>Chelmsford Diocese is linked with four Kenyan Dioceses: Embu,</p>
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			<p>Mbeere, Meru and Kirinyaga. For more information go to www.chelmsford.anglican.org/kenya where you will find information about the Schools Partnership Project.</p> <p>http://re-xs.ucsm.ac.uk/gcsere/revision/xtianity/ch2/4/1.html</p> <p><i>What do we Know About Christianity</i>, Carol Watson, Hodder Wayland, ISBN 978-0750019811</p>
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Key Stage 2: Year 6

Title: The Holy Spirit at Work

About this unit: In this unit pupils will learn about the significance and impact of the Holy Spirit on the life of the first Christians and on the life of Christians today. Pupils will learn about events in the life of the early church that demonstrate the activity and power of the Holy Spirit on the lives of believers. They will learn about the Christian belief that the Holy Spirit enables and empowers the church to become the community of Jesus.

Links to other curriculum areas	Key vocabulary
. Spiritual and Moral development PSHE and Citizenship Literacy ICT	In this unit children will have an opportunity to use words and phrases related to: .Holy Spirit; Jesus; God the Father; Trinity; Disciples; Early Church; Salvation Army
Expectations	
Most children will...(Level 4)	<ul style="list-style-type: none"> • Describe and show understanding of the effect and significance of the Holy Spirit in the lives of the disciples • Raise and suggest answers to a range of questions about the activities of the Holy Spirit in the lives of believers today
Some children will not have made so much progress and will: (Level 3)	<ul style="list-style-type: none"> • Describe what the disciples did with the help of the Holy Spirit and how this affected the people around them • Identify one or two ways in which Salvation Army members express their faith in actions.
Some children will have progressed further and will: (Level 5)	<ul style="list-style-type: none"> • Explain the impact of the work of the Holy Spirit in the early church • Explain the impact of the Holy Spirit on the work of the Salvation Army recognizing the diversity in the ways in which the Holy Spirit works both then and now.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the Christian belief that the Holy Spirit enables an individual to know God. About events in the life of the early church. That not everyone welcomed what the Disciples were saying/doing. About the reasons for people's reactions. About the Salvation Army That the impact of the Holy Spirit still influences peoples' lives today. 	<ul style="list-style-type: none"> Introduce the Christian belief that the Holy Spirit enables individuals to know Jesus the Son and God the Father. Christians believe that God is Father, Son and Holy Spirit. The Holy Spirit enables Christians to use the power of God for the good of others. Look at the passages to discover ways that the disciples used the power of the Holy Spirit to lead (Acts 3), teach (Acts 8), to give to others (Acts 4), to lead people into recognition, belief and understanding (Acts 17) and to show that all people are important to God. <p>References: Acts 3 Peter helps the crippled man – compare with Matthew 10; Acts 10 Peter and Cornelius; Acts 8 :26 Philip and the Ethiopian eunuch; Acts 4 :32 sharing with one another; Acts 17: 23 – 25 the unknown God.</p> <ul style="list-style-type: none"> Research the Salvation Army using the internet and find out how the work of the Salvation Army is inspired by the Holy Spirit. <ul style="list-style-type: none"> Prepare questions to ask a visitor 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Describe and show understanding of Christian beliefs about the Holy Spirit. Describe and show understanding of the responses of the early Christian community to the work and lives of the disciples. Ask and suggest answers to a range of questions about the activity of the Holy Spirit in the lives of believers today. Describe and show understanding of the distinct beliefs and work of the 	<p>Acts 3 Matthew 10 Acts 10 Acts 8:26 Acts 4: 32 Acts 17: 23-25</p> <p>www.request.org.uk</p> <p>www.salvationarmy.org.uk/schools</p>

<ul style="list-style-type: none"> About the beliefs and work of the Salvation Army. 	<p>from the Salvation Army, predict answers.</p> <ul style="list-style-type: none"> Invite a member of the Salvation Army to talk about their faith and beliefs and about the meaning of the Salvation Army symbol. Compare the work of the Salvation Army with that of the early church as described in Acts 2: 42 – 47. Represent information on individual or group grids. <p>Key Question What did the power of the Holy Spirit enable the disciples to do? What was the response of different groups in the community as the disciples acted in the power of the Holy Spirit? What place does the Holy Spirit have in the church today? How does the work of the Salvation Army compare with the work of the early church?</p> <p>Idea for reflection Ask pupils to think about an occasion when they've been surprised by their ability to do something. Christians believe that the Holy Spirit can give them power and confidence to do things that they never dreamed of. Ask pupils to think about what questions and views they have about this?</p>	<p>Salvation Army.</p> <ul style="list-style-type: none"> Describe the impact of religious belief on people's lives. Suggest meanings to a range of religious expression. 	<p>Acts 2: 42 - 47</p>
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Key Stage 2: Year 6

Christian Pilgrimage

About this unit: In the unit called Journey of Life (Year 5) children were introduced to the idea of Christians seeing life as a kind of journey, coming from God and returning to God. The concept is also to be found in other world religions. This unit on Christian pilgrimage builds on this idea and sits alongside the other Y6 unit on pilgrimage in Islam and Hinduism. For many Christians around the world, pilgrimage is an essential part of life and living; it's like a symbol in action that represents the journey for the Christian life from earth to heaven. The Church is sometimes described as a pilgrim people. Back in the Middle Ages pilgrimages were very popular and often took years! Pilgrims would travel, usually in groups, to holy places because it helped to strengthen their faith; sometimes it was to say sorry for things they had done wrong (a penance); sometimes it was for healing. Pilgrimage is still important for Christians today and in this unit, the children research some of the popular places of pilgrimage in the UK and Europe and find out about what impact the beliefs and practices have on the lives of Christian pilgrims.

Links to other curriculum areas	Key vocabulary
ICT	Pilgrimage, journey, sacred, holy, forgiveness, healing, peace of mind, companionship.
Expectations	
Most children will...(level 4)	<ul style="list-style-type: none"> • Describe the significance and impact of pilgrimage for believers (AT1) • Describe similarities and differences between different kinds of journeys (AT1) • Describe what influences their own lives and raise questions about the experience of others (AT2)
Some children will not have made so much progress and will: (3)	<ul style="list-style-type: none"> • Describe what a believer might gain from going on pilgrimage. (AT1) • Describe examples of what Christians do on a pilgrimage (AT1) • Link things that are important to them with things that are important for others (AT2)
Some children will have progressed further and will... (Level 5)	<ul style="list-style-type: none"> • Recognise some of the main practices shared by pilgrims in different world religions and make informed comparisons. (AT1) • Explain how pilgrimage can make a difference to the life of a believer using increasingly wide religious vocabulary. (AT1) • Use what they have learned to compare their identity and their experience with that of others – including believers. (AT2) • Express views and explain about what's important for them and compare their ideas with others – including believers. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know how pilgrimage can make a difference to the lives of Christian pilgrims.</p> <p>Understand the significance of pilgrimage for Christians.</p> <p>Reflect on their own experience of journeys and journeying and make connections between their own experience and that of others – including believers.</p> <p>Reflect on the value and importance of holy places.</p>	<p>Brainstorm the similarities and differences between different types of journeys e.g. going to school/work/shops, going on holiday, going on pilgrimage. Tease out the specific qualities and purpose of a pilgrimage (e.g. visiting sacred places, prayer, worship, healing, travelling with fellow pilgrims). You could use Fabriano's painting <i>Journey of the Magi</i> as a focal starting point.</p> <p>This is an ideal opportunity to invite a visitor to talk about their experience of going on pilgrimage (your vicar/ someone from your local parish/ member of your school staff). The important thing to focus on is why the journey was important/ its impact/ making a difference to a believer's live.</p> <p>Explore the similar and different ways in which religious people express their beliefs through pilgrimage. (Make comparisons between different religions)</p> <p>Small group task: Part 1 (See resource sheet for starter idea...) Each group chooses a place of Christian pilgrimage... Using internet and print resources, complete the research task, and produce a 'guidebook'.</p>	<p>Most children should be able to:</p> <p>Describe similarities and differences between different types of journeys.</p> <p>Describe the significance and impact of a pilgrimage for a Christian.</p> <p>Use what they have learned about pilgrimage to make connections between their own experience and that of others – including believers.</p> <p>Make comparisons between pilgrimages in different world religions.</p> <p>Show how pilgrimage can make a difference to the lives of believers.</p> <p>Use increasingly wide religious vocabulary to express views and explain about Christian pilgrimage.</p>	<p>Fabriano – Journey of the Magi: http://www.cityside.org.nz/node/186 and in Encounter Christianity In Creation (Big Book) Brown and Seaman, NS/Church House Publishing See pages 10 – 11 – teacher's notes p 28</p> <p>See resource sheet at end of unit</p>

	<p>Part 2 The small groups present their findings to the rest of the class. <i>Why is an important place for Christian pilgrims?</i> This could include a PowerPoint presentation.</p> <p>Peer assessment: The children should take part in the assessment process, considering whether each group has</p> <ol style="list-style-type: none"> a) identified the important features of this place of pilgrimage. b) Described the links between the place and the beliefs of the Christians who visit it. c) Use the correct religious terms in their descriptions d) Shown a good understanding and explanation of why the pilgrimage place is so important to Christians. <p>Pilgrimages are not just to far away places. Find out about the annual pilgrimage to St Peter's Chapel, Bradwell on Sea.</p> <p>Organise your own pilgrimage to Chelmsford Cathedral. Cathedrals have traditionally been places of pilgrimage for Christians down the ages. In Chelmsford you could discover the most important areas of the building and how it is used by the Christians who worship there. Explore the many Christian symbols, its beautiful contemporary artworks and its fascinating history.</p>		<p>http://www.bradwellchapel.org/</p> <p>You can arrange a date and time of visit and discuss your preferred programme with the cathedral Education officer, Bobbie Harrington 01245 294489 bobbie.harrington@virgin.net</p> <p>(Advance booking is essential!)</p>
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Resource sheet

Inter office memo

To: Class...

From: The Pilgrim Travel Company

Subject: Guidebooks

Date:

Dear Class

We need you to help us...! We're a company that organises pilgrimages for Christians to places all over the UK and Europe.

We had lots of complaints last year. Pilgrims said we did not give them enough information about which places to visit. So, we've done a survey and we need a guidebook for each of these places of pilgrimage.

Iona, Walsingham, Lourdes, Canterbury, St David's.

The guidebook needs to answer these questions:

- Why is this place of pilgrimage so important?
- What would pilgrims see if they went to this place of pilgrimage?
- What special things do people do there?
- Why Christians find it helps their faith when they visit this place?

Your guidebook needs to be presented in a lively and interesting way so our customers are able to read and understand it and can see what to expect if they go on a visit.

Thanks for doing this!

Alison

Head of Advertising

The Pilgrim Travel Company

This website will help to get you started

<http://www.request.org.uk/main/dowhat/pilgrimage/places/places01.htm>