

Awareness, Mystery and Value (AMV) 2011

Key Stage 2 Unit 4: What does it mean to belong to a religion? Christianity [B&D]

This unit of learning explores aspects of Christian festivals, celebrations, practices and communities and the beliefs to which they relate.

About this example

This series of approximately 14 lessons is intended to be taught in two parts. Part 1 (lessons 1-7) could feature in the Year 4 programme of study, for example, and Part 2 (lessons 8-14) could be included in the Year 6 programme. As some of the lessons are connected with the Easter story, the second half of the Spring term might be the best time for each part of this unit.

In this unit, pupils will consider where they belong and how that influences their lives. They will also think about how the way in which people live their lives may be affected by belonging to a faith community. It was written by Dave Francis, Associate Adviser for Religious Education. Anne Hewitt provided the idea on African Christianity as part of her Farmington Fellowship.

The programme of learning aims to engage pupils through activities that may:

- involve a real-life choice or inspire action;
- affirm identities and sense of belonging;
- relate to social interests;
- involve working with others to ensure that nobody is left out.
- offer an experience or encounter, which challenges their own views and extends their understanding of others.

Where the example fits into the curriculum

This example connects with Area of Enquiry B (Practices and ways of life) and D (Identity, diversity and belonging).

In terms of 'experiences and opportunities', the example connects with 'Looking at our local community'. It may be possible to explore places of worship in your locality and to consider the range of religious beliefs held by local people. Cross curricular connections can be made with PSHEe: e.g., being taught: 'how to respect equality and diversity in relationships' and 'about different groups and communities', and with Citizenship: e.g., being taught about 'the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities'.

Prior Learning

Pupils will have a developing respect for and understanding of their own culture and beliefs.

Featured Religions / Beliefs	Focus 'Key Concepts'			
Christianity	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief	
	A. Beliefs, teachings and sources		D. Identity, diversity and belonging	✓
	B. Practices and ways of life	✓	E. Meaning, purpose and truth	
	C. Forms of expressing meaning		F. Values and commitments	

Key Question: What does it mean to belong to a religion? Christianity

Supplementary Questions

- (a) How do Christians celebrate and live out their beliefs in:
- i the journey of life?
 - ii their main festivals and practices?
 - iii their faith communities?
 - iv the wider world?
- (b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Resources

The following texts and resources could be used for the sample learning activities below. Of course, teachers are free to vary the resources suggested to suit their pupils.

You may like to show this scheme of learning to a local minister of religion to see whether there are opportunities for them to contribute to the lessons.

- DVD: *Rise of Guardians*, 2012, DreamWorks.
- Website about 'The Guardians of Childhood': <http://theguardiansofchildhood.com>
- Bob Hartman and Krisztina Kallai Nagy. 2008. *The Lion Storyteller Bible*. Lion Children's. ISBN 978-8254-7877-2.
- Example of templates for finding out about 'distinctively local' elements of religion and belief together with sample 'mini schemes of learning': <http://amv.somerset.gov.uk/local/>
- RE:quest film about Holy Communion: <http://request.org.uk/life/worship-life/communion-life/2013/07/08/communion/>
- RE:ONLINE material on Christianity: <http://www.reonline.org.uk/knowning/what-re/christianity/>

- Philosophy for Children (P4C): <http://p4c.com/about-p4c>
- Selection of pictures of Christians in the community: <http://amv.somerset.gov.uk/exemplars/2041-key-stage-2-unit-4-supplementary-resources/2041-key-stage-2-unit-4-photos-of-community-events/>
- List of ways in which Christians and members of other worldviews contribute to the life of the community: <http://amv.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=99530>
- A Christian church in Zambia: <http://www.keynshamparish.org.uk/mission/fiwila-zambia/school-resource-page.php>
- NATRE database of children's answers to a range of questions about life: <http://old.natre.org.uk/db/>
- For guides to local places of worship and other 'belief' communities: your regional Interfaith group may be able to help.
- Every November interfaith events are held in each region of England, Northern Ireland and Wales. Find out about activities in your area: <http://www.interfaithweek.org>, or see the Inter Faith Week map at: www.interfaithweek.org/index.php/events/events/main-events-calendar (requires login).
- RE:ONLINE Shap Calendar of festivals of religion and belief: www.reonline.org.uk/supporting/festivals-calendar/
- Thoughts on bereavement by Rev. Andy Jones: <http://request.org.uk/life/funerals-life/2013/07/10/christian-funeral-videos/#>
- Diamond Nine activity on possible reasons for following Jesus: <http://amv.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=99531>
- Three views of the Resurrection: <http://amv.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=99532>

Expectations		
By the end of this sequence of learning:		
All Pupils:	Most Pupils (majority class expectation):	Some Pupils:
B2 talk about some of the things that are the same for different Christians.	B3 describe some of the things that are the same and different for Christians and others.	B4 use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different Christian groups.
D2 ask about what happens to others with respect for their feelings.	D3 compare some of the things that influence them with those that influence other people.	D4 ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and others.

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Key Question: What does it mean to belong to a religion? Christianity			
Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (iii) their faith communities?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>PART 1</p> <p>Lesson 1</p> <p>Pupils will:</p> <ul style="list-style-type: none"> consider activities that help their local community. 	<p>PART 1</p> <p>1. Explain to the pupils that they are going to finding out something about the place where they live and the groups and individuals in their local communities. They will be able to explore the things that interest them most in this context. The key concept for investigation is 'community'.</p> <p>Ask the pupils to talk to a partner about their ideas of the local community: what different groups are they aware of? What different buildings, including religious buildings are they aware of? Do they know people, including in their own family, who are involved in any voluntary activities? What celebrations or processions are they aware of? Have they been to any big family events recently: baptisms, naming ceremonies, weddings, funerals?</p> <p>Get some feedback and then ask them in pairs again to think of different community leaders, e.g., mayor, council leader, priest, imam, minister, vicar, rabbi, etc. and to talk about what each one might do to fulfil his / her role. What do they think makes a good leader of a community?</p> <p>Ask the pupils if they know what a 'guardian' is. Explain that a guardian is someone who looks after others. That person may take responsibility for others and help and protect them. One way of thinking about this is in terms of helping others to make the best of their life and supporting them through any fears or nightmares they may have.</p> <p>Ask pupils to work in pairs or small groups to produce words and drawings connected with such words as: HOPES, DREAMS, FEARS, NIGHTMARES. These might be displayed in the class.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe some of the things that are the same and different for religious people. B3 	<p>Key vocabulary:</p> <p>community, guardian, leader, hopes, fears, dreams, nightmares.</p> <p>----</p> <p>Note that for some children a 'guardian' will be their main carer.</p>
Key Question: What does it mean to belong to a religion? Christianity			
Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (i) the journey of life?			

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 2</p> <p>Pupils will:</p> <ul style="list-style-type: none"> consider the importance of hopes, dreams, fears and nightmares in people's lives; reflect on the qualities people may have hidden, that may emerge at times of need. 	<p>2. Explain to pupils that the key question they are investigating is 'What does it mean to belong to the Christian faith?' and that to answer this question they will have to look at what Christians say and do, locally, nationally and globally.</p> <p>Remind them that they have started to look at hopes, dreams, fears and nightmares. Explain that these are all things about which Christians (as well as others) have something to offer.</p> <p>Introduce the film, <i>Rise of the Guardians</i>, and explain that many people see aspects of Jesus' life and teaching in the story.</p> <p>Play an extract: Scene 2, where the main characters are introduced: the Guardians whose task it is to protect children's hopes and dreams, and 'Pitch Black', the character who wants to replace hopes and dreams with fears and nightmares. Stop the film where the Easter Bunny says, 'Jack Frost is many things but he is not a Guardian' (6' 27").</p> <p>Ask pupils to say what they think about these characters and what might make a good 'guardian' for children. What do they think is the biggest influence on themselves and others: hopes and dreams, or fears and nightmares?</p> <p>Next, play Scene 5, where 'North' (i.e. Santa Claus) questions Jack Frost about his character and uses a Russian Doll to illustrate his point. Stop the film when Jack says, 'I don't know' (2 minutes).</p> <p>Ask pupils to think of the layers of a person's 'character'. Ask them to reflect on what they show to the outside world and what is kept hidden deep inside. Can they give examples of hidden strengths that might emerge at times of need? Make a list of suggestions on the board.</p> <p>Ask pupils to draw the outline of a person in the middle of a page, to select at least three words from the class list to describe 'hidden qualities' that could best help people and to write them inside the outline. Then, from each word, encourage them to draw a line moving outside the outline and to describe a situation where that quality might be of help, e.g., honesty --- - admitting you have broken your mum's flower-vase; or calmness ---- not</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ask about what happens to others with respect for their feelings. D2 compare some of the things that influence them with those that influence other people. D3 	<p>Key vocabulary:</p> <p>faith, qualities, character, Influence, difference.</p> <p>----</p> <p>An alternative to showing the film clips would be to read extracts from William Joyce's books on which the film is based, <i>The Guardians of Childhood</i>, or to introduce the characters featured on the website.</p> <p>If you have a Russian Doll that is also useful for illustration.</p> <p>A list of over 100 human qualities can be found on various websites, e.g., Buzzle.</p>

	panicking in an emergency; or loving ---- forgiving someone who has offended you. Keep pupils' drawings for the next session.		
Key Question: What does it mean to belong to a religion? Christianity			
Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (i) the journey of life?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 3 Pupils will: <ul style="list-style-type: none"> • think about belief; • reflect on what it might mean to 'grow up'; • ask their own questions about human identity and behaviour; • imagine answers to questions that might be given by different characters in different situations. 	<p>3. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?' and that they have started to look at hopes, dreams, fears and nightmares.</p> <p>Focus their attention on the idea of the power of belief and play Scene 12 from <i>Rise of the Guardians</i>, where the boy Jamie talks with his toy rabbit and then Jack Frost. Stop the film just after the point where the Easter Bunny says, 'He made you believe... in me?' (4' 45").</p> <p>Ask pupils to say what they think this part of the story is about and what questions they would like to ask about it? How do their own ideas and questions compare with others in the class? Do they think that believing in such things as Jack Frost, the Tooth Fairy, the Easter Bunny, the Sandman (creator of pleasant dreams) and Santa Claus are a waste of time, or is there a point to such belief? What happens when children stop believing in such characters?</p> <p>Next, play Scene 13 where the Guardians and pupils make a stand against Pitch. Stop the film where Jamie says, 'I've got it. I know what we have to do' (6' 30").</p> <p>Ask them to say what they think is important in this scene. In what sense have pupils 'grown up? How important do they think it is that the other children supported Jamie when he decided to stand up against Pitch? What questions would they like to ask Jamie or the other children if they could? Can they say whether they, or anyone they know, have been helped by anyone to overcome their fears and nightmares?</p> <p>Finally, play Scene 14 where the Sandman returns, defeats Pitch and restores the children's dreams, and Scene 15 where Jack becomes a</p>	Pupils: <ul style="list-style-type: none"> • ask about what happens to others with respect for their feelings. D2 • compare some of the things that influence them with those that influence other people. D3 • ask questions about who we are and where we belong, and suggest answers that make reference to 	Key vocabulary: belief, community, mutual support. ---- Note: There's no need to include the final lines of the film where Jack says, 'If the Man in the Moon tells you something, believe him!', as this may be somewhat of a distraction!

	<p>Guardian and tells Jamie that he has become a Guardian too. Stop the film when Jack and the Guardians take off in the sleigh and the children wave (6' 46").</p> <p>Ask pupils to say what message they think this scene is giving about human beings. What questions would they like to ask (a) Jack Frost and (b) Jamie? What answers do they think these two characters would give to their questions? In what sense might this film be called a 'religious' film?</p> <p>Distribute pupils' drawings from the previous session and encourage them to add their questions and answers to Jack Frost and Jamie.</p>	<p>people who have inspired them and others. D4</p>	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (ii) their main festivals and practices?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 4</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • explore symbolic ideas for representing hopes & dreams, fears & nightmares; • recall important events and festivals for Christians; • recall key ideas and events of 'Holy Week'. 	<p>4. Remind pupils of the key question, and of what they have learnt so far about human motivation.</p> <p>Encourage them to work in small groups to produce a poster in two halves indicating in words and drawings: hopes and dreams on one side and fears and nightmares on the other.</p> <p>When they have finished or are close to finishing their designs, ask them to add comments on how being part of a community might help (a) fulfil some of the hopes and dreams (b) keep people safe against their fears and nightmares. Ask them to visit other groups' designs so that they can compare ideas.</p> <p>Remind pupils that some people see some connections between the ideas in the film and the life and teaching of Jesus. One important difference for most Christians, is that there is plenty of evidence to show that Jesus really did exist. Ask pupils how important they think that is, and why. [Bring out the point that, for most Christians, it is important that Jesus really lived, as this meant that God once lived as a human being and when Jesus suffered and died, God showed that he shared and understood that experience. For other Christians it may be more important simply to follow the teaching contained in the gospel stories.]</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • describe some of the things that are the same and different for religious people. B3 • ask about what happens to others with respect for their feelings. D2 	<p>Key vocabulary:</p> <p>festival, celebration, Easter, Holy Communion, Eucharist, Last Supper, disciples, Palm Sunday.</p>

	<p>Can they say what Christians remember as the main events of Jesus' life and the names of the festivals that celebrate some of those events?</p> <p>Explain that some Christian festivals, like Christmas and Easter happen once a year, but some practices, like Holy Communion, can take place at any time. Christians often celebrate Holy Communion as part of their Sunday worship.</p> <p>Tell the story of Jesus and his disciples at the Last Supper, from e.g., <i>The Lion Storyteller Bible</i>, pp. 136-137: 'An Important Meal', and ask pupils to say where in the story they thought the disciples might be most afraid and where they might feel renewed hope.</p> <p>Explain that the next part of the investigation is to draw up a poster of hope and dreams, fears and nightmares, around the Easter story.</p> <p>Start to make a list of key ideas and events of Easter that pupils can remember, starting from the 'Triumphal Entry' into Jerusalem (Palm Sunday). Keep the list for the next session.</p>		
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Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (ii) their main festivals and practices?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn about the events of Holy Week described in the gospels; think about the different thoughts, feelings and question that people may have had during those events; 	<p>5. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?' and that they have started to look at how Christians show that they belong.</p> <p>Divide the class up into pairs or small groups and provide them with blank A4 paper, Explain that they are going to make a 'landscape' 'tapestry' of the events of Easter as described in the gospels that will be stitched together to form the whole story. There are seven pictures to draw, so the whole class can make several versions of the tapestry. According to the size of the class, assign a number of pairs to draw and label pictures as follows, with people in the scene with thought bubbles, some thinking of their hopes and dreams and others thinking of their fears and nightmares:</p> <ul style="list-style-type: none"> The Triumphal Entry (Palm Sunday) Jesus throws the money-changers out of the Temple 	<p>Pupils:</p> <ul style="list-style-type: none"> describe some of the feelings that are the same and different for religious people. B3 ask about what happens to others with respect for their feelings. 	<p>Key vocabulary:</p> <p>Easter, triumph, triumphal, Hosanna, humility, Temple, Eucharist, sacrifice, condemned, crucifixion, resurrection.</p>

<ul style="list-style-type: none"> think about how Christians might remember the events of Easter. 	<ul style="list-style-type: none"> The Last Supper (the Eucharist) Jesus arrested in the Garden Jesus on trial and condemned to be whipped and crucified Jesus is crucified with two criminals and dies (Good Friday) Jesus rises from the dead and appears to his friends (Easter Sunday) <p>Provide each pair with a version of their assigned part of the story to help them with their designs and ask them to complete the hopes and fears with their paper turned 'landscape' way round.</p> <p>Before they complete their work, ask pupils to add one question about their picture, that they would like to know the answer to. Remind them that a good RE question is one that makes you think, and doesn't have a single factual answer that can be found out by looking on the internet or in a book. So, 'What was the name of the donkey?' is not such a stimulating question as, for example, 'Why are they cheering Jesus?'</p>	D2	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (ii) their main festivals and practices? (iii) their faith communities? (b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 6</p> <p>Pupils will:</p> <ul style="list-style-type: none"> think about triumph and failure in relation to different parts of the Easter story; consider the importance of communion for 	<p>6. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?' and that they have started to look at how Christians show that they belong.</p> <p>Explain that for Christians the Easter story is one where hopes and dreams triumph over fears and nightmares, rather like the film clips they saw of <i>The Rise of the Guardians</i>.</p> <p>Put their Easter tapestries on display and suggest that each part of the story up to Jesus' resurrection, could have been seen as a failure; but it is the resurrection that turns it all into a triumph, even his arrest, torture and crucifixion. Can pupils provide reasons why it might be seen in this way? [e.g., Jesus' friends were probably in despair that all their hopes had been</p>	<p>Pupils:</p> <ul style="list-style-type: none"> talk about some of the things that are the same for different Christians. B2 describe some of the things that are the same 	<p>Key vocabulary:</p> <p>resurrection, hope, love, evil, communion, Lord's Supper, Mass, Eucharist, Catholics, consecrated, Christ, sacrifice, forgiveness.</p> <p>----</p> <p>You could take a photographic record of the final tapestries.</p>

<p>Christians;</p> <ul style="list-style-type: none"> compare Holy Communion in different Christian churches; reflect on the meaning of communion for Christians. 	<p>dashed, but his resurrection showed that it was not the end of the story and that hope and love will win the battle against fear and evil.]</p> <p>Focus attention on the Last Supper and explain that Christians remember this event in different ways. Go to RE:quest and play the 2nd film about celebrating Communion in the Church of England and the 3rd film, showing the Roman Catholic Mass. Ask pupils to spot similarities and differences. Which do they think are most important, the similarities or the differences? Can they say why they think there are some differences? [e.g. different beliefs about what happens to the bread and wine when it is 'consecrated'.]</p> <p>Finally, play the 1st film, 'What is Communion?' and ask pupils to say what they think the most important words were in Rev Andy Jones' talk. [They could choose, e.g., forgiveness, sacrifice, love, one body, communion, Jesus, to die, friends, meal, together, remember, celebrate, special, bread, body, wine blood, the cross, God, united, one, community.]</p> <p>Encourage pupils to write their key words on Sticky Notes and to add them to the tapestries where they think most appropriate.</p>	<p>and different for religious people. B3</p> <ul style="list-style-type: none"> use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different Christian groups. B4 	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (i) the journey of life? (ii) their main festivals and practices? (iii) their faith communities? (iv) the wider world?

(b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 7</p> <p>Pupils will:</p> <ul style="list-style-type: none"> ask good questions; learn about different features of Christian activity in the 	<p>7. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?' and that they are going to use a 'Philosophy for Children' activity to investigate further. They will have the chance to <i>identify</i> important features, to <i>reflect</i> upon them and to <i>apply</i> them to their own situation.</p> <p>Display a series of pictures (at least A4 size) around the room, of different community events and features involving Christians. You could use the pictures in the Resource provided here or substitute some pictures of local</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe some of the things that are the same and different for religious people. B3 	<p>Key vocabulary:</p> <p>see list below.</p> <p>----</p> <p>Pictures could include: a Palm Sunday procession, a Church wedding, a Christian funeral, people</p>

<p>community;</p> <ul style="list-style-type: none"> • negotiate with each other; • contribute to discussions, using skills of interpretation and reason; • apply ideas to situations familiar to them. 	<p>equivalents. Further ideas for pictures you may be able to find for yourself include: a Christian food bank, a Christian charity shop, a Bereavement counsellor or prison visitor, Christians involved in a demonstration or protest, a Christian youth group or festival, a Military chaplain, a Sunday school, People worshipping in a church or cathedral, Someone kissing an icon in an Orthodox church, Some street evangelists, a Christian funeral.</p> <p>Ask pupils to circle round the displayed pictures for a while and then to stand by the picture they find most inspiring, interesting, confusing or different. Go round the class asking for explanations, then ask the pupils to move again if they want to, to stand by the picture they now find most inspiring, interesting, confusing or different.</p> <p>Take the two most popular pictures and move them to a prominent position at the front of the class. Share some key aspects of knowledge about the chosen pictures, e.g., what aspect of the Christian tradition the picture features and some of the beliefs and/or practices being shown. [Use, e.g., http://www.reonline.org.uk/knowning/what-re/christianity/ to help.]</p> <p>Encourage the pupils in groups of 5 or 6 to come up with one or at most two questions comparing the two pictures; remind them that ‘open’ questions that go beyond the pictures themselves are likely to be harder to answer and more interesting. Ask them to write their questions on A3 paper. These can then be displayed around the room, on a cleared floor space or on tables.</p> <p>Ask pupils to circle round the displayed questions. If possible pupils can add comments and extra questions on Sticky Notes and put them on each A3 paper. Invite comments and links. Clear up any ambiguities and ask pupils to stand by their favourite question. Narrow these down by single transferable vote system until one question remains. Ask the group whose question is voted for by the class to explain their rationale and their thoughts. Tweak the question if necessary to make more open / philosophical.</p> <p>Issue pupils with two tokens / cards, indicating the maximum number of contributions to the discussion that can be made. Steer the enquiry around</p>	<ul style="list-style-type: none"> • use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different Christian groups. B4 • compare some of the things that influence them with those that influence other people. D3 • ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and 	<p>worshipping in a church or cathedral, a church choir, someone kissing an icon in an Orthodox church, lighting candles in a church, a Christian food bank, Christian Aid or Church Urban Fund workers, a Christian charity shop, a Noticeboard in a Christian school, a bereavement counsellor or prison visitor, a Christian youth group or festival, Christians involved in a demonstration or protest, some street evangelists, a military chaplain, a Sunday school, a female vicar.</p>
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	<p>the main question, building towards better understanding of the issue(s) being raised by the pupils. [In a large class, invite the question generators to make some summary comments about what has been said, indicating, with respect, where they agree or disagree.] Invite a few more comments from those who have not said anything or much, up to this point, prompting them to interpret the meanings of the pictures and questions and to apply their reflections to situations they are aware of.</p> <p>Self-evaluation: pupils raise hands according to whether they have done the things indicated at the start. Did they <i>identify</i> some important features of Christianity in the community? Did they <i>reflect</i> on what these features might mean? Did they <i>apply</i> their reflections to their own lives?</p>	others. D4	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (iii) their faith communities? (iv) the wider world?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>PART 2 Lesson 8 Pupils will:</p> <ul style="list-style-type: none"> think about the meaning for Christians and others of 'community' and 'responsibility'; reflect on the deeper messages of the 'Rise of the Guardians' film; produce ideas relating to the possible causes 	<p>PART 2</p> <p>8. Remind pupils (and inform new pupils) of the investigation being undertaken: 'What does it mean to belong to the Christian faith?', the film <i>Rise of the Guardians</i>, the pictures of community events and features, and the question(s) they came up with in the first part of the investigation.</p> <p>Explain that they are going to take this investigation to a deeper level, enquiring into specific contributions of Christian groups locally and how their practices / ways of living reflect beliefs about what is most important in life.</p> <p>Get pupils to recall parts of the story of the <i>Rise of the Guardians</i>. Bring out the idea that 'Pitch Black' is trying to destroy children's hopes and dreams and replace them with fears and nightmares. The characters who fight against him represent hopes and dreams: Santa, the Easter Bunny, the Tooth Fairy, the Sandman and Jack Frost.</p> <p>Show pupils Scenes 14 and 15 near the end of the film, where the children get together against 'Pitch Black' and say, 'I do believe in you. I'm just not</p>	<p>Pupils:</p> <ul style="list-style-type: none"> compare some of the things that influence them with those that influence other people. D3 ask questions about who we are and where we belong, and suggest answers that 	<p>Key vocabulary: community, responsibility. ----</p> <p>Parents / carers should be made aware that one of the sessions at the end of this unit contains reflections on bereavement and that any concerns should, if felt to be appropriate, be brought to the school's attention.</p>

<p>of people's fears and nightmares.</p>	<p>afraid of you', and the scene where the Sandman returns and Jack tells Jamie that he has also become a kind of Guardian (6' 46"). Stop the film before the final sentence about the Man in the Moon.</p> <p>Ask pupils to say what they see in the film that perhaps they didn't see when they first watched it. Bring ideas of <i>community</i> and <i>responsibility</i> into the discussion.</p> <p>Ask pupils to then work in small groups to produce a poster of messages learnt from the film. Ask them to reflect on what people can do today to fight fears and nightmares. Prompt their thinking by pointing out that distress, anxiety, loneliness, feelings of worthlessness, etc, all have causes, and provide a list of such possible causes: bullying, violence, poverty, addiction, hunger, disease, illness, lack of love and affection, inequality. Can they add others?</p>	<p>make reference to people who have inspired them and others. D4</p>	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (iii) their faith communities?

(b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 9 Pupils will:</p> <ul style="list-style-type: none"> think about the causes of people's fears and nightmares reflect on possible ways of preventing those causes from taking effect; begin to investigate 	<p>9. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?'</p> <p>Engage the small groups in a 'Give an example' activity, where they agree on a good example of where such causes [bullying, violence, poverty, addiction, hunger, disease, illness, lack of love and affection, inequality] have led or could lead to making life worse for people. Get some feedback from the groups on their examples and ask them to say how they think such problems can be solved. Are such problems easier for people to solve if they are members of communities?</p> <p>Show pupils a list of possible contributions made by religion and belief communities. Ask them to narrow the list down to the one or two that seem most interesting or important to them. Can they give reasons for their selection?</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe some of the things that are the same and different for religious people. B3 compare some of the things that influence them with 	<p>Key vocabulary: worship, community, sharing, fellowship, . ----</p>

<p>similarities and differences amongst Christian groups;</p> <ul style="list-style-type: none"> • prepare questions for a Christian visitor. 	<p>Ask them to respond to such questions as: How important is it for Christians to attend church services? Why are there different Christian groups and denominations? How do these groups express themselves in similar and different ways?</p> <p>Ask pupils to prepare for the visit of a member of a local community of religion/ belief by preparing questions they would like to ask about their beliefs and practices as members of that group. [Invite and prime your visitor to expect such questions!]</p>	<p>those that influence other people. D3</p>	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (i) the journey of life? (ii) their main festivals and practices? (iii) their faith communities? (iv) the wider world?

(b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 11 Pupils will:</p> <ul style="list-style-type: none"> • learn about different Christian groups and denominations; • investigate some ways in which Christians may express their identity in Zambia; • ask good questions; • negotiate with each other; 	<p>10. Before the session involving a Christian visitor, provide pupils with some brief background about Christian history and denominations. Explain, for example, that:</p> <ul style="list-style-type: none"> • there are just a few major Christian branches: Catholic, Orthodox and Protestant, but there are tens of thousands of different Christian groups or ‘denominations’; • the vast majority of these groups are ‘Trinitarian’ in belief, that is they believe that there is one God, who has three distinct forms: Father, Son and Holy Spirit, but there are other Christian groups that have different beliefs about the nature of God and Jesus; • in England, there are many varieties of Christianity, but the ‘established’ church is the Church of England, which is at the historic heart of the worldwide Anglican community, which has around 80 million members and is the third largest communion of Christians in the world (after Roman Catholic and Eastern Orthodox); • the country with the most baptised Anglican Christians (after England) is Nigeria, with an estimated 18m. Africans make up an important part 	<p>Pupils:</p> <ul style="list-style-type: none"> • describe some of the things that are the same and different for religious people. B3 • use religious language accurately to describe and compare what practices and experiences may be involved in 	<p>Key vocabulary: denomination, Trinity, Trinitarian, Anglican, communion, Catholic, Orthodox, Protestant, xxxx</p>

<ul style="list-style-type: none"> • contribute to discussions, using skills of interpretation and reason; • evaluate their own participation in the discussion. 	<p>of the Anglican communion.</p> <p>Explain that pupils will now be able to try another P4C activity (see lesson 7) as a way of investigating some aspects of Christian worship in Zambia, in Central Africa. In this enquiry, pupils:</p> <p>MUST: keep the community rules (already decided / negotiated).</p> <p>SHOULD: contribute to question-making and work collaboratively.</p> <p>COULD: make some respectful points about Christians in Africa or the Church or worship .</p> <p>Introduce a Vimeo of Christians singing in a Zambian church: http://vimeo.com/67464501 (see Resources for some background information).</p> <p>Before showing the film, ask pupils to recall features of a visit to a local church, e.g., at Easter. What do they remember?</p> <p>Stop the film a couple of times and allow pupils to record thoughts, feelings, observations on paper / individual whiteboards / digital audio devices.</p> <p>Allow one more minute at the end of the film for pupils to get ideas down. Invite them to share their thoughts with a partner or small group.</p> <p>Chance for pupils who want to say something to air their ‘first thoughts’ to the class.</p> <p>In groups of 5 or 6 ask pupils to come up with one or at most two questions about the film: remind them that open questions that go beyond the film will be more ‘philosophical’. Ask them to write the questions on A3 paper.</p> <p>Ask pupils to circle round the displayed questions. If possible pupils can add comments and extra questions on Sticky Notes and put them on each A3 paper. Invite comments and links. Facilitator clears up ambiguities.</p> <p>Ask pupils to stand by their favourite question. Narrow these down by single transferable vote system until one question remains.</p> <p>The group whose question is voted for by the class explain their rationale and their thoughts. Tweak the question if necessary to make more open /</p>	<p>belonging to different Christian groups. B4</p> <ul style="list-style-type: none"> • ask about what happens to others with respect for their feelings. D2 	
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	<p>philosophical.</p> <p>Issue pupils with two tokens / cards, indicating the maximum number of contributions to the discussion that can be made. Facilitator steers the enquiry around the main question, building towards better understanding of the issue(s) discussed.</p> <p>In a large class, invite the question generators to make some summary comments about what has been said, indicating, with respect, where they agree or disagree. invite a few more comments from those who have not said anything or much, up to this point.</p> <p>Self-evaluation: pupils raise hands according to whether they have done the things indicated at the start in terms of the MUST, SHOULD and COULD statements.</p>		
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (i) the journey of life? (ii) their main festivals and practices? (iii) their faith communities? (iv) the wider world?

(b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 11</p> <p>Pupils will:</p> <ul style="list-style-type: none"> find out about reasons for being a Christian and belonging to a Christian community; learn about the activities of Christians locally; ask their own questions about 	<p>11. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?'</p> <p>introduce a visitor from a particular community group to the class. Encourage the visitor to offer a brief presentation outlining how they came to be in that group and on what sort of activities the group engages in, including any festivals, celebrations, and different sorts of religious and other meetings. Then invite pupils to ask their questions.</p> <p>When questions and answers are exhausted, encourage pupils to work in small groups on a (digital) presentation that addresses the question, 'What did religions and beliefs ever do for us?'</p> <p>If it's possible for your visitor to stay, encourage them to circulate around the groups offering suggestions and insights. Remind pupils about their work on the <i>Rise of the Guardians</i> film, and ask them to add any ideas</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different Christian 	<p>Key vocabulary:</p> <p>Christian, Christ, communities, denominations, celebrations.</p>

<p>Christian belief and practice;</p> <ul style="list-style-type: none"> begin work on a presentation on what religion and belief communities have to offer. 	<p>they have on:</p> <ul style="list-style-type: none"> the way different groups, including Christian groups, might have an impact on people's hopes and fears, dreams and nightmares; why people may belong to different religion and belief communities; what challenges that might bring; the main similarities and differences between the Christian groups / denominations; how different groups seek to work together; further unanswered questions. <p>Ask pupils to work on their presentations ready to show in the next session.</p>	<p>groups. B4</p> <ul style="list-style-type: none"> ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and others. D4 	
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Key Question: What does it mean to belong to a religion? Christianity

Supplementary Question (a) How do Christians celebrate and live out their beliefs in: (i) the journey of life? (ii) their main festivals and practices? (iii) their faith communities? (iv) the wider world?

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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 12</p> <p>Pupils will:</p> <ul style="list-style-type: none"> complete their presentations on what religion and belief has to offer; reflect on their achievements. 	<p>12. Remind pupils of the key question, 'What does it mean to belong to the Christian faith? and the presentations they are working on to show what religions and beliefs have to offer and how they seek to work together. Allow some time for pupils to complete their presentations and then to show a selection. [Others could be made ready for upload to the school website.] Offer feedback in terms of pupils achievements in answering the set question and in relation to the record of attainment statements below.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe some of the things that are the same and different for religious people. B3 compare some of the things that 	<p>Key vocabulary:</p> <p>Christian, Christ, communities, denominations, celebrations.</p>

		influence them with those that influence other people. D3	
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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 13 Pupils will:</p> <ul style="list-style-type: none"> recall key events of the Easter story; consider why some people have influence over the attitudes and behaviour of others; explore different reasons that people may have for following Jesus; reflect on some Christian beliefs about the 	<p>13. Remind pupils of the key question, 'What does it mean to belong to the Christian faith?' and that the final couple of lessons in this unit are about the ways in which different Christians interpret and remember the events of the first Easter. Ask pupils what they can remember about the first Easter. Can they, for example, recall the main events of Jesus' arrival in Jerusalem, some of his teaching and actions that criticised the religious authorities, his 'Last Supper', his arrest and trial, his crucifixion alongside two criminals and some of the stories of his resurrection?</p> <p>Explain that these events are important for Christians, not just as a time to remember Jesus' sacrifice and rising from the dead, but more personally, as a set of beliefs that can help them through difficult times.</p> <p>Having reminded pupils of the key events of the first Easter as above, ask them about the sorts of people that have influence over opinion and behaviour in the world today. Do they mention, e.g., political leaders, religious leaders, family, friends, teachers, celebrities, other adults, others peers? Ask them what they think makes Jesus a person to follow for Christians. Provide them with nine possible reasons for following Jesus and ask them to arrange them in 'Diamond' formation, with the best reason at the top and the least good reason at the bottom. Ask them to arrange the cards, first, with the reasons they think <i>most Christians</i> might</p>	<p>Pupils:</p> <ul style="list-style-type: none"> compare some of the things that influence them with those that influence other people. D3 ask questions about who we are and where we belong, and suggest answers that make reference to people who 	<p>Key vocabulary: crucifixion, resurrection, sacrifice, salvation, Christ, love, Easter, sin, human nature.</p> <p>----</p> <p>It will be worth warning pupils that the next session will feature reflections on bereavement and that alternative arrangements for pupils to sit out of those parts of the lesson can be made, e.g. to miss the first half of the lesson.</p>

<p>resurrection;</p> <ul style="list-style-type: none"> use their knowledge and understanding to explore St Paul's teaching about the meaning of the resurrection. 	<p>give for following him, then, with the reasons <i>non-Christians</i> might give. Do they want to add any other reasons? Get feedback from pupils on their reasons for their arrangement of the cards.</p> <p>Remind pupils that Christians remember Jesus' life and teaching in a variety of ways and times, and that Easter is very important for most. This is the time for Christians to reflect on the belief that Jesus died for the sins of humanity. Show them these words of St Paul, 'For as in Adam all die, so in Christ all will be made alive' (1 Corinthians 15:22) Check that pupils know to whom Adam and Christ refer, and ask them to discuss with a talking partner what this sentence might mean.</p> <p>Explain that, for many Christians, Adam stands for sin (as in his disobedience in the Garden of Eden) and that sin leads to death (as for all living things), but Christ stands for goodness (as in his love and self-sacrifice) and that this perfect goodness leads to new life (as in his resurrection). So, most Christians believe that those who believe in Jesus and follow him, will be raised again by God (though Christians differ on what this might be like).</p> <p>Ask pupils to imagine that St Paul was able to reply to two questions they could ask about this verse. Encourage them to work with a partner to come up with two questions they would like to ask and to write them under the verse itself, numbering the questions 1 & 2. Then ask them to swap papers with another pair and to imagine they are answering on behalf of St Paul. Give them time to reflect before writing down what he might say in reply. Share ideas and consider making a record of the class replies.</p>	<p>have inspired them and others. D4</p>	
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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 14	14. Point out that at the heart of the Easter story is the belief that there is love and hope even in the depths of despair. For Jesus' friends, it seemed	Pupils:	NB This session is not intended as

<p>Pupils will:</p> <ul style="list-style-type: none"> • recall a story about death and bereavement; • reflect on different ways in which people might react when suffering a bereavement; • consider some Christian perspectives on despair and loss; • explore and compare different interpretations of the resurrection. 	<p>that all their hope in Jesus had been extinguished on 'Good Friday'. It didn't seem very 'good' at the time. But Christians believe that the situation was rescued by God, who raised Jesus from the dead (by Easter Sunday) and so showed that all people could be 'saved' from the consequences of sin. So how do Christians remember this vital event in human history?</p> <p>This session considers two examples: (a) helping people at times of loss and (b) Easter services in church.</p> <p>Ask pupils if they remember reading one of the books which have been written to help children through death and bereavement, e.g., 'Waterbugs and Dragonflies' by Doris Stickney (see Resources). Remind them of any parts they have forgotten and point out how Christians have sometimes used this story as a way of illustrating that a person's death in this life may not be the end of the story. Remind them also of the Christians belief that God raised Jesus up after his death and that his friends all saw him – this is called the Resurrection. Christians remember all the good things Jesus said and did in his life by re-telling the stories about him and by following his command to 'love one another'. This inspires some Christians to offer support for others at times of despair and loss.</p> <p>Play the 3rd video found on RE:quest (see resources) where Rev. Andy Jones talks about feelings associated with bereavement. If appropriate, explain that people experience bereavement in different ways. Ask pupils to make a list of the different ways that Rev Jones mentions and to add some of their own if they can, e.g., shock, anger, guilt, exhaustion, confusion. Point out the view that it is important to talk about the person who has died, to get help from others, to find ways of valuing the person who has died and to find ways of carrying on with life. It sometimes helps to think that the person who has died would not want their friends and family to be unhappy for too long. Ask pupils how the Rev Jones thinks that belief in God can help, and for their own reflections on coping with a great loss.</p> <p>Invite any pupils who were excused from the first part of the lesson to rejoin the class.</p> <p>Explain that Christians are reminded of the hope in life after death at</p>	<ul style="list-style-type: none"> • describe some of the things that are the same and different for religious people. B3 • use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different Christian groups. B4 	<p>bereavement counselling, but sensitivity needs to be shown according to personal circumstances within the class. You may need to be ready to direct pupils to counselling services that may be available to them. Note that thinking about loss may also affect children who have lost family through, e.g. divorce.</p> <p>Some pupils may have decided to sit out of the first part of the session.</p> <p>Key vocabulary: salvation, sin, love, bereavement, grief, loss, Easter, Good Friday, resurrection, ----</p> <p>TES Resources ppt: Waterbugs and Dragonflies</p> <p>RE:quest bereavement video: reflections on death and grief.</p>
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	<p>Easter, through services in different churches. Individuals and groups of Christians may have different views about the Resurrection of Jesus.</p> <p>Show pupils three views of the Resurrection and ask them to (a) choose TWO of the views; (b) read them slowly over and over again, letting the words spark ideas; and (c) form these ideas into a short poem that compares two meanings of the resurrection.</p>		
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RECORD OF ATTAINMENT

KS2 Unit 4: What does it mean to belong to a religion? Christianity (B&D) Year 4

All pupils: (Level 1)	Most pupils - majority class expectation: (Level 2)	Some pupils: (Level 3)
B2 talk about some of the things that are the same for different Christians.	B3 describe some of the things that are the same and different for Christians and others.	B4 use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different Christian groups.
D2 ask about what happens to others with respect for their feelings.	D3 compare some of the things that influence them with those that influence other people.	D4 ask questions about who we are and where we belong, and suggest answers that make reference to people who have inspired them and others.