



KIDS QUEST

Big Adventures  Bigger Questions



Key Stage I RE Scheme supporting the Northern Ireland Curriculum

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Kids Quest is a creative RE programme, based on the Northern Ireland Curriculum. It has currently been designed for Key Stage 1 children to help them explore and engage with:



The Bible

Pages 6-8



Church

Pages 9-11



Festivals

Pages 12-15



Jesus

Pages 16-21



Judaism

Pages 22-30



Moral and Spiritual Values

Pages 31-34



The Natural World

Pages 35-38



Resource Bank

Pages 39-52

'Kids Quest' is a thematic Key Stage 1 Scheme formulated by Scripture Union Northern Ireland, consisting of structured lesson plans that seek to compliment the current Northern Ireland RE Curriculum. These lessons have been written to include introductory activities, main teaching sessions and plenaries to recap the main learning intentions specific to each lesson (Way in, Way through, Way out).

The lessons aim to meet the requirements of the Northern Ireland Curriculum in a number of ways:

1. Links to the 'Core Syllabus for Religious Education' by DENI are shown in each section.

Revelation of God		The Christian Church		Morality	
IA	God's Word	2A	Belonging to Christian Community	3A	Respect for Self
IB	God's Care for Creation	2B	Worship and Prayer	3B	Respect for Others
IC	Birth of Jesus			3C	Respect for God
ID	Ministry of Jesus			3D	Respect for the Environment
IE	Death and Resurrection of Jesus				

You can access the full DENI document here:

<https://www.education-ni.gov.uk/sites/default/files/publications/de/religious-education-core-syllabus-english-version.pdf>

2. This scheme has been developed with reference to the CCEA Non-Statutory Guidance Material (2014). The framework will explore activities to support the main suggested sections teachers can explore through RE: Bible, Church, Festivals, Jesus, Judaism, Moral and Spiritual Values and The Natural World. As echoed in the CCEA Non-Statutory Guidance material, 'the core syllabus topics for primary schools focus on Christianity but schools may also include material from other religious traditions.'

The full CCEA document can be found here:

<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Religious%20Education%20in%20the%20Primary%20School%20-%20Non-Statutory%20Guidance%20Materials.pdf>

2.(ctd). In each section introduction, the links to other areas of learning are also listed beside each bullet point and correspond to this table:

Links to other Areas of Learning

Language and Literacy	LL
Mathematics and Numeracy	M and N
The Arts	The Arts
The World Around Us	TWAU
Personal Development and Mutual Understanding	PDMU
Physical Education	PE

Links to the Key Elements of the Curriculum

Spiritual Understanding	SU
Moral Character	MC

3. Thinking Skills and Personal Capabilities

The teaching methods suggested in this framework promote the 'Thinking Skills and Personal Capabilities' which are included in the curriculum: Managing Information, Thinking, Problem Solving and Decision-Making, Being Creative, Working with Others and Self Management.

4. Assessment for Learning (AFL)

We include:

- **Focus on Learning**
- Each of our lessons include the learning intentions at the start and at the end of the lesson.

- **Effective Questioning**

The lessons allow pupils to think for themselves and express their insights in a variety of ways.

- **Formative Feedback**

As our lessons are interactive, we are able to provide both positive feedback and suggestions for further development.

- **Scaffolding Reflection**

At the end of each lesson we provide an opportunity for pupils to reflect on what they have learnt and to ask questions in order to clarify their understanding.

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This resource has suggested links to videos on youtube which can support lesson material. We give credit to the video producers and a UK Copyright License (available from CCLI) may be needed to show these videos.

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The content for this scheme has been primarily written for Key Stage 1. In a Northern Irish context, we would suggest this scheme to be delivered either in Year 3 or 4 classes, or across both over a two year period, taking school holidays into consideration. We recommend at seasonal times of the year, teachers should explore a more thorough study over a series of weeks, not included in this framework, e.g. Christmas, Easter (see optional extra suggestion).

At Scripture Union Northern Ireland, we offer a three year series of assemblies designed to take pupils through the Bible. This Framework compliments our assembly programme, so that schools can avail of the assembly material also and further support pupils' holistic learning. You may want to ask those who deliver assemblies in your school to follow this structure.

You can access our 'Bible Timeline Assemblies' here: <https://www.suni.co.uk/what-we-do/training-resources/creation-delivery/supporting-schools/bible-timeline-assemblies>. Here is a suggested timeframe and structure of the lessons over a two year period:

Year 3			Year 4		
Term 1 (Sept - Dec)	Term 2 (Jan - Easter)	Term 3 (May - June)	Term 1 (Sept - Dec)	Term 2 (Jan - Easter)	Term 3 (May - June)
Bible - 1 session: What's in the Bible (Part 1) Natural World - 2 sessions: Creation, Caring for our world Judaism - 2 sessions: Abram - God's call, God's promise Festivals - 1 session Christmas lesson (and preparation and rehearsal for Nativity)	Judaism - 4 sessions: Moses - Birth, Burning bush, Passover, ten commandments Jesus - 5 sessions: <u>Jesus' life</u> Jesus as a boy <u>Jesus' teachings</u> Lost sheep, Two builders <u>Jesus' life (ctd before Easter)</u> Jesus' death, Jesus' resurrection <u>Optional extra suggestion:</u> St Patrick's Day (Festivals)	Church - 3 sessions: Church buildings, Church as a family, Arranging church visit <u>Optional extra suggestion:</u> Personal Development and Mutual Understanding for KSI Units - 'Living with Difference'; 'I Belong' (See 'Visiting Churches' section under PDMU section of NI Curriculum Website for more resources and lessons.)	Bible - 1 session: What's in the Bible (Part 2) Natural world - 2 sessions: The Great Flood, Jesus calms storm Judaism - 2 sessions: David - Goliath and chosen as King Festivals - 2 sessions: Harvest (Oct) Advent (Dec)	Jesus - 5 sessions: <u>Jesus' teachings</u> Good Samaritan, Prayer <u>Jesus' miracles</u> Catch of fish, Paralysed man, 10 lepers Festivals - 1 session: Lent <u>Optional extra suggestion:</u> Easter - 3 sessions: Jesus enters Jerusalem, washes disciples' feet, the last supper (see Bible Timeline Assembly)	Moral and Spiritual values - 4 sessions: Equal but different, Unique, Being valuable to God, Forgiveness <u>Optional extra suggestion:</u> Personal Development and Mutual Understanding for KSI Units - 'Friendships'; 'Who Influences Me?'; 'I am...You are...We can!'



The Bible

Focus Statement

At Key Stage 1 children should become familiar with the Bible as a source of stories and teachings that encourage a variety of responses. They should be taught Bible stories appropriate to their own age and stage of development (particularly those involving children), as well as being made aware of biblical teaching about the life, death and resurrection of Jesus.



Key Stage 1

Pupils should have opportunities to:

- recognise how important and influential books are in many people's lives (LL);
- talk about favourite books and say why they like them so much (LL);
- become aware that for Christians the Bible is the Word of God and a special book that many use for worship and personal guidance every day (LL) (SU);
- hear a range of Bible stories from readings and digital media (LL);
- respond sensitively to and ask questions about these stories (LL) (SU);
- role-play Bible stories together (The Arts) (LL);
- become aware that the Bible contains many different types of material including stories, poetry, letters and wise sayings (LL);
- become aware that the Bible contains an account of the birth, life, death and resurrection of Jesus (LL) (SU);
- become aware that some Bible stories are about children and some teachings which emphasise the value of children (LL) (PDMU);
- understand how Christians value the Bible as a guide to the way they treat other people (LL) (PDMU) (MC); and
- understand how Bible stories are used in Christian ceremonies (LL) (PDMU) (MC).

Where appropriate in a class, children should have opportunities to identify other major religions' sacred writings, find out what they are and discover how they are used for personal worship and teaching.



The Bible

Theme	Bible Passage	Aim	Teaching point	Way in	Way through	Way Out	Resources	Curriculum Links
What's in the Bible (Part 1)	2 Timothy 3:16-17 (CEV)	To help pupils discover the Bible is a special book for Christians today and they believe it to be the Word of God.	To help pupils explore and understand that the Bible was written long ago, by God's chosen people and written in lots of different styles e.g. poetry, letters and wise sayings.	<p>Show class different types of books e.g. comics, cookery books, instruction manuals, phone books, story books, baby books, maps, newspapers.</p> <p>Discussion questions: Q: What is this book about? Q: Who would read a book like this?</p> <p>Books are important and used by many people for lots of different reasons.</p>	<p>Quiz: (All answers are the Bible). E.g. Which book has sold more than any other? Which book can be read in more languages than any other? Which book do you find beside a hospital bed? Which book was given to the Queen on the day she was crowned? This quiz shows the Bible is a very special book.</p> <p>Show different versions of the Bible, e.g. paper/hard back, children's versions (pictures), different language, online Bible, Bible app on Phone. -The Bible comes in different shapes, sizes, languages. -Christians believe God chose lots of types of people who loved Him to write His words down eg. fishermen, doctors, kings, shepherds, and they wrote in lots of different ways e.g. instructions, poetry, stories, letters.</p>	<p>Hand out copies of Bibles and lead a guided discussion pointing out the contents page, different names of the books, examples of chapters and verses, and the Old and New Testament.</p> <p>Q: Who would read a book like this?</p> <p>Christians believe the Bible is for everyone including children and adults to tell people about God and His love.</p>	<p>Lesson Presentation</p> <p>Different types of books</p> <p>Bibles</p>	1A

Theme	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
What's in the Bible (Part 2)	Luke 19:28-38 Mark 12:30-31	To help pupils explore why Christians believe the Bible was written.	To help pupils explore and understand; -The Bible's teaching on God being like a perfect father. -The Bible's teaching on Jesus the King. -The Bible teaches people how to live God's way.	Show the pupils pieces of a Jigsaw which reveal a picture. As the pieces are shown, children are to look at the clues and guess the object or character. In this game pupils have to piece together the picture to discover who or what was being revealed. In a similar way, Christians believe the Bible helps them to discover more about God, who he is and what he is like.	The Bible is a special book, it teaches about: 1) God the Father People often have different ideas about what God is like. Show props on the following people and pupils guess who they might be. E.g. Doctor (helps feel better) -Police officer (protects but has lots of rules) -Old man (has been around for a long time) Christians believe that God is like these people but even more than that He is like a perfect father (a loving parent who cares, listens, helps, teaches, forgives and so much more.) 2) Jesus the King Christians believe Jesus came into the world to be a special kind of king Read Luke 19:28-38 (CEV) to explore the type of king he was (Jesus the King script resource bank). Explore the kinds of things a king would have e.g. crown, robe, throne. Explain that Jesus was a different kind of king who wants to be king of peoples' hearts, minds, lives. 3) How to live God's way Play game of 'Simon Says' and ask pupils what they had to do (follow instructions). Talk about school rules and why they exist (to protect and enjoy school). Christians believe that God has rules too, to look after His people so they can enjoy life to the fullest. Explore the two biggest rules in the Bible: love God and love others. (Mark 12:30-31)	Revise 3 main teaching points 1 John 4:11 (CEV) Read this verse and explore with the children different actions to remember why it is important to God's people today.	Lesson Presentation Character Props Whiteboards / markers or paper / pencils Interactive Story Script (Resource Bank)	1A 1E



Church

Focus Statement

At Key Stage 1 children should learn about church buildings, what they are for, what happens in them and what they mean to Christians. Where possible they should become comfortable with church buildings and appreciate the elements of church services. They should also learn that the word 'church' refers to the caring family of God.



Key Stage 1


Pupils should have opportunities to:

- recognise church buildings in their locality (TWAU);
- become familiar with a nearby Christian place of worship and discover how it is used (TWAU (SU));
- experience awe and wonder through encountering the atmosphere of church interiors (SU);
- learn about some parts of church buildings, for example *font, communion table, stained glass windows or pulpit, and explain their use* (TWAU) (SU);
- consider the respect shown to symbols and artefacts in church buildings (PDMU) (SU);
- view pictures of Jesus in church, for example in *stained glass windows* (The Arts) (SU);
- recognise the cross as the main Christian symbol that reminds Christians of Jesus (SU);
- be aware that Sunday is a special day for most Christians when they meet as communities to worship God, for example *saying prayers, singing, listening to the Bible being read, hearing some preaching and teaching and participating in Holy Communion* (PDMU) (SU);
- learn about some of the ways in which Christians mark special occasions in the lives of individuals, for example *baptism, confirmation, communion or marriage* (PDMU);
- begin to recognise some of the symbolism used in these ceremonies (SU);
- explore their own feelings and thoughts about the importance of 'belonging', being welcomed, having a name and being part of a family (PDMU);
- begin to understand the Christian belief that the church is a family whose members care for each other (PDMU);
- be aware that a church is a community of people in which everyone, including children, has a role to play (PDMU);
- meet and talk to some people, both men and women, who are active in a Christian church (PDMU) (SU); and
- begin to learn about the early history of Christianity in Ireland (TWAU).



Church

Theme Church	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
The Church	Ezra 3:10	To help pupils recognise church buildings in their area and why people might go to church.	To explore that Churches are places where Christians come together to worship God. (Christians are followers of God who believe Jesus is the Son of God who died to save them.)	<p>Through the keyhole activity: Get children to guess what door is for what building eg. Lego castle, Cinderella's castle, a house, Buckingham Palace etc</p> <p>Today we are going to go through the keyhole into a church to find out what happens in a church. Ask the children if they have ever been to church before? Some might go every Sunday, some might attend a GB/BB group, some might have been to a wedding or a baptism or a special service.</p>	<p>If possible use some photos of local churches and talk through each part of the church building.</p> <p>-Front door: Talk about churches are a welcoming place and will usually have someone to welcome you. -Stained Glass Windows: depicts Bible stories/reminds us of Jesus / special times. -Chairs/pews: explain that people will sit and listen to the Bible being taught. -Lectern: where the minister / church leader or speaker reads and teaches from the Bible. -Organ/instruments: explain that in churches people sing songs to God, just as some schools do in assembly.</p> <p>The Church building is the place where Christians come together to learn about God, sing songs to God and talk to him. This is called worship.</p>	<p>In the Bible, the temple was the place where people came to worship God.</p> <p>When they were building the temple God's people blew trumpets, played musical instruments and sang songs to God. (Ezra 3:10)</p> <p>In groups of 6-8, create a church including the elements that have been looked at.</p> <p>E.g, using a shoebox & lollipop sticks, lego/ duplo or art activity.</p>	<p>Lesson Presentation</p> <p>Pictures of churches in your locality and pictures of the inside of a church building.</p> <p>Craft material to make church buildings.</p>	1C 2B

Theme Church	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Church as family	Acts 2:42-47 Hebrews 10:23-25	To help pupils recognise the church is a family who care for one another and that children have a part to play in the church family too.	The Bible teaches that the church is not the building but the people.	Famous families: Get the children to guess the famous families: Peppa Pig Simpsons Mickey and Minnie The royal family Horrid Henry Have a sensitive discussion around family and what family might look like and how families care for one another and look after one another.	The Bible teaches that those who follow Jesus are all one big family who are to care for, help and love one another. This big family is called the church. This is why Christians pray to 'Our Father,' to remind them that God is part of the family they belong to. How does God's family care for one another? pray for one another; help the poor; care for the sick; teach each other; talk together; eat together; and the church building is one of the places that they gather together to do these things.	Make a class painting using everyone's finger print. Talk about how as a class we are like a family who care for one another and help each other learn together and talk and eat together. Explain that a church family is similar. Each person is different but are part of God's big family.  Optional song (from a Christian perspective): Big Family of God.	Lesson Presentation Pictures of famous families Canvas and paint Song	2A, 2B, 3C & 3D
A Church visit	Ezra 3:10 Acts 2:42-47 Hebrews 10:23-25	To help pupils learn the different parts of a church building and how the church cares for one another.	Give pupils an experience of what happens in church and explore why people go to church.	Church treasure hunt: Give the young people a list of things to find in the church, e.g. -seats/pews -stained glass window -cross -bible -hymn book -lectern	Ask the minister or children/youth worker to welcome the children and explain what happens in church. See suggested lesson for church leader: Learn from the Bible (teach a short bible story or show a video) Sing songs to God (sing a song from assembly) Celebrate as a family, explain some of the celebrations that happen in church eg marriage, baptism, communion etc (eat together, have juice and biscuits), help the poor (explore a world map, talk about how Christians care for people all over the world.)	Allow children to ask the minister/youth worker questions about their church. Talk about how everyone is welcome in church, especially children. Let the children know what things are happening in the local church that they can go along to eg Sunday school, kids club, GB/BB etc.	Arrange visit with local minister (lesson suggestion in resource bank) Treasure hunt list (Resource Bank) Juice and biscuits song world map	1A, 1C, 1D, & 2B



Festivals

Focus Statement

At Key Stage 1 children should be introduced to the main, universally celebrated Christian festivals and learn to see them as celebrations in which they can participate and to which they can contribute. They should also begin to appreciate Christian music.



Key Stage 1

Pupils should have opportunities to:

- recognise that most people including Christians and others celebrate special occasions during the year (PDMU);
- understand that Christmas is the celebration of the birth of Jesus and that it is a time when Christians retell stories about him from the Bible (LL) (TWAU) (SU);
- explore some of the ways in which Christmas is celebrated by Christians and learn about some of the symbols used, *for example Advent calendars, Christingles or the Crib* (The Arts) (SU);
- understand how children can take part in Christmas services (*for example by singing, reading, saying prayers or taking part in a Nativity play*) (The Arts) (SU);
- understand that Lent is seen by Christians as a time for preparing for Easter (SU);
- meet and talk to some people who are active in a church during the Easter period and ask about what they do in Holy Week (PDMU) (SU);
- understand that Easter is associated with Jesus and that it is a time when Christians retell stories about him from the Bible (LL) (SU);
- explore why Easter is the most important festival to Christians and reflect on the meaning of the word 'resurrection' (SU);
- explore some of the ways in which Easter is celebrated by Christians and learn about some of the symbols used, *for example palm crosses or Easter gardens* (The Arts) (SU);
- take part in Good Friday and Easter services, *for example by singing, reading, saying prayers or taking part in a play* (The Arts) (SU);
- make or eat Shrove Tuesday pancakes, hot cross buns or Easter eggs and talk about special food, music and so on linked to a familiar celebration (The Arts);
- explore and express their feelings linked to a Christian festival or celebration (PDMU) (SU); and
- begin to celebrate other Christian festivals and traditions as important and happy events, *for example St Patrick's Day, Mothering Sunday or Harvest Thanksgiving* (PDMU) (TWAU).



Festivals

Theme Festivals	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Advent	Jeremiah 33:14-16	To help pupils discover the importance of advent as a Christian celebration.	Advent happens during the run up to Christmas and the time of waiting for Jesus to arrive - God's chosen saviour.	<p>Circle time: -Examples of things people look forward to: celebrations, special events and why it's exciting</p> <p>-Discuss ways you might need to prepare for these as you wait e.g. birth of a baby, birthday party, wedding.</p>	<p>Open different boxes to describe and explain the period of advent:</p> <p>Box 1: Advent Calendar - counting down with excitement like God's followers who had been waiting a long time for the promised rescuer.</p> <p>Box 2: Candle The candle is a reminder that Jesus was sent to be the light of the world.</p> <p>Box 3: Wrapping paper - A reminder that Jesus was a gift from God to rescue the world because he loves us.</p>	<p>What Christians focus on during this period:</p> <ol style="list-style-type: none"> 1. God keeping his promises. 2. Light of the world, guiding and showing the way to God. 3. Jesus is the sent to be the rescuer of the world. <p>Use a class advent calendar each day where children receive the gift of a chocolate and are reminded of the gift of Jesus.</p>	<p>Lesson Presentation</p> <p>Boxes and props Advent Calendar</p>	<p>1C 2B</p>

Theme Festivals	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Christmas	Matthew 1:18-2:12 Luke 2:1-20 1 John 4:14	To help pupils discover the importance of Christmas as a Christian celebration.	To help pupils explore the Bible story of Jesus' birth and understand its' significance for Christians.	What is Christmas all about? Get pupils to explore their favourite part of Christmas.	Unwrap a gift (pass the parcel with either a box of celebrations or party poppers in the middle) revealing a new layer to the Christmas story each time. Layer 1 - Christmas paper: Introduce Christmas story and lesson (Aim and Teaching point) Layer 2 - Newspaper Explore 'Good news', 'Bad news' aspects of the story and pupils to put thumbs up / down (See slides) <u>Bad News</u> *Mary going to have a baby - not married (2) *Had to travel to Bethlehem because of Census. (4) *No room in the inn (5) <u>Good News</u> *Mary chosen to be mother of Jesus, visited by angel (1) *Joseph agrees to marry Mary (3) *Mary gives birth to Jesus (6) *Shepherds told by angels about the Baby (7) Layer 3 - Baby Boy paper (Video of shepherds being visited by angels and sharing good news) Layer 4 - birthday / gift paper Memory verse 1 John 4:14	Unwrap the final layer to reveal gift - party blowers / Celebration chocolates. Christmas is a celebration of the birthday of a special King, the Son of God. God sent His own Son Jesus into the world to be the Saviour. This is why Christmas is important to Christians because they believe that God gave the best present people could ever receive.	Lesson Presentation Party blowers or box of celebrations (beware of nut allergies) wrapped up in layers of paper. Video - The story of Christmas (Jesus and the Shepherds) - Saddleback Kids	1C 2B
Easter	(See section on Jesus)							1E, 2B

Theme Festivals	Bible Passage	Aim	Teaching point	Way in	Way through	Way Out	Resources	Curriculum Links
Harvest	Psalm 9:1	To help pupils discover the importance of harvest as a Christian celebration.	Harvest is a time of thankfulness. This lesson explores why Christians give thanks to God for all that they have and all that they are.	<p>Look at a picture of harvest and discuss.</p> <p>Explore the word harvest and what it means.</p> <p>Let children touch and feel different vegetables which are harvested e.g. corn, pumpkin.</p>	<p>Explore different types of vegetables and how they might teach us about using our senses to be thankful and help others.</p> <p>'Eyes' of a potato - Using our eyes to notice God's world and creation. Looking out for those who need help.</p> <p>'Ears' of corn - Using our ears to hear joy and laughter and fun but also listen out for those in need.</p> <p>'Hand' of bananas - Using our hands to do stuff that pleases God.</p> <p>'Heart' of a lettuce - God looking at the inside of who we are and knowing his love in our hearts.</p>	<p>Thankfulness Harvest Prayer (optional)</p> <p>Harvest service in school</p>	<p>Lesson Presentation</p> <p>Vegetables</p> <p>Images of harvest</p> <p>Prayer</p>	1B 2B
Lent	Zephaniah 3:17 John 10:10	To help pupils discover the importance of lent as a Christian celebration.	<p>Lent is a time of preparation before Easter and making space for Christians to grow closer with God.</p>	<p>Get the children to count with you slowly from 1-40 Do it again silently and get the children to put their hand up when they think you have reached 40. Counting to 40 can seem like a long time.</p> <p>Lent is the 40 days before Easter for Christians to pause and appreciate all God has given them and reflect on the importance of Jesus' life, death and resurrection.</p>	<p>Get children to think about how busy a day is and how many things we do. (spider diagram)</p> <p>Play a fast paced piece of music and get the children to imagine that sometimes life can seem like this, fast and full of energy without time to stop and slow down. Lent is a time when Christians might give something in their day up to make time for thinking about and talking to God.</p> <p>Explore a slow piece of music that is tranquil to explain that lent provides opportunity for Christians to feel like this and make time to connect with God.</p>	<p>Explore John 10:10 - Christians believe that Jesus came so people could live their lives to the fullest. Families, tv, games etc are all things that should make us happy but lent is a reminder that a relationship with God brings inner joy and happiness.</p>	<p>paper / pens</p> <p>Two music clips:</p> <p>Flight of the Bumblebee - Rimsky Korsakov</p> <p>Scarborough Fair - Royal Philharmonic Orchestra</p>	1E 2B



Jesus

Focus Statement


At Key Stage 1 children should become familiar with the character of Jesus, with what he taught and did, and why he is so important to Christians. They should also begin to learn why many of his teachings are valued and respected by people of other faiths.



Key Stage 1

Pupils should have opportunities to:

- think about people who are special to them, whom they admire and why (PDMU);
- know that Jesus was a real person who lived in Palestine two thousand years ago (TWAU) (SU);
- become aware that Jesus is a special person for Christians, who remember his life, death and resurrection and try to follow his teaching (SU) (PDMU);
- learn about the birth of Jesus from readings, impromptu retellings and digital media (LL);
- learn about the childhood of Jesus, particularly about his visit to the temple at the age of twelve (PDMU);
- begin to learn about Jesus' relationships with his friends and followers (PDMU);
- learn something about the key features of his teaching, *for example about prayer, forgiveness and obedience* (SU) (PDMU);
- explore what Jesus meant when he taught that people should love God and love their neighbour (PDMU) (MC);
- reflect on Jesus' teaching that everyone is important and of equal value in the sight of God (SU) (PDMU);
- begin to understand that Jesus often used stories called parables to teach people about God (LL) (SU);
- learn about some of the miracles of Jesus (SU);
- begin to relate stories about Jesus to their own lives (PDMU) (SU);
- examine the words, actions and example of Jesus (PDMU) (MC);
- learn about the death and resurrection of Jesus and reflect on their significance (SU);
- begin to explore the Christian belief that Jesus is the Son of God (SU);
- explore the Christian belief that Jesus is alive today (SU); and
- explore what it means for Christians to follow Jesus today (SU) (PDMU) (MC).

Theme Jesus	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Jesus' Life								
The birth of Jesus	(See Christmas lesson in Festivals Section)							1C
Jesus as a boy	Luke 2:41-52	To help pupils discover that because Jesus was a human who grew up like everyone else, Christians believe he is still able to relate to people today.	The Bible teaches that Jesus grew up knowing God his father and Christians believe he teaches this example to people today. Bible Verse: Jesus grew in knowledge and favour with God and men. (Luke 2:52)	Pictures of famous people as children and grown up. Queen, Ed Sheeran, Rory Mclroy, Ant & Dec, Ariana Grande, Ronaldo Pictures of pupils' baby photos. As we grow we learn more about the world around us and our place in it.	Teach the story using emojis with the following teaching points. -The everyday needs of Jesus growing up -Jesus in the temple -Jesus making time for God	Create poster with baby photo and updated photo in class with Bible verse: Luke 2:52 and teaching point - Jesus grew up as we do today.	Lesson Presentation Emoji activity and script (Resource Bank) Baby photos organised in advance for pupils to bring in.	1A 1C
Jesus' followers	(See Jesus' miracles: The Catch of Fish)							
The death of Jesus	Luke 23 and 24	To help pupils discover that the Bible teaches Jesus died and was raised to life to rescue God's people from sin and death.	Jesus' death is important to Christians. They believe he died because 1) God loved 'us' 2) For the things 'we' have done wrong (sin) 3) Because 'we' are his treasure	Show pupils items that are important to you or certain people. Explain that the cross is an important thing for Christians.	Explore three places you might see an 'X' 1) A valentine's or birthday card for someone you love. 2) On a piece of work when something is wrong. 3) On a treasure map where X marks the spot. Another place you see an X, more like a + cross - is the cross of Jesus. Link these back to the 3 teaching points.	Activity: Stained glass window of a cross inside a heart with the verse, 1 John 4:14 	Lesson Presentation Birthday / valentines card Corrections on a maths activity An X that children have to find to get to the treasure	1E

Theme Jesus	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
The Resurrection of Jesus	Luke 24	To allow pupils to experience the emotions of the last recorded moments of Jesus' life.	Jesus' friends experienced different emotions through his death but his resurrection (coming back to life from the dead) resulted in joy and wonder at who he is.	Give out a range of musical instruments and allow the children to explore which sounds they could use for sadness, confusion, happiness.	Read through script taken from the Bible passage (resource bank). At each point in the story, pause and lead the children in creating a musical atmosphere fitting to that part in the story: -Put in tomb (sadness) -body disappeared (shock) -confused disciples -Joy and wonder realising that Jesus is alive	Allow the children opportunity to talk through the different parts of the story and why they chose to play music in that way. Talk about how the people might have been feeling and why. Note how for Christians the story ends in joy. Record music or take video as evidence of lesson.	Musical instruments Resurrection of Jesus Script (Resource Bank)	1E
Jesus' teachings								
The Lost Sheep	Luke 15:1-7	To help pupils discover that Jesus came to rescue the 'lost' and consider what this means for people today.	Jesus often told stories to help people understand who he was and why he came. This lesson explores Jesus telling the story of the Lost sheep. In the story Christians believe 'we' are like the lost sheep and Jesus is like the shepherd.	Explore different pets the children have and how much they love them. Show picture of a shepherd and ask what type of animal he has. Today we are thinking about someone who was lost.	-Explore People who help us when we are lost (Police, RLNI, Ambulance, helicopter) Jesus used a story to teach the people something about God and his love for us max7 video - parable of the lost sheep. Allow children to explain in their own words what they think happened in this story (unscripted story put to music) Then read the Bible passage Luke 15:1-7.	I wonder thought bubbles e.g. -What made the sheep wander off? -How the shepherd was feeling when the sheep wandered off? -How the sheep felt when he saw the shepherd coming? -Why Jesus told this story? Write down pupils comments under each thought bubble as evidence.	Pictures of emergency services Picture of important pet Max7 video	1D

Theme Jesus	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
The Two builders	Matthew 7:24-27	To help pupils discover what Jesus meant when he taught that people are to be like the wise builder who built his house on rock.	<p>Jesus often told stories to help people understand who he was and why he came. This lesson explores Jesus telling the story of the wise and foolish builders.</p> <p>In the story Christians believe that Jesus is like the rock, the firm foundation on which we can build our lives.</p>	<p>-Who lives in a house like this? (cartoon characters' houses)</p> <p>-Stand up if your house has...</p> <p>-Different types of houses (Terraced, semi-detached, bungalow)</p> <p>-Different types of materials used and explaining 'Foundations'</p>	<p>-Two builders video (Max7)</p> <p>-The Two Builders Script, Matt 7:24-27 (resource bank).</p> <p>-Jesus' teaching around this story (resource bank).</p>	<p>-Wise and foolish choices</p> <p>-Include examples of wise and foolish choices based on the story that Jesus told.</p> <p>-'The Two Builders' song (Youtube: Brentwood Benson)</p>	<p>Lesson Presentation</p> <p>Max7 video</p> <p>The Building Song</p> <p>Building materials</p> <p>Interactive Script (Resource Bank)</p>	1D
The Good Samaritan	Luke 10:25-37	To help pupils explore the Christian belief that everyone is equal in the eyes of God and what Jesus taught about treating others through the parable of the good samaritan.	Jesus taught that God wants his followers to show his love to others. Christians believe they can choose to be kind to people, even if they are different.	<p>-Making simple choices on items the pupils would prefer Choc / Crisps Pasta / Potatoes Cat / Dog We like different things.</p>	<p>Explain background that Jews and Samaritans hated each other (e.g. Map out room with Judea / Samaria on separate sides)</p> <p>-Use Bible passage (Luke 10:25-37 NLT) to act out the story Jesus told with different characters / pupils involved (use of different hats / props to represent characters)</p>	<p>Circle time Discuss how the Samaritan was the least likely person to help.</p> <p>-In what ways was the Samaritan a good friend?</p> <p>-In what ways can we be a good friend to everyone?</p> <p>-Explore characteristics of a good friend</p> <p>Qualities of a good friend chart - helping to make up classroom rules</p>	<p>Choices activity / props</p> <p>Dress up clothes / props for Bible story</p>	1D

Theme Jesus	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Jesus' teaching on prayer	Matthew 6:9-13 Jeremiah 33:3	To help pupils discover what prayer is and how Jesus taught his followers how to pray.	Jesus taught his disciples the importance of prayer and why they should pray.	Who likes to talk? What types of things do we talk about with our family and friends?	Imagine you got a Text message from God (Jer 33:3) Get children to decipher with you. 'Call to me and I will answer you.' Jesus taught that talking to God is just like talking to your friends and family. He taught his friends to pray to 'Our Father' so they could remember that God is like a perfect father someone who is there and will listen, help and love us. (link: Bible lesson Pt 2)	Christians believe God is there: -Anytime: don't have to get voicemail - prayer is like God picking up every time -Anywhere: Don't have to worry about signal, the Bible says God is everywhere -Anything: some things we wouldn't share with everyone but Christians believe 'we/they' can share everything with God.	Big or old mobile phone. Jer 33:3 printed out Image of the Lord's prayer	1D 2B
Jesus' Miracles								
The Catch of Fish	Luke 5:1-11	To help pupils discover what miracles are and how Jesus' miracles point to him being the son of God.	Jesus teaches the disciples that they can trust him because he is the son of God and can do amazing things.	Follow the leader or Simon says Explain what is meant by a miracle - something that is impossible for us but possible for God. Jesus did miracles to show he was the son of God (John 20:30-31)	Create a boat and allow the children to experience the story (Jesus and the miraculous catch of fish script). -Jesus taught -The fishermen worked hard to catch fish all night and caught nothing -Jesus told the fishermen to let down their nets Note: The men were experienced fishermen who knew how to fish but they trusted and followed Jesus' instructions even though he wasn't a fisherman. (Luke 5:5) -Cast nets and had miraculous haul -Jesus calls the men to follow him and 'fish' for people. -Fishermen leave everything and follow.	Jesus used something the men understood about to show them a miracle which pointed to him being the son of God and he can be trusted. e.g. What does it look like for us to trust the crossing patrol person, your teacher who tells you to put your coat on outside....Hand activity - pupils draw around their hand and write 5 people they can trust on the fingers. Just as the fishermen chose to follow Jesus because they could trust him, so too there are many followers of Jesus today who put their trust in him.	Boat prop Oars Net Toy fish or pictures Blue material for water Jesus and the miraculous catch of fish script (Resource Bank)	1D

Theme Jesus	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
The Paralysed Man	Mark 2:1-12	To help pupils discover how Christians believe that Jesus' miracles point to him being the son of God.	Jesus showed that he was God's Son by healing a man and forgiving his sin.	<p>What does it mean to be paralysed?</p> <p>What kinds of things would you have today to help you? Wouldn't have these in Jesus day.</p> <p>Explain what it meant for someone who was paralysed in Jesus' day. (although he had great friends who he relied upon to help him).</p>	<p>Show video 'Jesus Heals a Paralyzed man' (Luke 5:17-26) - Saddleback Kids</p> <p>Explain the background of houses at that time, due to climate people would have had steps up to the roof. This would have taken patience and time, and the friends loved their friend who was paralysed so much, they were willing to make the effort. The paralysed man had good friends who believed Jesus could heal him.</p> <p>Explain background: Religious leaders didn't believe in Jesus being God's son, and they were angry that Jesus said he could forgive sin.</p>	<p>Explore the emotions of the characters in the story</p> <ul style="list-style-type: none"> -Friends -Paralysed man -Jesus -Religious leaders -Crowd <p>(screen shot scenes from video clip and take each in turn with happy, sad and no emotion emoji in three places in the room and get children to move to the emoji they would choose for each).</p> <p>-What would you have thought if you were in the house that day?</p> <p>-Christians believe that by healing the paralysed man, he showed that he had the power to forgive sin.</p>	<p>Lesson Presentation</p> <p>Video Emojis</p>	1D
The Ten Lepers	Luke 17: 11-17	To help pupils discover how Christians believe that Jesus' miracles point to him being the son of God.	To explore the Christian belief that Jesus showed he is God's son by healing the ten lepers. Christians believe this should create a response of thankfulness	<p>Explore saying thank you in different languages.</p> <p>Explore different ways of saying thank you through giving, cards, words, actions.</p> <p>Suggestion: you could look at this story around American thanksgiving holiday or harvest time.</p>	<p>Tell the story of the ten lepers (Luke 17:11-17), explaining background / history of laws in those times which meant if you were sick, you were considered sinful and had to be separate from others including loved ones so you didn't make them sinful too.</p> <p>Explore this story using a bell. Take in turns to give put a pupil in charge of a bell explaining that people with leprosy would have had to bring a bell when they were coming to let people know. The other children have to move out of the way when the bell ringer is near. Explore how someone with leprosy would feel in this situation.</p> <p>Jesus had compassion on the Ten lepers. Being God's son he had the power to heal their illness and showed he could forgive people of their sins.</p> <p>What was the Ten lepers response? Only one was thankful.</p>	<p>Circle time -</p> <p>What does it mean to say thank you?</p> <p>Thankfulness is how we feel about something - we have gratitude in our hearts because of something or someone.</p> <p>Sometimes we forget to say thank you.</p> <p>Jesus healing the lepers meant they were able to return to their families.</p> <p>Christians believe 'we' have a reason to be thankful to Jesus because in a similar way he can take away sin and bring people back to God who loves them.</p> <p>Get pupils to think about one thing they are thankful for and write a thank you card to someone.</p> <p>Explain importance for Christians of saying a prayer or 'grace' / thanks before meals.</p> <p>'Thank you for the world so sweet, thank you for the food we eat, thank you for the birds that sing, thank you God for everything.'</p>	<p>Lesson Presentation</p> <p>Pictures of thanksgiving or harvest</p> <p>Images of people with Leprosy</p> <p>Bell</p> <p>Thank you cards</p>	1D



Judaism

Focus Statement

At Key Stage 1 some aspects of contemporary Judaism might also be taught, as a monotheistic religion that has an intimate relationship with Christianity. Children should learn about the life of Moses and some other key figures from the Jewish Bible (called the Old Testament by Christians). They could also begin to learn how Jewish people today worship both at home and in the synagogue.



Key Stage 1

Pupils should have opportunities to:

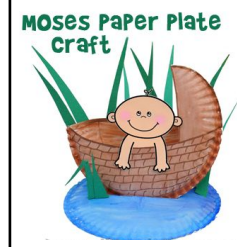
- hear about the life of Moses and others, *for example Abraham, Joseph, King David and Elijah*, in the Old Testament (LL) (SU);
- appreciate that Moses is spoken about in the Old Testament (LL);
- hear the story of the Exodus and the giving of The Ten Commandments (SU) (MC);
- develop an awareness that there are people in Northern Ireland who belong to religions other than Christianity, including some members of the Jewish faith (PDMU);
- hear about some of the things that Jewish people do when they worship at home, *for example how Jewish families celebrate Shabbat (the Sabbath), and the festivals of Hanukkah and Pesach (Passover)* (PDMU) (SU);
- look at illustrations of synagogues in books, pictures and online, and talk about them (LL);
- explore some of the things that happen in a Jewish place of worship (PDMU) (SU); and
- see and handle some religious artefacts and symbols associated with Judaism, *for example mezuzah, tallit, menorah or Star of David* (PDMU) (SU).

Especially at Key Stage 1 the inclusion of learning about other faiths in any individual school will follow a consideration of the background of the children in the catchment area and, of course, the expertise of the teachers and the resources available to them.



Judaism

Theme	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Judaism Moses (1) Birth of Moses	Exodus 2:1-10	To help pupils discover how Moses was cared for, not just by mother, sister and princess, but by God.	Learn that Christians believe that God cares about people and how they treat each other. Learn that Christians believe that individuals are unique and valuable to God.	Think and discuss all the ways that parents prepare for and care for a new baby. Funny baby videos showing parents caring for babies.	Tell the story of Moses' birth from Exodus 2:1-10 (use pictures or use objects to teach the following points). <ul style="list-style-type: none"> His mother looked after him, cared for, feeding, giving love. Mother kept him safe by making a basket Moses' sister stood close by and watched over him Princess allowed his mother to care for him The princess brought Moses up as her own <p>Video: Youtube (Saddleback Kids) Baby Moses, Exodus 1-2</p>	Discuss how God cared for Moses by providing people to look after him and keep him safe. Discuss how the Bible says God care for us, watches over and loves his people. Paper weaving craft/ paper plate craft	Funny baby video Pictures or objects for the 5 points (Lesson Presentation) Teaching video Paper weaving template: https://www.pinterest.co.uk/pin/116178865363744058/	1A 3A




Theme Judaism	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Moses (2) The Burning Bush	Exodus 3:1-15	To help pupils discover how God used Moses even though he seemed like an unlikely hero.	Pupils will explore why this story is still important for many people today, and acts as a reminder that God can still use his people to do amazing things just like Moses.	Show clips or images of movie characters who are unlikely heroes. Shrek - He doesn't want to be the hero he just wants to be left alone. Marlin (father from Finding Nemo) - he's a nervous wreck, overprotective, not your average 'hero' yet because he cares for his son becomes brave and swims the ocean to get him back.	Set the scene with colour - explain that God's people were working as slaves in Egypt in the desert under the hot sun (yellow), Moses was living in Midian and he was tending his sheep (white), he passed a bush on the mountain of Horeb (brown and green), but this bush was burning (orange and red). This was no normal fire because it didn't burn up the bush, the bush remained (brown and green). God spoke from the flames and told Moses that he has heard the cry of his people in Egypt and he will deliver them and bring them to a good land. God asked Moses to go and speak to the Pharaoh but Moses made excuses. Excuses Excuses: when someone asks you to do something that you don't want to do, we make excuses don't we? As a class make up a different excuse for each statement: - go and tidy your room - get your homework done - go and put this in the bin - come and set the table for dinner Teacher read the passage (Exodus 3:11-15) and get the pupils to listen out for the excuses Moses made. Q: How did God respond to Moses' excuses?	I wonder' questions to allow children to discuss and learn how God was with Moses and how Christian believe he can be with us. -I wonder why the bush didn't burn up? -I wonder why God chose Moses? -I wonder why Moses made excuses and didn't want to go?	Lesson Presentation Unlikely hero images Colour cards (or images in powerpoint) Bible passage	1A

Theme Judaism	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Moses (3) The 10 Plagues	Exodus Ch7-14 (Overview)	Pupils will discover how God's people were to remember and celebrate his rescuing them from Egypt through a special meal (passover).	To help pupils explore the significance of the Exodus and why it's still important to God's people today, knowing that God is their rescuer.	<p>Celebrations: Discuss all the things we eat at celebrations: turkey at Christmas, Chocolate eggs at Easter etc.</p> <p>Food is an important part of celebrations and it is in the Bible too. God taught his people to have a very special meal to remember what it is he did for them and how he kept his promises.</p>	<p>Responsive Drama (Resource Bank): God gave Moses a promise to rescue his people. God had a very special plan for them. Moses and Aaron went to Moses and asked to "let my people go" (hold up sign) but Pharaoh said "NO" (turn over sign). Teach about the 10 plagues each time using the sign and teach about God's instructions for his people as they got ready to leave.</p> <p>By the tenth plague, when the first born of every Egyptian family died, Pharaoh finally said 'GO'. Moses led the Israelites out of Egypt and into the desert but Pharaoh changed his mind and chased them. God still looked after them by opening a path through the red sea, saving the Israelites from the Egyptians.</p> <p>Memory Verse: The people of Israel (point to yourself and others in the class) Went through the sea (act like you are walking through something) On dry ground (pat the ground) There was a wall (put your hands up like there is a wall in front of you) Of water (wiggle your arm like it was a wave of water) On their right side (make the wall motion with right hand) And on their left side (make the wall motion with the left hand) Exodus 14 (put all 10 fingers up and then 4 fingers) 22 (hold up 2 fingers on each hand to represent 2-2)</p>	<p>God split the sea and rescued his people to show them how much he loved them.</p> <p>He told them that every year they should celebrate with a special meal. This meal was called the passover. There are things in the meal to remind them of how they were slaves, how God did amazing things to rescue them.</p> <p>Jews today still celebrate the passover and remember how God loves and rescued his people.</p>	<p>Lesson Presentation</p> <p>Responsive drama (Resource Bank)</p> <p>'Let my people go' sign</p> <p>'NO' sign</p> <p>'GO' sign</p>	1A 2B

Theme	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Judaism								
Moses (4) The 10 laws	Exodus 20:1-21	Pupils will explore why rules are important and what God's rules are for his people.	To help pupils explore that God loved his people and wanted to look after them by giving them rules to live by.	Game: Simon says Have a discussion about rules and why they are important: What rules do you have in your house? at school?	God brought his people out of Egypt because He wanted to show them how much he loved them. He wanted them to be his people and for Him to be their God. God wanted what was best for his people and so he gave them 10 very special rules. Read and explain the 10 commandments to the class. Giving them an action for each one. 1 - No other God but the One who is true (hold up 1 finger). 2 - Don't worship any other, that's commandment 2 (wag finger). 3 - Use the name of God, only with respect (sign for speak) 4 - On Sunday, take a rest (sleep) 5 - listen to your mum and dad (cup hand around ear) 6 - don't ever take somebody else's life (make an x with your hands) 7 - love only your husband or wife (blow a kiss) 8 - don't steal from others (pulling towards you) 9 - don't ever lie (hand up to cover your mouth) 10 - if your friend has something cool, don't ever wish that it was yours and thats the final rule. (thumbs up for cool and cross fingers for wish)	Match the rule with the reason activity eg. don't run in the corridor because we might bump into someone and knock them over e.g. put your hand up if you want to speak because it stops everyone speaking at the same time Rules are there for our benefit - they are good and rules are important. God's rules for his people were also for their good. He wanted what was best for them and He wanted them to be His special people.	Lesson Presentation Matching activity cards / scenarios for pupils to match up. (Resource Bank)	1A 3B 3C

Theme	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Judaism								
David (1) Chosen as King	1 Samuel 16	Pupils to discover that David seemed an unlikely King but was by chosen by God because God knew what he was really like on the inside. He was a man who loved and trusted God.	To help pupils explore how God continues to rescue and care for his people by giving them a Godly king.	<p>Would you rather choices: e.g.</p> <ul style="list-style-type: none"> • McDonalds or KFC • Ketchup on the side or on top of chips • crisps or chocolate • pizza or chicken nuggets • TV or internet • cat or dog • PE or Music • be a teacher or a police officer <p>Discussion: If you had to pick someone to be king, what kind of person do you think they should be? eg. Kind, Make good choices, strong, honest.</p>	<p>God's people wanted a king. They looked at all these other countries and their kings and they decided they wanted a king too. The people begged and begged God for a king and so he gave them a man called Saul. Saul wasn't a very good king, he started disobeying God and taking God's people away from him. So when it came to deciding who was next God wanted just the right person to be king.</p> <p>God told a prophet (his special messenger), Samuel, to find a new king at the house of a man called Jesse.</p> <p>Talk about each of Jesse's sons (1 Sam 16:6-13) Act out the story with the seven brothers, each passing by. Mime some characteristics they may have had e.g. a mirror for good looks, strength, fighter, tall, shepherd.</p> <p>Jesse sent for David, the youngest, a shepherd boy, handsome and healthy, but had never been a soldier like his brothers. Jesse didn't consider David to have the qualities of a king. The Bible says that in his heart he loved God (16:7) and this is why God chose him, not just because of what he was like on the outside.</p>	<p>Discussion: create words and a big heart to stick them on. Help children to discover what characteristics God would have looked for in choosing the King and stick these on the heart.</p> <p>e.g. grumpy Jealous Greedy Selfish Mean Kind Generous Sharing Loving Patient</p> <p>David might not have been the King that everyone else would have chosen but he loved God and God was with Him.</p> <p>So Samuel put oil on his head as a sign that he would be the next King.</p>	<p>Lesson Presentation Choices images</p> <p>Heart and characteristic words</p>	1A

Theme	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Judaism								
David (2) David and Goliath	1 Samuel 17	Pupils to discover how David trusted God and knew that with God's help he would defeat the giant Goliath.	To help pupils explore how God continues to care for his people by rescuing them from the Philistines.	<p>Talk about some things that people might be scared of.</p> <p>God's people were very scared too - they were scared not of spiders or the dark but they were scared of Goliath who was a giant! He was a soldier in the Philistine army (the Israelite's enemies) who wanted to defeat God's people.</p> <p>Using a roll of wrapping paper, draw around the shortest person in the class. On another piece of wrapping paper 3 meters tall, draw Goliath.</p>	<p>As you tell the story - create a visual image of the two characters that you have drawn adding what they had in battle)</p> <p>Give Goliath a helmet, a coat of armour, a javelin, a spear, a shield, a sword, a booming voice. (Write on the 3 metre image of Goliath)</p> <p>Give David armour: a helmet, a coat of mail and a sword but then tell them that David wasn't used to the items so he took it all off. (Post it note the armour on David's image so you can remove it as he didn't keep it).</p> <p>Explain that David had 5 small stones and a sling (Write on David) and how unlikely it would be for him to win against Goliath with all his armour and weapons.</p> <p>But David also had God - stick on a sign that says God across David's image.</p> <p>Watch short video or read 'The Young Hero and the Horrible Giant' from the Jesus Storybook Bible.</p>	<p>Discuss how David didn't need armour to defeat the giant because he had God on his side and was able to win against Goliath with the throw of one stone.</p> <p>God's people were learning to trust God and know that He would help them.</p> <p>Christians believe that just as God was with David, he is with us and just as David trusted God, we can trust him too.</p> <p>Painted stone activity to remind that David won with one stone and God's help.</p>	<p>Lesson Presentation</p> <p>2 rolls of wrapping paper, pens, images to stick on</p> <p>Jesus Storybook Bible</p> <p>Stones Paint</p> 	1A

Theme Judaism	Bible Passage	Aim	Teaching point	Way in	Way through	Way Out	Resources	Curriculum Links
Abram (1) God's Call	Genesis 12:1-5	To help pupils discover how Abram trusted God when God called him to 'go', even though Abram did not know where it would lead him.	To help pupils explore what faith can look like today and how Christians believe they can still have faith in God the same way Abram did.	<p>Buddy walk: set up a small obstacle course in the classroom/ sports hall/ playground using a few chairs, tables, cones etc in groups of 2's or 3's, one pupil needs to walk slowly around the classroom/hall with the help and instruction of the other pupil(s).</p> <p>Have a discussion about how the blindfolded person had to trust the others so as not to walk into an obstacle.</p> <p>Explain that having 'faith' is trusting in God.</p>	<p>Introduce Abram as a man of great faith. He trusted God.</p> <p>Share a little of Abram's background:</p> <ul style="list-style-type: none"> - Abraham lived in a big town called 'Ur' - there would have been lots of people living there, with markets to visit and lots of amazing things to do. - Abram and his family probably had a lot of friends in this place. <p>Ask the children to think about where they live, have a discussion about some of the places they like to visit and some of the things they like to do and the people they like to do these with. (See lesson presentation activity: The place where I live)</p> <p>God came to Abram and gave him a promise.</p> <ul style="list-style-type: none"> - Make him father of a great nation - make his name great - bless him and his family <p>to have all of this Abram had to go to a land that God would show him.</p> <p>Abram gathered his wife, nephew and all their possessions and had to leave his town, his home, his friends, all the things he loved to do and the places he loved to visit and go to a place that God would show him.</p>	<p>Explain that God brought them to a new land, a land called Canaan and God gave Abram the promise that this would be the land God would give to Abraham's future family.</p> <p>Abram trusted God and he worshipped God in this new land that God had given him.</p> <p>Christians today trust God in the same way. They believe that God is with 'us' like He was with Abram and even though we don't know what is ahead, God does.</p> <p>Children can create an old map by tearing a page and staining it with tea/coffee, drawing mountains, rivers, the town of Ur and the land of Canaan.</p>	<p>Obstacle course</p> <p>Craft material: paper, tea bags, coffee, pens</p>	1A

Theme Judaism	Bible Passage	Aim	Teaching point	Way in	Way through	Way Out	Resources	Curriculum Links
Abram (2) Trusting in God's promises	Genesis 12:2-3 13: 14-17 15:5	To help pupils discover the story of Abram and Sarai and learn how they had to wait on God's timing.	To help pupils explore the Christian belief that God keeps his promises even today.	Have a discussion around promises. What is a promise? Sometimes we keep our promises and sometimes we break our promises even if we try really hard. Today in our story we are going to think of a very special promise God made to Abram.	Abram was already an old man (75) when God told him that they would have a son. Abram found it hard sometimes to believe God. God told him to look all around him at the dust/sand - the number of family members Abram would have would be greater than all the sand. Give children a small spoonful of sand and get them to start counting the grains - there are so many in one small spoonful! Abram believed but another few years past and He still had no children. Show a starry picture, ask the children to begin counting all the stars - too many to count. God promised that again Abram's family would be greater than the stars. Abraham believed again. More years passed and many more times Abram struggled to believe God's promise. God kept reminding him of this promise. Abram was 100 years old when they had a son, called Isaac.	What God had promised seemed impossible. Abram and Sarai were too old to have children. But God kept reminding them of His promise. God was teaching Abram and Sarai that they could trust Him, that God keeps his promises even if they seem too big or too impossible. The Bible teaches about lots of times when God keeps his promises and Christians believe that God still makes promises to his people today and that he keeps them. Promises that he will be with 'us', forgive 'us', care for 'us', be there when 'we' talk to him and love 'us.'	Sand Starry picture	1A



Moral and Spiritual Values

For the pupils, this section should be referred to as 'values'

Focus Statement

Key Stage 1 children should learn basic moral and spiritual values beginning with an awareness of the Christian belief that they are special to God even though they are young and small. They should also learn that what they say and do is important and that how they treat other people matters. What they learn in this area will come from the Bible and from the example of Christians through the centuries.



Key Stage 1

Pupils should have opportunities to:

- learn that Christians believe that individuals are unique and valuable to God (PDMU) (SU);
- recognise worth in themselves and others, and learn that Christians believe that everyone is important and of equal worth (PDMU) (SU);
- deepen their understanding that each has been given gifts and talents that make him or her unique (PDMU) (SU);
- explore the importance of caring for their own bodies (PDMU);
- explore their own feelings in various contexts and begin to be aware of how these are reflected in Christianity (PDMU) (SU);
- learn that Christians believe that God cares about people and how they treat each other (PDMU);
- reflect on people who care for them and talk about how they care for others (PDMU);
- learn that Christians share many values with people of other faiths, *for example the importance of speaking the truth* (PDMU) (MC); and
- learn that forgiveness is important to Christians (PDMU) (SU).



Moral and Spiritual Values

Theme Values	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Equal but different	Parts of the Body of Christ 1 Cor 12:12-27	To help pupils discover how Christians believe that all people are unique and valuable to God.	To help pupils explore how the Bible teaches that every person has different talents, gifts and abilities but equally important to God.	Cake ingredients (visually discuss the need for each ingredient or make a cake together. You could make a cake that doesn't use all the ingredients and show the need to have every part.)	<p>In groups/whole class get pupils to piece together 'Mr Potato head' (Either laminated pictures of different parts or the figure). It could be a fun race or you could ask questions throughout- what's he missing, why's that important.</p> <p>Explain that Mr Potato head is made up of lots of different parts and our bodies are too.</p> <p>Explain (rather than read the full passage) that the Bible teaches in 1 Cor 12-12-27 that each part of the body is important. We can't have all eyes, or all ears or all feet, we need each different part to make up the body.</p> <p>Explain that Christians believe that God made each one of 'us' uniquely to be a part of God's family.</p>	<p>Explore how this is relevant in our school family also. Invite along members of the school to share about their role in the school and how they are all different but each helps school to run eg. principal, care-taker, bus-driver, dinner ladies, BOG. Without each person, school wouldn't be the place you know.</p> <p>In the same way Christians believe 'we' are each different and valuable so it's important to be ourselves, so the world doesn't miss out on what 'we' can offer.</p>	<p>Mr Potato head figure/ laminated images.</p> <p>Cake ingredients</p> <p>School staff</p>	3A 3B

Theme Values	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Unique	Psalms 139	To help pupils discover that each of us is unique.	To help pupils explore that Christians believe God made each of us as we are and are special to Him.	Bring examples of knitting - ask the children have they ever seen someone knitting? Discuss how careful you have to be when knitting, following a pattern, what you have to do to get things right and what can happen if you get it wrong.	Explore how the Bible teaches that 'we' are knit together by God. Watch Lego Psalm 139 video. Focus in on "I praise you because you made me in such a wonderful way." Look at each person in the class - we are not all the same, in fact we are all different and yet we are all made in such a wonderful way. We don't need to be like everyone else, we just need to be ourselves. We are all special and unique.	We each have an individual thumb print. Create thumb print characters adding googly eyes/sequins and draw hair - creating a class poster.	Knitting examples Lego Psalm 139 video (CODECUK) Ink pad Googly eyes Sequins Baby wipes Pens	1B 3A 3B
Being valuable to God	Zacchaeus Luke 19: 1-10	To help pupils discover that everyone is valuable to God no matter what they've done or how popular they are.	To help pupils explore the Christian belief that because of how Jesus treated Zacchaeus and stopped to spend time with him, Zacchaeus' life changed for the better, knowing that he was loved and valued by Jesus.	Show distorted pictures of cartoon characters, get pupils to guess who they are.	Show or share about toy story clip- Buzz thinks he is just a toy but is reminded he is someone special because he belongs to Andy. Tell the story of Jesus meeting Zacchaeus, pausing for pupils to create a 'freeze frame' of that part of the story. *Zac as a tax collector stealing money. *Jesus comes to town but he can't see because he is too short. *He climbs a tree to see Jesus *Jesus invites himself to Zacchaeus' house. *Zac gives money back to the poor	Christians believe when Zacchaeus met Jesus he understood that he didn't need money to make him happy because he was loved by Jesus. He wanted to show the love and value that Jesus had shown him to others by giving the money he owed back and even more. Create cards or write letter to a family member, youth leader, teacher etc. to thank and value them for who they are and what they do.	Lesson Presentation Camera/i-pad for photos of freeze frames Toy Story clip Card, paints, pens etc. for thank-you cards	3A 3B 3C

Theme Values	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Forgiveness	The Unforgiving servant Matthew 18:21-35	To help the pupils discover what Jesus taught about forgiveness and why it matters.	To help pupils explore the Christian belief that people should forgive each other because God forgives people for the wrong things they think, say and do.	<p>Ask the children how they would fix some broken things eg. a torn page, a flat tyre, a cut finger. Finish by asking for suggestions on how they would mend a broken friendship. Explain that sellotape or a plaster won't work but that Christians believe the Bible can help us.</p> <p>Ask pupils to make suggestions of what sorts of things can break a friendship e.g. being left out of a game, name calling etc.</p> <p>Ask pupils to choose an emoji to describe how they feel when a friend says/does something that is hurtful.</p>	<p>Explore what the word forgiveness means with pupils using a mind map.</p> <p>How easy would it be to forgive if activity... Have a scale from 1-10 and ask children to stand where they think they would be. eg. You parent forgets their promise to buy you a present Someone breaks your favourite toy etc.</p> <p>Tell the story of the unforgiving servant using the Bob Hartman 'Telling the Bible' version- 'Hey, that's ok'.</p> <p>Explain that Christians believe that 'we' have done wrong in 'our' lives and need forgiven by God and because of the forgiveness 'we' have been shown by God 'we' should also forgive others.</p>	<p>Explain that isn't good for us to hold onto those hurt feelings and that forgiving is choosing to let go of those feelings after 'acknowledging' that it hurt.</p> <p>Use dissolving tablets (available from chemist/supermarket) in water to help the pupils understand what happens when we choose to forgive.</p>	<p>Lesson Presentation</p> <p>Copy of Bob Hartman's 'Hey it's Ok' from 'Telling the Bible'</p> <p>Water, see through container and dissolvable tablets</p>	3C



The Natural World

For the pupils, this section should be referred to as 'The World'

Focus Statement

At Key Stage 1 children should explore the themes related to appreciation of the natural world, and in particular the ideas of creation and of creativity. They should begin to understand that people of different faiths believe that caring for the natural world is important and that human beings have particular responsibilities. They should have opportunities to explore this in a practical way in the school environment.



Key Stage 1

Pupils should have opportunities to:

- explore the variety and beauty of the natural world (TWAU);
- express their personal responses to aspects of the natural world (SU);
- recognise and express feelings associated with their response to the natural world (SU) (TWAU);
- become aware that Christians believe that God created the world and cares for it, and expects people to care for it too (TWAU);
- retell in simple terms the story of the creation from the Bible and talk about how this is important for Christians and Jews (LL) (SU);
- ask and respond to questions arising from the Creation Story (LL) (SU);
- use colour, words, actions and/or music to express their own feelings and ideas about the Creation Story and about God (The Arts) (SU);
- reflect on what it means to create something (The Arts) (SU);
- begin to appreciate beauty in the creation of others (The Arts) (SU) (TWAU);
- begin to understand that we all have to take responsibility for the world and its creatures (TWAU);
- become aware that Christians care about animals as part of God's creation (TWAU);
- consider some of the concerns that pupils or the school community might have about their local environment (TWAU); and
- reflect on how important it is to be grateful and thankful (SU).



The Natural World

Theme	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
World								
Creation	Genesis 1-2:3	To help pupils discover the Bible story of creation.	To help pupils explore how Christians believe God made the world for 'us' to enjoy & how special 'we' are to him.	<p>Playdough activity - Create something</p> <p>God is creative too! He made the sand, the sea and the sky and everything that lives in them.</p> <p>Tell the creation story drama using the following props. (Torch water pistol plant toy bird/fish toy animal barbie/action man eye mask - Resource Bank)</p>	<p>Sequencing activity: Order the images into what was created each day</p> <p>Discuss what do you need to have ready for the arrival of a baby? Explain that when God created the world, he got everything ready for us so that we would be happy and have everything we need. Emphasize that Christians believe human beings were the best part of God's creation because we can be his friends.</p> <p>Watch Video: God's story: Creation (Crossroad Kids' Club) OR: Creation - Little Bible Heroes (Gold Quill)</p>	<p>Creation walk: class walk around school - gather items such as leaves, stones, seeds etc and create a picture in groups using the natural items to depict a day in the creation story.</p>	<p>Lesson Presentation</p> <p>Resource Bank</p> <p>Play dough Props Pictures</p> <p>Video</p>	1B

Theme World	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Caring for our world	Genesis 1:27-30	To help pupils discover how to care for our world.	To help pupils explore how the Bible teaches God created the beautiful world for 'us' to enjoy and He wants 'us' to care for the world too.	<p>Ask each pupil to bring in a photo of them in a beautiful place outside eg beach/forest/park/garden etc</p> <p>Discuss as a class the beautiful scenery. Emphasise that when God created the world - he said that it was good - and it is!</p> <p>Show an extract from video of 'beautiful planet earth'</p>	<p>The world is beautiful and God told Adam and Eve the first man and the first woman to care for the birds and the animals and all living things.</p> <p>Show images of pollution, rubbish on the ground/seas, trees being cut down, wasting water and electricity. In each picture ask the children to point out the things that are bad for the world.</p> <p>Have a discussion about the things they could do to help care for what Christian's believe is God's world.</p>	<p>Create a poster about caring for the world to display around the school- you may want to relate this to what your school ECO club is doing.</p> <p>This could be about recycling, not throwing litter, growing flowers and planting trees, not wasting water/ electricity etc.</p>	<p>video - type "beautiful planet earth" into youtube - choose one appropriate for your age group</p> <p>pollution images</p> <p>art supplies and paper</p>	1B 3D
The great Flood: Noah (Rainbow focus)	Genesis 6 - 9	To help pupils discover the promise God gave to Noah.	To help pupils explore how Christians believe that God continues to care for the world.	<p>Teach weather symbols and talk about all the different kinds of weather.</p> <p>Watch a weather report</p> <p>Have children act as a weather reporter</p> <p>What would you do if you got a weather warning for</p> <ol style="list-style-type: none"> 1. heat wave 2. snow storm 3. thunderstorm 	<p>Use weather symbols to teach the story of Noah including weather warnings and talk about how he gave warnings to the people around him to turn back to God.</p> <p>I Wonder Questions to explore the story e.g "I wonder why no-one listened to Noah's warnings" "I wonder what it was like on the ark" "I wonder how they all had food" etc</p> <p>Finish on a the rainbow - talk about how a rainbow is made. Talk about how Christians believe it was a promise from God that He would never again flood the Earth and would go on caring for it. (See Genesis 8:22)</p>	<p>The rainbow is a reminder for Christians that God keeps his promises.</p> <p>Learn the colours of the rainbow - Create a plate rainbow to help.</p>	<p>Lesson Presentation</p> <p>Weather symbols</p> <p>Weather report video</p> <p>Craft materials</p>	1B



Theme World	Bible Passage	Aim	Teaching Point	Way In	Way Through	Way Out	Resources	Curriculum Links
Jesus calms the storm	Mark 4:35-41	To help pupils discover the power of the natural world	To help pupils explore how Christians believe that Jesus has power, even over the natural world.	<p>Scenarios - Using different emojis, give the children number of scenarios about the natural world and ask them to choose which emoji would describe how they are feeling in that scenario.</p> <ul style="list-style-type: none"> - It's a windy day and your trampoline has blown away - A snowstorm, school has been cancelled and you're stuck in the house. - Pouring with rain at lunch time and you have to stay in the classroom. - The last scenario should be in the middle of a big storm with waves crashing into the boat, so you can link to the Bible story. 	<p>Using a parachute/sheet - act out the storm and tell the story from Mark 4:35-41. Someone is Jesus asleep in the middle - everyone else shakes the parachute up and down. When Jesus says be quiet the storm stops</p> <p>Talk about how the disciples would have been feeling after Jesus calmed the storm.</p> <p>Watch video: Jesus calms the storm (Saddleback Kids)</p>	<p>Christians believe Jesus is the son of God and has power over nature.</p> <p>Make origami boats and write on the side "peace, be still" (v39)</p> <p>Christians believe that in the middle of scary situations God is with us cares for us.</p>	<p>Scenarios</p> <p>Emoji print outs</p> <p>Parachute/sheet</p> <p>Paper</p>	1A

KIDS QUEST



Resource Bank



The Bible

Lesson: What's in the Bible (Part 2) Interactive Bible Story – Jesus the King



Key Words:

- Donkey:** “eee- aww”,
Can't do that: “oh yes, you can!”
Grumble/grumbling: “it's not fair!”

Jesus and his followers have been travelling for a long time and they are tired and worn out. Some of the disciples are even starting to **grumble!**

So Jesus gets them all together and says:

“Listen guys, I think it's time for the **donkey**.”

“What **donkey?**” his disciples ask.

“The one that you are going to get for me from the next village”, Jesus replied.

“Right, hmmm, hang on a minute Jesus – a **donkey?**”

Yes, a **donkey**.

Jesus...look...**we can't do that!**

So Jesus sat them all down and said –“Here's the deal guys –this **donkey** is part of an important plan that I made a long time ago.

So Jesus chose two of his disciples and said “this is the job for you”. I want you to go to the next village and when you see the **donkey**, untie it and bring it to me.”

But the two disciples weren't sure about this plan so they started to **grumble**...in fact they were complaining so much that the rest of the disciples started to **grumble** with them, they even said these two men ‘**can't do that!**’

But Jesus said to all of them– “there's no point moaning’. You two go to the village as I've told you and bring back the first **donkey** that you see. If anyone bothers you just say ‘the master needs it’ and all will be fine.”

So the disciples headed off into the village, sure enough they saw the **donkey** that Jesus was talking about and they began to untie it. But as they were untying it some men arrived and started to **grumble**... “you **can't do that!**’ they said “it's our **donkey**.”

But the disciples explained “the Master needs it” and sure enough, just as Jesus had said, the men allowed them to take it with them.

As soon as the disciples got back, Jesus got onto the **donkey**. Then he rode into Jerusalem. As he rode in, huge crowds of people all lined up along the street to meet him and started shouting and singing praises to God. They were saying things like “Hosanna, Glory to God, Praise God.”

Some of the people even spread out their clothes in the road in front of Jesus and others cut down branches from trees and waved Palm leaves to greet him. Most of the people were so excited to see Jesus on the **donkey**, but some of the religious leaders started to **grumble** and complain. But the people didn't care - they were really excited, because to them Jesus was their King.



Church

Lesson: A Church Visit Church Building Treasure Hunt

This church has...



- Seats / pews
- Stained glass windows
- Cross
- Bibles
- Hymn / Song books
- Lectern / Pulpit
- Musical Instruments

What else do you notice?

(Write or draw)

Do you have a question?



Church

Lesson: A Church Visit Church Leader Lesson Script (Page 1 of 2)



Welcome the pupils at the front door of your church, explaining who you are and your connection to the church if they don't know you e.g. minister, worship leader, part of the church family.

Explain that Sunday is a special day in the week for everyone who is part of the church, that it is a time when everyone comes together in this building to discover more about God, getting to know more about him and what it means to follow Jesus.

Time for 'Church Building Treasure Hunt'-pupils walk around the building trying to spot different items e.g. stained glass window, Bible, cross, hymn book, seats, pews etc.) Feel free to chat about these different elements while the pupils complete their check list.

Bible

Every Sunday we will always spend time learning from the Bible together. Someone reads a small part of it out loud from the front of church/lectern/pulpit and everyone else listens and thinks about what God wants to teach us through it. The minister/pastor will also spend some time explaining what it teaches us to help us understand.

If there is a lectern or pulpit take the children to it so they see or if you have Bibles in the seats of the congregation or you use screens to show the passage, you can show that too, explaining that people can read along at the same time as someone reads it out loud.

If time permits you could teach them a short interactive Bible story or show a short clip of a Bible story. There are lots of ideas from the SUNI website <https://suni.co.uk/schools/bibletimeline/>

Worship

Something else we also do is sing songs to God. We sing to remind ourselves about who God is-our creator etc. and what he is like- he's good, he's loving, he can be trusted, what he has done for us and to say thank-you to God for all those things. We use lots of different instruments and sing lots of different songs-some were written a long time ago, others were written not so long ago.

You could show pupils the different instruments, get them to guess what they are and have some volunteers come and play some. If you have an organ, it would be great for the pupils to see and hear it being played... especially if it was a song they knew.

If time permits you could sing together (use a familiar song from their assemblies or teach one-if possible the song should tie into the theme of your Bible story).

Celebration

As a church we also have times when we celebrate together. Ask the pupils what sorts of things/times do they celebrate with their family? (e.g. birthdays, Christmas, new job etc.)

Ask them how they celebrate? (e.g. party, special food, gifts etc.) Explain that as a church family some of the celebrations you have are called Baptism/ Dedication, Communion, Weddings.

Choose one of the following celebrations to explore further:

Baptism
Wedding
Communion



Church

Lesson: A Church Visit Church Leader Lesson Script (Page 2 of 2)

Baptism:

Take pupils to see the Baptismal font or Baptismal pool- you could demonstrate what happens as you explain.

Baptism is a special celebration when someone shows everyone there that they have chosen to follow Jesus or where a Christian parent/s presents their child in baptism. In the Bible during Jesus' day people got baptised in lakes and rivers, today some people still do, others have baptismal pools or fonts like this.

Baptism shows that the person is choosing to follow Jesus. For a baby, the parent/s are making a promise to God that they will be brought up within the church family.

To show this a person could be plunged under the water and brought back up or for a baby, water may be poured over their head in the name of the Father, Son and Holy Spirit and they are anointed with oil in the shape of a cross (this is dependent on your tradition). Baptism reminds people that Jesus came to earth to take the blame for the wrong things in our lives and help us make a new start.

Wedding:

A wedding is a special celebration as a man and a woman make special promises to each other in front of their family, friends and God as they become husband and wife.

The church can be decorated with flowers and lots of colour and the man and woman give each other rings as a symbol of the promises they have made.

Show some photos of weddings that have taken place in the church or you could get pupils to volunteer and 'act' out what a wedding can look like-with the exchanging of rings and with props to dress up.

Communion:

In the Bible Jesus just before he was arrested and crucified, had a special meal called the Last Supper with his disciples. During it he gave them some bread and wine telling them that they should take these things as symbols at special times to help them remember about his death on the cross and rising from the dead. The Bible tells us he did this taking the punishment for the wrong things in our lives and so we could be friends with God if we choose to follow Jesus. He told all his followers to keep celebrating communion together to remember all he had done and why.

At this point you could serve the pupils some juice and biscuits and spend time chatting with them.

Compassion

For Christians caring for the poor or those that other people forget about or don't want to spend time is important too, it's what Jesus told his followers to do when he was on the earth. We do this in lots of ways, close to home and far away in other countries.

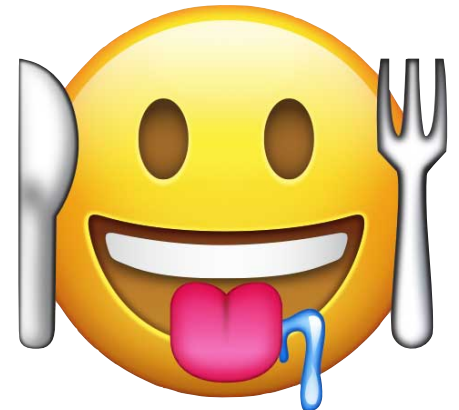
Take some time to show pictures or take them to places in the church where 'compassion ministries' are organised or run and explain what happens e.g. food hampers-packing and collection point, Operation Child-Christmas shoe box. You could also show them a world map/photos/short videos and share about some of the missionaries from your church/that you support and what they do to share about Jesus and care for others in different countries.

Thank the pupils for coming along to visit, if appropriate you could invite and share some of the activities/organisations that they could come along to, explaining that lots happens during the week, not just on a Sunday.



Jesus

Lesson 1: Jesus as a boy Emoji Activity and Script





Jesus

Lesson 1: Jesus as a boy Emoji Activity and Script





Lesson 1: Jesus as a boy Emoji Activity and Script



Give pupils/groups of pupils the different emojis and when they are mentioned in bold they have to hold them up as you tell the story.

Jesus lived in a little village called Nazareth with Mary and Joseph. Every year they travelled to Jerusalem for the Passover festival, it was a special time of celebration and so Jesus was very **excited**.

Though Jerusalem was a long way from Nazareth, seventy miles away. In those days there were no trains, buses or cars, most people walked everywhere. Jesus, Mary and Joseph had to walk for three whole days to get there and at the end of the long journey they were **tired** and needed a rest.

Whilst they were there they had a great time in Jerusalem. They spent the week- visiting friends and **laughing** lots, Jesus spent lots of time **running** around and playing with people which made him **hungry and thirsty** so they went shopping in the market for some tasty food. They all visited the temple to **worship** God. They had a special meal together to remember how God had set the Jewish people free long ago when they were slaves in Egypt. But now the week was over and it was time to go home. Mary, Joseph and Jesus were **sad** to leave their friends.

Mary and Joseph joined a group of travellers on their way to Nazareth and began the long journey home. At the end of the first day they went to look for Jesus among his friends and relations but he was nowhere to be found. Mary and Joseph were **worried** about him.

As soon as it was light the next day they began walking back to Jerusalem. When they got there they **looked for** Jesus in the park, at the market, at the houses of the people they had visited – but he was not there. They were **very worried** now. Then they remembered that when they had last seen him, Jesus had been in the temple.

They hurried as fast as they could to the temple and when they went in they were **shocked** by what they saw (binoculars emoji.)

There was Jesus, **happy**, sitting – listening to the teachers, asking them questions and answering theirs. And everyone who heard was **amazed** at the answers he gave.

‘Why have you treated us like this?’ Mary asked, **a little angry**. ‘Your father and I have been searching everywhere for you.’

‘Why were you searching for me?’ Jesus asked. ‘Didn’t you know that I had to be in my Father’s house?’ He wanted to make time with God, it was important to him as he grew up.

Mary was **confused** by his answer – but Jesus was talking about his heavenly Father – God. He wanted to be where he could learn more about Him.

Even though his parents didn’t always understand him, Jesus went home with them, he **listened** to them and obeyed them because He knew that this was what God wanted him to do.



Lesson 3: Resurrection of Jesus Musical Drama

It had been a very sad week for Jesus' friends and followers. Jesus had died, he had been arrested and crucified, even though he had done nothing wrong. His disciples had run away and hid, scared by what had happened to Jesus that they might be in trouble too. **(pupils play sad slow music using instruments).**

A few days after Jesus had died and his body had been wrapped in cloths and put in a tomb, a few women decided to visit the tomb. They went very early in the morning, quickly and quietly so no one would see them **(pupils play quiet, gentle music on their instruments).**

But when they arrived they got a great big shock!! **(pupils play loud, dramatic music on their instruments).**

The stone had been rolled away from the front of the tomb AND when they went inside there was no body anywhere!

Then two angels appeared and told them not to look for the living among the dead and that Jesus wasn't there but had risen. The women didn't understand, they had lots of questions and were very confused by what the angels had told them **(pupils play confused, mixed up music on their instruments).**

Then they remembered what Jesus had said about being raised from the dead after 3 days. They were so excited and happy, running back as quickly as they could to tell the disciples the great news. They suddenly understood that Jesus was ALIVE!! **(pupils play happy, joyful, fast music on their instruments).**



Lesson 5: The Two Builders Script Matthew 7:24-27



Actions

Wise - finger tapping head thoughtfully, 'Hmm!'

Foolish - Scratching head confused, 'Huh?'

Sand(y) - Palms of hands rubbing together to make a sandy noise

Rock(y) - Clenched fist on the palm of the other hand

Wind - A howling wind sound

Thunder - Clapping hands together

Rain - Pitter patter with fingers on table

Storm - Ahhhh!

There were two men – one was **wise** and one was **foolish**. Both men had graduated from building school and each had learned the correct and safe way to build a house. One day they both set out to build houses for themselves. After searching for some time, the wise builder found a clear spot on the solid **rocky** ground. Building on the stone was difficult but the man remembered in building school being taught that a firm foundation was the best ground to built on. It took a long time to complete the house. But when he finished, the man knew his new home was strong and would keep his family safe from the most powerful winds and heaviest rains.

The **foolish** man found a nice spot for his house, too – on a **sandy** beach. This man decided to build on the soft **sand** because it was very easy and took very little time. In fact he finished long before the **wise** builder and he was quite pleased with himself. Even though he had also been taught to build his house like the **wise** builder, he chose his on easier way. He was happy that he had such a nice view of the sea from his house.

For some months they lived happily in their new house. Then one night there was a terrible **storm**. The **wind** howled, the lightning flashed, the **thunder** boomed, the **rain** poured and the rivers overflowed. The **wise** man looked out of his window, saw the storm - but wasn't worried about it one little bit. He knew the house he had built would keep him safe. So he just made a cup of tea, sat by the fire and read a book until the storm had passed.

The **foolish** man suddenly heard a terrible rumbling noise and when he looked up, there was huge crack running down the wall of his house - then part of the roof blew off and this man and his family had to run for their lives as their house fell down round them.



Jesus

Lesson 5: The Two Builders Application

Ask the children what the important difference was between the two houses. One was built on rock - and one was built on sand. When the wind blew, it blew lots of sand away and when the rain fell, it washed away whatever was left and because the house built on sand had nothing left to stand on, it fell flat. But no matter how hard the wind blew it couldn't blow the rock away and no matter how much rain fell it couldn't wash the rock away and so the house built on rock stood firm.

When Jesus told the story of the two builders, he said to those listening that if they hear his teachings and obey them, they are like the wise builder who built his house on the rock. If they hear his teachings and don't obey them, they are like the foolish builder who built his house on the sand. Jesus was telling the crowd that he is like the solid rock foundation—that those who hear and obey him will be kept safe and looked after when life seems like a storm, like the wise man in his house. Jesus told those listening that if they chose to go their own way even though they knew the right or better way, they would be like the foolish man whose house was washed away because it was not built upon the firm rock.

Christians believe that God wants them to choose which builder to be like. To obey God even when it isn't always easy to do what he wants. For example, In school sometimes teachers tell pupils not to swing on their chairs, or to hang their coats up. Ask the children why they think teachers ask these things. So that they don't get hurt and to protect and keep pupils safe. Christians believe the same is true with God, that sometimes it seems easier to do things your own way, maybe telling a fib to cover up something you have done wrong, or lying to get out of trouble. But the Bible says it's always better to obey God, because he always wants what is best for those he loves.

Wise and foolish choices

Read out the wise and foolish options and get the pupils to go to opposite sides of the room to vote on which of the following choices would be wise or foolish.

- You go outside in the rain with no coat.
- You eat all 15 chocolate eggs you got at Easter all in one go.
- You walk in the corridors in school.
- You tell a lie to your mum that you didn't break the window.



Jesus

Lesson 8: Jesus and the miraculous catch of fish Luke 5:1-11

One day as Jesus was teaching near a lake, he saw two boats (**searching emoji**) and some fishermen who were working hard to clean their nets (**sweaty/tired emoji**). So many people had come to see Jesus that he stepped into one of the boats to move back from the crowd. The boat belonged to a man called Peter who had been busy fishing all night and had not caught anything in his nets. Jesus asked him to go out into the water and taught the people about God from the boat (**speaking/listening ear emoji**) and when he finished he told Simon to take the boat out into deep water and throw his nets into the water to catch fish (**fish/boat/net emoji**).

Simon told him “We’ve worked hard all night (**tired emoji**) and didn’t catch anything (**sad emoji**) but because you say so, I will throw out my nets again”.

And so Simon threw out his nets and as he pulled them into the boat again, there were so many fish caught that the nets could not hold them all and began to break. Simon shouted (**shouting emoji/megaphone**) to others in their boats nearby to come and help them and when they did their boats were so full of fish and so heavy too that they began to sink. Everyone was amazed at what had happened (**shocked emoji**).

When Simon saw all this he fell down in front of Jesus and said “Lord don’t come near me, I am a sinner” (**embarrassed/ashamed emoji**).

Jesus told him, “Don’t be afraid Simon, from now on you will fish for men.” The men pulled their boats to shore and left everything to follow Jesus (**smiley emoji**).



Judaism

Lesson 3: Moses and the 10 plagues Responsive Drama: Exodus 7-14 (Page 1 of 2)

Hold up the different signs as the correct time and pupils shout the words out.

Let my people go

No

Go

God had heard the Israelites cries for help and so he sent Moses and Aaron to see Pharaoh with a message **“Let my people go.”** Then Moses hit the River Nile with his staff, just as God had told him and God turned all the water turned to blood. There was no water to drink, it smelt really bad and and it smelled really bad.

But Pharaoh didn’t listen and said “no.”

God sent Moses and Aaron to see Pharaoh a second time with a message **“Let my people go.”** Then Aaron held his staff over the water and God made frogs appear all over Egypt. They were jumping and croaking everywhere. Pharaoh asked Moses to get rid of all the frogs and then he would let the Israelites go. But when the frogs were gone, Pharaoh changed his mind, **Pharaoh didn’t listen and said “no.”**

So God sent Moses and Aaron to see Pharaoh a third time with a message **“Let my people go.”** Then time Aaron held his staff out and God sent lots of gnats they annoyed the people and animals all over Egypt.

But still Pharaoh didn’t listen and said “no.”

So God sent Moses and Aaron to see Pharaoh a fourth time with a message **“Let my people go.”** Then time Aaron held his staff out and God sent lots of gnats they annoyed the Egyptian people and their animals. Pharaoh asked Moses to get rid of all the frogs and then he would let the Israelites go. But when the flies were gone, Pharaoh changed his mind, **Pharaoh didn’t listen and said “no.”**

So God sent Moses and Aaron to see Pharaoh a fifth time with a message **“Let my people go.”** Then God sent a sickness so all the Egyptian’s animals died.

But still Pharaoh didn’t listen and said “no.”

So God sent Moses and Aaron to see Pharaoh a sixth time with a message **“Let my people go.”** Then time God told Moses to throw soot from the fire into the air. When he did all the Egyptian people had big boils all over their bodies, they were very sore.

But still Pharaoh didn’t listen and said “no.”



Lesson 3: Moses and the 10 plagues Responsive Drama: Exodus 7-14 (Page 2 of 2)

So God sent Moses and Aaron to see Pharaoh a seventh time with a message **“Let my people go.”** Then time God told Moses to hold out his staff and he sent a great big hail storm over where the Egyptian people lived. Great big hail stones fell from the sky destroying lots of the crops, trees and plants of the Egyptians. Pharaoh saw what had happened and asked Moses to pray to God that it would stop, promising he would let the Israelites go. But when Moses prayed and God stopped the hail, Pharaoh changed his mind, **Pharaoh didn’t listen and said “no.”**

So God sent Moses and Aaron to see Pharaoh an eighth time with a message **“Let my people go.”** Then time God told Moses to hold out his staff and he sent lots of locusts to eat up any of the Egyptians crops that remained after the hail storm. Great big hail stones fell from the sky destroying lots of the crops, trees and plants of the Egyptians. Pharaoh saw what had happened and asked Moses to pray to God that he would get rid of the locusts, promising he would let the Israelites go. But when Moses prayed and God got rid of the locusts, Pharaoh changed his mind, **Pharaoh didn’t listen and said “no.”**

So God sent Moses and Aaron to see Pharaoh a ninth time with a message **“Let my people go.”** Then time God told Moses to stretch out his hand and he sent darkness all over Egypt so the Egyptians couldn’t see for 3 days. **But Pharaoh didn’t listen and said “no.”**

So God sent Moses and Aaron to see Pharaoh a tenth time with a message **“Let my people go.”** Then time God told Moses to tell the Pharaoh at night all the oldest sons of Egyptians would die. God told Moses to tell all the Israelites to pack up their things and get ready to leave, they were to have a special meal together called Passover and put some blood from the lamb over their door posts so the Israelites wouldn’t be harmed.

The Israelites did as Moses told them and it happened as God said it would. The oldest son of every Egyptian died that night, including the Pharaoh’s. Pharaoh sent a message to Moses and **this time he said “Go!”** So all the Israelites hurried to leave.

After a while though Pharaoh changed his mind and chased the Israelites with his army and horses and chariots to the Red sea but God looked after the Israelites and made a path through the sea so they could cross safely. When the Pharaoh and his army tried to follow, God closed the path and they were drowned.

The Israelites were saved by God!