



Key Stage 2 RE Scheme supporting the Northern Ireland Curriculum

KIDS QUEST

Big Adventures Bigger Questions

Kids Quest is a creative RE programme, based on the Northern Ireland Curriculum. It has been designed for Key Stage 2 pupils to help them explore and engage with:



The Bible

Pages 6-12



Judaism

Pages 13-29



Jesus

Pages 30-49



Church

Pages 50-60



Festivals

Pages 61-67



The Natural World

Pages 68-72



Moral and Spiritual Values

Pages 73-83

'Kids Quest' is a thematic Key Stage 2 scheme formulated by Scripture Union Northern Ireland, consisting of structured lesson plans that seek to complement 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	Beginning and growth	3A	Respect for self
IB	Creation and Fall	2B	The early Church to the present	3B	Respect for each other
IC	God's covenant with his chosen people	2C	Worship and prayer	3C	Respect for God
ID	God's Son			3D	Respect for the environment
IE	Birth and boyhood of Jesus				
IF	Ministry of Jesus				
IG	Passion, death and resurrection				
IH	Ascension and Pentecost				

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 framework 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>

The content for this Framework has been primarily written for Key Stage 2. In a Northern Irish context, we suggest this scheme to be delivered either in Year 5-7 classes, or across all three over a three year period, taking school holidays into consideration.

At Scripture Union Northern Ireland, we offer a three-year series of assemblies designed to take pupils through the Bible. This scheme complements our assembly programme, so that schools can also avail of the assembly material 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 three year period:

Year 5			Year 6			Year 7		
Term 1 (Sept - Dec)	Term 2 (Jan - Easter)	Term 3 (May - June)	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 lessons 1-2 Judaism lessons 1-3 Church lessons 1-4 Festivals lessons 1-3 The Amazing Journey (Festivals - 1 lesson)	Values lessons 1-4 The Amazing Jesus (Jesus - 3 lessons) Jesus lessons 4-8	Nat' World lesson 1 Judaism lessons 4-10	Bible lessons 3-4 Judaism lessons 11-15 Jesus lessons 9-10 Church lessons 6-8 Festivals lesson 4	Jesus lessons 11-17 Festivals lesson 5 Church lessons 5 + 9 Peacemakers (Values - 3 lessons)	Nat' World lessons 2-3 Fist Pump 5 (Values - 5 lessons)	Bible lessons 5-6 Judaism lessons 15-18 Jesus lessons 18-23 Festivals lesson 6	Church lessons 10-17 Festivals lessons 7-8 Values lessons 5-6 + 9	It's Your Move (Judaism /P7 Transition programme- 3 lessons) Nat' World lessons 4-5 Values lessons 7-8 +10

2.(ctd). In each section's 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 of the lesson outline and appropriate PowerPoints.

- **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.

NB: Copyright and usage:

Scripture Union NI do not claim to own content material from DENI RE Core Syllabus or CCEA Non-Statutory Guideline Material.

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.

Kids Quest RE KS2 Framework is a Scripture Union Northern Ireland © Schools Publication

info@suni.co.uk
028 9045 4806



The Bible

Focus Statement

At Key Stage 2 pupils should have opportunities to learn Bible stories and respond to these in a variety of ways. They should become aware that the Bible contains many different kinds of literature including law, history, poetry and prophecy. In their appreciation of biblical events, they should also begin to understand the basic chronology of the Bible.



Children should have opportunities to:

- explore how the Bible is valued and used by Christians (LL) (SU);
- further explore the Christian understanding that the Bible is the Word of God (LL) (SU);
- reflect upon how Christians use the Bible to find out about God and Jesus (LL) (SU);
- be aware that the Bible is a collection of books, which contain many types of literature, *for example history, laws, poetry, prophecy, sayings, gospels and letters* (LL);
- understand how the Bible is divided into two testaments, many books, chapters and verses (LL);
- understand that part of the Bible (the Old Testament) is also the important sacred text for Jews – known to them as the Law, the Prophets and the Writings ('the Tanakh', or just simply as 'The Bible');
- learn how to use references to locate passages in the Bible (LL);
- be aware of the basic chronology of the Bible, *for example that Abraham was before Moses and that David was before Jesus and the use of BC and AD for dating historical events* (M and N);
- explore the concept of the Covenant through Old Testament accounts of key figures, *for example Noah, Abraham, Moses and David from readings, retellings and digital media such as Genesis 12: 1–5, Genesis 17: 1–9 and Exodus 3: 1–10* (SU);
- talk about these stories together, exploring their moral and spiritual meanings (LL); and
- respond to these stories, *for example through reflection, pictures, poems, music and drama and see how the lives of major Bible characters are unfolded in the text* (The Arts) (LL).





The Bible

Theme Bible	Aim & Teaching point	Way In	Way through	Way Out	Resources
<p>1) What is the Bible? P5</p> <p>2 Timothy 3:16-17</p> <p>CL: 1A 2B</p>	<p>A: To help pupils discover why the Bible is valued and used by Christians.</p> <p>TP: To explore and understand that the Bible is God's words to us and recorded by men.</p>	<p>Have a discussion about books. What is a book? What kinds of books are there? Why do we have books?</p> <p>Share about a book(s) that is special to you and why? e.g. photos of a special time, given by someone important, helped in a hard time- map when you were lost.</p> <p>Explain that for Christians the Bible is a special book because they believe: -The Bible is God's special message to us. -God helped people to know what was important to include in it. -It's one big book, made up of lots of smaller books of different kinds/genres. -It helps us live our lives in a way that pleases God today.</p> <p>Display 2 Tim 3:16-17 as you share.</p>	<p>Have questions on sheets of paper on tables/around the room and pupils rotate to scribble answers/thoughts or add them with post-its.</p> <p>Questions: 1)How long do you think it took to write the Bible? (around 1600 years) 2)How many people do you think wrote the Bible down? (Approx. 40 different people-different times, places and backgrounds) 3)Do you know of other names the Bible can be given? (God's Word, Holy Bible, the Truth, Scripture) 4)Do you know the names of any people who wrote parts of the Bible? (Moses, King David, King Solomon, Peter and other disciples, Paul) 5)Do you know any names of books in the Bible?</p> <p>Spend time sharing what has been written and talking about the answers-pupils to research answers online after sharing their thoughts. Ask pupils if they were surprised by any?</p>	<p>With charades/props get pupils to guess the jobs of some of the different writers of the Bible fishermen, doctor, shepherds, kings, slaves, tax collector, cup-bearer</p> <p>Explain that God used ordinary and different people to write down his special message to us in the Bible which we will find out more about next time.</p> <p>Pupils research and create a Fact File/PPT slide on an individual who wrote parts of the Bible guided by following questions: Who were they? What did they do? What parts of the Bible did they write down and when? Why that part of the Bible might be important to have.</p> <p>Or Create an ad/poster about why the Bible is a special book for Christians.</p>	<p>Flip chart paper</p> <p>Coloured pens</p> <p>Post-its</p> <p>Book(s) special to you</p> <p>Props for charades eg. Fishing net, sheep, chains, crown, money, items a butler/waiter would use</p> <p>PowerPoint 1</p>

Theme Bible	Aim & Teaching point	Way in	Way through	Way Out	Resources
<p>2) What is the Bible all about? P5</p> <p>1 John 4:14</p> <p>CL: 1A 1E</p>	<p>A: To help pupils discover the Bible reveals God's rescue plan for the world.</p> <p>TP: The Bible is all about Jesus, who God sent to be the rescuer of the world.</p>	<p>Give clues-characters, places, plot details of books/films- pupils have to guess the book/ film e.g. Harry Potter, Narnia.</p> <p>Explain that each of these books/films are part of a much bigger story- they all fit together. In a similar way the Bible is made up of lots of smaller books but it is one big story-God's big story, which Christians believe we are all a part of today.</p> <p>Play a game of charades in which pupils act out different people who rescue us (e.g. police, medical staff, fire service, life-guard etc.) for the rest of the class to guess.</p> <p>Ask children what these people have in common (rescue/save us from danger).</p> <p>You could discuss ways in which they rescue us and reasons why eg. fire, lost, feeling sick, danger too big for us, we don't have the skills, they know what the problem is and how to fix it.</p>	<p>Explain that the Bible teaches us that in a much greater way Jesus was a rescuer (saviour), sent by God to save us- point to Bible verse 1 John 4:14 in the PowerPoint.</p> <p>Use jelly beans as a memory aid to explain what the Bible teaches about God's rescue plan for the world. You could ask volunteers to pick a coloured sweet and explain what it represents and then give small groups an envelope with the colours (sweets-enough for one colour set per pupil) and written explanations which they have to match together and put in order. Everyone can enjoy eating the sweets at the end!</p> <p>The Bible teaches: Green: God made the world- everyone and everything. People enjoyed a special friendship with God, but... Purple: People chose to forget about God and his ways and chose to do whatever they wanted (sin). People were selfish, greedy and cruel. We were all trapped in a world that wasn't as God wanted it to be and our special friendship with God had been spoiled, but... Pink: God had a rescue plan. He sent his son Jesus to be the rescuer of the world. He was born as a baby in Bethlehem. When he grew up Jesus taught people who God was and showed them what he was like and how to follow him.</p>	<p>However, not everyone liked him. One day... Red: Jesus was arrested, nailed a cross and died. His body was placed in a tomb with a big stone over the entrance. However... White: 3 days later he rose again. Jesus was alive! He had defeated death and rescued us from sin. So... Yellow/orange: Those who trust and follow Jesus can enjoy a friendship with God forever.</p> <p>Video- God's story: God's story, Crossroads Kids club explain this is what Christians believe the Bible is all about.</p> <p>Challenge the pupils to create a rap/ song/actions to help them remember 1 John 4:14, and what the Bible is all about. If done in small groups they could perform for each other.</p>	<p>Jelly beans for every pupil (You will need green, black/ purple, pink, orange, red, white, yellow jelly beans)</p> <p>Printout of the Jelly bean-Bible explanations for each group</p> <p>PowerPoint 2</p>

Theme Bible	Aim & Teaching point	Way in	Way through	Way Out	Resources
<p>3) Different types of books and writing in the Bible P6</p> <p>Law History Poetry & Wisdom Prophets Letters Gospels</p> <p>CL: 1A</p>	<p>A: To help pupils understand that the Bible is a collection of different kinds of books which Christians believe are all important.</p> <p>TP: To explore the different styles of writing in the Bible and understand when they are read the right way they bring meaning.</p>	<p>Suggestion: Try to book your school library for this lesson. Give groups of pupils a variety of books and they need to find the appropriate section/shelf of the library to put it on or take it from e.g. novels, poetry, science, history etc. Or complete the PowerPoint quiz about different kinds of books.</p> <p>Discuss the differences between different kinds of writing eg. History-facts, generally eye witness accounts- telling of events. letters-personal to specific person/people at a specific time. Stories/poems-teach us something in a creative way. Recipe book/manual-instructions on how to do something.</p>	<p>Explain that we read different types of writing in different ways and that is the same with the Bible. Our Bible today is one book but it's made up of lots of smaller books- they are written in different styles and so it's important to read them differently. Christians also believe that God helps them to understand what he is saying to them as they read the Bible.</p> <p>Show the PPT slides of books of the Bible, colour coordinated according to writing style and talk about the purpose and importance of each style of book for Christians.</p> <p>Books of the Law: reveal God's rules for faithful life.</p> <p>History books: record the history of God's special people, the Israelites, and how they lived their lives following Him (and what happened when they didn't) and what we can learn for our lives today.</p> <p>Poetry & Wisdom books: reveal how people can talk and listen to God and helpful advice for living lives that please God.</p>	<p>Prophecy books: reveal God's plan for the future. Old Testament prophecy books reveal what was ahead for God's people (the Israelites) and Jesus coming to earth and his death and resurrection. New Testament prophecy (Revelation) looks forward to Christ's return. The Gospels: share God's rescue plan for the world through Jesus, sharing about his life, death and resurrection and are eye witness accounts of Jesus' life on earth.</p> <p>Letters: written to churches and individuals sharing how Christians can live each day following God.</p> <p>Cut and stick exercise: Pupils will create and design their own mini library by colour coding or grouping books to highlight the different style of writing and labelling the library shelves.</p>	<p>Library books</p> <p>PowerPoint 3</p> <p>Mini library worksheet</p>

Theme Bible	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>4) How to find your way through the Bible</p> <p>P6</p> <p>CL: 1A</p>	<p>A: To help pupils find their way through a Bible.</p> <p>TP: To explore the Bible using Book names, chapters and verses.</p>	<p>Maze challenge (Use the playground or PE hall if possible): Split the class into teams and explain one member of each team will go outside the room and be blindfolded. When they return the team has to guide them around the room to pick up an object(s). The team can't touch them but can give instructions-just not in their native language. They have 30 secs in their team to decide how they will communicate. Blindfolded volunteers are brought in one at a time- quickest time wins. Time penalties if they bump into things/knock over obstacles.</p> <p>Discuss as a class the challenges of not being able to find your way and what helped in the challenge and everyday life us get around big cities or find new places e.g. maps, compass, signs, sat-nav, people's clear instructions, landmarks etc.</p>	<p>Remind them that the Bible contains lots of smaller books and different kinds of writing and lots of words in each book and so it is easy to get lost in it. Long ago when the Bible was written down it was recorded on scrolls which made it easier to read different parts but when they put the Bible we have today in one book, people needed some helpful markers to find their way around.</p> <p>Show and explain the contents page of a Bible can be used to navigate the way through the Bible using OT, NT, names of books, chapters and verses.</p> <p>Give pupils their own Bible and point out the contents page- OT and NT, Bible book names and page numbers.</p> <p>Sing or listen to the 'Books of the Bible song that you'll never forget, The Bigsy show' to learn the names of the different books.</p>	<p>Call out the name of a book and give pupils practising in using the contents page to turn to the correct page number. You could make it into competitive fun with teams working together.</p> <p>Explain chapters (Large numbers) and verses (small numbers) within a book and spend time practicing looking up chapters and verses in a particular book.</p> <p>Teach pupils how to write and recognise Bible references eg. John 3:16, Gen. 1:23. (book name, chapter and verse). Explaining that this is a shortened way of giving directions.</p> <p>Give pupils the Bible reference activity sheet which include details such as people's names, objects, animals. Pupils look ups the references and record the detail.</p>	<p>Blindfolds</p> <p>Objects to find in the blindfold challenge</p> <p>Bibles</p> <p>Bible refs activity sheet</p> <p>PowerPoint 4</p>

Theme Bible	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>5) Bible Images: What is the Bible like? P7</p> <p>James 1:23-25 (Mirror) Psalm 119:105 (Light) Jeremiah 23:29a (Fire) Matthew 4:4 (Bread) Jeremiah 23:29b (Hammer)</p> <p>CL: 1A</p>	<p>A: To understand the use of allegory in the Bible.</p> <p>TP: To consider different images which are used by the writers of the Bible to describe it and why the Bible is described like these things.</p>	<p>Ask pupils to share words/phrases used to describe the Bible and what people think it's like today eg. Fairytale, life-changing, hard to understand.</p> <p>Explain that people have lots of different opinions and ideas about the Bible but the Bible uses everyday objects to help us understand what it's like and why.</p>	<p>Show 5 images from PowerPoint. In small groups pupils groups have to discuss why they think it is useful and why the Bible might be described like that image eg. Bread-fills us up when hungry/ helps us grow healthy, the Bible helps us grow to know God and live his way. They could rotate around different areas of the classroom and add ideas to A3 sheets or with post-its to large pictures of the objects.</p> <p>Feedback ideas as a whole class.</p> <p>Explain why the Bible is described in these ways, using the Bible references and PowerPoint. Pupils could look up the Bible references for themselves.</p>	<p>Ask pupils which one they like the most and why.</p> <p>Challenge pupils to come up with modern day examples of objects/ things that could be used to describe the Bible and explain their reasoning or give them a variety of objects and get them to think through how the Bible can be described like that object e.g. mobile phone, first Aid kit etc.</p> <p>Create a Bible Mobile or Bible Keyring (their own artwork on strong card which is laminated or made from jumping or quick drying clay) to remind them of their favourite image and why the Bible describes itself like that.</p> <div style="text-align: center;">   </div>	<p>PowerPoint 5</p> <p>Pens/large sheets of card</p> <p>Variety of everyday objects</p> <p>Items for craft</p>

Theme Bible	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>6) Bible timeline: chronology of the Bible (16 Bible images, BC/ AD) P7</p> <p>CL: 1A 1C 1D 1E</p>	<p>A: Pupils will explore the chronology of the Bible.</p> <p>TP: To understand the meaning of BC/ AD in relation to Bible stories and how the Bible is divided into the Old Testament and New Testament.</p>	<p>Show pupils abbreviations and have them guess what they mean e.g., lol, RSVP, PS, etc.</p> <p>Finish with BC and AD. BC-Before Christ AD- Anno Domini- in the year of our Lord/After Death</p> <p>Explain the connection between: BC and the Old Testament AD and the New Testament</p> <p>Explore with pupils what chronological order means i.e. arranging things to follow one after the other in time. You could use a sequencing activity to help with this- images from a comic story etc.</p> <p>Explain that the Bible we have today is not set out completely in chronological order, instead books are grouped by the type of writing eg. Poetry and Wisdom, Law etc.</p>	<p>Show the 16 images from the Bible Timeline assembly series (free to download from https://www.sunl.co.uk/what-we-do/training-resources/creation-delivery/supporting-schools/bible-timeline-assemblies . (Mix up the order and hide the poem before the lesson)</p> <p>Discuss each image and what the pupils think it depicts and then ask the pupils to work together to put the images alongside the correct part of the poem and then in chronological order (whole class or small groups).</p> <p>Reveal the correct order and teach the pupils the Bible timeline poem to help them remember the order and the one big story of the Bible. Pupils could decide on actions to help them remember each phrase of the poem.</p>	<p>Extra: Choose some well known and simple Bible stories print out their names/short description and see if the class can assign them to the correct groupings of BC and AD and place them in chronological order.</p> <p>Give pupils the opportunity to create their own Bible Timeline images to go along with the poem or to work together to create a large one for a wall display or class timeline. You could discuss ideas as a class first and what they want to depict with each image.</p>	<p>PowerPoint 6</p> <p>Bible Timeline poem and images downloadable from SUNI website</p> <p>Pens, paper</p>



Judaism

Focus Statement

At Key Stage 2 children should extend their awareness of contemporary Judaism and its relationship with Christianity. They can explore the symbols associated with contemporary Jewish practices in the home and the synagogue and the importance of the Law in relation to diet and Sabbath observance. They can explore links between the Jewish Scriptures and the New Testament, noting some of the characters, narratives and practices mentioned in both.



Key Stage 2

Children should have opportunities to:

- learn that there are people in Britain and Ireland who are practising Jews (TWAU) (PDMU);
- explore the lives of Abraham and Moses in order to understand the Jewish belief in one God, *for example how he intervenes in the history of the Jewish people* (SU);
- consider why Moses is so important in the Jewish and Christian faiths (SU);
- understand that for Jews prayer as individuals or in small groups is as important as worship in the synagogue (SU);
- be aware of the use of external symbols and artefacts, *for example mezuzah, tallit and kippah* and understand how, by providing constant reminders of religious commitment, they strengthen Jewish identity (SU);
- recognise that the home is an important place for the expression of Jewish beliefs, *for example in Shabbat (Sabbath) and Kashrut (dietary law)* (PDMU);
- explore some of the major Jewish festivals celebrated in the Jewish family and community including Shabbat and Pesach (Passover) (PDMU);
- find out about worship in the synagogue, *for example about the reading of the Sefer Torah (the scroll of the law)* (LL);
- understand the relationship between the Christian Bible and the Jewish Scriptures (LL); and
- identify similarities and differences between Christianity and Judaism (LL) (PDMU).



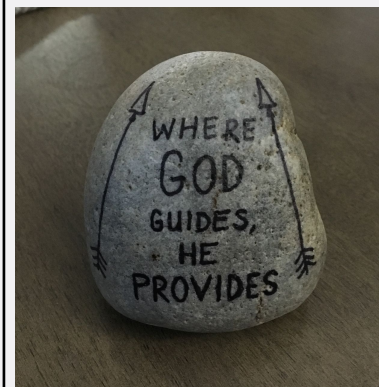
Judaism

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>1) One God, One people -God of Abraham, Moses, Jacob P5</p> <p>Deut. 6:4-5</p> <p>CL: 1A 1C 2C</p>	<p>A: To explore what the Bible says about God.</p> <p>TP: To help pupils understand the Christian belief in one God.</p>	<p>Play charades: Pupil volunteers acts out something they do everyday e.g. <i>Brush Teeth, get dressed, wake up eat, sleep etc.</i></p> <p>Discuss why these things are important daily activities.</p> <p>Explain that for Jewish people in Jesus' day and even today, something they did and continue to do every day and that is important to them is pray the "Shema."</p>	<p>Read Deuteronomy 6:4-5 together.</p> <p>Explain that when this was written (way back in the time of Moses), Jewish people mostly lived in an area we know today as Israel/Palestine. They were surrounded by other peoples (Canaanites, Babylonians, Egyptians & Greeks) who believed in many gods. Perhaps look up some as examples to tell the class and what they were god of e.g. Baal, Ares, Marduk, Ra etc. Or consider other periods of history when people believed in many gods- Vikings, Romans.</p>	<p>Explain these gods only had control over certain things.</p> <p>Give each pupil a copy of Shema prayer worksheet for each pupil and get the class to colour and doodle around the things they think are important in it. "Love the Lord your God with..." Start a discussion about why these things are important.</p> <p>Ask the class to think why it was (and is) important to Jewish and Christian people to believe in only one God. Contrast with the limited powers of gods in previous column.</p>	<p>Copy of the Shema Prayer Activity sheet</p> <p>PowerPoint 1</p> <p>Bibles</p>
<p>2) Abraham: son of laughter P5</p> <p>Gen 18:1-15</p> <p>Genesis 21:1-7</p> <p>CL: 1C</p>	<p>A: To explore the promise God gave Abraham through some special visitors.</p> <p>TP: To help pupils understand the importance of the promise God gave Abraham and why they called their baby Isaac.</p>	<p>As part of a think, pair, share activity, discuss: -Why are names important today and in Bible times. (Shows who your family are/biblical names sometimes indicated a new beginning in someone's life, eg. Abram became Abraham or had a special meaning) -If you were the principal for the day, what would you promise to do for the school. -Are any of the promises are ridiculous things and why (eg. No more homework- how do you learn?)</p> <p>Tell the story (see script in resource bank).</p>	<p>Link the opening activities-promises we can't keep or seem too ridiculous to happen, to God's promise that Sarah would have a child in her old age. Discuss why it might seem ridiculous.</p> <p>In pairs, prepare a set of questions for Abraham and Sarah and then Hot-seat pupils: take it in turns as a class to ask Abraham and Sarah questions about the story they've just heard (characters played by the pupils).</p> <p>Emphasise how they may have felt before and after God promised them a son. (Anxious, doubting, confused, happy, surprised, grateful).</p>	<p>Explain the Christian belief that God always keeps His promises, no matter how long it seems to take (contrast with ridiculous promises mentioned earlier). He is completely trustworthy and able to do things that seem ridiculous. Show Joshua 23:14 on screen.</p> <p>Share that the promise of a baby to Abraham was important as over the years Abraham's family would grow until one day- a special baby, Jesus was born from Abraham's family.</p> <p>Spend time as a class finding out the meaning of everyone's name and they can create a name door hanger or table label.</p>	<p>PowerPoint 2</p> <p>Story Script</p> <p>Paper, pens/ pencils/ materials to decorate name sign</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>3) Abraham: Abraham's faith tested P5</p> <p>Genesis 22:1-19</p> <p>CL: 1C</p>	<p>A: To explore God's command to Abraham to sacrifice Isaac.</p> <p>TP: To help pupils understand why God tested Abraham and how Abraham showed he trusted God.</p>	<p>Give pupils a marshmallow (or a treat of some kind) ask them not to eat or touch it for a period of time? Perhaps leave the room for a short time. Discuss how they found it, did they listen to your instructions?</p> <p>Explain that this is a test and link it to how God gave Abraham a big test a few years after Isaac had been born.</p> <p>Read the story from the Bible and show images from the PowerPoint.</p>	<p>Ask pupil's what they couldn't live with out/favourite things-how would they feel if they had to give it up? How do you think Abraham felt giving up Isaac, the son he had waited such a long time for?</p> <p>Ask pupils why they think God tested Abraham? (Wanted to see if Abraham really trusted him)</p> <p>Invite 2 pupils to the front, ask one to fall back and the other to catch them. Explain that it illustrates the theme of trust.</p>	<p>Abraham didn't know what was ahead but he chose to fully trust God and do what he said- like the person fully trusting the other (or not) to catch them.</p> <p>Pupils create a cartoon strip to retell the story.</p>	<p>Marshmallows Timer</p> <p>Activity sheet</p> <p>PowerPoint 3</p>
<p>4) Moses: Escape from Egypt P5</p> <p>Exodus 14:5-31</p> <p>CL: 1A</p>	<p>A: To explore the Israelites' escape from Egypt and journey through the desert.</p> <p>TP: To help pupils understand that God had heard the Israelites cries for help, rescued them out of Egypt and was leading them to the promised land.</p>	<p>Have a competition to see which pupil/team is the quickest to discover a secret message which they have to de-code (see PowerPoint).</p> <p>Link codes being used to escape e.g. escape rooms to the story of God hearing the Israelites cry for help and rescuing them out of Egypt.</p> <p>OR Discuss: Have you ever gone travelling? What do you pack and bring with you? Explain when we travel we need things that help us find our way - we sometimes use maps, or Googlemaps. In today's story we will see how the Israelites didn't have any maps and they didn't pack anything to help them, so they cried to God for help.</p>	<p>Tell the story about the red sea parting and Moses leading them to the Promised Land. Use a blue sheet to represent the sea parting and have the pupils walk around the hall/classroom as the Israelites, have someone to act out Moses holding his staff over the water. You could discuss what the Israelites might have said when they reached the water and the Israelites chased them.</p> <p>Optional activity: Place a container with water and invite pupils to come up and try to split the water in half and make a path through it by using their hands or blowing on the water. Say: It is hard to do isn't it?</p> <p>Explain what God did was a miracle. Something impossible for man but possible for God.</p>	<p>Show clip: The Jesus Storybook Bible, God makes a way.</p> <p>Explain that God makes a way where there seemed to be no way. When the Israelites are stuck as slaves and cry for help, God heard and made a way and rescues them from Egypt. When the Israelites were stuck between Pharaoh's army and the Red Sea, God made a way and rescued the Israelites from their enemies.</p>	<p>PowerPoint 4</p> <p>2 blue sheets Staff</p> <p>Bible</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>5) Moses: God provides for our needs P5</p> <p>Exodus 16:2-8 and 11-26</p> <p>CL: 1C</p>	<p>A: To explore how God provided for his people the Israelites.</p> <p>TP: To help pupils understand the Christian belief that God provided for the Israelites and still provides for his people today.</p>	<p>Ask pupils to write out a shopping list for their favourite dinner- main course and dessert.</p> <p>Discuss where they would get the ingredients from and how it is easy for us to go to the shops today. Explain that when the Israelites were led out of Egypt by Moses, they had to travel through the desert to the Promised land but there were no shops and it wasn't easy to get food. Many of them were hungry and tired- they complained and grumbled, wanting to go back to being slaves in Egypt seemed better than this.</p> <p>Read the story to the class from the Bible (see PowerPoint) stopping at points for pupils to imagine how it felt or what they might say. Pupils could show facial expression and share comments.</p>	<p>Record reactions and comments on the activity sheet too.</p> <p>Explain that God provided for the Israelites when they needed food. They had exactly enough every day so no one went hungry. He was showing them he could be trusted to take care of them. However some Israelites didn't trust God and were greedy and tried to gather more but it went off (worms).</p> <p>Explain: over the years the Israelites complained A LOT and at times they stopped trusting Moses and God, yet God for 40 years kept them safe, and made lots of miracles to provided food for them.</p> <p>Recap and summarise the story again with this short video clip called 'God sends Mana', Kids club.</p> <p>Discuss: How does God provide food for you and others today?</p>	<p>Explain Christians believe we can still trust God to provide for all our needs today (food, shelter, friendship etc.), sometimes by miracles like with the Israelites and other times through other people. Christinas believe he has given us exactly what we need for everyone all over the world to have enough. It can be because of greed and selfishness that some people in our world go without e.g. famine.</p> <p>Individually/in small groups: Create a video diary entry as one of the Israelites retelling the events of God providing food in the desert. Including details from the Bible passages, feeling and comments and what they have learnt about God from the events. Focus on how God provided for the Israelites and how he still provides today.</p>	<p>Paper (for the shopping list)</p> <p>iPad/laptop/ camera</p> <p>PowerPoint 5</p> <p>Activity sheet</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>6) Moses: God teaches the Israelites to trust him</p> <p>P5</p> <p>Exodus 17:1-6</p> <p>CL: 1C</p>	<p>A: To continue to explore how God provided for his people the Israelites.</p> <p>TP: To help pupils understand that God cared for his people and he was patient with them.</p>	<p>Watch the water hole clip from Madagascar: Escape 2 Africa.</p> <p>Discuss what it feels like to thirsty/have no water. Does this happen today-where? Explore why water is important for the us and the world around us.</p> <p>Tell the story using the script and pre-prepared food bags for pupils to eat items as that part of the story is mentioned.</p> <p>Explain that the Bible tells us God loved and cared for His people. He was teaching the Israelites to trust him.</p>	<p>Video: God's Story: Wilderness, Crossroads Kids Club.</p> <p>The Israelites had run out of water, the Israelites were millions of people and they also had animals with them.</p> <p>Ask:</p> <ul style="list-style-type: none"> - How do you think the Israelites felt? - Do you think that the Israelites should have known that God would provide for them, why? (God had brought them out slavery, saved them from the Pharaoh's army as they crossed the Red Sea, provided food etc.) <p>Remind pupils that over the years the Israelites complained A LOT and at times they stopped trusting Moses and God, yet God for 40 years kept them safe, and made lots of miracles to provided food and water for them and even helped keep their clothes from wearing out. Christians today believe that God still provides for his people today.</p> <p>Explain the Israelites were impatient, at times they got grumpy and complained a lot. Even Moses got fed up with...</p>	<p>...them. But God was patient with them, listening to them complain, listening to their desires and providing for their needs.</p> <p>Explain that today Christians believe God can use us to meet the needs of others. Find out about a Christian charity that meets the needs of others around the world e.g. Abaana-education, Storehouse-food, Water Aid-water, Tearfund/Christian Aid-twinning toilets and sinks, Mercy Ships-medical care. Pupils could create posters sharing what they do.</p> <p>Or Pick a BIG rock and as a class decorate it together with the words: 'Where God guides, He provides.' Alternatively you can make paint small smooth rocks that on one side say: 'God guides' and on the other side say 'God provides'</p>	<p>PowerPoint 6</p> <p>Story Script</p> <p>Food bags for each pupil</p> <p>Rocks, paint and brushes</p>



Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>7) Moses: Moses receives the ten Commandments P5</p> <p>Exodus 20:1-17</p> <p>CL: 1C 3B 3C</p>	<p>A: To explore the story of Moses receiving the 10 Commandments.</p> <p>TP: To help pupils understand the importance of the 10 Commandments and the Christian belief they are still important for us today.</p>	<p>Have a debate: splitting the class into groups to debate pro/cons of different school rules e.g. no running in the corridors, wearing school uniform, doing homework.</p> <p>Or you could have a walking debate on each separate rule i.e. pupils decide whether they think it's a good idea or not and stand at corresponding side of the room. Get feedback and pupils can decide to move sides as they hear others opinions.</p> <p>Explain why rules are important in school, games etc, and link to God giving the 10 commandments to Moses for the Israelites. Explain Christians believe God made us and knows the best way for us all to live together and enjoy life and these commandments marked the Israelites out as his people i.e. they were living God's way.</p>	<p>Share that Moses and Joshua left the Israelite camp to meet God at Mount Sinai and receive the 10 commandments. Read them from the Bible and use the PowerPoint to explain what they were and what the commandments mean.</p> <p>Optional: Hide PPT and ask pupils to sort the 10 commandments in groups into the right order using card printouts.</p> <p>Have a discussion about which commandments they think are the most important, why?</p>	<p>Pupils create their own 10 commandments for the class. The whole class share their ideas and choose their favourite 10 to create a class set for the rest of the year</p> <p>Optional Extras: 1) Give pupils some scenarios to imagine what might happen if there are no rules. You could begin by talking about what rules they know exist and then what could happen as a result of no rules e.g. playing a game of football- who wins?, a game- don't take turns, it's unfair, tests-cheating, don't know how well you are doing, teachers don't know where they need to help, crossing the road-wait for green man, accidents.</p> <p>2) Using card/cereal boxes, create tablets with 10 commandments on them.</p>	<p>PowerPoint 7</p> <p>Printout of 10 commandments to sort</p> <p>Activity sheet</p> <p>Bibles</p> <p>Paper</p> <p>Pencils</p> <p>Card/cereal boxes, glue, paint, pens, felt-tips, paintbrushes, scissors, glue</p> <p>18</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>8) Moses: Disobeying God in the Israelite camp P5</p> <p>Exodus 32:1-6 and 15-20</p> <p>CL: 1C</p>	<p>A: To explore how the Israelites disobeyed God and chose to go their own way.</p> <p>TP: To help pupils explore the Bible's teaching that the Israelites still didn't trust God and wanted to be in control instead of relying on him.</p>	<p>Role play making a cake but don't follow the recipe (eg too much flour, no eggs etc).</p> <p>Ask pupils what went wrong and what you needed to do differently. Explain how the baker who wrote it knows exactly what needs to happen for the cake to turn out right. It all goes wrong when you don't trust and disobey the maker.</p> <p>Share that in life we can do things that go wrong i.e. we make wrong choices. Sometimes when we are in a crowd or group of people, we all influence each other and together make a wrong decision and can all make a wrong choice together.</p> <p>Explain that in today's story we have Moses up on a mountain talking with God. Moses had talked with God for a very very long time and received the 10 Commandments. Today we are going to look closely at the other characters in the story: Aaron (Moses' brother) and the Israelites and we will see how they make a poor choice and things go wrong whilst Moses is with God!</p>	<p>Watch 'The Golden Calf: Bible Story, LifeKids'</p> <p>Explain that every time we make a choice something happens as a result (a consequence) which can impact us and those around us- in good or bad ways. Read Exodus 32:19-20 to find out what happened as a result of the Israelites poor choices- ask pupils could they identify them- Moses drops stone tablets and they smash, Golden calf is ground down and Israelites have to drink it (would not have tasted pleasant and a waste of all their gold).</p> <p>Explain that the Israelites didn't trust God and had grown impatient waiting with him and for Moses to return (he'd been gone 40 days and night). The Bible teaches us they wanted to be in control themselves and not to listen and do ask God asked, that's why they made the golden calf. Moses was angry and sad that they had forgotten about God and all he had done bringing them safely out of Egypt and providing for all their needs.</p>	<p>Ask the pupils to imagine they were one of the people in the story i.e. Moses, Aaron, one of the Israelite people and get them to write and make a short speech about who was to blame for the events at that time- they can share details of the story from their perspective, how they felt, who they think should be held responsible.</p> <p>E.g. Moses left them for a long time. Aaron was trying to keep everyone happy until Moses returned, he made the calf. Aaron convinced us. The people gave me the materials.</p> <p>You could have a class vote at the end- everyone votes on a piece of paper and writes a reason for their choice.</p> <p>Share answers and discuss reasons at the end. Emphasise the Bible teaches us of God's patience, care and being faithful even when the Israelites were not and that it is important to think carefully about the choices we face and choose for ourselves.</p>	<p>Baking materials</p> <p>Bible</p> <p>Slips of paper for class vote</p> <p>19</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
9) Moses: Moses meets God face to face P5 Exodus 33:11 CL: 1C	<p>A: To explore Moses' friendship with God.</p> <p>TP: To help pupils explore the Christian belief that people can have a friendship with God.</p>	<p>Ask pupils what they have learnt so far about Moses and leading the Israelites to the Promised land (see PowerPoint images to prompt discussion).</p> <p>Explain that over the years Moses became really close to God and they became really good friends.</p> <p>Spend some time thinking about the importance of friendship.</p> <p>Think of your best friend, what qualities do they have? Pupils can record their thoughts on the activity sheet</p> <p>Optional: Create a class poster depicting the qualities and characteristics of a good friend to act as a visual reminder for the class about being a good friend.</p> <p>Explain that today's Bible story tells of how close God and Moses became.</p>	<p>Video: Moses and the Tent of Meeting, Saddleback Kids. Show this video to summarise what they've learned about Moses so far and which teaches how good friends God and Moses became.</p> <p>Read Exodus 33 v 11</p> <p>Get pupils to rearrange the verse into the correct order in groups: "The LORD would speak to Moses face to face, as one speaks to a friend."</p> <p>Explain that Moses spent time with God—he talked and listened to him, like we would with a close friend and as Moses did he got to know more and more who God was and what he was like.</p> <p>Give pupils the activity sheet with Psalm parts of 145 and discuss what it tells us about God and what kind of friend he can be or use the activity sheet for them to underline.</p>	<p>Remind them about the qualities they mentioned at the start of the lesson that make a good friend.</p> <p>Discuss whether they think God has the qualities that make a good friend from what they've discovered from the Bible passage and comparing with the qualities they talked about at the start of the lesson.</p> <p>Explain Christians believe that, just like the Jewish people back then, today we can all have a friendship with God too. Christians believe that GOD IS A GREAT FRIEND and has the best qualities a friend can have!</p> <p>Optional: Make a friendship bracelet or bookmark. You could use the colours of the beads to represent the different characteristics that your class talked about or write the words on your bookmark. Use it to reinforce how Christians believe that God wants to be our friend.</p>	PowerPoint 9 Activity sheet Verse to rearrange Poster paper Pens Thread and beads or bookmark template—print on strong card

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>10) Moses: Moses builds God's tabernacle P5</p> <p>Exodus 25:1-9</p> <p>CL: 2C</p>	<p>A: To explore the importance of the tabernacle as a place to worship God.</p> <p>TP: To help pupils understand the tabernacle was an important place for the Israelites and the Christian belief that God's presence was there.</p>	<p>Have a building challenge. Give each group of pupils spaghetti and marshmallows (or other building materials) and get them to make a tower. It has to be both tall and stylish. Award points at the end- you could give a prize for winning group.</p> <p>Explain that it was great to see their creative ideas and talk about the need for a plan to make a successful structure.</p> <p>Share that God gave Moses and the Israelites a plan to make a special building as they journeyed to the Promised land. It was called the Tabernacle.</p> <p>Explain that the Tabernacle was a bit like a church building. It was to be a special place where God's people would gather near to praise God and spend time with him.</p>	<p>Read Exodus 25:1-9.</p> <p>Show the class pictures of other ornate churches from around the world. Discuss what they see-materials, shape etc. Finish with an artist's drawing of the tabernacle- explaining about different parts- sights and smells.</p> <p>Ask the class what they think the Tabernacle and why they think it was to be so highly decorated?</p> <p>Explain that the Tabernacle was special to the Israelites because God promised that he, himself would be there.</p> <p>There were different parts to the tabernacle and different people could go into different parts e.g. only priests could go into the Holy of Holies.</p>	<p>Explain that church buildings are important to Christians today because they are places that they can come and praise God along with other followers of Jesus and learn more about what it means to follow him.</p> <p>Give pupils the opportunity to make their own model of a tabernacle using household junk eg. Cardboard, tissue paper, yoghurt pots etc, or lego bricks, drawing tool on the computer etc.</p> <div data-bbox="1570 842 1906 1082" data-label="Image"> </div> <div data-bbox="1570 1118 1906 1315" data-label="Image"> </div>	<p>Spaghetti Marsh- mallows(or other building materials)</p> <p>Optional prize</p> <p>PowerPoint 10</p> <p>Junk to create tabernacle model, glue, scissors, pens/coloured pencils</p>

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Judaism 11) Joshua: Moses sends 12 spies into the Prom- ised land P6 Numbers 13 CL: 1C	<p>A: To explore God's provision and timing for His people the Israelites.</p> <p>TP: To help pupils understand that the Israelites had not yet learnt to trust God and were not ready to enter the Promised land.</p>	<p>Hide some grapes around the classroom, school, hall and explain to the class that they are going to hunt and find them (you could either give them iPads to photograph where they are or with a symbol, coloured dot for teams to pick up their specific colour).</p> <p>*(Use the bunches of grapes In resource bank).</p> <p>Explain that just as they were sent out to find food Moses sent out some of the Israelite tribe leaders to explore the new land that God had promised them and to see what they could find out about it.</p> <p>Read Numbers 13:1-3 & 16-33 ask pupils to remember what questions and tasks Moses gave them and what they discovered.</p>	<p>Have a quiz about the info they could gather:</p> <p>What food is mentioned: grapes, figs, pomegranates, milk, honey. What were the names of the strong enemies they discovered: Hittites, Jebusites, Amorites, Canaanites. What insect did the Israelites who were afraid compare their size to others living in the land: Grasshoppers. Read Number 13:27-28 again</p> <p>Ask class: -What was good about this new land? -Why were the Israelites not happy?</p> <p>Explain that God was going to give the Israelites a land full of everything they could wish for. He had promised to provide for them and he was going to keep his promise. When the spies went in to Canaan they saw for themselves how good it was. But they were also scared. The armies were big and strong and some didn't trust God enough to help them win the battle. They were afraid (Vs 31-33)</p> <p>Ask the class what things might seem really big and scary to them. (Moving school soon, difficult work, making new friends, tests, illness etc.)</p>	<p>Explain that when we focus on how big our problems are it can make us feel very small. This is how the Israelites felt (vs33b). But explain the Christian belief that God was with his people, the Israelites and strengthened them to face their problems and Christians believe he will do the same today, no matter how big the challenges we face.</p> <p>Only 2 of the Israelites who were sent to explore came back and told the others they were confident that God would help give them the land, despite all the dangers. They were the only 2 to enter the Promised land many years later.</p> <p>Discuss with the pupils how might they overcome the challenges they mentioned earlier? Who could they ask for help? They could pick one of the challenges and create a poster with some tips to illustrate how to overcome that particular challenge.</p>	<p>Bunch of grapes printout for treasure hunt</p> <p>Bibles</p> <p>Paper, pens/pencils</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>12) Joshua: Moses tells Joshua to take Israelites into battle P6</p> <p>Exodus 17:8-15 CL: 1C</p>	<p>A: To explore Moses' trust in God to defeat the Israelites' enemies.</p> <p>TP: To help pupils understand the Christian belief that God is with us in challenging times God and we can be courageous like Joshua.</p>	<p>Have a competition to see which pupil in the class can hold their arms outstretched (T-Shape) with palms facing down for the longest time.</p> <p>Discuss afterwards how it felt mentally and physically for everyone. Explain that Moses found himself in a similar situation once but it was for more than a competition.</p> <p>Read Exodus 17:8-16 and tell the story with props/objects to illustrate it. Ask pupils to retell the story with as much detail as they can remember using the objects as prompts.</p>	<p>Explain that surrounding countries didn't want the Israelites to get to the Promised land and so they tried to stop them. Therefore, the Israelites had to go into battle. Moses, with the help of Aaron and Hur, did what God asked and God helped them to win the battle.</p> <p>Ask: 1)How do you think Moses and the Israelites felt? 2)What advice would you give someone who wanted to win a battle? (Show that what God told Moses to do was unusual but He listened because he knew he could trust God's words)</p> <p>Explain Moses and Joshua, fighting the Amalekites both showed great courage and trust in God.</p>	<p>Explain that Christians believe that God hasn't changed since Moses' time and we can still trust him to be with us in the 'battles' we face and he will help us to be brave through them too.</p> <p>Create a newspaper article "After the Battle". Get the pupils to write a report of the battle.</p> <p>Draw out the key elements of the story they are to report on. (eg. Moses talking to Joshua, Joshua fighting, Moses keeping arms up, writing on scroll and building the altar).</p>	<p>Optional prize for the winner</p> <p>Story props- Hand emoji, sword, rock/ large stone, 3 action men or paper cut out 3 people with joined hands, a scroll, page with Amalekites written on it</p> <p>Bible</p> <p>Newspaper template activity sheet</p>
<p>13) Joshua: Joshua becomes the new leader P6</p> <p>Joshua 1 CL: 1C</p>	<p>A: To explore God's commands to Joshua as he became the next leader of God's people.</p> <p>TP: To help pupils understand that God chose Joshua as the new leader of the Israelites and God's commands to help him succeed.</p>	<p>Show some pictures of leaders- past and present, world leaders, leaders in sport, school life etc. Ask pupils if they know who they are and what they do. Drawing out the point they are/have been leaders.</p> <p>Create a job specification for what makes a good leader (e.g. new prime minister).</p> <p>Try to bring out qualities like 'people person', brave, wise, kind, encouraging etc. from the pupils.</p> <p>List them on a board/screen.</p>	<p>Read Joshua 1: 1-10 and explain God was asking Joshua to fill Moses shoes- this was a big task to lead a nation to a new land!</p> <p>Read Joshua 1:11-18 and discuss if Joshua a 'good leader' compare with the answers they gave in the way in activity and discuss whether what you read about him in these verses shows the characteristics on their list, are there others they think of as they read about Joshua? (Because God chose him. God chose someone who would listen to him and follow his commands, Joshua was brave, he'd learnt from Moses, he had a clear plan, people listened and followed him etc.)</p>	<p>Explain Joshua would go on to lead Israel into the promised land. Point out he was only 1 of 2 spies who had visited the Promised land many years before and said they would be able to take the land with God's help. 10 others were too afraid.</p> <p>Consider the words God spoke to Joshua in 1:1-9. Hand out the activity sheet to each pupil and encourage them to circle/underline key words they think would have helped Joshua.</p> <p>Ask pupils to share what words/phrases stand out to them and why.</p>	<p>Joshua 1:9 activity sheet</p> <p>Bibles</p> <p>Images of leaders</p> <p>23</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
14) Joshua: Joshua and the walls of Jericho P6	A: To explore how Joshua and his army defeated Jericho with God's help.	Divide pupils into small groups with a set time for each to create a protective 'coat' for an egg from scrap material provided eg, tissue paper, cotton wool, cardboard. Test which group's survives the best when it is dropped from a height outside.	This was why the city was in 'lock-down' they were expecting the Israelites attack. Read Joshua 6:1-25 (Contemporary English version) with someone as the narrator, voice of God, Joshua and watch The Walls of Jericho, Saddleback Kids as a video recap.	God showed the Israelites that he was more powerful than any strong enemy or fortified city and they defeated Jericho because he was with them. It encouraged them for future battles.	Eggs Scrap materials Tape/string
Joshua 2+ 6 CL: 1C	TP: To help pupils understand the Bible's teaching on the that listening to God and following his commands gave Joshua and the Israelites victory over Jericho.	Explain that when the Israelites had entered the Promised land that God was going to give them but it wasn't their's yet. There were strong enemies that they needed to defeat who lived in well protected cities. Briefly re-tell Joshua 2 and how Joshua sent 2 spies to search out the land especially Jericho. Whilst they were in Jericho they met a woman called Rahab who risked her and her families lives helping the spies escape over the city wall from the King of Jericho (she had heard stories of what God had done). They promised that they would not harm her or her family when they returned to destroy Jericho.	Explore the story using I wonder questions e.g. : -How the Israelites felt when they arrived at the gates of Jericho? -Would you have listened to God's instructions if you had been Joshua, why/why not? -What the people of Jericho would have been thinking or feeling as they watched the Israelites walk round their city each day? -What the Israelites learnt about God when the walls fell on day 7? -Have you any I wonder questions of your own? Explain that on their own the Israelites would not have been able to defeat Jericho, it would have been impossible- they didn't have lots of soldiers and weapons or city walls to hide behind but they trusted God and showed it by listening and obeying his instructions even when it sounded strange and looked foolish- it wasn't the usual battle plans.	Share that Christians still believe God is powerful and able to help them in the battles they face but just like the Israelites it's important to trust God by listening to and obeying Him. Finish with a Recap Quiz (played in teams) to see what pupils remember e.g.: -What did Rahab do for the spies? (Hid them/helped them escape the city) -Why was Jericho in "lock-down"? (Expecting Israelites attack) -How many times did the Israelites march around the city before they attacked? (6 attacked on the 7th) -What happened to Rahab when the Israelites attacked? (She was spared) You could have jenga/lego bricks with different numbers of points on them and pupils can pull one out, pick one up if they answer correctly and win their team/table points.	Saddleback kids clip Bible passage (CEV)

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>15) Joseph: Dreamer to slave P7</p> <p>Genesis 37</p> <p>CL: 1C</p>	<p>A: To help pupils explore Joseph's relationship with his family.</p> <p>TP: To help pupils understand why Joseph's brothers were jealous of him but God had a plan to use him.</p>	<p>Get pupils to write down 5 clues about their family eg. Who is in it, what they like to do, interesting facts. Gather in and read some out. Can the class guess who's family is being described?</p> <p>Discuss what they think families can fall out over/ disagree on eg. What to watch on TV, bedtime etc.</p> <p>Often when we live closely with people, even those we love-we can fall out-different ideas and opinions, having a bad day. Our families are all different but none are perfect.</p> <p>Introduce Jacob and all his sons using the PPT- a family from the Bible who aren't getting on.</p>	<p>Explain Joseph was a favourite of Jacob's and he had given him a special coat of many colours.</p> <p>Ask the pupils how they would feel if they were Joseph and how would they feel as the older brothers?</p> <p>Explain Joseph's brothers were very jealous of him because of their dad's special treatment of Joseph but Joseph didn't help his relationship with his brothers either- when he shared about the dreams he had of everyone bowing down to him.</p> <p>Watch Joseph and his coat, Saddleback Kids.</p> <p>Share that it seems like Joseph's family is ruined. Have a debate-Who is to blame? Jacob, Joseph, his brothers-listen to reasoning. Discuss what each could have done differently.</p> <p>Explain that Joseph's family were angry that he thought he was better and more important and that one day they would bow before him. Joseph was full of pride at the dreams he had. Unfortunately, his brothers didn't bow but tricked him, threw him down a well and then sold him into slavery for some money and lied to their father who was so upset at losing Joseph. Jealousy and pride had ruined this family it seemed.</p>	<p>Emphasise to pupils that God was with Joseph and this was not the end of the story.</p> <p>Pupils can create their own diary entry as either Jacob, Joseph, or another brother focusing on the events+feelings of 1)Joseph being given his coat from Jacob. 2)Joseph's dreams 3)Joseph being tricked by his brothers, thrown in a well and sold into slavery.</p> <p>You could stain with tea/coffee at the end and crumple up to make it look aged or the template from the resource bank.</p> <p>Read through and use the details of Genesis 37 to help them write their entry.</p>	<p>Scrap paper for family clues</p> <p>Saddleback kids clip</p> <p>Diary entry template activity sheet (optional)</p> <p>Bibles</p> <p>PowerPoint 15</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
16) Joseph: Working for Potiphar P7 Genesis 39 CL: 1C	A: To explore how God looked after Joseph even when it was hard and seemed unfair. TP: To help pupils understand the Christian belief that we can trust God to help us overcome temptation.	Recap what has happened to Joseph from lesson 1 and explain that he ended up being sold as a slave to a rich Egyptian called Potiphar. God allowed Potiphar to see how well Joseph worked at his job so he gave Joseph the most important job in his house. Temptation challenge: give each pupil a fruit pastille to eat. Can they resist the temptation to chew it and just let it sit on their tongue until it dissolves? Or get a couple of volunteers and see if they can resist licking their lips whilst eating a sugary doughnut. (you could play a game or do another 5min activity and then discuss together).	Discuss the challenge-who found it difficult and why? Discuss the word temptation and what it means. (Desire to do something which is unwise or wrong). Explain that we all face times in our lives when we can be tempted to do the wrong thing. Ask if they can they think of examples of temptation and reasons why we might be tempted. Explain this was no different for Joseph. Retell Genesis 39 in your own words, using the pictures in the PPT as prompts. Watch Joseph in Egypt, Saddleback Kids (up to 2.05 mins) afterwards discuss why they think he ran away and how they feel about what happened to Joseph-Potiphar's wife lying, Joseph being thrown into prison- was it fair? Explain Joseph, with God's help, did the right thing when he ran away and Christians believe it's important to do the right thing no matter what happens. It doesn't always make it easy though! Share a personal example if you have one of a time when you did the right thing in difficult circumstances.	Emphasise to pupils that God was with Joseph and this was not the end of the story. Give the pupils a problem page with different temptation scenarios that they may face in life. Ask them to reflect on the story of Joseph and how he did what was right with God's help, even when it was difficult. Pupils then write write a response to the scenarios with advice and encouragement. If there is time, pupils could share thoughts and ideas aloud.	Fruit Pastilles for everyone/ some sugary doughnuts Saddleback Kids clip Problem page activity sheet PowerPoint 16

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>17) Joseph: From Prisoner to Prime minister P7</p> <p>Genesis 40-41</p> <p>CL: 1C</p>	<p>A: To explore how Joseph didn't give up trusting in God to look after him through the ups and downs of life.</p> <p>TP: To help pupils understand the Christian belief that God is trust-worthy; his way is always better because he cares about us all.</p>	<p>Show pictures of famous people who faced hard struggles but achieved great things eg. Nelson Mandela, Paralympic athletes (see PPT). Ask pupils if they can name the individuals and know what links them all.</p> <p>Explain that there are similarities between Mandela and Joseph (prison to president).</p>	<p>Split the class into pairs. Give one half of each pair a print out of Genesis Ch 40 and the other Ch 41. Ask each pupil to read their chapter, underlining the 'up' moments and circling the 'down' moments in the story. Give the pairs an opportunity to share their part of the story and the ups, downs they discovered. Feedback as a whole class.</p> <p>Or Read the story together and split pupils into groups to create a series of freeze frames to re-tell the story. Show to the rest of the class and see if they can work out what parts of the story they are telling.</p> <p>Emphasise Joseph's long wait in prison (it was years as the cupbearer forgot about him!!) Yet, Joseph wasn't angry and when he was before Pharaoh explaining his dream he was humble. This was very different to many years ago when he was with his family (remember the dreams)! Joseph was trusting God along the way in all the ups and the downs of his life he believed that God would look after him and he did- God worked in his life as he waited and changed his character-we will see how in the next lesson. Joseph ended up in the 2nd most powerful job in all of Egypt and would end up saving lots of people from starving in a famine.</p>	<p>Discuss how trusting God was with him and would take care of him, could make a difference to Joseph in prison e.g. how would he use his time, treat people etc.</p> <p>Explain Christians believe it's the same for our lives today-we all experience ups and downs. Sometimes we are responsible for those and at other times we aren't but Christians believe we can trust God to look after us and give us what we need in the good times and the bad. He will be with us like he was with Joseph.</p> <p>Create an annotated graph of the ups and downs of Joseph's life. Use Bible refs and titles/short explanations, along with symbols/illustrations of what happened at different points.</p> <p>Add the words 'But God was with Joseph' the whole way along the bottom of the graph.</p>	<p>PowerPoint 17</p> <p>Genesis 40/41 printout worksheets</p> <p>Paper, pens and pencils for the graph of Joseph's life.</p>

Theme Judaism	Aim & Teaching Point	Way in	Way through	Way Out	Resources
<p>18) Joseph: Joseph forgives and rescues his family P7</p> <p>Genesis 43-46</p> <p>CL: 1C</p>	<p>A: To explore how Joseph forgave and rescued his family.</p> <p>TP: To help pupils understand that God had a plan to bring Joseph and his family back together.</p>	<p>Give pupils different scenarios and ask them to move to different sides of the room showing whether they would find it easy to forgive or not, sharing reasons for their choice.</p> <p>Ask the pupils to share what they think it means to forgive. Show dictionary definition in PPT.</p> <p>Remind pupils that Joseph had been through lots of ups and downs in his life, since his brothers sold him into slavery. He was faced with this very choice one day- to forgive his brothers or not.</p> <p>Read Genesis Ch 43:11-16 and 44:1-13</p> <p>Discuss with pupils what they think of Joseph's plan- was it good, what might be the flaws in it?</p> <p>Explain they were brought before Joseph who cried and told them who he really was.</p>	<p>Have a bag of objects to represent various part of the story (Gen. 43-45) and depending on the ability of your class either get pupils to tell you what the object relates to or give pupils written descriptions that they have to match with the object and then put in order. Eg. Money bag and nuts, tissues, a silver cup/cup covered in tinfoil.</p> <p>Watch: Joseph Forgives, Saddleback Kids.</p> <p>Split class in half. One half make a list of the consequences for Joseph and his family if he had chosen not to forgive and the other to list the consequences when he did forgive them. e.g. never see family again, he'd be bitter, his family were looked after and had food etc. Discuss them as a class.</p> <p>Explain that it can be hard when people hurt us by the things that they say/do or don't say/don't do, whether they intended to hurt us or not. Christians believe when we forgive it doesn't mean we are forgetting but are choosing to let go of the angry and hurt feelings that weigh us down. We may need to choose that more than once.</p>	<p>'What you meant for harm, God intended for good.' Remind them of Joseph's words to his brothers and how this related to Joseph, his family and the Egyptian nation. Explain Christians believe God can use even tough things for our good (develop our character or changing a situation).</p> <p>If appropriate, share a personal story or forgiveness or a current one- perhaps you could invite people/Christians in to share their stories of difficult times in their lives when they chose to forgive. Pupils could have pre-prepared some questions to ask them.</p> <p>Check out Prayer Spaces in school website and choose an activity focusing on forgiveness giving pupils the opportunity to reflect on forgiveness in relation to their lives today. https://www.prayerspacesinschools.com</p>	<p>Bag of objects to represent various parts of the story</p> <p>Items for Prayer Spaces in Schools forgiveness activity</p> <p>Bibles</p> <p>PowerPoint 18</p> <p>28</p>

Theme Judaism	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>'It's Your Move' Transition lessons are available and can be delivered by Scripture Union Northern Ireland staff or trained local church teams. These RE based lessons help pupils explore the changes, choices and challenges they will face as they move onto their next school. The lessons explore Old Testament characters who also faced changes, choices and challenges in their lives. This is a cross curricular series and also falls under Moral and Spiritual development and Personal Development and Mutual Understanding (PDMU). Contact Scripture Union NI if you would like to find out more about these lessons, offered in May / June time (info@sunl.co.uk or your local Schools' Worker).</p>					
<p>19)It's Your Move - Changes P7</p> <p>Psalm 139</p> <p>Genesis 1:26</p> <p>CL: 1B 3A 3B</p>	<p>A: To explore what the Bible says about how human beings are made to be unique and special, created in the image of God.</p> <p>TP: To help pupils understand that change is part of life, and they are changing and to encourage them to be themselves as they move into their new school.</p>	<p>Activity 1: Guess Who quiz</p> <p>Input 1: The changing world</p> <p>Input 2: Psalm 139</p>	<p>Activity 2: Amazing Body Facts quiz</p> <p>Input 3: The image of God</p> <p>Activity 3: variety of choices - we are all different</p> <p>-Let's draw</p> <p>Input 4: Each one unique</p>	<p>Activity 4: I'm special</p> <p>Optional Conclusion: Poems: My Teacher Glad to be Me Did you know?</p>	<p>PowerPoint slides and script</p> <p>Pupil Worksheet</p>
<p>20)It's Your Move - Choices P7</p> <p>Matthew 7:12</p> <p>Daniel 1</p> <p>CL: 1A 1D 3A 3B</p>	<p>A: To explore what the Bible teaches about choices and appreciate why Christians believe God wants us to choose his way.</p> <p>TP: To help pupils understand the kinds of choices they might have to make at secondary school and consider what we need to think carefully about when making choices.</p>	<p>Activity 1: It's Your Choice</p>	<p>Activity 2: Group discussion</p> <p>Input 1: Joshua 24:15</p> <p>Activity 3: Dilemmas</p>	<p>Input 2: Daniel says no</p> <p>Conclusion</p>	<p>PowerPoint slides and script</p> <p>Pupil Worksheet</p>
<p>21)It's Your Move - Challenges P7</p> <p>Joshua 1</p> <p>CL: 1A 3A</p>	<p>A: To explore the Christian belief that God can be trusted and will always be there for His people.</p> <p>TP: To help pupils consider some of the challenges they may face as they move school and understand how they might cope with and work through those challenges.</p>	<p>Activity 1: Up for a challenge</p> <p>Input 1: What's different</p>	<p>Activity 2: Question time/ Family Fortunes</p> <p>Input 2: How will we cope?</p> <p>Input 3: Vox pops</p>	<p>Input 4: Joshua</p> <p>Activity 3: Book look</p> <p>Conclusion</p>	<p>PowerPoint slides and script</p> <p>Pupil Worksheet</p>



Jesus

Focus Statement

At Key Stage 2 pupils should be taught about Jesus so that they can see the impact he had on many kinds of people in his own day. Rather than seeing his life as a series of disconnected miracles and parables they should begin to appreciate the purposeful shape of his ministry and how his people may apply his teachings to their everyday lives. They should also begin to consider the meaning and saving purpose of the death and resurrection of Jesus.



Key Stage 2

Children should have opportunities to:

- explore the concepts of promise and prophecy in relation to the birth of Jesus, *for example Micah 5: 2–5 and Isaiah 7: 14* (SU);
- hear about the background to the life of Jesus, *for example Roman influences, his Jewish upbringing relating to the Temple, synagogue and Sabbath* (TWAU);
- learn about the birth, baptism, life and teachings of Jesus from readings and digital media (SU);
- know about the childhood of Jesus, *for example growing up in the Roman Empire, his interests at the age of twelve, or his visit to the Temple* (TWAU);
- reflect on the environment in which Jesus lived in contrast to their own (TWAU);
- begin to understand the call of some of the disciples (SU);
- begin to understand the mission of Jesus (SU);
- consider why people believed Jesus and responded to him (SU);
- know about and reflect on the way Jesus treated people, especially socially disadvantaged groups, *for example people with leprosy, and also people of various races such as Samaritans* (PDMU);
- understand the basic teaching of Jesus in relation to other people and to God, *for example Who is my neighbour? Luke 10:29; The Great Commandments Matthew 22: 38–39; and the Golden Rule Matthew 7: 12* (PDMU);
- raise and discuss some issues suggested by the teaching of the Sermon on the Mount, *for example the Beatitudes: Matthew 5: 1–12* (SU);
- begin to understand the symbolic nature of the stories Jesus told and the idea that stories can convey meaning beyond the literal and have relevance for today (SU) (LL);
- explore the Christian belief that Jesus is the Son of God (SU);
- explore the teachings of Jesus through a selection of parables and central sayings (LL);
- learn about the death, resurrection and ascension of Jesus from readings and digital media (LL) (SU); and
- think about how Christians see Jesus (*for example as their saviour and what they feel about him*), and talk about their own feelings and ideas (PDMU) (SU).



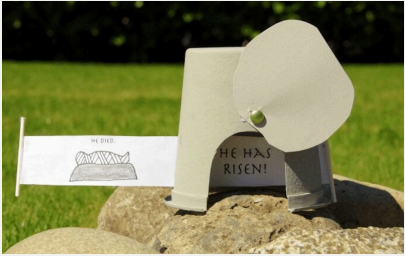

Jesus

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Jesus' Miracles					
<p>(P5/6) The 'Amazing Jesus' lessons can be delivered by Scripture Union Northern Ireland staff or local trained church teams. These RE based lessons help pupils explore three miracles of Jesus. The series is cross-curricular and also falls under Moral and Spiritual development and Personal Development and Mutual Understanding (PDMU). Contact Scripture Union NI (info@sunl.co.uk) if you would like to find out more about these lessons, or someone to deliver them.</p>					
1) Jesus feeds the 5,000 -Amazing Jesus (1) P5 Mark 6:30-44 CL: 1F	A: To become familiar with and understand the significance of some of the miracles Jesus performed. TP: To help pupils explore the Christian beliefs: -Jesus is the Son of God. -He's can meet people's needs and wants God's people to meet the needs of others.	Road signs Quiz. John 20:30-31. Explore stories of pupils when they've been in a large crowd.	Mark 6:30-34: Questions The challenge (34-38): Shopping list with foods making up lunch for the class The lunch (38-40): Sharing one lunch with the whole class to see how far it will go. The miracle: (41-44): Ask questions	Let's think activity. Let's respond activity.	PowerPoint Lesson plan and scripts Movie clips Activity sheet
2) Jesus calms the storm -Amazing Jesus (2) P5 Mark 6:45-52 CL: 1F	A: To become familiar with and understand the significance of some of the miracles Jesus performed. TP: To help pupils explore the Christian beliefs: -Jesus is the Son of God. -He can take care of people and is trustworthy so His followers don't have to be afraid.	Recap previous lesson. Things people are afraid of. Show Mr Bean at the swimming pool video.	I wonder question activity The story: Mark 6:45-52 Movie clip of a storm and questions. Activity (one of the following): Drama Musical performance Freeze frame	Let's think activity. Let's respond activity.	PowerPoint Lesson plan and scripts Movie clips Activity sheet
3) Jesus heals a blind man -Amazing Jesus (3) P5 Mark 10:46-52 CL: 1F	A: To become familiar with and understand the significance of some of the miracles Jesus performed. TP: To help pupils explore the Christian beliefs: -Jesus is the Son of God. -Jesus wants people to 'see' Him and believe in Him.	Recap previous lesson Let's Focus. Challenge: draw a house without looking at it.	Braille Activity Let's Explore: Setting the scene Telling the story Activity: I wonder questions.	Let's think activity. Let's respond activity.	PowerPoint Lesson plan and scripts Movie clips Activity sheet

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>4)Jesus' last days P5</p> <p>John 12:1-8, 12:12-19, 13: 1-17</p> <p>Luke 22:7-20 22:47-53 22:54-62</p> <p>Mark 14:10-11 14:32-42 14:53-65 15:1-15 15:16-47</p> <p>CL: 1G</p>	<p>A: To understand the events which took place coming up to Jesus' death.</p> <p>TP: To help pupils explore how Jesus was treated by those around him in his final days on earth and the Christian belief that these events took place to fulfil God's rescue plan for his people.</p>	<p>Show children 9 pictures of famous events in history e.g:</p> <ul style="list-style-type: none"> • World War 1 • VE Day • Moon Landing • Invention of world wide web • William and Kate's wedding • Titanic sinking • England winning football world cup • Battle of Hastings • Discovery of Tutankhamen's tomb <p>Display questions on each picture and ask pupils for quick fire responses: WHO was involved? WHAT was happening? WHEN did it happen?</p> <p>Reveal answers- they may be able to pick out individuals in the country or know details of the background to the event (You may want to change these depending on your context).</p> <p>Explain that today we will be learning about 10 important and famous events in Jesus' history but that these all took place in the last week before he died.</p>	<p>Give pairs of children a copy of one of the following Bible passages. Ask them to identify: WHO is involved, WHAT is happening and WHERE it is happening</p> <p>The anointing - John 12:1-8, Entry into Jerusalem - John 12:12-19, Washing the disciples' feet - John 13:1-17. The Last Supper - Luke 22:7-20. Betrayal by Judas and arrest of Jesus - Luke 22:47-53; Mark 14:10-11. Garden of Gethsemane - Mark 14:32-42. Peter's denial - Luke 22:54-62. Jesus' trial - Mark 14:53-65 and 15:1-15. Crucifixion, death and burial - Mark 15:16-41. Burial - Mark 15:42-47.</p> <p>Ask each pair to feedback their findings in order and the whole class completes the WWW worksheet.</p> <p>Or Each pair needs to talk for one minute about what they found out from the Bible passage.Which pair can be most successful in giving good detail in the time they have?</p>	<p>Explain that the events of Jesus' final week on earth were revealed many many hundreds of years before by the prophets of the Old Testament and as difficult and horrible as we might think they are, the Bible teaches us that they needed to happen to fulfil God's plan of making it possible for us to be friends with him. Christians believe Jesus rescued us from the punishment of sin (choosing our own way rather than God's way) through his death and resurrection.</p> <p>Finish with a discussion about what the pupils have learnt today about: WHO Jesus is and WHY Jesus died.</p>	<p>PowerPoint 4</p> <p>Photocopies of Bible passages for each pair or class Bibles</p> <p>Optional copy of WHO, WHAT, WHERE resource sheet</p> <p style="text-align: right;">32</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>5)Jesus' entry into Jerusalem: Palm Sunday P5</p> <p>Matthew 21:1-11</p> <p>Mark 11:1-11</p> <p>Luke 19:28-44</p> <p>John 12:12-19</p> <p>Matthew 21:1-11</p> <p>Mark 11:1-11</p> <p>Luke 19:28-44</p> <p>John 12:12-19</p> <p>CL: 1G</p>	<p>A: To understand the significance of Palm Sunday in the life of Jesus.</p> <p>TP: To help pupils understand that Jesus was an 'unexpected King'.</p>	<p>Quiz: with pictures of famous people arriving in a city with big crowds waiting for them (Example: Queen, singers, sports players, etc). Get pupils to guess who the famous person is. (You might want to update PowerPoint images)</p> <p>Ask: what do we see all of these pictures have in common? What do we do when famous people arrive to a city? (chant, cheer, make posters, take photographs)</p> <p>Explain that in todays lesson we will be exploring what the Bible says about how Jesus entered Jerusalem. Jesus would have been really famous at this time and Jerusalem would have been a BIG city with lots of people in it.</p> <p>Video: The Donkey and the King, The Bible App for Kids or The story of Easter (The Triumphal entry), Saddleback Kids.</p>	<p>Explain that what happened as Jesus was going into Jerusalem that day was written in the Old Testament many years before it actually happened. So although people would have known this and should have been expecting a promised King-Jesus, so much time had passed, that many people would had forgotten what prophets (God's special messengers) had already said about Jesus' arrival.</p> <p>Discuss:</p> <ol style="list-style-type: none"> 1) I wonder what the disciples thought when Jesus wanted them to get a donkey? 2) I wonder why the disciples did what Jesus asked (i.e. bring a donkey)? 3) I wonder what would you have shouted if you saw Jesus riding on a donkey? <p>Explain that the the Romans were treating the Jewish people harshly and so lots of them believed Jesus was the promised King who would defeat the Romans so the Jews would be free and in charge.</p> <p>Discuss as a class what they think a King would need/be like and how they might arrive in Jerusalem? (Expensive clothes, big army, powerful and important). Compare to how Jesus actually arrived (read Bible).</p>	<p>Explain that for many he wasn't (and wouldn't be) what they expected of a King (including his disciples as we will see with the rest of the Easter story.</p> <p>Create: a Palm Sunday Hosanna Wreath for your classroom door. Instructions and templates provided in the worksheets folder.</p> <div data-bbox="1570 683 1906 1018" data-label="Image"> </div> <p>If time allows you can use this song as a re-cap of the Bible story or simply to listen to while you are making your classroom wreath.</p> <p>Optional Song: The Clip Clop Beat, Bob Hartman and Sam Hargreaves.</p>	<p>Power Point 5</p> <p>Wreath Instructions and Template</p> <p>Bibles</p>

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>6)The Last Supper P5</p> <p>Luke 22:7-38</p> <p>Matthew 26:17-30</p> <p>John 13:1-17</p> <p>CL: 1G</p>	<p>A: To understand the importance of the Last Supper.</p> <p>TP: To help pupils explore and understand the meaning of the symbols in the Last Supper.</p>	<p>Discuss the names of different meals we have in a day i.e. breakfast, lunch, dinner/tea, supper and what pupils enjoy eating at each meal.</p> <p>Explain that today we are going to talk about another supper that Christians call 'The Last Supper.' Christians believe it was a very important supper as it was the last meal Jesus had with His disciples before he died on the cross.</p> <p>Play the 'Memory Game' in the resource bank to see how good you are at remembering things!</p> <p>Explain that some of us are better than others at remembering things, but we all find it helpful when we have things that help us remember about things or people!</p> <p>Discuss things we use to help us remember something important e.g. diaries, plaques.</p> <p>Explain that Jesus used some everyday objects which his followers could use and would help them remember something he was going to do and his love for them.</p>	<p>Tell the story with everyone seated on the floor with cushions etc. to help them imagine Jesus and his friends reclining as they shared a meal together (the culture of his day). If not gather round a group of desks. Use a loaf or bread/rolls which you can tear up and pupils can eat and a jug with blackcurrant juice which they can drink from. You could give them the chance to try other foods like olives, dried fruit etc. that would have been typical of meals in those days too.</p> <p>Explain that Christians believe Jesus was using the bread and wine as special pictures (or symbols) Jesus was pointing forward to what would happen to him-dying on the cross. The bread was a symbol of his broken body and the wine a symbol of his blood.</p> <p>What Jesus said that day didn't make much sense to the disciples until Jesus had returned to Heaven. After that they would get together and share bread and wine to remember Jesus and what he had done. Today it still happens and is important to Christians all over the world. It can be called 'The Lord's Supper, Communion or the Eucharist'.</p>	<p>Optional baking: Pupils can make and eat their own unleavened bread, similar to what Jesus and his disciples would have eaten.</p> <p>Recipe (serves 6): 1 cup of strong white flour 1/3 of cup veg oil 1/8 teaspoon of salt 1/3 cup of water</p> <p>Heat oven to 220 degrees.</p> <p>Mix flour, oil and salt in a bowl, add water and mix until soft dough is formed. Make into 6 balls, press into flat disks on a baking sheet.</p> <p>Cook in the oven for 8-10mins.</p>	<p>Power Point 6</p> <p>Memory Game Cards</p> <p>Paper Plates Picture of Pupils or something to draw with!</p> <p>Bread, juice, cups, other food items to eat</p> <p>Bible</p> <p>Baking parchment, flour, bowl, cup, teaspoon, baking trays, wooden spoon.</p>

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>7) Jesus' resurrection P5</p> <p>Matthew 28</p> <p>CL: 1G</p>	<p>A: To understand the Christian belief that Jesus proved he was the Son of God by rising from the dead.</p> <p>TP: To help pupils explore the events leading to Jesus' resurrection and the impact this had on his followers then and through-out history.</p>	<p>You might like to start the lesson with a surprise of your own for the class eg. A box of sweets hidden for them to discover, a night off homework etc.</p> <p>Ask pupils who likes surprises and explain that surprises can be good, but surprises can also be a little frightening at times or even sad.</p> <p>In groups, ask the pupils to make lists of 'good' surprises and 'bad' surprises e.g. birthday presents, scary movies etc.</p> <p>Explain that lots of Jesus' followers were surprised when he was arrested and crucified. Many people thought that was the end of his story and they were afraid and sad but another surprise was coming.</p>	<p>Divide pupils into groups and they can perform a drama to the rest of the class using Matthew 28:1-10 (NLT) or use percussion instruments to create music for the story e.g. sadness as women went to the tomb, earthquake, angel speaking, fear of soldiers, joy at angels news, surprise at meeting Jesus, excitement as women run to tell disciples.</p> <p>Explain when Jesus rose from the dead it was a big surprise. No one expected it to happen- so much so the soldiers who guarded the tomb were told not to speak of what they had seen. The Religious leaders were worried that it would cause more people to become followers of Jesus and cause problems for them.</p> <p>When Jesus rose from the grave Christians believe he proved he was God's son because only God would have had the power to defeat death and rise again. Jesus took the punishment for our sin (the things that we say, do and think that aren't the way God wants us to live).</p> <p>Christians also believe that because Jesus rose from the dead he gave us hope- that death is not the end for those who trust and follow him but one day they will enjoy being with Jesus forever in Heaven.</p>	<p>Craft: Pupils can make their own tomb by painting a large yoghurt pot and cutting a section to make the tomb entrance and pinning on a tombstone. Add slits in the side of the yoghurt pot for a sliding section of paper to show Jesus's body wrapped in cloths and the words 'he is dead' and then 'He has risen'. This can be pushed and pulled as the stone is rolled away.</p>  	<p>Bibles</p> <p>For craft: Yoghurt pots</p> <p>Paper fastener</p> <p>Card</p> <p>Grey Paint/ paintbrushes</p> <p>Strip of card to draw Jesus' body and write phrases on</p> <p>Coloured pens/ pencils</p> <p>Lollipop stick- halved</p> <p>Percussion instruments</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>8) Jesus' returns to Heaven P5</p> <p>Luke 24:50-52</p> <p>Matthew 28:16-20</p> <p>Acts 1:3-11</p> <p>CL: 1H</p>	<p>A: To understand the Great Commission given by Jesus before he ascended to heaven.</p> <p>TP: To help pupils understand that Jesus left his followers specific instructions before he returned to heaven so that others could hear and respond all over the world.</p>	<p>Imagine you have just been told that you are moving to live on another planet. You have 20 seconds to share your last words with the class. What would your last words be? Give each pupil the opportunity to share.</p> <p>Explain that after his resurrection from the dead, Jesus spent forty days with his disciples. Before he left this earth to return to heaven he said some important last words to his followers. These words are known as the Great Commission - a bit like a job description for a disciple which Christians believe is still the same for his followers today.</p>	<p>Read Matthew 28:16-20 and discuss: -What were Jesus' last words? -What do you think he meant by:</p> <ul style="list-style-type: none"> • 'Go' • 'Make disciples of all nations'? • 'Baptise them'? • 'Teaching them to observe all things that I have commanded you'? <p>Jesus ends by saying he is 'with you always' (v20). Ask how was this possible considering he was just about to return to heaven?!</p> <p>Read Acts 1:3-11 to find out that he would be present with his followers by his Holy Spirit.</p> <p>Ask: What does Jesus tell them the disciples' role will now be? (v8) Where will they receive supernatural power to be able to do this? (v8)</p> <p>Explain that the book of Acts tells us what happened when the disciples do go out courageously to fulfil the Great Commission.</p>	<p>Ask children to draw two pictures:</p> <ol style="list-style-type: none"> 1) The Great Commission to show what the disciples will do in Matthew 28:19-20; Acts 1:8 2) Jesus' ascension in Acts 1:9. Include speech and thought bubbles to indicate the disciples' feelings and emotions at that time. <p>Explain that the Bible teaches in Acts 1:11 that Jesus will return again to this earth, '<i>in the same way as you saw him go into heaven</i>' (v11). This means that someday Jesus will come back to bring his followers to heaven.</p>	<p>Activity sheet for two pictures</p> <p>Bibles</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Jesus' Life					
9) Promise and Prop- hecy P6 Micah 5:2-5 Isaiah 7:14 CL: 1D	A: To explore Old Testament prophecies about Jesus. TP: To help pupils understand that prophets gave accurate details about Jesus' life many years before he was born.	Play Head/Tails. Ask pupils to decide whether the coin will land heads or tails before you flip. Pupils place hands on heads if they choose heads and hands on their bottoms if they choose tails. If they predict wrongly they must sit down until one winner is left. Linking to the game, explain that it is impossible to know exactly what will happen in the future. We can guess-sometimes we are right and other times not. In the Bible there were some people mentioned/who wrote parts of the Bible and were known as prophets. A prophet was a special messenger chosen by God to give a messages to a person/group of people from God. The messages they gave are known as prophecies-often giving people hope or guidance. Being a prophet wasn't easy-they needed to trust God a lot and often they had hard tasks.	Explain that the Bible tells us for many many years the Jewish people had been waiting, for someone special-who God had promised to send. Using the activity sheet pupils look up and read some OT prophecies completing the missing words and matching references on the sheet. Ask pupils if they can guess who the prophecies are about (Jesus). Explain that the OT prophecies foretold things about Jesus hundreds of years before he was even born. They weren't guessing like in our game- they had to listen carefully to what God and everything happened as they had said. Christians believe that this shows Jesus was someone very special and his birth and life was no accident but specially planned by God.	Video: The Promise of a Saviour, Saddleback Kids. Using edwordle.net or paper and pencils pupils can create a word cloud of names, places, things associated with Jesus that they have found in reading the prophecies e.g. Bethlehem or that they know about his birth e.g. Mary, angel Gabriel. .	Prophecies activity sheet Bibles Paper and coloured pencils PowerPoint 9

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>10) Birth of Jesus P6</p> <p>Matthew 1:18-25 2:1-12</p> <p>Isaiah 9:6-7</p> <p>CL: 1D 1E</p>	<p>A: To understand that Jesus' birth was special -fulfilling ancient prophecies about the promised Jewish Messiah.</p> <p>TP: To help pupils appreciate that Jesus' birth was unique in many ways.</p>	<p>Show pictures of famous babies and ask pupils to guess who it is e.g footballer, singer etc. (use clues if needed. NB. Photos in PowerPoint may need updated in time).</p> <p>Show Nativity scene. Explain that no baby is more famous or well-known around the world than Jesus.</p> <p>Ask pupils how they think Jesus become so well-known and why? e.g. historical and Biblical writing about him- the things he said and did, his followers have spread all over the world, he changes people's lives (Invite a range of responses).</p>	<p>Read Matthew 1:18-25 Ask children to identify ways from the passage in which Jesus was no ordinary baby. E.g. Mary's baby is from God, Jesus hasn't a biological father, His name was given by an angel, he is the promised Messiah, he fulfils ancient prophecy (v26), he is 'God with Us' etc.</p> <p>Have a discussion about why Christians believe that Jesus' birth is the most important birth in human history.</p> <p>Read Matthew 2:1-12 What further evidence is there that this baby is unique? E.g. Wise Men travel to see him, he is called the 'King of the Jews', a star leads the Wise Men to him, he fulfils prophecy about where the Christ/Messiah will be born (v6), he is worshipped etc.</p>	<p>Using both passages ask pairs of children to highlight phrases/verses that indicate how Jesus is both unique and the promised Messiah or write down evidence as they read through them.</p> <p>Ask each pair to read one of their phrases/verses.</p> <p>Or 'Telephone Conversations' Have each pair act out a telephone call between Joseph and the Angel or a Wise Man and Herod.</p> <p>Ask pupils what they have learnt about Jesus' birth today. (Allow for a range of responses)</p>	<p>PowerPoint 10</p> <p>Bible passage activity sheet</p> <p>Bibles</p> <p>Highlighters</p>
<p>11) Jesus' life as a Jewish boy P6</p> <p>Luke 2:41-52</p> <p>CL: 1E</p>	<p>A: To understand the differences and similarities between Jesus' childhood and ours.</p> <p>TP: To help pupils explore and understand Jesus' life as a Jewish boy and the Son of God on earth.</p>	<p>Ask pupils to imagine they are telling someone from the future what life is like now. Discuss what you would say: Education- who, what is it like, what do you do there, how do you learn? Family and homes- what are they like, made from? Food- what do we eat, how do we cook food, where do we get it from? Travel-How do we move from place to place?</p> <p>In groups pupils create and present a collage of life now using newspapers/magazines, photos, drawings.</p> <p>Explain that our lives today will be different to those in the future and Jesus' life over 2000 years ago was very different to ours.</p>	<p>Read Luke 2:41-52 Ask what pupils think it means when Jesus says he is at his "Father's house"?</p> <p>Explain that Jesus wasn't like any other boy. The Bible says that although Jesus was Mary and Joseph's son, He was more importantly the Son of God. The temple was a place people went to worship and be with God and therefore Jesus called it "His Father's house."</p> <p>Optional: hide words and definitions (see resource bank) for class to find and match.</p> <p>Use Resource Bank teaching script to compare/contrast Jesus' life with Christians' today.</p>	<p>Discuss some of the similarities between our lives and Jesus' growing up e.g. respect for parents- respect for those in our families, he went to school, he grew up physically and mentally etc. Explain Christians believe that because of this, Jesus experienced life like us- he knows what it's like to grow up, the good/the hard etc. He understands what it's like to be us.</p> <p>Get pupils to fill out activity sheet and have a discussion about the differences between Jesus' life growing up and theirs.</p> <p>Explain that although Jesus lived the typical Jewish lifestyle as a boy. Christians believe that Jesus was different to everyone else because he was the Son of God.</p>	<p>Laminated words to hide</p> <p>Bibles</p> <p>Teaching script (see Resource Bank)</p> <p>Newspapers, magazines, photos, glue, scissors, pens, large sheet of paper for each group</p> <p>Activity sheet</p> <p>38</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
12) Jesus and the Romans P6	A: To understand the context that Jesus was born into and grew up in.	Explain that Jesus was born into a nation ruled by the Romans-this impacted lots of things, including where Jesus was born. The first ever Roman Emperor, Caesar Augustus wanted to count how many people were in the land so he held a census which meant Mary and Joseph had to travel back to Joseph's homeland, Bethlehem.	... Show and discuss pictures from PowerPoint. Watch Luke 7:1-10 (Lumo English SN Luke 7:1-50 <i>only play to 1:58</i>) Explain that this story is about a very unusual Roman Officer. Most Officers would not have cared about the Jews and would have looked down on them viewing themselves as the most important and powerful. They definitely wouldn't have asked a Jew, like Jesus, for help. BUT... Ask what did the Jewish elder say about this Officer? Explain this is unusual because most Romans did not work well with Jews or do anything good for them. Ask what did the Officer send his friends to say to Jesus? Explain this is unusual as most Romans thought they were the best and wouldn't have seen Jesus as an important person. Show picture on ppt of Jesus and a Roman Officer. Ask the class who looks more important and reasons for their answer. Explain that the Officer believed Jesus was the Son of God and therefore knew Jesus was more important than him.	Today's story is unusual, this is not how Jews and Romans would usually act around each other. But the Bible teaches that Jesus was the King who came to bring peace to all people, not just the Jews. Unlike Caesar Augustus the Roman emperor who only brought peace to the Romans. Quiz to recap the story. Have children write answers on whiteboards and hold up after each question. (See <i>Powerpoint 12</i>) Discuss what were the differences between Caesar Augustus and the Roman Officer in our story. Activity sheet: Colour the picture of Caesar Augustus and write some words/phrases that would describe him around it; eg. Powerful, leader... Draw the Roman Officer and write some words/phrases to describe him. Write a sentence to explain what you think the Roman Centurion would have said about Jesus after he healed his servant. Optional dress up activity-give pupils materials and challenge them to make their own Roman shield/armour.	Lumo clip Activity Sheet PowerPoint 12
Luke 7:1-10 CL: 1E	TP: To help pupils consider the impact of Roman rule on the Jewish people and the significance of the encounter with a Roman soldier.	Caesar Augustus was very popular among the Romans because he had brought peace to the Roman Empire because of powerful armies and so the Romans called him 'son of god' and they thought he was their 'saviour'- rescuer. The Jews believed God would send them their own saviour, not Augustus who was only a saviour for the Romans. The Bible teaches that God sent Jesus not just as a saviour for the Jews but as a saviour for the world. Explain that as Jesus grew up the Jews and Romans didn't get on. The Jews had to pay taxes to the Romans, there were Jews who were hated because they worked for the Romans in jobs like tax collecting and Jews who tried to fight the Romans and get rid of them, called Zealots...			

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>13) Jesus' Baptism P6</p> <p>Matthew 3:13-17</p> <p>CL: 1F</p>	<p>A: To understand the importance of baptism.</p> <p>TP: To help pupils understand the significance of Jesus' baptism.</p>	<p>Set up coin and cola experiment, discussing what the old coin looks like at the start. Immerse in cola and look at again at the end of the lesson.</p> <p>Have a discussion with pupils about how they prepare for different events e.g. party, test, day at school, sports match etc.</p> <p>Explain that Jesus had been sent to earth as a baby to do a very special job. As he grew up he learnt carpentry skills from his earthly father, Joseph, but God had something else for him to do.</p> <p>Before he started his special job, telling people about God and showing them how they could follow him and get to know God one of the things he did in preparation was to be baptised. It's one of the few stories recorded in all Matthew, Mark, Luke and John-showing it's importance.</p>	<p>Baptism still happens today as well as in Bible time. Someone is baptised when a they go into and under the water and raised up out of it or when they have water sprinkled over them.</p> <p>Explain that in Jesus' day baptism was a sign to show everyone that they had chosen to follow God- leaving their old life of doing whatever they wanted and beginning a new life following God's ways. Christians believe this is still the same today.</p> <p>Read Matthew 3:13-17 and pupils can create a comic strip to show the events of Jesus baptism.</p> <p>You may want to explain John was Jesus' cousin, son of Elizabeth and Zechariah (Christmas story) and was sent to prepare the way for Jesus i.e. get people ready for him coming- the promised rescuer of the world.</p> <p>Explain He was baptising lots of people encouraging them to get ready for the special one God had promised to send.</p>	<p>Explain what the Bible teaches us through Jesus' baptism: -Jesus was showing he was one of us and on our side (he didn't need to make a new start because he was perfect as God's son). -He was God's son and loved by him (God's words) -He was showing he was God's son (God's words) and ready to take the blame for the wrong things we have done (sin) and help us make a new start.</p> <p>Look at the old coin again (it should come out shiny and clean)- connect this to the Christian belief that there is a change in a person's life when they decide to follow Jesus which is symbolised through the act of baptism.</p>	<p>Coins Coca cola Bowl</p> <p>Bibles</p> <p>PowerPoint 13</p> <p>Comic strip worksheet</p>

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Jesus 14) Jesus calls his disciples P6 Mark 1:16-20 CL: 1F	<p>A: To explore how Jesus called his disciples.</p> <p>TP: To help pupils understand the significance of Jesus' call to his disciples and the Christian belief it is the same for Christians today.</p>	<p>Play Follow the leader game / Simon Says Game</p> <p>Explain that in Bible times the culture of Rabbi's - which were like teachers - often involved having people follow them around so that they could see what the Rabbi did and learn from him. These followers were called disciples. People would often ask to follow a Rabbi as it was a really special honour to follow them, though Rabbi's often picked the smartest and most knowledgeable people, they liked to choose really clever people and often left others behind.</p> <p>The Bible tells us that Jesus was often called a teacher and Rabbi. So Jesus also looked for disciples that would follow him around to do what He did and learn from him. But Jesus was a different type of teacher, Jesus looked for people of different background and opinions, people with different skills and abilities. He didn't always choose the most famous people, He chose people because of their character (didn't mean they were perfect or never made mistakes).</p>	<p>Video: Jesus chooses his disciples, Care Bear's Bible Stories For Kids.</p> <p>Hot Seats: Ask different pupils to take on the role of a disciple e.g. Peter or James/John and the rest of the class ask them questions about what happened and how they felt.</p> <p>Discuss: what Jesus' invitation 'come follow me and I will make you fishers of men' means.</p> <p>Explain: Christians believe that when Jesus called his disciples and asked them to follow him. He was going to teach them about who God was, what he was like, how he wanted them to live and how they could enjoy a friendship with him. He was also going to teach them how to share about Jesus with others so that others would follow him too.</p> <p>Today, Christians still often call themselves 'followers of Jesus' or 'disciples of Jesus' because they believe that by reading the Bible they can still learn from Jesus and with God's help try to be more like Jesus, just like his first disciples when Jesus was on the earth.</p>	<p>In teams play 'Fishing game' with the templates provided. Game consists of pulling out fish of your team's colour and placing them in the correct order of what Jesus said. The first one to finish wins. Tape a paperclip to the fish and use a magnet tied to the end of a piece of bamboo to lift them.</p> <p>Ask pupils to think about what characteristics they think would make a good disciple or follower of Jesus e.g. fast learner, hard worker, good listener, courageous. Imagining Jesus has invited them to become one of disciples, pupils can fill in the activity sheet profile sharing their attributes that they think would make them a good disciples.</p> <p>Emphasise that none of the disciples were perfect- they needed each other and they needed Jesus.</p>	<p>Power Point 14</p> <p>Fishing Game - Templates, bamboo, string, magnet, paper clips, tape</p> <p>Activity sheet</p>



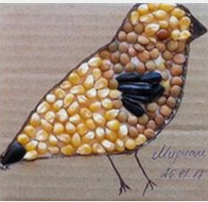
Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>15) Jesus' treatment of others man with leprosy P6</p> <p>Matthew 8:1-4</p> <p>Luke 17:11-19</p> <p>CL:1F</p>	<p>A: To understand Jesus did what he was teaching others to do.</p> <p>TP: To help pupils understand the Christian belief that Jesus treated everyone as valuable, even those others overlooked.</p>	<p>Play 'Odd One Out' Game provided in the PowerPoint Slides. Ans: Goldfish-all others are mammals Eiffel Tower- all others are landmarks in NI Carrot- all others are associated with nations in the UK Tennis- it's the only sport needing a racket</p> <p>Discuss what pupils think it means to be 'the odd one out?'</p> <p>Explain they are going to look at what it can be like to feel left out and isolated. But we are also going to talk about what it feels like to be different or to feel like an outsider. And we are going to see what the Bible tells us of how Jesus treated people who others avoided and were fearful of. The Bible tells us about some of these people, and it tells us that these people often were affected by a disease called Leprosy.</p>	<p>Explain that Leprosy is a disease that is not as contagious as Covid-19 and yet people are often isolated. It may be helpful to read through The Leprosy Mission NI website. https://www.tlm-ni.org/news/2020/march/how-knowledge-of-leprosy-can-help-us-now</p> <p>Explain that in Bible times, people who were affected by leprosy were often secluded from society not just for 10 days (like they may have experienced during coronavirus pandemic) but for a lifetime!</p> <p>Ask: How would you feel if you were one of these people living in these times and affected by Leprosy? Use Emoji's in the PowerPoint to help pupils describe how they would feel.</p> <p>Watch: Ten Lepers, Bibletoons</p> <p>Ask:</p> <ol style="list-style-type: none"> 1) How do you think that these 10 people who were affected by leprosy felt when they were healed? (Use Emoji's in the PowerPoint to help pupils describe how they would feel.) 2) How do you think Jesus felt when only one of them came back to thank Him? 3) How do you think that people from the town felt when they saw those ten people healed? 	<p>Play 'Odd One In'</p> <p>Ask the pupils to get into teams. In each round, the teams are presented with a lineup of people who all claim to have a particular unusual trait or skill (e.g. being able to hold their breath underwater for more than five minutes), but only one of them is telling the truth. The teams may ask questions of the lineup members in order to determine the truth-teller. At the end of the round, each team may make one guess as to which one is the "Odd One In," receiving one point for a correct choice. Where appropriate, the lineup members are invited to demonstrate their skill.</p> <p>At the end of the game discuss how we all have things or can do things that make us unique. It is important to recognise what makes us different and always be there for each other celebrating how special we are!</p> <p>Optional: Find out about the charity 'Leprosy Mission Northern Ireland' and the work they do - consider if there is anything that you would like to do as a school/ class to support them.</p>	<p>Power Point 15</p> <p>Activity sheet</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Jesus' teachings					
<p>16) Love your enemy P6</p> <p>Luke 6:27-36</p> <p>CL: 1F</p>	<p>A: To understand Jesus' teaching on how to treat others, even your enemies.</p> <p>TP: To help pupils explore the Jesus' teaching 'Love your enemies' and what this means for Christians today.</p>	<p>Ask pupils to share in a pair/group, some things that they could do in school to show kindness to others and what might be unkind.</p> <p>Share thoughts as a whole class.</p> <p>Explain that in school and in our neighbourhood, it's important to treat people kindly. The Bible has lots to say about kindness and we are going to think about a Bible story, thinking about loving others.</p> <p>Read Luke 10:25-37 (ICB)</p>	<p>Explain that Jesus shared this Parable with lots of people. A Parable is an earthly story with a heavenly meaning. It was helpful for people in Bible times to hear stories (and today) to help them understand Jesus' teachings.</p> <p>Explain that the man was trying to test Jesus, by asking the first question. Christians believe that eternal life is spending forever with God, in Heaven. The road from Jerusalem to Jericho was known to be dangerous with lots of crime and robbery happening there. A Priest and a Levite were Jewish religious officials. You would expect them to help. Samaritans and Jewish people didn't get on, this made this story stand out.</p>	<p>Drama- included in resources.</p> <p>Scenarios: (either in groups or whole class) pupils are to write/share; what they would do & what they should do.</p> <p>Experiment: <i>Option A-</i>Using coffee filters, ask the pupils to decorate their filters with washable markers. Spray the coffee filters with water and watch the colours spread. Or <i>Option B-</i> Using skittles around the outside of a plate in a circle, pour warm water and watch the colours mix together and meet in the middle. Both show how kindness can spread and the effect it has on others.</p> <p>We know how powerful our words and actions are. As a class, set a challenge to show kindness to the other classes or teachers.</p>	<p>Scenarios</p> <p>Printout of the drama</p> <p>Bibles</p>
<p>17) Do not worry P6</p> <p>Matthew 6:25-34</p> <p>CL: 1F</p>	<p>A: To understand Jesus' teachings on worry.</p> <p>TP: To help pupils explore Jesus' teaching 'Do not worry' and the Christian belief that God will provide for all their needs because he cares.</p>	<p>Ask each child to share first word they think of when they hear 'worry'.</p> <p>Discuss: What is worry? Why do we worry? What do we do when we worry?</p> <p>In Pairs/Groups: Make a list of what people worry about. Discuss as a class.</p> <p>Illustration: Ask a pupil to hold an empty box/bag. Fill the bag with books/stones until they are 'weighed down'. Give each stone/book a label of a worry (you could tell it as a story going through a typical day of someone). Ask the class how they think this demonstrates what worry can do to us.</p>	<p>Explain that Jesus taught his followers that it is possible to live without worry by instead trusting him. Remove books/stones from bag/box asking pupil how they feel now.</p> <p>Read Matt 6:25-34 and Discuss: What do people worry about (v25)? Why do people worry about these things? What do the birds teach us(v26)? Why does Jesus say worrying is ultimately pointless (v27)? What do the flowers teach us (v28)? What does Jesus say to do instead of worrying (v33)?</p> <p>Explain that Jesus taught people that they needed to replace worry with trust in him and Christians believe this is the same today.</p>	<p>Christians believe that the words in the Bible are helpful to read and remember when we are worried.</p> <p>Match up: On one set of cards write some of the things that we can worry about. On another set of cards write some promises from God that are in the Bible. Get pupils to pair up the worry with an appropriate promise.</p> <p>Complete activity sheet: -List/draw 5 things you worry about. -List/draw things Jesus says not to worry about (<i>from the Bible passage</i>) -List/draw things that Jesus uses to illustrate why we shouldn't worry (<i>from the Bible passage</i>)</p> <p>Write sentence(s) to describe what you have learned about worry.</p>	<p>Activity sheet</p> <p>Bibles</p> <p>Bag/box with stones/books</p> <p>Matching activity cards printout</p> <p style="text-align: right;">43</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>18)The 'I am's' of Jesus (1) P7</p> <p>John 6: 1-15 and 25-59</p> <p>CL: 1F</p>	<p>A: To explore Jesus' identity through 'I am' statements.</p> <p>TP: To help pupils explore the Christian belief that God satisfies our needs.</p>	<p>Activity: Pupils play "headbands" with sticky notes placed on each child's head so they can't see what it says but can read each others.</p> <p>This can be played in group or as a whole class. Class ask yes or no questions to guess who is written on their head e.g.book character, celebrity.</p> <p>Explain that at the time of Jesus many people had questions about who Jesus was. Ask class if they know who people thought Jesus was? (e.g. <i>God's son/ Messiah/a normal man, a good person</i>)</p> <p>Link the phrase "I am" from activity and explain that Jesus used that phrase to describe who He was, linking to everyday things that the people would have be familiar with.</p> <p>Quiz: What did Jesus say? Spot the real "I am" statement.</p> <p>Introduce "I Am" statement Play wordle (<i>link in resources</i>) ask class to reveal the word which Jesus used to describe Himself "BREAD"</p> <p>Explain that's a strange way to describe yourself, but let's read what Jesus actually said.</p>	<p>Read John 6:25-59 and ask class what exactly Jesus said about who he is? (<i>Bread of life</i>)</p> <p>Before Jesus said this he had done something amazing with some bread! Ask class if they know what the amazing things Jesus did were called? (<i>Miracles</i>)</p> <p>Read John 6:1-15 and/or watch Jesus Feeds the 5000, Saddleback Kids.</p> <p>Explain that when the people were hungry Jesus fed them. With only 2 fish and 5 loaves Jesus fed 5000 people and there was still leftovers!</p> <p>Discuss the best thing to eat when you are really hungry.</p> <p>Explain that even when we finally get to eat after being really hungry, before we know it we will be hungry again. Food only satisfies for a little bit.</p> <p>This is why Jesus said "I AM the Bread of life." Christians believe that everything you need is found in Jesus. In a similar but much greater way Jesus is like a bread which satisfies forever.</p> <p>Display John 6:35 and emphasise the Christian belief that Jesus gives us all we need.</p> <p>Ask class what things we need to survive?</p> <p>Explain we have practical needs, but also spiritual/emotional needs. Eg. We all like to feel loved, valued, safe etc.</p>	<p>Christians believe Jesus fulfils all our needs, not just practical needs e.g. can give us courage when we need to be brave, helps guide us when we need to make a decision, is with us when we might feel alone.</p> <p>Optional activities: Activity sheet</p> <p>AND/OR</p> <p>Divide pupils into groups and give them another I am ('Light of the world', 'the door', 'the Way, Truth and the Life', 'the True vine' to think about and discuss these questions (except I am the Good Shepherd see lesson 19):</p> <ol style="list-style-type: none"> 1) What do you think Jesus meant when he said this? 2) What do you think this means for people who follow Jesus? 	<p>Wordle link: https://mywordle.strivemath.com/?word=xfvdo</p> <p>Powerpoint 18</p> <p>Bibles</p> <p style="text-align: right;">44</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>19)The 'I am's of Jesus (2) P7</p> <p>John 10:1-21</p> <p>CL: 1F</p>	<p>A: To explore Jesus' identity through 'I am' statements.</p> <p>TP: To help pupils explore the Christian belief that God takes care of people.</p>	<p>In pairs ask pupils to share 7 things that let the other person know more about who they are e.g. I am a gymnast champion, I enjoy reading the beano, I want to be a scientist when I grow up.</p> <p>Explain that Jesus used "I am" statements for himself, to explain his character. It is a metaphor to tell us something really important about Jesus. Today we will be learning that Jesus called himself 'a Good Shepherd'</p> <p>Divide pupils into teams for a Quiz (see PowerPoint) on sheep. -For each question get right, give the pupils a cotton ball. They have a template of a sheep which the cotton balls are to be stuck/placed on.</p>	<p>Explain the fact that Jesus used images to explain to the Pharisees and people listening who he really was. Gatekeeper- Someone who was in charge of a sheep pen, where a number of flocks were kept.</p> <p>Blindfold challenge: Select 2 volunteers, 1 person is blindfolded for this challenge. They have to walk around the classroom, following the other persons voice. The rest of the class have to make noise to distract.</p> <p>Emphasise the challenge but importance of listening to 1 pupil's voice for direction. Link to the Christian belief that Jesus was teaching this to the people. People are the sheep and it is important to listen and follow his voice.</p> <p>Give the pupils a copy of John 10:11-18 activity sheet.</p> <p>Ask the pupils to Circle- anything that describes the Good Shepherd and what he is like/what he does.</p> <p>Underline- anything that describes the worker/hired hand and what he does/is like.</p>	<p>Explain in Jesus' time, a shepherd would've walked ahead of his sheep and the sheep followed him- they knew his voice so well. A shepherd would've carried a rod and a staff with him. Rod- protection for the sheep and frighten wild animals. Staff- rescue a sheep if it got stuck.</p> <p>Explain that Jesus used the image of the Shepherd because was pointing towards him dying on the cross. Jesus doesn't just call himself a Shepherd, but a good Shepherd. This is because a good shepherd protects his flock from other animals or other dangers and doesn't run away when things are tough because he cares for his sheep.</p> <p>Explain the Christian belief that God protects people and still cares for them today.</p>	<p>PowerPoint 19</p> <p>Printout of sheep</p> <p>Cottonballs & glue</p> <p>Photocopies of Bible passage for pupils.</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>20)The Beatitudes P7</p> <p>Matt 5:1-12</p> <p>CL: 1F 3C</p>	<p>A: To understand Jesus' teaching on the Beatitudes.</p> <p>TP: To explore the Christian belief that the Beatitudes are important values for life.</p>	<p>Ask pupils to write down 5 things that make them happy. Discuss answers and reasons as a class.</p> <p>Ask pupils to complete the following statement: 'Our world says happy people have...' Record their answers and then discuss if this is really true e.g. are all rich people happy, are all smart people happy etc..</p> <p>Explain that Jesus taught his followers what it is to be truly 'happy'-content. What he said is recorded in the Bible and today is part of some really important teaching from Jesus called the Sermon on the Mount. Jesus doesn't use the word happy but says blessed instead.</p>	<p>Read Matthew 5:1-10 (NLT Version) Ask pupils to identify all the things Jesus says blessed people are and what Jesus says blessed people receive.</p> <p>Discuss the meaning of terms such as justice, mercy, pure, persecuted and explain the blessings received in Matt 5:3-10 (see PowerPoint). They can record their answers on the activity sheet.</p> <p>Discuss: what surprises the pupils? How does this go against what they may have heard or perhaps what we experience today?</p> <p>Explain that Jesus is saying that to be blessed/happy doesn't come from our circumstances and what happens to us or what we have (that can change all the time) or through our own efforts but he taught that people are blessed when they live by focusing on the promises of God and what he gives us- all that comes from a friendship with God.</p>	<p>Read v11-12 and discuss why they are so surprising and what does Jesus promise.</p> <p>Discuss with pupils how they might live out the different beatitudes during their week e.g.control my anger when my brother/sister annoy me.</p> <p>Pupils can choose 3 of the Beatitudes and draw an image/symbol/emoji to represent it.</p> <p>OR Pupils can create a Beatitudes collage using pictures from magazines and newspapers that depict a particular beatitude.</p>	<p>Activity sheet</p> <p>Newspapers/ magazines, glue, scissors, paper</p> <p>PowerPoint 20</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>21)The Parables of Jesus P7</p> <p>Psalm 78:1-2</p> <p>Matthew 13:1-15</p> <p>CL: 1F</p>	<p>A: To understand why Jesus told parables and consider people's responses to them.</p> <p>TP: To help pupils consider the Parable of the Sower and what it teaches.</p>	<p>Have a quiz showing famous characters/props/lines from children's stories for pupils to guess (The PPT may need updated with current films, stories etc.)</p> <p>Have a discussion about everyone's favourite story and reasons why.</p> <p>Show Psalm 78:1-2 Explain that these verses were talking about Jesus and what he would do on earth.</p> <p>Ask what the verses tell us he would do (tell parables, teach, speak of hidden things).</p> <p>Explain that when Jesus was on earth he often told stories to the people- they were called parables. These were special stories with a hidden meaning. Jesus used things and places that were familiar to the people to teach them about God and his kingdom. These stories revealed the character of God: what he is like, how he worked, and what he expected from his followers.</p> <p>Show the Parable of the Sower- musical version (available to download for free from max7.org).</p>	<p>Ask pupils to look out for the 4 different types of ground that the seed fell on and what happened to them. Discuss their answers as a class.</p> <p>Explain in Jesus' day farmers didn't have machinery and would have done lots of jobs by hand. Farmers would have had a 'bag' of seed and would have thrown handfuls out on the ground. It would have fallen in lots of places.</p> <p>Share that often when Jesus taught in parables he didn't explain what they meant, so people had to think about it for themselves and Christians believe that God would help them to understand. However, Jesus did explain to his disciples what this parable meant.</p> <p>Use the PowerPoint to explain what the Parable of the Sower means. Sower- God, Seed- word of God/ God's teaching- Bible, soil- different responses to hearing God's word</p> <p>Show James 1:22 and emphasise the Christian belief that we aren't just to know things about God or from the Bible but to do what it says. We show this in how we live our lives each day- then we are like the good soil (Jesus' character develops in us and we become more like him).</p>	<p>Using various seeds and pulses create a seed/mosaic picture to show what happened to the seed on the 4 types of ground, Pupils can write sentences to explain each part of the parable.</p>   	<p>Parable of the Sower clip</p> <p>PowerPoint 21</p> <p>Paper, glue, seeds/pulses/ coloured squares of paper</p>

Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
22)The Lost Coin P7 Luke 15:8-12 CL: 1F	A: To understand Jesus' use of parables to teach about God's love. TP: To help pupils explore the Christian belief that we are valuable to God, he cares for us and (will search for us.)	Ask the pupils if they have you ever lost something? How did you feel? What did you do? You could share a story about a time when you lost something. Play Family Fortunes by asking pupils to make a list of what they think are the 6 most frequently lost items at home? Discuss/Work in small groups to list ideas. How many of these did you guess correctly? 1. TV remote control (45%) 2. phones (33%) 3. car keys (28%) 4. glasses (27%) 5. shoes (24%) 6. wallets/purses (20%)	Read Luke 15:8-10 Optional activity: Hide a coin(s) around the room for pupils to find. Ask pupils what three things does the woman do until she finds it? Why? What does she do when she finds it? (Celebrate) Why? (It's valuable- a day's wages) Ask pupils what they think the parable teaches us and how does this parable describe what Jesus came to do for people? Video: The Parable of the Lost Coin, Saddleback kids Explain that Christians believe Jesus told this story to demonstrate God's love for sinful people (those who have chosen to go their own way and forgotten about God and his ways.) Jesus himself said that he came 'to seek and to save those who are lost' Luke 19:10. People are valuable to him just like the coin was to the woman.	Get each pupil to write a diary entry as if they were the woman searching for coin. Include details of what she did to search for the coin, how she felt losing it and finding it and why it was valuable to her etc.	PowerPoint 22 Saddleback Kids clip Activity sheet Bibles

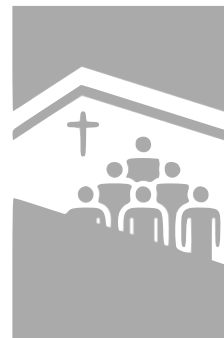
Theme Jesus	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>23)The Prodigal/ Lost Son P7</p> <p>Luke 15:11-24</p> <p>CL: 1F</p>	<p>A: To understand Jesus' use of parables to teach about God's love.</p> <p>TP: To explore Christian belief that God is like a Father who loves unconditionally.</p>	<p>Show some images of famous, popular children's books (without title/author's name) Do children know the author/book title? (Include Charles Dickens <i>A Christmas Carol</i> and explain who Dickens was)</p> <p>Explain that today we will read what Charles Dickens said <i>"is the finest short story ever written."</i></p> <p>Ask What sorts of things do people think will make them, happy?</p> <p>Show Jim Carey quote <i>'I wish everyone could get rich and famous and everything they ever dreamed of so they can...'</i> Ask children to think/write on post it what they think comes next. Show how the quote ends <i>'...so they can see that's not the answer'</i></p> <p>Explain that we will read a parable Jesus told that makes this same point</p>	<p>Read the story of the 'Lost Son' together from the Bible (different pupils could take on the roles of narrator-Jesus, the Father, the younger son).</p> <p>Watch a digital retelling of the Bible Story (several options free to download from www.max7.org.au).</p> <p>Look at different painting and sculptures of the lost son on the PowerPoint and discuss what the pupils notice and what they make the pupils feel or think about the story .</p> <p>Ask the 'I wonder' questions to explore the story (PowerPoint). OR Hot-seating Work in pairs to produce two questions for each of the following characters e.g. Father, younger son, pigs, servants, God. (The questions can't have a 'yes' or 'no' answer.) Choose individuals to answer the questions in role.</p> <p>Discuss/Vote: Does the son deserve to be welcomed home? Why/Why not? Why do you think the father welcomes him home?</p> <p>Ask how v20 is a picture of how the Bible describes God's love for people?</p>	<p>Explain how father's actions illustrate what the Bible says Jesus has done</p> <ol style="list-style-type: none"> 1. He leaves his home to come to his son (Jesus left heaven to come to people) 2. He humiliates himself by running, something no Jewish man would do (Jesus allowed himself to be humiliated in life/death) 3. He hugs the son making himself unclean (Jesus was made unclean on the cross by taking sin on himself) 4. He covers his son's filth in his best robe (Jesus covers our sin in his perfection) <p>Optional Extras:</p> <ol style="list-style-type: none"> 1)Drama: In small groups ask the children to imagine and act out what the story might look like if Jesus was telling it today. 2)Music: Using a variety of percussion instruments pupils have to decide on sound effects and background music to the story of the lost son as the Bible passage is read aloud. 3)Using the Bible passage, pupils have to re-tell but instead of using written text they can only use emojiis (you could give them a selection printed out or they could design their own). 	<p>Downloaded Bible story video</p> <p>Percussion instruments</p> <p>PowerPoint 23</p>



Church

Focus Statement

At Key Stage 2 pupils should be learning about the architectural, cultural and religious value of church buildings and begin to appreciate the spiritual structure and purpose of church services. They should also begin to see how the church, as the caring people of God, exists outside the church building and that a variety of denominational expressions of Christian life can be found. The beginnings of a perspective on church history should also be put in place, starting with the work of St Paul and St Patrick.



Children should have opportunities to:

- know the main external and internal features of some Christian places of worship and realise that these features vary from denomination to denomination because they express different emphasis in belief (TWAU) (PDMU);
- learn about the siting of church buildings (*for example at the centre of a town or village or in the countryside*), their orientation (*for example east facing*), their construction and historical significance (*for example telling us how people lived in the past and what they cared about*) (TWAU);
- understand how and why a local church is named as it is, and understand the history of the church and its churchyard (TWAU);
- respond to the atmosphere and surroundings of Christian places of worship and develop the sensitivity to respond appropriately (PDMU) (SU);
- find out how Christians worship God in church, *for example in prayer, in silence, singing, reading the Bible, listening to preaching and teaching or giving money* (SU);
- discuss the roles of people involved in services and sacraments, *for example minister, priest or pastor, readers, choir and congregation* (PDMU);
- talk together about services and sacraments that characterise the church and explore their spiritual meanings (SU);
- consider the use of prayer and music in Sunday worship and other religious ceremonies (The Arts) (SU);
- know that all Christians use the Lord's Prayer and become familiar with its meaning for them (SU);
- discover what leaders of local Christian churches do (PDMU);
- know about the various uses made of places of worship by Christians and the wider community (TWAU) (PDMU);
- begin to understand that the church cares about its local community, its village, town or city (PDMU);
- understand that the church is a community of Christians from all races and nationalities (PDMU);
- begin to understand that the church is a worldwide community with Jesus as its head and that the church is seen as the vehicle to carry on the work of Jesus; (SU) (TWAU);
- hear and explore accounts of how the followers of Jesus began to organise themselves in their new way of life (SU);
- begin to understand the importance of the life and teachings of St Paul and the Early Church (SU); and
- begin to understand the historical role of the church in the life of the people of Northern Ireland.



Church

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Church 1) Church Prayer P5 Luke 11:1 and Matthew 6:9-13 CL: 1F 2C	<p>A: To understand Jesus' teaching on how to pray to God.</p> <p>TP: To explore the prayer that Jesus taught to the disciples known as, 'The Lord's Prayer.'</p>	<p>Discuss with the pupils what important things they have already learnt to do in life? (<i>Ride bike/swim/read etc.</i>) How did they learn to do these things? What would they really like to learn to do?</p> <p>Explain that one day Jesus' disciples asked him to teach them to do something. Allow pupils to guess what it was. And then read Luke 11:1. The verse tells us what it was... "Lord, teach us to pray...". They wanted to know how to talk to God like Jesus did.</p>	<p>Explain that we are going to look at the full prayer, commonly known as the Lord's Prayer in Matthew 6:9-13. However, before reading it show the lines of the prayer in the wrong order and ask the pupils to put it in the correct order.</p> <p>Ask if anyone has heard the Lord's prayer before and where they have heard it?</p> <p>Explain that this is a model prayer, it's an example of how to pray.</p> <p>Read Matthew 6:9-13 together. Take some time to explain words like hallowed/holy (perfect, special), temptation, debts/debtors and who Christians believe is the evil one.</p> <p>Discuss the following questions: How are we to approach God? (V9) N.B. emphasise that God is like the best kind of father you could ever imagine-even if it's not our experience in our own family. How might praying to God as 'Father' affect how we speak to Him? (V9) Can you summarise what v10 tells us to pray? What kinds of things could be defined as 'our daily bread' in our lives? (V11) When might we need forgiveness? (V12) When might we need to forgive? (v12) When might we be tempted to do wrong? (V13)</p>	<p>Without showing the Lord's Prayer ask the pupils to guess how many words there are in it. Count them and find out who had the closest guess.</p> <p>Ask pupils to write their own prayer for how they would like things to be in their classroom using the same amount of words, adding some illustrations to their prayer.</p> <p>Or Explain and discuss themes in the Lord's Prayer - praise and thanks v9, - please (asking) v11 -sorry/forgiveness v1 Ask pupils to make their own poster/mind map about prayer and things connected to the above categories.</p>	<p>Bibles</p> <p>Lord's prayer segments</p> <p>Paper, pens/pencils</p>

Theme Church	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>2) Prayer Space: The Lord's Prayer P5</p> <p>Matthew 6:9-13</p> <p>CL: 1F 2C</p>	<p>A: To explore ways people today can pray/reflect.</p> <p>TP: To help pupils explore the importance of prayer for Christians as a way to communicate with God.</p>	<p>In pairs think of different ways that we communicate with each other e.g. shout, sing, email, write, text, sign language etc. Feedback ideas as a class.</p> <p>Demonstrate different ways of communicating and get pupils to guess what you are saying e.g. wave, sign thank-you, show road signs, symbols.</p>	<p>Explain that Christians believe that there are many different ways to communicate with God too. Communication is important in any relationship- family/friends and Christians believe it is the same with God and we can communicate with God anytime and anywhere- he is always ready to listen and talk with us if we are too. Christians believe the most important thing is not how we pray to God but that we remember who we are praying to.</p> <p>Show and explain the prayer space stations on the Lord's prayer and give pupils time to move around the activities or give each pupil materials at their desk so they have space to try the different activities for themselves (see resource bank for materials and set up).</p>	<p>Have a time of class feedback to hear what activity they enjoyed the most and what they have learnt about prayer from today.</p> <p>Contact your local E3 Schools worker or local ministers/youth workers connected to your school if you would like help facilitating this lesson. The activities have been taken or adapted from the Prayer Spaces in Schools website www.prayerspacesinschools.com.</p>	<p>See ideas in resource bank</p> <p>N.B Have background music playing during the Prayer Space activity time. e.g. The Lord's Prayer, Saddleback kids/ Bigger than me, Brentwood Benson.</p>
<p>3) Church Vocabulary P5</p> <p>CL: 2C</p> <p>This lesson can be done after the church visit.</p>	<p>A: To understand the meaning of words used in a church/Christian context.</p> <p>TP: To help pupils understand the importance and meaning of words used by Christians or in a church.</p>	<p>Play the random words quiz (words in other languages/ dialects): pupils choose what they think the correct meaning is from several options.</p> <p>Use the quiz to introduce the concept of the importance of understanding what words mean and discuss with pupils how it feels not to understand e.g. confusing, embarrassing, frustrating etc.</p>	<p>Discuss with pupils their understanding/ experience of various terms that are used in Christian/church contexts. Use the suggested ideas in the PowerPoint and script in the Resource bank to show and explain the definition of different words e.g. church, pray, worship, minister/priest/vicar/pastor, pulpit/lectern, Bible. Adapt as appropriate for your context-adding/removing slides.</p> <p>As you go through find out if pupils are familiar with any of the words or what they already know about the meaning of them.</p> <p>Split pupils into 2 groups, one group with the words and the other with definitions of these words. Pupils have to find their matching partner by moving around the room and asking questions to which yes/no are the only answers which can be given.</p>	<p>Pupils can make a 'RE vocabulary dictionary' of their own/PPT slides for words to be compiled into a whole class copy to be used during RE lessons.</p> <p>They can continue to add to this during RE throughout the year.</p>	<p>PowerPoint 3</p> <p>Script</p> <p>Activity sheet</p> <p>definitions printout</p>

Theme Church	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>4) A church visit P5 (Also in KS1 RE framework, we suggest visiting a different church denomination)</p> <p>CL: 1A/C/D/E/F/G/H, 2B, 2C, 3B</p>	<p>A: To help pupils learn the different parts of a church building, how the church cares for one another and those around them.</p> <p>TP: Give pupils an experience of what happens in church and opportunity to explore why people belong to a church.</p>	<p>Church treasure hunt: pupils a list of things to find in the church, e.g. seats/pews, stained glassed window, cross, Bible, hymn book, lectern, spire, baptismal font. You could printout words from lesson 3 and pupils could place them around the church when they find the correct item/place.</p> <p>Or give specific questions which they will find the answer to as they explore the church e.g. what Bible story can you see in the stained glass window, what words are carved on the baptismal font. What shape is the church building?</p>	<p>Ask the minister or children's/youth worker to welcome the children and explain what happens there i.e. : -Learn from the Bible (teach a short bible story or show a video and explain its meaning for today) -Sing songs to God (sing a song that would be familiar to them from assembly). You could give them an opportunity to see/hear instruments being played, especially those they may be less familiar with e.g. organ. -Celebrate as a family, explain some of the celebrations that happen in church e.g. marriage, baptism, communion etc. (eat together: the church could prepare a snack for the pupils). -Pray</p>	<p>-Help the poor (explore a world map, talk about how Christians care for people all over the world and specific projects that the church is linked to locally and globally.) Allow the pupils to ask the minister/youth worker questions about the church building, community or their role.</p> <p>Talk about how everyone is welcome in church, especially children.</p> <p>If appropriate: Let the pupils know what things are happening in the church that they can go along to eg Sunday school, kids club, GB/BB etc.</p>	<p>Arrange visit with local minister</p> <p>Juice and biscuits song story world map</p> <p><i>Optional:</i> Flyers for pupils from the church about their activities.</p>
<p>5) Christian Church Traditions /ceremonies: Baptism and Confirmation P6</p> <p>Matthew 3:13-17</p> <p>CL: 2A 2B 3C 3D</p>	<p>A: To explore key events celebrated in the Christian Church.</p> <p>TP: To help pupils recognise special traditions in the Christian faith and understand why they are celebrated.</p>	<p>Begin with game of charades. Note the importance of body language in communication; it's often an outward sign of how we feel inside, eg. Cry when sad. Ask class for other examples of body language and what it shows.</p> <p>Explain in the Christian church there are some special ceremonies when an outward sign shows an inward belief e.g. baptism. Remind class of account of Jesus' baptism (Jesus Lesson 13, Matthew 3:13-17)</p> <p>Ask class if they know what happens (outwardly) at a baptism? <i>Person immersed in water/sprinkled with water.</i></p>	<p>Explain it is an outward sign of a person's inward promise to follow Jesus and live life God's way through the Bible's teachings.</p> <p>Explain that some people are baptised as babies and therefore their parent(s)/god parents make these promises on their behalf. When that baby grows up they can choose to confirm the promises their parents/god parents made on their behalf when they were too young to decide for themselves. This is called <i>Confirmation</i>.</p> <p>Confirmation happens in the Roman Catholic, Methodist and Church of Ireland churches. (<i>other denominations may have services which mark someone becoming a full member of the church</i>).</p> <p>Christians believe confirmation is an opportunity for someone to tell others publicly that they follow God. They don't just use words but...</p>	<p>...they agree to do certain things to show they mean what they are saying; (<i>See teaching script to explore these more</i>).</p> <p>Explain that Christians believe baptism and confirmation are important times to celebrate.</p> <p>Circle time: Class share what they celebrate in their families and how (<i>eg. Holidays you celebrate/family traditions/religious traditions</i>).</p>	<p>Teaching Script</p> <p>Sweets</p> <p>Bibles</p> <p><i>Optional (PowerPoint images of baptism from Jesus lesson 13)</i></p>

Theme Church	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>6)Life of Paul (1): Road to Damascus P6</p> <p>Acts 9:1-19</p> <p>CL: 2A</p>	<p>A: To understand the story of Saul's Conversion.</p> <p>TP: To help pupils explore the Christian belief that God can transform people.</p>	<p>Quiz: Show images and pupils have to decide what they can change into e.g. water in cold temp changes to ice, a caterpillar changes to a butterfly.</p> <p>Explain that all these things go through change and so do we and the world we live i.e. growing up, seasons, technology, fashion. Talk about what brings about these changes e.g. heat, pressure, growing up, trends, new discoveries and inventions.</p> <p>Explain that we will be looking at a man in the Bible, who's life changed/was transformed by God.</p>	<p>Share that in the book of Acts or Acts of the Apostles, there is a story about a man named Saul. He lived after Jesus had returned to Heaven. Explain that he hated God, he tried everything he could to stop the church growing and more people hearing about Jesus and choosing to follow him.</p> <p>Read Acts 9:1-9. Explore the passage with the pupils, asking questions about what happened (see PowerPoint).</p> <p>Read Acts 9:10-19 Explore the passage with the pupils (what happened etc).</p> <p>Ask the pupils, if they were Ananias, what would they do and why?</p> <p>Explain that Saul thought Jesus was dead, as he died on a cross and was buried he didn't believe..</p>	<p>...Jesus was God's Son and had risen from the dead but hearing God speak to him on the road to Damascus changed all that. The Bible tells us he realised he had been doing the wrong thing treating the followers of Jesus so badly. Following rules had become more important and listening to God and loving others as God wanted him to.</p> <p>Christians believe that Jesus can transform anyone's life e.g. sad to joyful, anxious to calm etc. Saul then changed his name to Paul, as a sign that his life was transformed.</p> <p>Create a newspaper article to share the story of Saul's conversion.</p>	<p>PowerPoint 6</p> <p>Printout of Newspaper article</p> <p>Bibles</p>
<p>7)Life of Paul (2): P6</p> <p>Acts 16:16-40</p> <p>CL: 2A</p>	<p>A: To understand the story of Paul and Silas' escape from prison.</p> <p>TP: To help pupils explore the Christian belief that God helps people.</p>	<p>Ask the pupils what they can remember about Saul's conversion. You could choose some to read their newspaper articles with each other.</p> <p>Recap that Christians believe Saul changed the day he met Jesus on the road. Discuss some of the changes e.g. name, wanting to share about Jesus. Explain people began to see this change by what he was like on the outside i.e. how he treated people. He began travelling and telling lots of people about God. Some people were happy about it, others were not.</p>	<p>Explain that Paul & another follower of Jesus, called Silas were heading to the place of prayer, when they met a female slave who began following them.</p> <p>Read the passage Acts 16:23-27, 29-35 as pupils in small groups mime the story. Watch Saddleback kids "Paul & Silas" video to reinforce the story.</p> <p>Explain Paul and Silas' trial wasn't fair. Pupils can write on a slip of paper something they think isn't fair and share reasons why they think it is unfair and make a class paper chain.</p> <p>Explain that God was with Paul & Silas and the Christian belief that God is with us today. Paul and Silas trusted God, even though it was unfair that they ended up in prison.</p>	<p>However, God used the situation for good as they were able to share about Jesus with him and his family.</p> <p>Hot Seat Drama- either in groups or whole class, pupils are to sit in the "hot seat" and act as they are Paul, Silas or the jailer. Everyone else to ask them questions.</p>	<p>Slips of paper/ stapler</p> <p>Bibles</p> <p>Saddleback kids clip</p> <p>54</p>

Theme Church	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>8)Life of Paul (3): Teachings on love P6</p> <p>1 Corinth-ians 13</p> <p>CL: 2B 3B</p>	<p>A: To explore Paul's teachings in the Bible.</p> <p>TP: To help pupils understand the Christian belief the Bible is a guide for people today.</p>	<p>Recap Paul's conversion and Paul & Silas in jail.</p> <p>Discuss their favourite stories and books and their authors (perhaps encouraging pupils to bring in a book to show)</p> <p>Remind pupils that the Bible is made up of the Old +New Testament and the variety of writings in it (see Bible section lesson).</p> <p>Highlight that Paul wrote 7 books (or letters) in the Bible, in the New Testament to encourage and challenge the Christians of his day.</p>	<p>Christians today still believe they have lots of important things to say to us. One of the things that Paul wrote about was loving others.</p> <p>Discuss with pupils what the word love means. Explain that Paul wrote to a church in Corinth, about what love means. Christians believe that God is love- all these things Paul wrote about to explain what love truly is, they believe God is.</p> <p>In pairs or groups, think about how you would show love to friends, family, neighbours and people in shops using the words and phrases from 1 Corinthians 13.</p> <p>Explain that throughout the Bible there are so many examples of how God showed love to people, as he cared for them.</p>	<p>Make a list and discuss any stories that the pupils can think of or give them a story to read and discuss in a small group and feedback to their class e.g. creation, Jesus washing disciples feet, Easter story.</p> <p>Recap all they have learned about Paul in the Bible. Pupils could create their own doodle/mind map to display all that they remember about him and share with another classmate.</p> <p>OR</p> <p>Create a bookmark of a line from the passage (verses 4-6) that stood out to them and their challenge.</p>	<p>Bookmark printout</p> <p>Coloured pens/pencils</p> <p>Paper</p> <p>PowerPoint 8</p>
<p>9) Churches in our community P6</p> <p>CL: 2B 2C</p>	<p>A+TP: To discover more about the role and impact of churches in the local area.</p>	<p>You could look at this theme as a specific unit over a series of weeks by inviting members / leaders from local churches close to your school in to answer questions and provide insights. Pupils could collect this research and create a project/presentation on their findings (Revise church vocabulary lesson used in P5 to remind P6 pupils the meaning of words like denomination, sacraments, worship).</p> <p>Questions:</p> <p>Do you belong to a particular church denomination e.g. Church or Ireland, Methodist, Non-denominational? What does this mean /look like in your church?</p> <p>What is the history of your church and why is it called...? (ask leader to bring photographs)</p> <p>What is worship like in your church and why do you have worship?</p> <p>What different roles do people have in your church?</p> <p>What special services or sacraments are important in your church, can you tell us about some of them ?</p> <p>What is 'communion' known as in your church, how, when and why does it happen?</p> <p>(If leader) Why did you become a church leader / minister / pastor / priest?</p> <p>(Is leader) What is your favourite thing about your role? What is the most challenging part of your role?</p> <p>What does the week of a church leader look like?</p> <p>Do you do things in your local community? e.g.open your church building</p> <p>In a sentence, what is church all about?</p>			<p>Computers</p> <p>Paper, pens, photographs, I pads</p>

Theme Church	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>10) Birth of the Early Church P7</p> <p>Acts 2</p> <p>CL: 2A</p>	<p>A: To explore the beginning of the early church on at Pentecost.</p> <p>TP: To help pupils understand the importance of the Holy Spirit and his impact on the growth of the early church.</p>	<p>Show a video of people's reactions to waiting e.g. marshmallow test.</p> <p>Discuss what things they have had to wait for? <i>eg. Test results, Christmas morning to open presents, being tall enough to go on a theme park ride.</i></p> <p>Ask: How did they feel when waiting? <i>Excited, nervous, impatient, bored.</i></p> <p>Explain that Jesus' disciples had to wait. After Jesus died and rose again He appeared to his disciples and followers several times but then returned to Heaven. However, he promised his followers a helper, one that they were to wait for. Show and read John 14:16 (Good News Translation)</p> <p>The disciples waited, not knowing what for or when or how this 'helper' would arrive.</p>	<p>Tell the Story: One day the disciples and Jews from every nation had gathered to celebrate Passover, when suddenly there was a violent wind (<i>get class to make wind noises</i>), it was so strong they felt it, even though they were sitting inside!</p> <p>Then they saw tongues of fire (<i>make fire sign with hands</i>) that came and landed on their heads. Soon they all started to speak, and even though everyone was from different places they could all understand what each other were saying as if they were speaking in their own language.</p> <p>Explain: these strange events marked the coming of the Holy Spirit; this was the promised helper the disciples had been waiting for. Jesus had told them to wait for him just before he returned to Heaven. The Bible says that the Holy Spirit was God's way of always being with His people.</p> <p>The believers knew that God had kept his promise and that the helper they had waited for was now here as the Holy Spirit.</p> <p>Ask what ways the Holy Spirit came at Passover? (<i>Wind/Fire</i>)</p>	<p>Ask what impact fire and wind can have? (<i>ie. melt/burn...</i>)</p> <p>Explain the Bible tells us how the Holy Spirit made an impact that day and helped more people believe that Jesus was God's son. In fact it says three thousand people believed that day!</p> <p>Video: God send the Holy Spirit, Saddleback Kids</p> <p>Read Acts 2:42-47 and explain this is what the early church looked like and Christians believe this was the impact of the Holy Spirit.</p> <p>The coming of the Holy Spirit had an impact throughout history and the life of the Church. Christians believe that the Holy Spirit is still working today and impacts the life of the church.</p> <p>Discuss what happened in Acts 2:42-47 and ask class to imagine they were there-how would they have felt.</p> <p>Activity Draw a picture to show what happened at Pentecost.</p>	<p>Marshmallow Test video</p> <p>Bibles</p> <p>PowerPoint 10</p> <p>Paper and medium to create picture</p> <p>56</p>

Theme Church	Aim	Way In	Way Through	Way Out	Resources
<p>11) Birth of the early Church (E.C) P7</p> <p>Acts 4: 32-37</p> <p>Mark 12:31</p> <p>CL: 2A</p>	<p>A: To explore how early Christians treated and cared for each other.</p> <p>TP: To help pupils understand that the early church was united in heart and mind, and this was shown in how they lived.</p>	<p>In groups write down as many words as possible that pupils associate with the Church. Call them out and get class to score out any words that other groups have on their lists. Count up how many unique words each group has to end.</p> <p>Display a list of all the words that the groups came up with.</p> <p>Explain that the E.C probably wouldn't have looked the same as the Church today, but the similarity is that it is the gathering of people who believe in Jesus as their Saviour (rescuer) and seek to live their lives following God's ways. Jesus' followers are known as Christians, which means 'little Christ'.</p>	<p>Christian's follow God's way of living and one command they try to live by is Jesus' words to "Love your neighbour as yourself."(Mark 12:31) Ask the class what they think this means? (<i>ie. not limited to literal neighbour but others around us who need our help.</i>)</p> <p>Read Acts 4:32-35 and ask class to make a list of all the ways the early church lived out Jesus' instruction to "Love your neighbour"?</p> <p>Remind the class that the Bible says the Holy Spirit (<i>Pentecost lesson</i>) <i>helped them to live this way.</i></p> <p>Explain they wanted to be and live like Jesus; Jesus had cared for others and loved everyone, therefore when someone was in need they helped them.</p> <p>They wanted more people to know the Good News that Jesus had risen from the dead and that He was God's son so that they could prepare for when He would return from heaven.</p>	<p>Christians today believe and still aim to follow Jesus' instruction to "Love your neighbour."</p> <p>One way we see this is through the work of Christian charities, many who aim to live like the E.C and share everything and help those in need.</p> <p>Research Activity: In groups research the following charities and fill in the information on the research worksheet; Tearfund/ Madlug/Storehouse.</p>	<p>Bibles</p> <p>Flipchart paper</p> <p>Research worksheet</p> <p>PowerPoint 11</p>

Theme Church	Aim	Way In	Way Through	Way Out	Resources
<p>12) Birth of the early Church P7</p> <p>Acts 6-8</p> <p>CL: 2A</p>	<p>A: To explore the impact of persecution on the early church.</p> <p>TP: To help pupils understand what persecution is and how it caused the Good News of Jesus to spread far.</p>	<p>Explain persecution; being badly treated, put in prison, sometime even killed because of what you believe.</p> <p>The E.C experienced a lot of this. Some Religious leaders, like Saul wanted to stop people hearing about Jesus and stop the spread of the E.C and the Christian faith (he later became a known as Paul when he too became a follower of Jesus).</p>	<p>Explain that the Bible shares stories of persecution; Introduce Stephen as a man who followed Jesus and shared with others about Jesus. However, he was arrested because some people (Religious leaders), especially a man called Saul, didn't like what he had to say and wanted to stop the church from growing.</p> <p>Explain that even when Stephen was arrested and in court he did not back down and still shared about Jesus.</p> <p>Read Acts 7:51-53.</p> <p>Explain that this made the Religious leaders very angry and because of this he was stoned to death- a very cruel punishment. But even when they were stoning him he cried out to God and asked God to forgive the people who were stoning Him.</p> <p>Video: The life of Stephen:God's story, Crossroads Kids club</p> <p>Discuss: I wonder why Stephen kept preaching even though he knew people wanted to kill him? I wonder how Stephen felt in the court? I wonder why Stephen asked God to forgive the people who were stoning him?</p>	<p>Explain after Stephen, it just got worse as Saul dragged men and women from their homes and threw them in prison. Because of this many people left Jerusalem and went to live in other places across Judah and Samaria.</p> <p>Despite the fact lots of people were trying to put a stop to the E.C it continued to grow, because as people were scattered. They continued to be brave and shared their faith with the new people they met. Christians believe this shows God's power.</p> <p>Sadly many Christians are still persecuted today in different parts of the world because of their beliefs.</p> <p>Optional Explore Open Doors website and show "World Watch List" of countries with the most persecution.</p> <p>Watch Video about modern day examples of Christians who live under persecution (Open Doors>Resources>Resources for Families).</p>	<p>Open Doors Website</p> <p>Crossroads Kids club clip</p> <p>PowerPoint 12</p> <p>Bibles</p> <p>58</p>

Theme Church	Aim	Way In	Way Through	Way Out	Resources
<p>13) Birth of the early Church P7</p> <p>Acts 8-26-39</p> <p>CL:2A</p>	<p>A: To explore how people from other cultures and countries heard about Jesus.</p> <p>TP: To help pupils understand that the Good News of Jesus was not just for God's people the Jews.</p>	<p>Activity Play a game of odd one out (<i>see ppt</i>) and explain that followers of Jesus who weren't originally Jews were being made to feel like odd ones out because followers of Jesus who had been Jews thought that He only come to save the Jews.</p> <p>However the Bible says that the Good News of Jesus wasn't just for Jews but everyone!</p> <p>Display and Read John 3:16, emphasising that it says God so loved <i>the world</i> not just one particular nation.</p>	<p>Have class perform drama (<i>see script in resource bank</i>). You could also read passage from International Children's Bible (ICB).</p> <p>Remind pupils of Lesson 12 reminding class that the Early church had been scattered throughout the nations because of persecution, but this meant that more and more people were hearing about the Good News of Jesus.</p> <p>Emphasise that this showed the Good News of Jesus is for everyone, not just the Jews.</p> <p>Explain Christians today still aim to share the Good News of Jesus with everyone, because they believe this is the task God gave to all his followers.</p> <p>Read Matthew 28:18-20 to emphasise point above. Explain disciples are people follow Jesus and believe the Good News that we read of in the Bible and who try with God's help to live their lives the way he tells us in the Bible.</p> <p>Discuss why do you think Christians want to share the Good News about Jesus? (Prompt/discussion starters: what kinds of things are good news to you e.g. a fun place, something surprising, great food. When you have good news what do you want to do?)</p>	<p>Ask Where do we find out about the Good News of Jesus? (Accept various answers but conclude we read about it in the Bible- we might need people around us to help us understand it just like the Ethiopian with Philip, or we might be the person who can help others understand as we share what we have been learning).</p> <p>Explain the Bible's accessibility (app on phone, free Bibles, can hear it in church, even in school- RE lessons, assemblies, SU groups).</p> <p>Some countries do not have the same access to the Bible for lots of reasons e.g. it's illegal or the Bible might not even be available in the language they speak.</p> <p>Activity: Higher or lower quiz</p> <p>Highlight the work of Wycliffe Bible Translators and The Bible Society explaining that they aim to give everyone the opportunity to read the Bible just like Philip was reading it. They do this through producing the Bible in languages and formats that people will understand.</p>	<p>Powerpoint 13</p> <p>Bibles</p> <p>Drama Script</p>

Theme Church	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
14) Birth of Christianity in Ireland P7 CL: 2B	A: To discover how the message of Christianity spread to Ireland. TP: To help pupils explore the life and role of St. Patrick in sharing about Christianity in Ireland.	Show pictures of famous people and ask pupils to identify who they are and what they are famous for (You may want to update the pictures in the PowerPoint). Finish with a picture of St. Patrick. Ariana Grande-music Barak Obama-President Lionel Messi-Footballer Prue Leith- chef/judge on GBBO Ant+Dec-TV presenters Charlie Mackesy- Illustrator+ Author Explain that the 17th March is know as St. P. Day and he had an important role for the whole island of Ireland as he came and told the people about God and Christianity.	Display statements about St. Patrick, pupils have to decide whether they are true or false. False statements -St. Patrick's day takes place on 17th when Patrick died. -Patrick was born in Britain. -It's a myth that Patrick got rid of snakes. Share that there isn't much known about St. Patrick as not many people could read or write in his day. Most of what we do know about him comes from his own writings. Show images connected to St Patrick's story and share info. from the teaching script (see Resource bank) or setup up different areas of the hall/classroom to represent them eg. Green material and some sheep for the time he spent as a slave, cardboard cut out of a boat, some rope to represent his capture by Irish pirates. Ask the pupils to imagine they were Patrick, using printouts of different emojis around the room/on the screen discuss how they would feel during the different events of his life.	Challenge pupils to write their own acrostic poem about St. Patrick, his life and his role in bringing Christianity to Ireland. OR Pupils can create a word search relating to St Patrick with clues for each word. Extra: Pupils annotate a map to show St Patrick's travels and to give a short description of what happened and an approx. date.	PowerPoint 14 Activity sheets Teaching script



Festivals

Focus Statement

At Key Stage 2 pupils should begin to grasp the annual pattern of Christian festivals and their purpose in keeping the life of Christ and the work of God constantly before the church. They should begin to associate Christian festivals with words, music and art, and they should be helped to explore the meaning of these. They should continue to be given opportunities to understand and to take part in Christian festivals.



Key Stage 2

Children should have opportunities to:

- learn and understand that the structure of the church year reflects key events in the life of Jesus and the church, *for example Advent, Christmas, Lent, Easter, Ascension and Pentecost* (PDMU);
- become familiar with the biblical stories retold during Advent, Christmas, Lent, Easter and Pentecost and through them become aware of Christian beliefs about God, Jesus and the Holy Spirit (LL) (SU);
- find out how Christians celebrate the major festivals and explore the feelings, values and beliefs associated with them through music, art and story (PDMU) (The Arts);
- hear or participate in the music associated with Christian festivals, *for example Christmas carols* (The Arts);
- investigate art work and symbolism associated with Christian festivals, *for example through looking at Christmas cards* (The Arts);
- understand the link between holidays from work and school with Christian festivals (TWAU); and
- appreciate the variety of Christian festivals around the world and understand what they mean (PDMU) (TWAU).



Festivals

Theme Festivals	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>1) Harvest P5</p> <p>Genesis 1:11-13, 28-31</p> <p>CL: 2C</p>	<p>A: To help pupils discover the importance of Harvest as a Christian celebration.</p> <p>TP: To explore the Christian belief that Harvest is a time to be thankful for God's provision.</p>	<p>Discuss with pupils times when someone has said thank you to them or they've said it to someone else and why they think the word thank you is important.</p> <p>Explain that Christians believe it's important to say thank you to God for all the things he has given us and done for us. One special time of the year for Christians to say thank you to God is at Harvest time.</p> <p>Show the word harvest and give pupils time to make as many different words as they can from rearranging the letters. Share answers together.</p> <p>Explain that you are going to use the word to explain why Christians are thankful to God at Harvest time.</p>	<p>Show that the word EARTH can be made from HARVEST letters. Explain that Christians believe Harvest time is about celebrating all the good things that God as our Creator provides for us through the earth and thanking him for them (Link to Genesis 1).</p> <p>Give pupils the opportunity to taste different foods from around the world e.g. fruit, veg, breads.</p> <p>Discuss what pupils know about these foods- what country they are from, and where appropriate what ingredients they are made of and where the ingredients are from.</p> <p>Show the word STARVE. Explain that there is such a variety of food and the earth produces x2 the amount needed to feed the whole world. Point out that even though there is enough to feed everyone, there are people around the world and in our community who are poor and can struggle to afford food to eat. Highlight the impact of natural disasters e.g. floods, droughts, insect problems, famines on food in poorer parts of the world and that these impact the poorest the most.</p>	<p>Show the word SHARE. Explain we can waste our food and be greedy in this part of the world. Christians believe that God wants his followers to look after others and share what we have with those in need. There are lots of Bible verses and stories in the Old and New Testament of people sharing food with those in need.</p> <p>Pupils can create their own Harvest prayer of thankfulness.</p> <p>Optional: As a class/school collect items for a local Foodbank to distribute to those in need or invite a representative from a local food bank to share with the class what they do and the impact they have in the community.</p> <p><i>(Adapted from an SU England and Wales school assembly)</i></p>	<p>Different foods to taste</p> <p>PowerPoint 1</p> <p>Activity sheet</p>

Theme Festivals	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>2) Advent P5</p> <p>Luke 1:5-25, 57-80</p> <p>CL: 2C</p>	<p>A: To help pupils discover the importance of Advent as a Christian celebration.</p> <p>TP: To understand the Christian belief that Advent is a time of waiting and preparation for God's promised King-Jesus.</p>	<p>In groups pupils create a list of 5 things they find it hard to wait for. Share answers and discuss why it's hard to wait for these things? Explain it can be especially difficult to patiently wait for things we look forward to.</p> <p>Explain that before we get to Christmas Day there is a period of waiting that is important for Christians called 'advent'. It begins the Sunday 4 weeks before Christmas Day. <i>*work out when advent begins this year.*</i></p> <p>Show an Advent calendar(s) and ask pupils if they know how they are used e.g. a chocolate one, a reusable one, a Christian one with images/Bible verses. Point out Advent calendars help us to count down the days until Christmas.</p> <p>Explain that for Christians, Advent is a time of waiting and preparing to celebrate Christmas by singing carols, read/listening to the Christmas story and thinking about what Jesus' birth means today. For pupils who celebrate Christmas discuss ways that they and their families prepare for Christmas e.g. Christmas shopping, making Christmas cake/pudding, decorating the tree etc.</p>	<p>God's people waited a very long time for the first Christmas. Prophets like Isaiah had written about Jesus' birth around 700 years before it happened. Read Isaiah 7:14 together from the Bible.</p> <p>Explain near the beginning of the New Testament, the second part of the Bible we meet a man called Zechariah and a woman called Elizabeth. They were followers of God and were some of God's people who were waiting for the promised baby, Jesus. Let's find out about their story.</p> <p>Watch: Birth of John the Baptist, Bible Time, INCKids or Birth of John the Baptist, Bible Stories for Kids.</p> <p>Read the story from the Bible and pause at appropriate points for pupils in small groups to make Freeze frames of that part of the story.</p> <ol style="list-style-type: none"> 1. Gabriel appears to Zechariah 2. Zechariah 'telling' people he has lost his voice 3. Zechariah announcing the baby's name and getting his speech back 4. John telling people about Jesus 5. John baptising Jesus <p>Explain John, the baby in this story grew up and was known as John the Baptist because he baptised people and told them that the promised 'rescuer' that they had been waiting a long time for was coming. John helped to prepare the way for Jesus. He also baptised Jesus just before Jesus began teaching and performing miracles- telling others about God.</p>	<p>Explain that as well as Advent calendars some Christians/Churches light a candle each week for the 4 weeks of Advent as they wait to celebrate the special gift of Jesus (the promised rescuer).at Christmas.</p> <ol style="list-style-type: none"> 1. The first candle symbolises the hope people had as they waited for the birth of the promised rescuer Jesus. 2. The second candle symbolises faith & trust as they wait. A reminder of Mary and Joseph's journey to Bethlehem - trusting God on the journey as Mary was ready to have her baby- the promised rescuer. 3. The third candle symbolises joy that Christians believe Jesus' birth brings to the world. 4. This final candle symbolises peace. It reminds us of the message of the angels to the shepherds: "let there be peace on earth to the people that please God". <p>Make/decorate a class Advent calendar together (it could count down the days/weeks until Christmas holidays) and fill with random acts of kindness for pupils to carry out, small sweets, songs or a videos to watch connected to the Christmas story.</p>	<p>Advent calendar(s)</p> <p>Card/paper, art supplies, glue, scissors to make the class Advent calendar.</p> <p>INCKids/ Bible Stories for kids clip</p> <p>Bibles</p>



Theme Festivals	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Christmas P5	The Amazing Journey, Baptist Youth deliver special exhibitions through the Bible, along with a Christmas lesson, 'The Amazing Journey to Bethlehem.' If you would like to avail of this, or have your local Schools' Worker deliver it please get in contact, info@sunni.co.uk or your local Schools' Worker.				
3) Christmas Explora- tion: Christingle P5 Isaiah 9:2 John 8:12 Matthew 5:14-16 CL: 2C	A: To help pupils explore the meaning of Christian traditions at Christmas. TP: To help pupils understand the history and significance of the Christingle.	Have a discussion with pupils about the things that they associate with Christmas e.g. presents, Christmas trees, cards, cold weather, turkey etc. Show a picture of a Christingle and explain that for some Christians around the world it is something that they associate with Christmas. Some churches have special services using the Christingle at Christmas time. Explain that the Christingle originated in Marienborn, Germany in 1747. It was created by Bishop Johannes de Watteville who wanted to remind people what Christmas was really all about.	Using the picture of the Christingle explain the different parts and what they represent (see PowerPoint). Explain that the Bible calls Jesus a light (pointing the people to God after not hearing from him for about 400 years) and he described himself as the 'Light of the World'. Jesus also told his disciples that they were to be light to the world around them- by their actions and words they were to show the world what God is like. Christians believe this is still the same today. Discuss with the pupils why Jesus used this image to describe himself- ask what are lights used for to help the discussion. Explain Christians believe that Jesus is a light that gives hope: A torch- reveals things. And the bible teaches that Jesus reveals things that we can't see. Christians believe that Jesus reveals what God is like and what we're like, and how we can know God. He reveals things that are in the dark.	A lighthouse- acts as a warning and a guide. Christians believe that Jesus is a guide. In a world that can be dark, he tells us how to live and guides us along the right path in life. Christians follow Jesus by listening to, and following what he says in the Bible. The sun- without the light of the sun, we wouldn't last very long would we. The bible teaches that through Jesus all things were made, and Christians believe, even when we die, if we follow Jesus, we will continue living with him forever. And that is why Christians believe Jesus is an amazing source of hope. Pupils can make their own Christingle- they could be used in a Christmas assembly. Complete the activity sheet explaining what each part of the Christingle represents.	Orange, red ribbon, cocktail sticks and raisins or sweets like midget gems or dolly mixtures, candle/glow, stick, tinfoil per pupil and knife to cut a hole for the candle/ glowstick Activity sheet Coloured pens, pencils PowerPoint 3
Easter P5	See Jesus' last days, resurrection and ascension lessons - Jesus section.				
4) Christmas Explora- tion: Christmas Songs P6 Luke 1:46-55 + 2:8-15 CL: 1E 2C	A: To help pupils explore the importance of Christian traditions at Christmas. TP: To give pupils the opportunity to explore and respond to Christmas carols/songs connected to the Christmas story.	Play a portion of a number of Christmas carols/songs to pupils and see if they can recognise/name them. Give them the opportunity to listen to several in full and discuss how each one makes them feel, what they like about them and why and what they learn from them. Explain that songs can be a good way of helping people remember the Christmas story and sharing Christian beliefs about the importance of Christmas.	Explain that in the Christmas story in the Bible there are two times songs are recorded 1) Mary praising God when she is told by Gabriel that she has been chosen as the mother of Jesus (Luke 1:46-55). 2) The angels praising God after telling the shepherds to go and see Jesus who had just been born in Bethlehem (Luke 2:8-15). Read the passages together on the activity sheet and pupils can complete scribble around activities. Discuss: What kind of music do you think might accompany their song e.g fast, slow, loud etc. What instruments do you imagine playing? Why?	In groups and using a Bible passage of part of the Christmas story eg. Luke 1:26-38, Luke 2, Matthew 2:1-12 give pupils the opportunity to create their own music and song lyrics to retell part of the Christmas story or use familiar tunes eg. Jingle Bells or Away in a Manger to put their lyrics to. Each group can perform for the rest of the class.	Christmas carols and a means to play them Bibles Activity sheet Selection of percussion instruments or backing tracks to well known Christmas songs 64

Theme Festivals	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>5) Lent P6</p> <p>Matthew 4:1-11</p> <p>CL: 2C</p>	<p>A: To help pupils discover the importance of Lent as a Christian celebration.</p> <p>TP: To understand why some people participate in lent as a time of preparation or fasting.</p>	<p>Choose some volunteers to take part in the temptation challenge - Eat a donut without licking your lips or show a video of temptation challenge on kids or dogs.</p> <p>Explain that Lent is the 46 day period starting on the 7th Wednesday before Easter Day (called Ash Wednesday).The day before Ash Wednesday is called shrove Tuesday, also known as pancake day. Traditionally, pancakes were made to use up 'tempting' ingredients that people were choosing to give up/ fast from eating, like sugar and butter.</p> <p>Today, some Christians continue the tradition of giving up certain foods or treats, such as chocolate.</p> <p>Explain that the Bible tells us about a specific time that Jesus was tempted too. He was fasting out in the wilderness (he had not had anything to eat or drink in 40 days. He had just been baptised by John the Baptist and was in the wilderness when Satan/the devil came to tempt and test him.</p> <p>Watch Story - The Temptation of Jesus, Saddleback Kids.</p>	<p>Discuss what the word temptation means.</p> <p>Recap the 3 temptations by asking pupils what Jesus was asked to do. Discuss what they would have chosen to do and why.</p> <p>Read Jesus' response from the Bible and Explain why Jesus said no each time:</p> <p>Temptation 1 Stone into bread - Jesus said NO because He knew that God was the one who would provide for all his needs. Jesus was really hungry in that moment, but he knew that God was who he really needed and that God would take care of him.</p> <p>Temptation 2 Jump off the temple - Jesus said NO because he knew he could trust God completely and therefore did not need to test him.</p> <p>Temptation 3 Bow down and worship Satan - Jesus said NO because he knew that God is the most powerful! He knew that he should not worship anyone else other than God because the Bible tells us that God is the one and only God.</p> <p>Discuss how it might have felt for Jesus facing these temptations.</p> <p>Explain Jesus was tempted 3 times and each time he said NO! Jesus chose to do the right thing each time. He remembered what the Scriptures said and it helped him to resist temptation and choose the right thing.</p>	<p>Explain we all face temptations in life. In groups pupils make a list of some temptation you might face eg disobeying parents, cheating on a test etc.</p> <p>Explain Jesus said NO to temptation even though it was very difficult. There are times in our lives when we will be tempted to do or say the wrong thing to gain popularity or success. Let's challenge ourselves to say NO, even when it is hard! Jesus quoted scripture he had learnt as a boy to overcome temptation.</p> <p>Discuss with pupils what they would do to overcome temptation using some of their suggestions from the temptation discussion earlier.</p> <p>Explain that Christians believe that understanding what the Bible says can help us to no to temptation too, just like Jesus did. That is why as well as giving things up for lent, some Christians use it as a time to spend extra time reading the Bible so that they can learn more about God.</p> <p>Create a Lent acrostic poem OR Reflective writing using the following as prompts -Temptation is... -The temptations I face are... -What does it feel like facing temptation?</p>	<p>Activity sheet</p> <p>Temptation challenge and Saddleback Kids clips</p> <p>Doughnuts (optional)</p> <p>Bibles</p> <p>65</p>

Theme Festivals	Aim & Teaching Point	Way in	Way through	Way Out	Resources
<p>6) Christmas Exploration: Christmas cards P7</p> <p>Luke 1-2 Matthew 1-2</p> <p>CL: 2C</p>	<p>A: To help pupils explore Christian traditions.</p> <p>TP: To help pupils compare and contrast Christmas artwork with the Biblical story.</p>	<p>Cut a selection of Christmas cards into 2 pieces and hide one half around the room/hall. Pupils are given the other half and need to find the matching pair.</p> <p>Split the class into small groups with a selection of cards to look at. Ask pupils to sort cards into those connected with the Christmas story and those that aren't. Discuss how connected and accurate the pupils think they are to the Gospels eg. Santa not connected to the Biblical account of the first Christmas.</p>	<p>Discuss reasons why or why people don't send Christmas cards today.</p> <p>Ask the pupils to use the internet to find out about Christmas artwork from other countries e.g. Asian, African and how it might differ from ours or to discover all they can about the history of Christmas cards.</p> <p>The pupils could work in small groups or pairs and share their findings with the class using the activity sheet to record information.</p>	<p>Give pupils a Bible passage from the following: Luke 1:26-38, Luke 1:39-45, Luke 2:1-7, Luke 2:8-14, Luke 2:15-20, Luke 2:21-38, Matthew 1:18-25, Matthew 2:1-2, Matthew 2:11-12.</p> <p>Ask them to read the passage and then create a card based on the details they read in the passage.</p> <p>They could use a variety of mediums e.g. pastels, paint, colouring pencils, tissue paper, charcoal/chalks.</p>	<p>Variety of Christmas cards including those with images connected to the Christmas story.</p> <p>Activity sheet</p> <p>Paper/card and art supplies to make Christmas cards.</p>
<p>7) Easter P7</p> <p>Luke 22:1-6 and Luke 22:47-53 Luke 22:54-62 Luke 22:66-23:25</p> <p>CL: 1G</p>	<p>A: To help pupils explore the events in Jesus' life that are associated with Easter.</p> <p>TP: To understand how people may have felt in Jesus' day by exploring key characters.</p>	<p>Watch the video of Jesus' Sacrifice (Saddleback Kids) and ask pupils to write down the names of as many of the characters as they can.</p> <p>Feedback and discuss any details they remember about each character as a class.</p> <p>Explain that there were a lot of different people involved in the crucifixion of Jesus who all played a different role and today they will be exploring the Easter story from their point of view and trying to understand how they might have felt.</p> <p>Ask pupils how they think they would have felt watching the events leading up to Jesus' death?</p>	<p>Explore: Drama Activities <i>Gethsemane - Freeze Frames</i></p> <ol style="list-style-type: none"> Judas betraying Jesus The disciples reaction to Jesus' arrest Peter cutting off the guards ear Jesus being taken away <p>Split pupils into groups giving each a scene to act out as you read the Bible passage. As each group acts, shout 'freeze' and other pupils ask the group questions on how the characters were feeling.</p> <p><i>Pilate - Conscience Alley / Thought tunnel</i> (<i>explanation video on dramaresource website https://dramaresource.com/conscience-alley/</i>) Using printed Bible passages, allow pupils time to discuss their opinions on Jesus' trial. Choose one pupil to be Pilate and walk through the conscience alley as other pupils share opinions (one side for and one side against). At the end of the tunnel, Pilate makes his decision.</p> <p><i>Peter - Hot Seating</i> Give the children time in groups to come up with questions they would ask Peter after the crucifixion of Jesus (relating to Gethsemane, his</p>	<p>... denial). Choose a pupil to sit on the hot seat as Peter and answer the questions.</p> <p>Show characters from the story of Jesus' death on the screen. Give each group a set of emojis and as each character appears on the screen, they hold up the emoji that shows how they would best have felt. Question pupils on their choices.</p> <p>Explain Christians believe Jesus' death was an extremely sad event-many of Jesus' friends and followers were upset, shocked and disappointed. But Christians also believe it was a happy day when Jesus defeated sin and death and many people began to realise who he was (the soldier beside the cross). Christians believe Jesus died because of their sin and His amazing love for them, so that we can be friends with God forever.</p>	<p>Drama activity props</p> <p>Bible passage print outs</p> <p>Emojis</p> <p>PowerPoint 7</p>

Theme Festivals	Aim & Teaching Point	Way in	Way through	Way Out	Resources
8) Easter Exploration P7 CL: 1G 2C	A: To help pupils explore Easter customs from around the world TP: To understand that Easter is a Festival celebrated by many people in different ways	Discuss with pupils times during the year that people like to celebrate e.g. birthdays, team winning a tournament etc. Make a mind-map of these. Explain that Christians believe Easter is a time to celebrate what Jesus did for them on the cross and rising again 3 days later. Discuss how Easter is celebrated in this country - Good Friday service and Easter Sunday dawn service, Easter eggs and egg hunts, hot cross buns, family gatherings, rolling or painting boiled eggs, Show a picture of a world map. Ask: Do you think other countries around the world celebrate Easter?	Research task: Place the laminated print outs of information about Easter traditions in each country around the room. Pupils will work in groups, moving round each station and fill their world map with Easter traditions for each country. Feedback as a class and discuss: Did any customs surprise you? Why do you think Easter is celebrated across the world? Explain that Easter is central to the Christian faith as Christians make a special effort to remember what Jesus through his death and resurrection. Many countries have different Easter customs and it is a festival celebrated across the world. Christian's believe they should always thank Jesus for what He did as they celebrate Easter.	Explain In Bermuda, people make homemade kites on Good Friday (tradition started with a local teacher trying to explain the resurrection of Jesus) Make a kite using recycled materials and allow pupils to test their kites outside. Walking Quiz: Have the words true and false at either side of the room and display true or false facts about Easter customs around the world on the screen. Pupils move to true or false as each fact is revealed.	Laminated Easter customs facts for different countries World map per group Props for countries Easter customs Kite making materials True / False signs PowerPoint 8
Pentecost (P7)	See Pentecost lesson - Jesus section.				
St Patrick's Day (P7)	See Birth of Christianity in Ireland lesson - Church section.				



The Natural World

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

Focus Statement

At Key Stage 2 children should extend their appreciation of the natural world and understand how such themes feature in Jewish, Christian and other religious texts (especially both parts of the Bible), worship and festivals. They should be able to relate this to issues of moral responsibility and to other areas of the curriculum, for example TWAU.



Key Stage 2

Children should have opportunities to:

- explore some of the ways in which Christians express and respond to their belief that God is creator, *for example through expressing thankfulness in prayers and hymns, celebrating harvest or looking after the environment* (SU) (TWAU);
- learn that Jews and Christians see God as the creator and the world as God's gift to humanity (TWAU) (SU);
- understand how this belief causes Jews and Christians to feel a sense of responsibility for, and wonder at the natural world and its creatures, and thank God for them (SU);
- be familiar with some expressions of these beliefs as found in the Bible, *for example in Job and in Psalms* (LL); and
- consider how Christian beliefs are relevant to concern for the environment, *for example in the idea of stewardship of the land or not being cruel to animals, or in concern for the beauty of the coastline and in mountains which express the work of God* (TWAU) (SU).



The Natural World

Theme The World	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>1) Celebrate the natural world P5</p> <p>Genesis 1</p> <p>CL: 1B 3D</p>	<p>A: To explore the Biblical account of creation.</p> <p>TP: To appreciate the Christian belief that God made the world and everything in it.</p>	<p>Watch the David Attenborough clip and discuss as a class: -what they thought of the clip? -what was their favourite part? -What is their favourite part of creation.</p> <p>Explain that there are many different views about how the world came to be and today we will be exploring what the Bible has to say and what Christians believe about creation.</p>	<p>Distribute playdough to each pupil and then read Genesis 1 (Contemporary English Version or another easy to read translation) pause at appropriate points so pupils can make something to represent that day of creation with their playdough.</p> <p>Give pupils the opportunity to show and share about what they made.</p> <p>Explain that the Bible teaches us that God had a plan and a definite order in what he created, nothing is here by random chance. He spoke and things were made from nothing- imagine having a voice that powerful!</p> <p>Use the Natural world quiz (see PowerPoint) to emphasise the variety in creation and/or give them the opportunity to use their ICT skills and find out interesting facts about creation e.g. stars and the moon, water, fish, birds, animals.</p> <p>Explain that in all that God created he made sure that everything would be ready for us as humans so we would have all we needed to enjoy living on the earth.</p>	<p>Take pupils on a nature walk around the school grounds or a nearby park so they can appreciate creation. What can they see, hear, touch, taste, smell?</p> <p>Either Ask them to make lists/collect items/make drawings or take photos and when they return to the classroom to sort their discoveries into the days of creation using Genesis 1.</p> <p>Or Explain that the natural world inspires people- music, poetry and stories, art, photography.</p> <p>Ask pupils to create their own piece of art/write a poem or create a musical story to celebrate the Biblical story of creation.</p>	<p>David Attenborough clip: Our Planet trailer</p> <p>PowerPoint 1</p> <p>Playdough</p> <p>Bibles</p>

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
The World 2) Creative like the creator P6 Gen 1:27 CL: 1B 3D	<p>A: To explore the Biblical account of creation.</p> <p>TP: To appreciate the Christian belief that humans are creative because they are made in the image of God.</p>	<p>Show pupils Famous 'man made' landmarks and ask them to guess what it is and where in the world they would find it.</p> <p>Explain that human beings are good at using their imaginations to create things. Discuss together different ways we can be creative e.g.</p> <ul style="list-style-type: none"> - Writing - Art/craft/photography - Media - Music - Technology+Inventions <p>Explain that creativity is part of the Bible too. In Genesis 1 the Bible begins with the story of God creating the world.</p> <p>Ask if anyone knows what God created on day 6. (Ans: humans)</p>	<p>Read together Genesis 1:27 Point out the verse tells us that human beings are created in the image of God. Ask if anyone has been told they are the image/spitting image of a family member? Who was it? What do you think people mean when they say that?</p> <p>Explain that it means you have similarities to them in looks, mannerisms, personality or character. Unlike anything else in creation, Genesis 1:27 teaches us that as humans we are like God in several ways. One of the ways that we are similar to God is our ability to be creative.</p> <p>Christians believe God is the ultimate creator, he can create something from nothing. Refer to Genesis 1 and that nothing existed before God made the first tree, tiger etc. God had no example to follow but when we create we are inspired or use the materials he provided to make something else.</p> <p>Christians believe that God wants us to use our creativity to make the world a better place. Discuss/share examples of creativity being used for good e.g. cure for an illness, art/music- helping mental health, transforms the look of a place, technology- connection for those who are lonely, isolated and with a disability etc. and ask pupils about the impact that can have.</p>	<p>Choose a creative task for the class e.g. design a new animal- what can it do, where does it live, what does it eat or a new invention to help people.</p> <p>Encourage the pupils in their creativity shown in the task and remind them that the Bible tells us that we are creative because we are made in the image of a creative God.</p>	PowerPoint 2 Bibles

Theme The World	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>3)Man's role in the world P6</p> <p>Genesis 2:15 + 19-20</p> <p>CL: 1B 3D</p>	<p>A: To explore what the Bible says about the role of humans in the world.</p> <p>TP: To understand the Christian belief that we have a responsibility to work and care for the world around us.</p>	<p>Choose a volunteer from the class, ask them to describe the responsibilities of someone in a particular job. The rest of the class have to guess the job they are describing e.g. to catch criminals- policeman. (See PowerPoint for ideas).</p> <p>Explain that each job/role has specific responsibilities and work to be done.</p> <p>Recap the story of creation, what God made and ask what words God used to describe all that he had made in Genesis 1 (Ans: good and very good).</p> <p>Read Genesis 2:15 and explain In the story of creation in the Bible we read that God gave mankind (Adam and Eve- first man and woman) the role and the responsibility of taking care of his creation.</p> <p>Discuss how they would feel and what they think about being given this responsibility and why?</p>	<p>Show some pictures of unusual animals and ask if pupils know what they are called or if not what name would they give the animal and why. Read Genesis 2:19-20 and explain that in caring for the world Adam also had the job of naming all the animals God created.</p> <p>Ask pupils to imagine they have made something they are really delighted in e.g. lego, painting etc. and they ask a friend to look after it. However, after a while they notice it's not been well taken care of bits are broken off/ messed up.</p> <p>Discuss how they would feel and what they would think about what had happened to the thing they had made.</p> <p>Explain in a similar but much greater way God gave humans the role of taking care of the world but we haven't always and we see around us is not like it was in Genesis 1.</p> <p>In groups or pairs ask pupils to create a collage showing ways that the natural world is not as the Bible tells us God created it to be. They could have pictures, drawings, news headlines about:</p> <ul style="list-style-type: none"> - Pollution (water, air) - Extinct/endangered animals - Sickness - Deforestation 	<ul style="list-style-type: none"> - Drought, famine, natural disasters - Landfill/rubbish <p>Discuss what they could do to help take better care of the world (This might be an opportunity for school eco councillors to speak).</p> <p>Play 'Fumes or Futures' game by Christian aid</p> <p>As a class choose 3 things they can do together to help look after the world that God has made.</p>	<p>https://www.christianaid.org.uk/sites/default/files/2019-04/Fumes-or-Futures-board-game-instructions.pdf</p> <p>https://www.christianaid.org.uk/sites/default/files/2019-04/Fumes-or-Futures-game-cards.pdf</p> <p>https://www.christianaid.org.uk/sites/default/files/2019-04/Fumes-or-Futures-board-game.pdf</p> <p>Bibles</p> <p>PowerPoint 3</p> <p>Paper, glue, pens, scissors, newspapers etc.</p>

Theme	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>The World</p> <p>4)The Fall P7</p> <p>Genesis 2:15-17+ 3</p> <p>CL: 1B</p>	<p>A: To explore the Biblical account of 'the Fall'.</p> <p>TP: To understand the Christian belief that 'the Fall' impacted all of creation which includes the natural world.</p>	<p>Ask the class if they could only eat one food for the rest of their lives what would they choose and why?</p> <p>Explain that the Bible tells us when God placed Adam and Eve in the Garden of Eden he gave them some instructions/ commands about what they could eat and what they shouldn't.</p> <p>Read Genesis 2:15-17 to discover what God said.</p> <p>Explain that Adam and Eve enjoyed a close friendship with God but someone hated God- Satan. He came to the garden as a snake to talk to Adam and Eve.</p> <p>Using the script provided pupils perform a drama, of the conversation between the snake (Satan), Eve and Adam.</p>	<p>Explain that when Adam and Eve listened to the snake they doubted God could be trusted and what he said was true. The Bible tells us they chose to eat the fruit and disobey God. They chose their own way rather than God's way- the Bible calls this sin. The Bible tells us that sin has consequences. Things that happen as a result and impact us or the world around us. The consequences for Adam and Eve were they had to leave the Garden of Eden and the perfect close friendship they had with God was destroyed. Christians believe sin still impacts us all today. We became selfish-caring more about ourselves than God and we care more about ourselves than we do about God's creation.</p> <p>In pairs/groups create a list/mind map of ways that we can see the impact and consequences of sin and the fall in our world today e.g. waste-landfill sites- disease, money, looks unsightly, disposable fashion, pollution, natural disasters e.g. famine, bush fires, climate change, animals endangered/extinction, war, greed, people hurting others with words and actions- bullying, family fallouts.</p>	<p>Watch God's Big Story:The Fall, Crossroads Kids</p> <p>Explain the Bible tells us that even on that sad day God made a promise to to put everything right again- the world would one day be perfect again.</p> <p>Ask pupils to reflect and write about a choice they made and the consequences of it (positive and negative) and anything they have learnt/ would do differently.</p> <p>Or you could give pupils scenarios to think about e.g. lied about breaking something so my best friend got in trouble.</p>	<p>Drama script</p> <p>PowerPoint 4</p> <p>Bibles</p> <p>Activity sheet</p>
<p>5)Caring for our world project P7</p> <p>CL: 1B 3A 3D</p>	<p>A: To create a short film clip/ presentation to share about the work of a Christian organisation helping us care for our world.</p> <p>TP: To understand how a Christian organisations play a role in helping us care for our world.</p>	<p>In small groups/pairs give pupils the opportunity to research a national/local Christian charity which is making a difference to the world and explore how we can get involved e.g. Tearfund, Christian Aid, Fairtrade and create a short film/presentation sharing about the area they are working in and the impact that the charity is having there.</p> <p>You could invite the charity first to come share about their work in person or online.</p>			<p>www.tearfund.org</p> <p>www.christianaid.org.uk</p>



Moral and Spiritual Values

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

Focus Statement

Key Stage 2 pupils should begin to work out how their beliefs about other people and about right and wrong are linked with behaviour. They should begin to realise that rules of behaviour and moral values are expressed in the life of communities and in human relationships and also, in a more general sense, in our concerns for people we have never met and in our treatment of the natural world.



Key Stage 2

Children should have opportunities to:

- consider how Christian behaviour is based on beliefs about God and on the teaching of Jesus (SU) (MC);
- find out about Christians, women and men, now and in the past, whose actions affect or have affected others, *for example people who have helped others and people of faith, courage and commitment (including some with a local connection)* (PDMU);
- learn about the connection between belief and behaviour, *for example in the lives of Dr Barnardo, Mother Teresa or William Booth, and in the work of charities such as Christian Aid, St Vincent de Paul, Trócaire, Operation Christmas Child or TEAR Fund* (PDMU);
- explore some of the ways in which people express their Christian beliefs and values through action in their church, local community and the world and why they do this (PDMU);
- consider some of the ways in which Christians respond to suffering and death, *for example through offering support to the bereaved, or giving to charities such as Christian Aid, Trócaire or TEAR Fund* (PDMU);
- learn about the lives and influences of some early Irish Christians, *for example research the life of a local saint* (TWAU);
- think about Christian values and why communities need rules, *for example to be fair to everyone, to protect the weakest or to prevent arguments* (PDMU);
- reflect on how Christian beliefs are relevant to personal relationships, *for example in the family by honouring parents, sharing or forgiveness* (PDMU); and
- consider how Christian beliefs and values are relevant in school (PDMU).



Moral and Spiritual Values

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>1) Talents and abilities P5</p> <p>Matthew 25:14-29</p> <p>CL: 1F 3A 3B</p>	<p>A: To appreciate the Christian belief we have all been made unique by God and have been gifted with our own talents.</p> <p>TP: To begin to identify their own talents and the ways they can positively contribute to the school community.</p>	<p>Famous people Quiz: challenge the pupils to link the famous people to the talent they are famous for.</p> <p>Highlight that they are all famous and successful because of their talents and skills.</p> <p>Explain that in the Bible there was a time recorded when Jesus told a parable (special story with a hidden meaning) all about talents but in Jesus' day a talent was an amount of money.</p> <p>Tell the story of the parable of the talents/the 3 servants. Pupils can act out the story as you read it from the Bible.</p> <p>Pair share: -Why was the master pleased with the first and second servant? -Why was he disappointed and angry with the third servant? -What do you think the story Jesus was trying to teach us through the story about our talents and skills?</p> <p>Feedback as a class.</p>	<p>Optional: Treasure hunt for the hidden talents- you could use maths skills and give them co-ordinates, a map, clues to read to find where they are buried around the room/school, playground.</p> <p>Remind pupils that in this story, the talents were money, but Christians believe that God has given each of us talents, abilities and skills.</p> <p>Explain: 1) In the story each servant needed to use what they had, it didn't matter how much they started with but the most important thing to the master was what they did with what they had. e.g. a carpenter needs to use their skills to make something out of wood, no good just having the materials and wood. 2) In a similar way Christians believe that we should use the talents and gifts that God has given us otherwise we may not reach our full potential (what a waste!) and those around us will miss out too.</p> <p>Show picture of unusual object from the PowerPoint and ask pupils to guess what it could be used for. Reveal answer and explain that we had lots of guesses (perhaps it could be used for their ideas) but the inventor/creator of it was the one who really knew what it was made for and to do. The creator knows the purpose. Christians believe God made us, he gave us our talents and has a purpose for each of us to use them in the world around us to make a difference and to point others to him.</p>	<p>Discuss their thoughts and feeling about the Christian belief that God has given us all different talents and he made us all for a purpose.</p> <p>Circle time: Give pupils the opportunity to share what they think they are good at e.g. drawing, making friends, telling jokes and how those things could make a positive contribution to class/the wider school community e.g. cheer someone up who is sad, pass on skills and sportsmanship to younger team members.</p>	<p>PowerPoint 1</p> <p>Talent printouts</p> <p>Bible</p>

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>2) Forgiveness P5</p> <p>Matthew 18:21-25 Luke 23:34</p> <p>CL: 3A 3B</p>	<p>A: To understand what forgiveness means</p> <p>TP: To appreciate that Christian's believe forgiveness is important.</p>	<p>Show the town with the longest name in the UK. <i>"Llanfairpwllgwyngyllgogerychw ymdrobwlllantysiliogogoch"</i> Enjoy pupils having a go (and a laugh) at saying the name of this town.</p> <p>Watch video of Liam Dutton, a weather presenter pronouncing it correctly! (See PowerPoint)</p> <p>Explain that this is a hard word to say and you are going to look some other words that are hard to say. Display "I'm Sorry" & "I forgive you" on the screen. Emphasise these words can be hard to say because they often need to be said at a time when you have hurt someone or someone has hurt you.</p> <p>Read Matthew 18 v 21-25 to pupils using the PowerPoint slides so they don't see what is coming next in the story. Give them a small amount of play dough to create facial expressions/body posture to answer some questions and discuss others.</p>	<ul style="list-style-type: none"> - How would the servant feel? <p>Read Matthew 18 v 26 & 27 from the Bible</p> <ul style="list-style-type: none"> - How would the servant feel now? - He had been shown forgiveness, do you think he would be someone who would forgive others? Discuss Why/Why not. <p>Read Matthew 18 v 28 -34</p> <ul style="list-style-type: none"> - How did the man feel who owed the servant money money? - Had the servant learnt anything from the experience where he was forgiven? <p>Read Matthew 18 v 35</p> <ul style="list-style-type: none"> - What do you think it means to forgive someone from your heart? <i>(Not holding a grudge)</i> <p>Discuss</p> <ul style="list-style-type: none"> - Why can it be hard to forgive & forget? - Do you think there are people who are unforgivable? <p>Show Luke 23:34</p> <p>Explain that forgiveness is not always an easy thing for any of us, whatever age we are. However, Jesus forgave the people who put him on the cross and would be responsible for his death even though he had done nothing wrong. Christians believe he wants us to follow his example in forgiving others and will help us to do the same.</p> <p>Balloon activity Part of forgiving someone is recognising your hurt feelings and then choosing to let them go so that you can move on. What happens if you hold all of those feelings inside and stay sad or angry, or if you tuck those feelings away somewhere inside your heart? <i>(Blow up balloon each time you share a way that pupils could be hurt by someone so the balloon is big.)</i></p>	<p>Explain: If don't let choose to let go of the hurt and angry feelings what can happen? (try and keep blowing the balloon until it bursts or blow it up as much as you can and ask pupils to imagine.) Ans: <i>It's out of control, can cause damage around us.</i></p> <p>However, if we let out our feelings each time we feel angry or sad, it's not such a big deal-(Let air out of balloon.). It's better for us and others.</p> <p>Discuss appropriate ways to let go of angry and hurt feelings and choose to forgive. You could give pupils the opportunity to try some and create an area in the classroom that they could use in the future.</p>	<p>PowerPoint 2</p> <p>Bibles</p> <p>Playdough</p> <p>Balloon</p>

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>3) Be aware of how we can respect our bodies P5</p> <p>Psalm 139 1 Corinthians 6:12</p> <p>CL: 3A 3B</p>	<p>A: To teach pupils that they should respect and care for their bodies.</p> <p>TP: To help pupils understand that looking after our health, both physical and mental is important.</p>	<p>Read “The Gift” story (see <i>teaching script</i>)</p> <p>Ask: -What did the friend do with his gift? -How do you think the potter felt?</p> <p>Explain the Christian belief that our bodies are a gift from God and that He created them. Therefore, the Bible says “honour God with your bodies.” Show 1 Corinthians 12:6 on the PowerPoint.</p> <p>Discuss what they think the word honour means (<i>respect</i>).</p> <p>Explain Christians believe taking care of our bodies showing respect for them and to God and is a way to say thank you him for them.</p>	<p>Read Psalm 139:13-16 (ICB) from the PowerPoint.</p> <p>Explain David wrote this as a way to praise God for making him and how he made him.</p> <p>Ask what do these verses tell us about our bodies? (<i>Our bodies are special</i>).</p> <p>What do you see exercise: Ask pupils to take note of what they notice and see. For 30 secs give pupils small mirrors to look at themselves and then 30 secs to look at a partner (you could play reflective music in the background). They could write down words to describe what they noticed or how they felt about looking at themselves.</p> <p>Show them some scientific pictures/videos of the insides of our bodies.</p> <p>Explain our bodies are really special both outwardly and inwardly therefore, it’s important we look after them well.</p> <p>Discuss How can we look after our bodies? E.g. regular exercise, rest, eating a healthy balanced diet, washing regularly, hobbies that we enjoy, learning new things, medicine if we are ill etc.</p>	<p>Activity: Good or Bad advice quiz? Pupils answer by giving a thumbs up or thumbs down, expand on some answers asking why or how they could live out this advice.</p> <p>Explain that because all our bodies are special it’s important, that we don’t just take care of our own bodies but that we also respect other people’s bodies.</p> <p>Ask the class for things that they can do/say or not do/ not say to show they respect other people’s bodies and they are special too e.g. don’t hurt others- kick or punch, use encouraging+kind words about someone’s appearance.</p> <p>Activity: Poster (see sheet in resource bank). Encourage pupils to draw themselves and fill in the sentences in speech bubbles.</p>	<p>The gift teaching script and modelling clay/ playdough/ plasticine</p> <p>PowerPoint 3</p> <p>Poster- Resource bank</p>
<p>4) Local charity visit P5</p> <p>CL: 3B</p>	<p>A: To understand Christian beliefs can shape and influence behaviour.</p> <p>TP: To develop an awareness of what a local Christian charity does to care for others.</p>	<p>Invite a representative from a local Christian charity to share with pupils about the role the charity plays in the community. Give pupils the opportunity to ask their own questions. You could invite someone from the local foodbank, homeless shelter, Youth Drop In centre etc.</p>			

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>'Fist Pump 5' is a series of five lessons aimed at P6 which are available and can be delivered by Scripture Union Northern Ireland staff or trained local church teams. These PDMU linked lessons help pupils explore 5 steps to developing a healthy mind as laid out through the NHS guidelines. Each lesson equips pupils with the tools they need for a healthy mind whilst exploring the life of Jesus and His disciples here on earth.</p> <p>Contact Scripture Union NI if you would like to find out more about these lessons or someone to deliver them (info@suni.co.uk or your local Schools' Worker).</p>					
Fist Pump 5. -Give to Others P6 Acts 20:35 Mark 12:41-44 CL: 1F 3A	A: To teach pupils that they need to respect and care for them-selves. TP: To help pupils explore what the Bible teaches about giving to others and identify how they can positively contribute to their community and build positive relationships through giving to others.	Introduction What is a healthy mind? Fist Pump 5 Activity: Positive Words	Explore: Passage 1 Activity: Act it Out Explore: Passage 2	Response: Acts of Kindness Fist Pump 5 conclusion	Pupil workbook PowerPoint Paper, pens/ pencils Act it out cards
Fist pump 5. -Connect P6 Genesis 2:18 Luke 22:14-20 CL: 1B 3A	A: To teach pupils that they need to respect and care for them-selves. TP: To help pupils explore what the Bible teaches about connecting with others and identify ways in which they can build relationship and connect with others.	Introduction +Recap Fist Pump 5 Game: Find your pair	Explore: Passage 1 Activity: Connection Challenge Explore: Passage 2 Game: What's the answer	Response: Lego Bricks Fist Pump 5 conclusion	Bread/cup 2 Lego bricks Luke 22 drama Connection cards-printed and cut out Pupil workbook PowerPoint

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
Fist Pump 5-Be Active P6 Luke 2 Matthew 21:12-13 CL: 1E 3A	A: To teach pupils that they need to respect and care for themselves. TP: To help pupils explore what the Bible teaches about being active and explore the positive benefits of physical activity.	Introduction +Recap Fist Pump 5 Game: Let's get moving!	Explore: Passage 1 Activity: Activities challenge Explore: Passage 2	Fist Pump 5 conclusion Response: Let's Get Moving	Pupil workbook PowerPoint Whiteboards/paper Mood resource sheets
Fist pump 5-Learn a New Skill P6 1 Kings 4:30 Matthew 28:20 CL: 1H 3A	A: To teach pupils that they need to respect and care for themselves. TP: To help pupils explore what the Bible teaches about the benefits of learning a new skill and identify current and new skills they can develop.	Introduction +Recap Fist Pump 5 Game: Act it out	Explore: Passage 1 Activity: Stand Up Explore: Passage 2	Response: 3 Gold Stars and a Goal Fist Pump 5 conclusion	Pupil workbook PowerPoint Jobs written on strips of paper and hat List of skills Props for a talent show e.g. bean bags, hula hoop, sketch pad and pen, one minute timer
Fist Pump 5-Take Notice. P6 Matthew 6 John 21:1-14 CL: 1F 1G 3A	A: To teach pupils that they need to respect and care for themselves. TP: To help pupils understand that Jesus was aware of his surroundings and used them to teach his disciples and explore mindfulness activities to help them be present.	Introduction +Recap Fist Pump 5 Memory Game or Awareness Quiz	Explore: Passage 1 Activity: 5,4,3,2,1 Challenge or Nature walk Explore: Passage 2	Response: Take a Moment to be Still Fist Pump 5 conclusion	Pupil workbook PowerPoint Glitter Jar Sweets Glitter/water/glue/bottle to make calm jar Kim's Game Resource/ Video Nature Walk Card Breathing Cards

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>“Peacemakers” is a series of 3 lessons exploring the lives of St. Colmcille/Columba and Jesus as Peacemakers, as well as helping pupils to discover how they can be peacemakers too in their local communities.</p>					
<p>Contact Scripture Union NI if you would like to find out more about these lessons or someone to deliver them (info@sun.co.uk or your local Schools’ Worker).</p>					
<p>Peacemakers 1: Meet the Peacemakers P6</p> <p>CL: 1D 2B 3A&B</p>	<p>A: To explore the theme of peace and what a peacemaker is</p> <p>TP: To help pupil’s learn about Colmcille’s early life and Jesus’ identity as ‘Prince of Peace’</p>	<p>Exploring “Peace” through game and discussion.</p> <p>Introduction to the life of Saint Colmcille (bio)</p>	<p>Introduction to Jesus (parallel bio)</p> <p>Jesus as “Prince of Peace”- Activity and teaching using Isaiah 9:6-7a</p>	<p>Response-What have you learnt about being a Peacemaker?</p>	<p>PowerPoint</p> <p>Peacemaker booklet</p>
<p>Peacemakers 2: The Life of a Peacemaker P6</p> <p>CL: 1F 2B 2C 3A&B</p>	<p>A: To explore some of the daily rhythms that helped Colmcille and Jesus to be Peacemakers.</p> <p>TP: Learn through the Lord’s Prayer that the Christian concept of forgiveness is key when it comes to peacemaking</p>	<p>Introduction and Recap</p> <p>A Day in the Life of Colmcille</p>	<p>Colmcille’s Prayer</p> <p>Day in the Life of Jesus</p> <p>Jesus’ teaching on Prayer (The Lord’s Prayer)</p> <p>Lord’s Prayer Quiz</p> <p>Forgiveness</p>	<p>Response- What can you do to be a Peacemaker?</p>	<p>PowerPoint</p> <p>Peacemaker booklet</p>
<p>Peacemakers 3: How to be a Peacemaker P6</p> <p>CL: 1F 2B 3A&B</p>	<p>A: Help pupils to understand that we can all be Peacemakers and equip them with some tools to do so.</p> <p>TP: Explore Jesus’ teachings on peace-making.</p>	<p>Introduction and Recap</p>	<p>Jesus’ Peace-Making 101:</p> <ol style="list-style-type: none"> 1. Stand-up for what you believe in (Matthew 5:13-16) 2. Make-up/Forgive (Matthew 5:25) 3. Talk to Others (Matthew 6:5-13) <p>Everyday Peacemakers: Nelson Mandela</p>	<p>Recap Peacemaking tips</p> <p>Response</p>	<p>PowerPoint</p> <p>Peacemaker booklet</p>

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
5) Honour your parents/ carers P7 Exodus 20:12 Proverbs 1:8-9 CL: 3B 3C	<p>A: To explore what the Bible says about our relationships with people at home.</p> <p>TP: To understand what it means to honour 'our parents/carers' today.</p>	<p>Display pictures of Disney characters who are parents or parent-figures, ask the class what they have in common.</p> <p>Point out that our families can all look very different today- some of us have parents, foster parents, carers, guardians. But they have an important role in loving us and taking care of us at home.</p> <p>Explain that the Bible shows us how important the role of parents and carers are to God as He includes them in the 10 commandments that he gave to Moses and his people, the Israelites on Mount Sinai. These commandments and the people following them would show others that they were God's special people.</p>	<p>Display Exodus 20:12 and discuss in groups: What it means and why is it important to honour those who look after us at home? (Respect, being thoughtful, thankful for all they do for us- appreciative of others, encourage them).</p> <p>Get feedback and comment expand on their answers.</p> <p>Display Proverbs 1:8-9 (ICB) and explain that the Bible says we should respect our parents because the advice they have for us will make our lives better.</p> <p>Explain we can learn lots of good and important things from those who look after us.</p> <p>Share something that a parent/carer taught you growing up e.g. skill, belief etc. Ask the class to think of something a parent or carer has taught them and share it with each other e.g. how to tie my shoelaces, how to feed myself, how to make up after a falling out, to be brave and try new things etc.</p> <p>Activity sheet: pupils complete a spider diagram, adding suggestions on ways they can honour those who look after them at home. You might want to have a short class discussion to generate initial ideas.</p> <p>Feedback as a whole class.</p>	<p>Explain that just like us, our parents/carers aren't perfect there are times that they will get things wrong and make mistakes and even disappoint us. The Bible teaches about the importance of how we treat others. Display Matthew 7:12 (NIV) from the PowerPoint.</p> <p>Activity: Scenarios- which is the most honouring (see PowerPoint). Have class move to certain area of the room depending on their answer and explain their reasoning</p> <p>Optional Activity: Make a thank you card for a parent or carer. Ask pupils to write a few sentences to explain why their parent/carer is so important to them.</p>	Powerpoint 5 Activity sheet Craft materials for card-making activity

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>6) Recognise and accept their limitations P7</p> <p>Genesis 2:2-3</p> <p>Matthew 8:23-2/ Mark 4:35-41</p> <p>CL: 3A</p>	<p>A: To help pupils understand that even Jesus faced limitations when he was on earth.</p> <p>TP: To develop an understanding of our limitations, the need to care for ourselves and opportunities to grow.</p>	<p>Mission Impossible Have some challenges set up around the room for pupils to complete in groups of 4 / 5, moving from one challenge to the next.</p> <ol style="list-style-type: none"> 1) Blow plastic cups off the table using balloons 2) Move cotton wool from one bowl to another with vaseline on your nose 3) Timer challenge: Get pupils to put their heads down on the table and set a timer for 30 seconds. Ask pupils to stand up when they think 30 seconds have passed. 4) Sorting: Have a bag of skittles mixed up in a bowl and give pupils 1 minute to sort them in colours, using 1 hand. 5) Impossible challenge: Can you keep the water in the sieve? In a bucket of water, pupils will try to keep the water in the sieve in 10 seconds. <p>One of these challenges is impossible. Discuss this with the pupils when they complete all of the challenges, ask which challenge was impossible. Explain that today we are going to look at recognising and accepting our limitations, how we can't always do everything and there are some things we just can't do, and that's ok. It's important for us to know what our limitations are and the important part rest plays.</p>	<p>What is rest? Snowball game: write on a page what you think rest is. 10 seconds to throw the snowballs around the room and hear some answers.</p> <p>Why do we need rest? Think, pair, share discussion.</p> <p>Explain: We can only do so much, we have limitations, we need rest.</p> <p>Explore Genesis 2 verses 2-3 What do these verses tell us about rest? Do they show us it is important? Why/why not?</p> <p>Explain: The Bible tells us after making the whole world, God rested on the seventh day and set aside a special day for us to rest too. Christians call this the Sabbath, a day to stop working and rest from the busyness of life.</p> <p>Even Jesus, God's Son, when he was on earth, needed to rest.</p> <p>Watch Jesus Calms the Storm, Saddleback Kids video.</p> <p>Drama: Freeze frames. Jesus and the disciples getting into the boat Jesus sleeping on the boat The Storm</p> <p>Discuss: What did you notice about what Jesus was doing in this story? Why do you think he was doing this?</p> <p>Explain: Christians believe Jesus is God's Son and while he was on the earth he was also fully human. This means that he felt tiredness and human limitations and needed rest, like we do. Christians believe rest is important for us to take time and remember God is in control, that we can rely on him and others to help us, to enjoy and celebrate what he's given us, to think....</p>	<p>Through things that have happened to us and how we felt.</p> <p>Prayer activities</p> <p>In the same groups as before, pupils can move around these activities, helping them think about their limitations, how rest is important and how they can encourage each other.</p> <ul style="list-style-type: none"> - Encouragement: Using the encouragement postcards, pupils can write one to one of their classmates, encouraging them with something they are good at / a skill they can grow in. - Hurdles: Sometimes our limitations feel like a hurdle that we can never get over. Think of something that you find hard and what you can do to overcome it. Write it on a posted note and stick it to the hurdle. - Rest: Rest is so important. Realising we can't do everything is important, slowing down is important. Have a corner of the room set up with cushions and fairy lights. Encourage pupils to think about how it is important to rest, as they do, have a bowl of aqua beads for them to run their hands through - thinking about letting go. 	<p>Balloons, plastic cups, cotton wool, vaseline, skittles, bowls, water, bucket and sieve, encouragement postcards, hurdles, posted notes and pens, bowl, aqua beads, fairy lights.</p> <p>PowerPoint 6</p>

Theme Values	Aim & Teaching	Way In	Way Through	Way Out	Resources
<p>7) Christian Missionaries: Jim and Elisabeth Elliot P7</p> <p>CL: 3B</p>	<p>A: To explore the lives of Christian missionaries Jim and Elisabeth Elliot.</p> <p>TP: To help pupils understand why Jim and Elisabeth lived out their faith by telling others about God.</p>	<p>In groups, pupils write down as many ways as possible that we can share news with others e.g. a letter, an email, newspaper, YouTube video, conversation.</p> <p>Discuss what 'news' we might share with others e.g. football team winning, something special we did at the weekend etc.</p> <p>Highlight that we share news about things that are important to us and that we will be thinking about missionaries today, called Jim & Elisabeth Elliot who wanted to share something very important to them with others.</p> <p>Explain that a missionary is a person who devotes their life to travel around the world or stay in their home country, sharing about Jesus and what Christians believe with other people.</p>	<p>Use the PowerPoint and script to introduce Jim and Elizabeth and tell their life story part 1.</p> <p>Explain that Jim & Elizabeth both believed in God, which is why they travelled to Ecuador as missionaries and devoted their lives to serving God in this way.</p> <p>Investigation: Find Ecuador on a map. Give pupils the opportunity to research and find out some interesting facts about what Ecuador is like e.g flag, popular food, climate etc.</p> <p>Use the PowerPoint and script to tell their life story part 2.</p> <p>As a class, think through and discuss how Elisabeth would be feeling at the different stages of her life eg when Jim passed away, heading back to the jungle to meet the group who killed her husband, bringing Valerie with her etc. You could print out some emojis and place them around the classroom for pupils to choose and stand beside whilst sharing their reasoning.</p>	<p>Emphasise how brave Jim and Elisabeth were in going to tell others about Jesus and Elisabeth's courage in going back after her husband's death. This shows how important telling others about Jesus was to them as Christians.</p> <p>Activity sheet: 1) write the qualities they think a missionary would need to share Jesus with others e.g. courage, adaptable. 2) Draw items in the suitcase they think it would have been important for Jim and Elisabeth to take to Ecuador e.g. map, Bible, lamp, insect repellent.</p>	<p>PowerPoint 7</p> <p>Paper</p> <p>Activity sheet</p> <p>Map</p>
<p>8) Christian Missionaries: Amy Carmichael P7</p> <p>CL: 3B</p>	<p>A: To explore the life of Christian missionary Amy Carmichael.</p> <p>TP: To help pupils understand Amy Carmichael served the needs of others because she was a Christian.</p>	<p>In groups, discuss the question "If you could travel to anywhere in the world, where would it be and why?"</p> <p>Recap the previous lesson about Jim & Elisabeth Elliot and what a missionary is.</p> <p>Highlight that we will be thinking about another missionary called Amy Carmichael who lived in the late 1800's-mid 1900's.</p>	<p>Use the PowerPoint and script to explain Amy Carmichael's life story.</p> <p>Find India on a map</p> <p>Highlight that Amy committed her whole life to serving God, even when it was challenging (moving to a different country, not like today being able to contact family) and difficult (not everyone liked or understood what she was doing, her severe injuries), she continued to serve God.</p>	<p>Imagine that you are Amy Carmichael living in India, write a diary entry about an event from Amy's life or time working in the hospital/hostel.</p> <p>Recap the story of Amy Carmichael.</p>	<p>PowerPoint 8</p> <p>Diary entry activity sheet</p> <p>Map</p>

Theme Values	Aim & Teaching Point	Way In	Way Through	Way Out	Resources
<p>9) Christian attitude to suffering and death P7</p> <p>Acts 16</p> <p>CL: 3B</p>	<p>A: To explore Christian attitude to suffering and death.</p> <p>TP: To understand the Christian belief that death is not the end.</p>	<p>Movie Endings quiz: Using the movie clips, get pupils to finish them and tell you how the movies end.</p> <p>Explain: These movies all have an ending, an ending that we know. Christians believe that death is not the end of life for them here on earth. They believe that they know how things will end, even when life is hard they believe that it is not the end.</p> <p>Discuss: When things are hard, how does it make you feel?</p>	<p>Read Acts 16:16-40 Using the printed passage, give pupils some time to highlight things that stand out to them, the parts of the story they see suffering and what Paul and Silas' response to this was. Share and discuss answers.</p> <p>Explain: The Bible tells us that even though Paul and Silas were in prison, they sang and praised God. They knew that this wouldn't be the end for them no matter what happened.</p> <p>Show these verses on the PPT. 2 Corinthians 4:17 John 16:33 On the spider diagram, write the answers to these questions: How do Christians know this life isn't the end? What does John 16:33 tell us about how they can face suffering?</p>	<p>Open Doors Research Christians across the world are suffering for their faith. Organisations like Open Doors work with Christians in different countries to help and support them. Using the iPads or computers, research the work of Open Doors and what they do to help suffering Christians.</p> <p>Share thoughts and ideas on what we have found.</p>	<p>PowerPoint 9</p> <p>Print outs of Acts 16 passage</p>
<p>10) Christian teaching on caring for the vulnerable : William Booth and the Salvation Army P7</p> <p>CL: 3B</p>	<p>A: To explore the life of William Booth in establishing the Salvation Army.</p> <p>TP: To understand the ongoing work of the Salvation Army and identify ways in which we too can safely care for the vulnerable in society.</p>	<p>To begin, play human bingo (resource attached). Once game is complete, explain that everyone has something unique about them and we can all help people with our gifts & talents that we are given.</p> <p>As a class, think through and discuss what all need to grow up healthy and well e.g. shelter, food, water, secure home, education, good warm clothing and shoes, medicine, love and care.</p> <p>Emphasise that throughout history and even today there are people around us who don't have all these things, for a variety of reasons (things that we might take for granted).</p>	<p>Optional: Discuss what organisations the pupils know who help people who are in need in our community? Make of list of them and anything they know about the things that they do.</p> <p>Explain that many years ago a man called William Booth decided he would do something about all the needs of people he saw around him.</p> <p>Share the story of William Booth using the script and PowerPoint</p> <p>Research Task: Split children into groups of 3 or 4 to research the work of the Salvation Army. Using iPads or prints outs, encourage children to make a spider diagram outlining some of what the Salvation Army do on one half of the A3 page.</p> <p>On the other half of the A3 page, children will make a spider diagram of the ways they can help people and care for the vulnerable, as a class or individuals. Give them some ideas to get started eg. Writing a letter to a lonely family member, giving some food to a food bank.</p>	<p>Present: Invite groups up one at a time to present and share their posters on the work of the Salvation Army. Compare responses and ideas.</p> <p>As a class, discuss the other half of the A3 page - what can we do to help the vulnerable? Choose one to complete as a class and spend some time planning and discussing this.</p>	<p>Human Bingo activity sheet</p> <p>Script</p> <p>PowerPoint 10</p> <p>A3 paper and pens</p> <p>I-pad, leaflets, printouts about the Salvation Army.</p>