

Key Stage: 2 **Year:** 6 **Subject:** Creation stories, Covenant, Elijah

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
<p>To understand Bible teachings about creation To raise and answer questions about meaning of creation, the nature of human beings and about human values</p>	<p>Compare and contrast the two creation stories in Genesis 1 and Genesis 2 – 3. (The second is believed to be the older.) Explore the emphasis in Gen 2 – 3 on people’s responsibilities and relationships with God’s creation. List or write an account of our responsibilities to God’s creation. Discuss whether we live up to our responsibilities.</p>	<p>What was good in the creation story in Genesis 1? What responsibilities did God give to the first man? Why do you think God did not take on those responsibilities himself? What are the implications of stewardship for us today? (on land / sea / with money / towards other people) Do we live up to these responsibilities? Why or why not?</p>
<p>To understand Bible teachings about human disobedience To raise and answer questions about the nature of human beings and about human values</p>	<p>Remind the class of the serpent in the (second) story. Discuss the part it plays in the man and woman’s disobedience. Discuss what encourages people to be disobedient today and whether we are too quick to blame someone or something rather than ourselves. Think of examples. Write the excuses on a large snake for display.</p>	<p>What does disobedience mean? Were the man and woman disobedient or just naughty? What part does the serpent play in this? What ‘serpents’ do people blame for their wrongdoing today? Is it typical for people to blame something other than themselves? Why? Why does the man blame the woman? Is this typical?</p>
<p>To understand Bible teachings about work To raise and answer questions about the nature of human beings and about human values, purpose and destiny</p>	<p>Brainstorm reasons why we work. Discuss which may be positive reasons (eg as an outlet for our talents) and any that may be negative (eg to stop us getting into trouble). Read again the view of work given in Genesis 3: 17 – 19. Discuss whether this is a realistic view. Contrast it with life before the disobedience (Gen 2: 15 – 25). Discuss whether growing up is like the contrast between the two times.</p>	<p>Why do we work? Which reasons are positive and which are negative? What view of work is given in Genesis? Do you agree with it? Why or why not? What was life like at first in the garden? In what ways is this similar to being a baby or small child? Does the story say anything about growing up?</p>
<p>To understand Bible teaching on covenants To raise, and suggest answers to, questions about human values</p>	<p>Explore God’s covenants with (promises to) Noah, Abraham, Moses and David. Discuss what ‘covenant’ means. Discuss what people can do to show they agree to a covenant. Draw up class / group / individual covenant(s). Brainstorm what covenants God might make with people today. In pairs pupils choose their favourite covenant; then work in fours to choose the best of two, then in eights. The class finally decide on four and discuss why these are good covenants for today</p>	<p>What does ‘covenant’ mean? Who has to agree to it? Do the people with whom it is made have to promise to do anything in return? What do we do to show we agree to a covenant? (eg signature) What covenant (promises) might God make with people today? What reasons can we give for the four covenants the class has chosen being the most important?</p>
<p>To describe some similarities between Elijah and Jesus To raise, and suggest answers to, questions about their understanding of miracles</p>	<p>Introduce Elijah and some of the events of his life eg raising the widow’s son to life (1 Kings 17:17 – 24), the competition with the prophets of Baal (a false god) (1 Kings 18: 20 – 39) and the encounter with God (1 Kings 19: 9 – 13). In small groups draw up a list of similarities and differences between Elijah and Jesus. Discuss these as a class</p>	<p>What are some similarities (raising to life; conflict with priests, king, etc; listening to God in quiet places, ...) and differences (teachings, other miracles, death and resurrection, ...) between Elijah and Jesus? What sort of a person is Elijah? What words describe him as a prophet of God?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
creation God responsibility steward myth(tery)	Interpret Reflect Evaluate Apply Express	Self- awareness Respect for all	Bible: Genesis 1- 3 The Lion Bible for Children (Lion; ISBN 780745940465)	An account of human responsibilities to creation Discussion on human strengths and failings in respect of our responsibilities	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> link beliefs about creation, work, disobedience and covenants to parts of Bible stories (AT1) ask important questions about beliefs and link answers to their own and others' responses (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe and understand beliefs about creation, work, disobedience and covenants (AT1) raise, and suggest answers to, questions about the meanings of creation, work, disobedience and covenants, applying their ideas to their own and others' lives (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> explain how Bible stories are used to provide answers to ultimate questions (AT1) ask, and suggest answers to, a range of ultimate questions (AT2) 	
disobedience God guilt blame excuses myth(tery)	Interpret Empathise Reflect Evaluate Apply Express	Open- mindedness Appreciation and wonder	Bible: Genesis 3 The Lion Bible for Children (Lion; ISBN 780745940465)	List of excuses for human disobediences		
work punishment disobedience positive negative	Interpret Empathise Reflect Evaluate Apply Express		Bible: Genesis 3 The Lion Bible for Children (Lion; ISBN 780745940465)	Discussion / writing on the purposes of work Discussion on growing up: from innocence to knowing right from wrong		
covenant promises agreement	Interpret Empathise Reflect Evaluate Apply Express		Bible: Genesis 9: 1- 2 (Noah); Genesis 15: 4 – 5 (Abraham); Exodus 19: 4 – 6 (Moses); 2 Samuel 7: 11 – 14 (David) The Lion Bible for Children (Lion; ISBN 780745940465)	Discussion / writing on covenants for today		
prophet miracle God false god	Interpret Reflect Apply Express		Bible: 1Kings 17 – 19 The Lion Bible for Children (Lion; ISBN 780745940465)	List of similarities and differences between Elijah and Jesus		

Key Stage: 2

Year: 6

Subject: Paul; Christmas

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To describe the impact of Jesus on Saul's life; To suggest answers to Saul's problem of his commitment, where he belonged and who he was.	Set the scene of the persecution of Christians after Jesus' death. Tell the story of the stoning of Stephen (Acts 7: 54 – 60) and how Saul approved of it and continues to harass the Christians (Acts 8: 1 – 3). Tell the story of Saul's vision and his conversion to Christianity (Acts 9: 1 – 19). Discuss the reason for his change and what he felt. Hotseat Saul. Write an e-mail from Saul to a friend explaining his change and his feelings.	How / what did Saul at first think of the Christians? Why did he change? Why did he believe he heard Jesus? Do you think he believed at first that it was Jesus? Why or why not? Why was he praying in Judas' house? Why did he get baptised? What did he feel like during this episode? What was God's plan for Saul?
To describe and understand Paul's feelings and experiences; To suggest answers to the meanings of a story involving Paul.	Explain that Saul changes his name to Paul (Acts 13: 9) and starts to journey to preach for Christianity. Look at a map of Paul's journeys in a Bible and estimate the distances travelled. Read about some of the problems he faced eg being put in jail (Acts 16: 16 – 39). Pupils make and justify fortune lines for what they know of Paul's life. Agree on one for the class.	Where did Paul visit on his journeys? Which of these places have you already heard about? How far would he have travelled? How would he travel? How far each day could he travel? For the selected event, how would Paul feel? Would his belief in Christ make him feel any better? Why or why not?
To describe and understand the importance of love to Christians; To describe how love influences and inspires themselves and others.	Look at the list of letters on a Bible's contents page. Paul wrote those from Romans to Philemon (13 in all). Look at 1 Corinthians 13. Discuss the qualities of love. Individually, pupils write a story to show how 'Love is ...' kind, patient, not jealous, not boastful, etc.	What qualities of love does Paul list? Are there any you find odd? Are any more important than others? Would you leave any out? In what way would Paul 'be nothing' without love? Has anyone encountered kind / patient / non-jealous / non-boastful / etc love? Where and when?
To understand Paul's teaching on the body (of Christ); To apply Paul's teaching to their own lives.	Look at 1 Cor 12: 12 – 26. Compare the class to the body described. Link to a circle time activity of listing each person's positive qualities. Make a large image of a person and write the qualities on it (eg academic qualities on the head, movement on the leg, emotional strengths on the heart, etc.) Discuss whether the class has been a successful body and what could be done to improve it. Discuss how and why Christians believe the church to be a body.	Is there any part of your body you could manage without? Would you miss it in any way? Could one part of your body do things just as well as another part? (eg paint with foot or mouth) What qualities do the members of your class have? Is your class a successful body? Why or why not? Why do Christians call the church a body? Do you think it is a successful body? Why or why not?
To understand the meaning of Christmas; To suggest reasons a variety of Christmas celebrations.	Pupils sort a wide selection of Christmas cards into groups of their own choosing and give a title to each group. Discuss their selection. Do any of their categories link to the meaning of Christmas? Look at the nativity stories in Matthew and Luke. Children group the cards into Biblical, religious and non-religious. Which card would they send to: a vicar; a Muslim; a person with no religion? giving reasons to explain their choices. Their reasons should demonstrate sensitivity but the choice of card may not be the obvious one as long as they can justify their decision.	What are the similarities and differences between the nativity stories in Matthew and Luke? How would you group these cards? What is Christmas really about? Which cards are about the real reason for Christmas? Which cards link to the Bible stories? Which card(s) would you send to a vicar / a Muslim / someone without religion? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Christian persecution vision conversion baptism	Interpret Empathise Reflect Express	Self-awareness Respect for all Open-mindedness	Bible The Lion Bible for Children (Lion; ISBN 780745940465)	e-mail from Saul to a friend explaining his conversion and his feelings	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> identify the impact Christ made on Paul (AT1) identify what inspires and influences themselves and make links with their own and others' experiences (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe the impact Christ made on Paul (AT1) describe what inspires and influences themselves and others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> explain the impact Christ made on Paul (AT1) explain what inspires and influences themselves, together with their own and others' views on the challenges of belonging to a religion (AT2) 	
conversion Christianity Roman Empire persecution	Interpret Empathise Reflect Express	Appreciation and wonder	Bible The Lion Bible for Children (Lion; ISBN 780745940465)	A class fortune line of Paul's life		
letters epistles Corinth(ians) love faith hope	Interpret Empathise Reflect Express		Bible	A story to exemplify the characteristics of love in I Corinthians 13		
body unity diversity Body of Christ church	Interpret Empathise Apply Reflect Express		Bible	Human qualities related to several parts of the body		
Christmas nativity Biblical religious non-religious (secular)	Analyse Interpret Reflect Apply Empathise Express		Christmas cards Bible	Cards sorted into Biblical, religious and non-religious. Written reasons for which cards are appropriate for a vicar, Muslim and a person with no religion		

Learning Objectives	Activities and Experiences	Key Questions
to understand the different understandings of the Messiah in Judaism and Christianity; to raise, and suggest answers to questions about who Jesus was	Brainstorm children's designations eg child, pupil, buddy, son/daughter, brother/sister, cub/brownie, friend, etc. Link to religious designations eg 99 names of Allah; titles for Jesus, depictions of Hindu gods. Research Jewish ideas of the Messiah: descendant of King David, fair and just and king (Jeremiah 23: 5), ruler of nations (Isaiah 11: 10). Discuss how well Jesus measures up to this. Look at Jesus' words and actions about his work eg servant (John 13: 2 – 16; 17: 19); rejection of the temptation to rule the world (Matthew 4: 8 – 11). Pupils design a comparison of Messianic understanding in words and pictures.	What roles do you have? eg child. What are some of the 99 roles or names of Allah? What titles do Hindu gods have? Does Jesus have any titles? What ideas did Jews have about the Messiah? What sort of Messiah do Christians think Jesus is? What do Jesus' words (in John 17: 19) and his actions (in John 13: 2 – 16) (or Matthew 4: 8 – 11 or Mark 9: 12) say about how Jesus understood his life and work?
to understand why some titles are given to Jesus; to raise, and suggest answers to questions about who Jesus was	Look at some of Jesus' titles eg bread of life (John 6: 35): discuss the importance of bread as a staple food and in language eg breadwinner, bread and butter. Discuss why Jesus uses the title. good shepherd (John 10: 11): brainstorm the characteristics of a good shepherd; hotseat a good shepherd and discuss Jesus' use of the title. true vine (John 15: 1): discuss the importance of vines in the middle East and why Jesus uses the title.	What is a breadwinner? If something is likened to bread and butter, what is it? (basic and important) Why does Jesus use the metaphor 'bread of life'? What is a bad shepherd? What is a good one? Why does Jesus use the title? What do vines produce? Why are they important, especially in the middle East? Why does Jesus use the title?
to understand why Jesus is called the light of the world; to raise, and suggest answers to questions about who Jesus was	Use Holman Hunt's picture: 'The Light of the World' for a philosophy for children activity (see SAPERE website). Alternatively discuss the picture without initially revealing the title. Then discuss it knowing the title. Discuss the title in relation to Jesus. Link this to Candlemas (Luke 2: 25 – 38). Extended writing of a description of the painting and its symbolism.	Describe the picture, its colours and style. What title would you give it? Why? Where does the light come from? Why does the door not have a handle? What is beyond the door? Why is everything overgrown? Why do Christians call Jesus the 'Light of the world'? Why do we need light? Does light exist without darkness? What do light and dark often symbolise? Why? Give eggs from Christian, other religious and non-religious sources.
to understand how Jesus thought of his work; to raise, and suggest answers to questions about who Jesus was	Look at the parable of the vineyard owner's son (Matthew 21: 33 – 40). Discuss who the characters represent (owner = God; servants = prophets, including John the Baptist; tenants = some religious leaders; son = Jesus) and what Jesus is saying about his future. Act out the parable, creating and photographing tableau at important points. Pupils use the photographs as a basis for discussing, hotseating and writing about the thoughts and feelings of characters.	Who do the characters represent? Who could the owner / son / etc be? What is Jesus saying about his future? How does he know? (cf Year 5 – growing opposition) How have the tenants treated the servants? Why? Why does the owner send his son? What does the father expect to happen? What do you think the son expects to happen? Why does the son obey his father? Why do some sons (not) obey their father? What does Jesus do?
to understand the variety of mothers and fathers in TV, film and literature; to apply their ideas of parenthood to their own lives	Investigate mothers and fathers in film and literature eg Coronation Street, The Simpsons, The Royle Family. Little Women, The Secret Garden, The Railway Children. Pupils can act some of the characters and situations for the rest of the class to guess who is represented. Pupils discuss the sort of mother/father they would like to be and draw up a person specification for the role.	What are the mothers/fathers like in? What sort of parent would you want to be? What are their characteristics? What sorts of experience do you need to have had? What skills do you need? What attitudes do you need? What values do you need?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Messiah king ruler just/right/fair servant suffering	Interpret Apply Analyse Reflect Evaluate Express	Self-awareness Respect for all	Bible	Written and illustrated comparison of the role of the Messiah as understood by Jews and by Christians (and Jesus)	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> describe some of Jesus' titles (AT1) ask questions about who Jesus was and link their responses to those of others (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe and show understanding of the meanings of titles for Jesus (AT1) raise, and suggest answers to, questions about who Jesus was (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> understand and explain different understandings of religious titles amongst Christians, Jews, Muslims and others (AT1) raise, and suggest answers to, questions about who Jesus was, relating their own views to those of different religions or philosophies (AT2) 	
Bread of life Good shepherd True vine	Interpret Apply Analyse Reflect Evaluate Express	Open-mindedness Awe and wonder	Bible	Display to illustrate Jesus' titles: bread of life, good shepherd, true vine		
Light of the world	Interpret Apply Analyse Discern Reflect Evaluate Express		Bible http://www.artchive.com/artchive/H/hunt/hunt_light_of_world.jpg.html www.sapere.net	Descriptive and interpretive writing on Hunt's 'The Light of the World'		
parable vineyard owner son servants obedience suffering	Interpret Analyse Reflect Express		Bible Digital camera	Photographs and writing about characters in the parable of the vineyard owner's son		
mother father characteristics skills attitudes values experience	Interpret Empathise Apply Analyse Reflect Evaluate Synthesise Express		Film and TV extracts Extracts from children's books	Person specification for the mother or father the pupil would wish to be		

Learning Objectives	Activities and Experiences	Key Questions
<p>to describe beliefs about Jesus and link them to stories about:</p> <ul style="list-style-type: none"> • his birth • the baptism • the temptations • the transfiguration; <p>to ask questions about the nature of Jesus and God and link their own answers to those of others</p>	<p>Design an illustrated timeline of Jesus' life (birth, baptism, temptations, ministry, transfiguration, ministry, Palm Sunday, Last Supper, betrayal, trial, death, resurrection). Divide pupils into groups of 4 or 5. An individual from each group looks at the line for 10 seconds and returns to their group to draw what they remember. After all group members have had their turn they compare the work to the original. Remind pupils of each event::</p> <p>Birth: pupils research the meaning of 'incarnation'. Look at John 1: 1 -14, especially vv 1, 2 & 14. Discuss the importance of words and what is meant by the Word. Pupils invent words and discuss their meanings. (Look at invented words eg 'Lewis Carroll's 'Jabberwocky'.) Write poems about the children's words and God's Word.</p> <p>Baptism: (Mark 1: 9 – 11) Discuss the symbolism of water and the meaning of God's Son. Draw up lists of how sons may be like their fathers and Jesus like God. In groups devise sound presentations of the Baptism and explain their meanings.</p> <p>Temptations: (Luke 4: 1 – 13) Discuss the three visions and the roles which Jesus rejects (provider of food; magician / escapist; world ruler). Provide a visualisation of part or all of the story and discuss the children's resulting thoughts and feelings.</p> <p>Transfiguration: (Mark 9: 2 – 8). Discuss which famous people the children would like to meet and why.</p> <p>Read about the transfiguration and the significance of Moses and Elijah on mountains (Exodus 19: 16 – 20 & 1 Kings 19: 11 – 13). Discuss similarities between the three stories set on mountains. Read what the voice says and link this to the baptism, Discuss what this experience says about Jesus and God.</p> <p>Design a triptych of the three encounters with God on mountains. Write poems about each event. (Suggested title: Meeting with God)</p>	<p>What does 'incarnation' mean? What does it mean in Latin? Could you spend a day without speaking? Why (not)? What would be difficult if there were no words? Where do words come from? How many words are there? What word would you invent? Why? Why does God need words? What does God do with words? What is <u>the</u> Word? (cf Aum in Hinduism) Which man does the Word become? What does that say about Jesus' relationship to God?</p> <p>Why is water used in Christian baptisms? Why does baptism symbolise a new start in life? In what ways might sons be like their fathers? In what ways is Jesus like God? In what ways are humans like God (all children of God)? In what ways are they not like God? Why should Jesus be called God's Son (capital S)? Why should God love Jesus and be pleased with him?</p> <p>Why does Jesus think of bread? What does he mean by, "A person does not live only by eating bread"? Which vision tempts Jesus to become a ruler? Why does he reject this? Why does he not want to be a stuntman? What sort of person does Jesus want to be? What sort of person do you want to be? What sort of person are you tempted to be? How do you overcome this?</p> <p>Who would you like to meet and why? In what ways would you like to be similar to your chosen person?</p> <p>Who were Moses and Elijah? How important were they? What took place when Moses and Elijah were on Mount Sinai? How is this event similar? Why do these stories take place on mountains? Why would Jesus want to meet them? What might they say to each other? What does the voice from the clouds say? Where have you heard this before? What sort of person does this event show Jesus to be? Why is God never seen?</p>
<p>to describe how different people view the impact and significance of Jesus;</p> <p>to ask questions about the nature of Jesus and link their own answers to those of others</p>	<p>Look at contrasting events from Holy Week and Easter e.g. the arrest and Mary's encounter with Jesus in the garden. Discuss how a friend of Jesus and an enemy would tell these stories in different ways (use of language, concentrating on different parts of the event, perhaps ignoring other parts, siding with different characters, etc.) Pupils design and write a newspaper which is either pro- or anti-Jesus including these two events.</p>	<p>What happens in the story?</p> <p>What would Mary / Peter / a friend describe an event? Would they see Jesus as behaving like God in the event? In what ways?</p> <p>What would a Roman / enemy of Jesus describe an event? Would they see Jesus as behaving like God in the event? In what ways?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus God significance timeline birth / nativity incarnation Word of God baptism Son of God temptations transfiguration Moses Elijah vision mystery	Interpret Empathise Apply Analyse Discern Reflect Evaluate Synthesise Express	Self-awareness Respect for all Open-mindedness Awe and wonder	Bible Jabberwocky from Lewis Carroll: Through the Looking Glass and What Alice Found There http://en.wikipedia.org/wiki/Jabberwocky Pictures from artists eg http://biblia.com/jesusart/gospels.htm http://www.textweek.com/art/transfiguration.htm For ideas on visualisations see Mary Stone: Don't Just Do Something ... Sit There (RMEP, ISBN 185175105X)	Timelines drawn from group memory; Poems based on pupils' invented words and on God's Word inspired by John I	By the end of this unit: most children will be able to: <ul style="list-style-type: none"> describe some titles for Jesus, linking them to particular stories (AT1); ask questions about the nature of Jesus and link their own ideas to those of other people (AT2) many children will be able to: <ul style="list-style-type: none"> describe and show understanding of beliefs about Jesus and suggest meanings for titles (AT1); ask, and suggest answers to, the question of who Jesus was (AT2) some children will be able to: <ul style="list-style-type: none"> explain why Christians hold particular beliefs about Jesus and how these compare with other religions' views of Jesus (AT1) ask, and suggest answers to, questions of who Jesus was and of other peoples' relationship to God (AT2) 	
				Sound inventions based on Jesus' baptism; (written) explanations of the meaning of these inventions		
				Pupils' reflections on the visualisation of the temptations		
				Triptych of Exodus 19: 16 – 20, 1 Kings 19: 11 – 13 and Mark 9: 2 – 8; Poems about these events / experiences (suggested title: Meetings with God)		
Holy week Palm Sunday Maundy Thursday Last supper Betrayal Trial Crucifixion Good Friday Resurrection Easter			Bible	Newspaper accounts of (an event / events from) the last week of Jesus' life and his resurrection appearances from a variety of standpoints, pro- and anti-Jesus		

Learning Objectives	Activities and Experiences	Key Questions
to describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Look at the story of Daniel in the lion's den. Discuss the dangers, how Daniel survived and whether he was wise to put his trust in God. Discuss dangers the pupils have faced (physical, emotional and / or spiritual), how they faced them and whether prayer and / or courage played a part. Look at Jesus in the Garden of Gethsemane and discuss the part that prayer and courage played. Pupils devise short dramas on real or imagined events in which prayer and courage are important.	What dangers did Daniel face? What did King Darius hope would happen? Why did Daniel survive? Have you ever been in danger? Were you more in fear of being physically hurt or of being very upset? Did you think of praying at this time? How did you keep your courage? What danger did Jesus face? How afraid was he? How did prayer help? In what way(s) was he courageous? Why?
to describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Look at the story of Stephen (Acts 7, especially vv 51 – 60). Discuss the part of courage, prayer and forgiveness in the event. Research the persecution of Christians by certain Roman emperors e.g Nero and Diocletian (Acts of Perpetua and Felicitas). Look up the meaning of 'martyr'. Look at John 15: 13. Discuss whether a person is ever right to die for something they believe in and whether the pupils would be willing to give up their life for anything or anyone.	Was Stephen courageous or foolhardy? Why did he continue preaching when in danger? Whose words does Stephen use in his final prayer? Why? Why was prayer important for Stephen? What is a martyr? How did many Christians die in Roman times? What does Jesus mean in John 15: 13? Is it ever right to die for someone / something you believe very strongly? Do soldiers do this sometimes? Does anyone else do this? Would you ever be willing to die for someone or something? Who, what and why?
describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Read the story of Corrie ten Boon. Discuss the part that courage and prayer played in her life and that of her sister, Betsie. Pupils design a 'fortune line' for Corrie using approx 8 events. Discuss the varying interpretations and whether the class can come to agreement.	In what ways do Corrie and Betsie display courage? In what ways does prayer help Corrie? Why does she pray? How did Corrie feel at this event? Why? Does everyone agree? Why not? Can we come to agreement after discussion?
describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Invite a visitor to talk to the class about a local Christian who has shown courage in their life, perhaps facing illness, helping in difficult circumstances, putting others before themselves, etc. Pupils think up questions to ask and write their reflections on the interview.	What do you want to find out from the visitor? Why?
describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Set up a conscience alley activity based on either a real life or imaginary story of courage. The Good Samaritan (Luke 10: 30 – 35) is a suitable Bible story for the activity. Pupils discuss people who have inspired or influenced them and write about the person, giving the reasons for their choice.	How does the Samaritan show courage? Why does he get involved? Why / when should people get involved / help / etc? Why / when should they not do so? Who do you admire? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
danger prayer courage	interpret empathise reflect express	self- awareness respect for all open- mindedness	Bible (Daniel 6, Luke 22: 39 - 46)	Short dramas involving courage and prayer.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> begin to identify the impact Christianity makes on some people's lives (AT1) link their own values and commitments to their attitudes and behaviour (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe the impact of Christianity on some people's lives (AT1) describe what inspires and influences themselves and others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> explain the impact Christianity has made on some people and communities (AT1) explain what inspires and influences themselves and the challenges of being a Christian (AT2) 	
courage prayer forgiveness martyr persecution Christian	interpret empathise reflect research express	awe and wonder	http://en.wikipedia.org/wiki/Perpetua http://en.wikipedia.org/wiki/Persecution_of_Christians http://stjudeshrine.org.uk/art.htm Bible (Acts 7: 51 – 60)	Research into early Christian martyrs.		
Christian courage prayer resistance concentration camp	interpret empathise reflect analyse express		http://www.soon.org.uk/true_stories/holocaust.htm	Fortune lines for Corrie ten Boon.		
Christian courage	empathise interpret reflect express synthesise		Christian visitor	Questions and written reflections on a local Christian of courage.		
conscience courage inspire influence	interpret empathise reflect apply analyse express		www.penguinreaders/downloads/9780582829848.pdf http://www.broadcaster.org.uk/section2/inspirationalstories.html	Persuasive writing and description of a person who has inspired each pupil.		

Learning Objectives	Activities and Experiences	Key Questions
to suggest meanings of baptism; to raise, and suggest answers to, questions of the meanings of baptism	Baptism: Either use the godly play activity for baptism or enact an infant baptism service or watch a video of an infant baptism. Compare this with a believer's baptism. Discuss why Christians baptise (Jesus was baptised, water symbolises washing clean; immersion symbolises dying and coming to new life). Discuss the symbols of water and candle and the meanings of the promises. Design a picture to show the meaning of baptism.	Why do Christians baptise? Why do some Christians baptise babies? What do this act and items symbolise? Why are some Christians baptised as adults? What do this act and items symbolise? What promises do people make? What do they mean? What do you think baptism means to Christians? How could you show these meanings in a picture?
to suggest meanings of Communion; to raise, and suggest answers, to questions of the meanings of Communion	Communion: Watch the DVD / video 'Pathways of Belief: Christianity' programme 4 'The Church'. (NB set in a Catholic church) Discuss the Church as a worldwide family or community / communion. Discuss Communion as a family meal. Look at the story of the last supper (Mark 14: 22 – 26). Discuss the symbolism of the bread and wine and how they are memories of Jesus. Discuss the last verse of John Betjeman's poem: Christmas. Write a poem (not necessarily on Christmas) starting with Betjeman's last verse.	How far is the church worldwide and a community? How do Christians celebrate together? How is Communion a means of showing these aspects of the church? Why do people say they are sorry before Communion? To whom do they apologise? Why are bread and wine used at Communion? What do they symbolise? What does the last verse of Betjeman's poem mean?
to suggest meanings of marriage; to raise, and suggest answers, to questions of the meanings of marriage	Marriage: Invite the vicar to demonstrate a wedding service. (Or show a recording of a service.) Discuss the promises, the commitment, the symbols and why people marry. Design a marriage service leaflet incorporating some essential quotes from the service and decoration	What do the couple promise to do when they marry? What do these promises mean? How easy or difficult will it be to carry out the promises? What are the most important words in the marriage service? Why? What does the ring symbolise? Why do some brides wear white? What does confetti symbolise? Why do many people marry?
to suggest meanings for how people understand death; to raise, and suggest answers, to questions about death	Death: Visit a local graveyard to collect inscriptions (other than people's names, ages, relationships and dates) such as 'Rest in Peace', 'In loving memory', 'Sacred to the memory', 'With Jesus', etc. Discuss the inscriptions and in small groups rank them in order of 'religiousness'. Discuss whether the class agree and why. Pupils think of suitable memorials for a footballer, singer, teacher, etc. How would the pupils like to be remembered?	What do the inscriptions mean? Which is the most religious? Which are not religious at all? In what order can you place the inscriptions? What would be as good memorial for a footballer (eg final transfer to the sacred turf), singer (heavenly choir), teacher (final OFSTDEAD), computer programmer (logged off)? How would you like to be remembered? What inscription would you choose for yourself?
to suggest meanings for Christian sacraments; to raise, and suggest answers, to questions of the meanings of sacraments	Sacrament: Look up the meaning of 'sacrament' (a symbolic act representing a religious belief). Look at one of the picture by Sieger Koder of the Last Supper. It could be used as a P4C activity. Alternatively, discuss where they can see Christ and whether it is Christ before or after death. Discuss the food items and whether the disciples are as they imagined. Discuss how the picture explains what a sacrament is. Design a symbolic act to depict moving on to secondary school.	Where is Christ in the picture? Is it the human Jesus or the risen Christ? How do you know? Why is each food on the table? What do the disciples represent? (worldwide communion) What does the picture mean? What does it say about Christ? Which sacrament does it depict? How does the picture help explain a sacrament? How can we symbolise moving from primary to secondary school? Why is this not a sacrament?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
baptism infant believers symbol water sacrament	describe interpret reflect express	self-awareness respect for all open-mindedness awe and wonder	Jerome Berryman: The complete guide to Godly Play Volume 3 17 Presentations for Winter (Living the Good News, ISBN 1-889108-97-9) http://www.request.org.uk/main/dowhat/baptism/believers_baptism_01.htm http://www.request.org.uk/main/dowhat/baptism/believers_baptism_01.htm	A picture to show the meaning of baptism.	By the end of this unit: most children will be able to: <ul style="list-style-type: none"> describe how Christians celebrate sacraments (AT1) ask important questions about sacraments and link their responses to those of other people (AT2) many children will be able to: <ul style="list-style-type: none"> suggest meanings for Christian sacraments (AT1) raise, and suggest answers to, questions about what sacraments mean (AT2) some children will be able to: <ul style="list-style-type: none"> explain how Christian sacraments represent and explain beliefs (AT1) explain the meanings of some Christian sacraments (AT1) ask, and suggest answers to, questions of religious meaning and truth represented in sacraments 	
Communion worldwide family bread wine symbol Last supper sacrament	describe interpret reflect express		Pathways of Belief: Christianity (BBC) http://famouspoetsandpoems.com/poets/john_betjeman/poems/787	A poem starting with Betjeman's last verse '... God was man in Palestine and lives today in bread and wine.'		
marriage wedding vows promises symbol sacrament	describe interpret reflect express		Vicar	A marriage service leaflet incorporating some essential quotes from the service and decoration		
death memorial Inscription	investigate interpret reflect express		List of memorial inscriptions http://www.cathedralbooks.com/acatalog/The_art_of_Sieger_Koder_Posters.html	Memorials for a footballer, singer, teacher, etc and themselves		
sacrament symbolic act	describe interpret reflect express		Lat Blaylock: Picturing Jesus (Christian Education, ISBN: 1851001425)	A symbolic act to depict moving on to secondary school.		