

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Autumn Term 2a Christian Concept: Christian Community Theme: Belonging to the Church

Year Group	Enquiry Questions	Essential Knowledge
FS	What is the church? Why is the local church linked to our school?	Christian Practice church; vicar; cross; Bible
Y1	How do Christians worship God in church?	Christian Practice Local church: what happens on a Sunday; sing; pray, listen to the Bible being read
	Why is the Bible important to Christians?	Christian Belief Introduction to the Bible: Story of Mary Jones and her Bible Bible Verses Poetry: <i>Psalm 23</i> , Letter: <i>Philemon 1- 3</i> , Gospel: <i>Mark 1:1</i> , History: <i>1 Samuel 1:1</i> , Law: <i>Deuteronomy 5:1</i>
Y2	How do we know when someone belongs to a Christian community?	Christian Practice Local church: artefacts & their purpose: font; altar; lectern; musical equipment Role of church people who volunteer
	What do Christians mean when they use the word church?	Christian Practice What happens on a Sunday and other days of the week, (recap from Year 1) Saints connected to the local church
Y3	How are Christian communities different?	Christian Practice Worship: Eucharist Songs & Hymns: 'When I survey'; 'Shine Jesus Shine'; 'Servant King' Visit two different denominational churches eg Methodist and Baptist Similarities and differences between the three different churches and their services
Y4	How does belonging to a Church community affect what a believer does?	Christian Practice Local church activities: Street Pastors, Food bank, Christian Aid Compare and contrast practices
Y5	How are local, national and global church communities similar and different? How do Christian leaders help build the kind of world Jesus wants?	Christian Practice Different expressions of Church Community: Cathedral; Taize; Iona Similarities and differences in leadership: Vicar; Bishop; Archbishop; Church Leader; Pastors; Lay Leaders
Y6	How does the teaching of the church influence the everyday life of believers to make an impact in today's world?	New Testament Jesus' Teaching: Two Greatest Commandments (visited in Year 4 'God' & Year 5 'Discipleship') Matthew 22:37-39; Luke 10:27-28 Christian Belief Christian values important in your school & local church community Christian Practice 'Christians in Sport' New Testament Jesus' Teaching: 'Do not kill' Matthew 5:21 'Do not think I came to bring not peace but a sword'. Mathew 10:34 'Keep the Sabbath day holy' Luke 6:1-5

EYFS UNIT Autumn 2a: Belonging to the church community		Concepts: Christian community, church		Medium Term Plan FS
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>What is the church?</p> <p>Why is the local church linked to our school?</p>	<p>The children will learn:</p> <p>That the church is a place where believers meet.</p> <p>That there is a local church linked to our school.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can recall what a church looks like and identify it from pictures.</p> <p>Expected <i>(All children)</i></p> <p>I can explain the church is a place where Christians meet. I can say which church is linked to our school.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can describe what people do in our local church.</p>	<p>Lesson 1</p> <p>Explore groups the children belong to: eg family, school, dancing.</p> <p>Look at objects and symbols that link groups together, eg Uniform, badge, neckerchief, dancing costume.</p> <p>Explore Question: Why are you part of a group? Draw out shared interest: eg Lego, dance, football.</p> <p>Take the class on a learning walk around school to see what holds the school group together: eg uniform, badge. Identify any symbols that are around school that they may or may not be able to name. Identify those that might suggest a link with the church eg cross, shield/badge; school prayer.</p> <p>Show the class a picture of a church. Can they identify it?</p> <p>Lesson 2</p> <p>Visit the local church and explore what symbols are found there, eg cross. Sit quietly in the church and reflect on how the building makes the children feel. Let the children wander around the building and think about what might happen in this place. Write down ideas and feelings.</p> <p>Teacher explains this is called a 'church' and it is a place where people meet.</p>	<p>church</p> <p>vicar</p> <p>cross</p> <p>Bible</p> <p>Resources</p> <p>paper</p> <p>play equipment to build a church</p> <p>visit</p> <p>vicar</p> <p>Gill Vaisey stories about 'Freddie Fisher and Puddles the cat.'</p>

			<p>Ask: If you weren't coming to the school building would it still be a school? How would it be different? Explain the idea that children and adults make up the school not the building. Make a similar link with the church: it's the people who make up the church, not the building.</p> <p>Explain a long time ago the people from the church (insert local name of church) built the school to provide education for the community; to help people to learn to read so they could read the Bible and other books.</p> <p>Lesson 3</p> <p>Back in school create a local church in the play corner and/or use construction equipment to make a play church. Through play explore the idea of the church further. Meet the local vicar. Tell stories about a church eg Freddie Fisher the vicar and Puddles his cat. Gill Vaisey stories:</p> <p>http://www.booksatpress.co.uk/out</p> <p>Assessment</p> <p>Ask the children to identify what a church building is and some of the people who go there.</p> <p>Can the class name the church and the vicar linked to the school?</p>	
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KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How do Christians worship God in church?</p>	<p>The children will learn:</p> <p>How Christians worship God in church.</p> <p>Christians believe that the Bible contains the story of God’s people and God speaking to them.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i></p> <p>I can recall a Christian story from the Bible</p> <p>I can talk about what is important to Christians about the Bible.</p> <p><i>Expected (All children)</i></p> <p>I can identify what happens in a church each week.</p> <p>I can identify some things people believe about the Bible</p> <p>I can talk about what is important to Christians about the Bible.</p>	<p>Lesson 1</p> <p>Recall work completed on the church in FS. Ask: Where is our local church? What is it called? Who goes there? What happens in the church building? What happens on a Sunday?</p> <p>Show the class a selection of different pictures of church buildings and help them to identify them all as churches. Explain Christians worship God there. Ask: I wonder what happens in each of these churches every Sunday? Ask the children to draw a picture of one thing they think happens in a church building on a Sunday? Give groups a set of images to identify showing people: singing; praying, listen to the Bible being read; vicar speaking. Reinforce the vocabulary: vicar; Bible; cross; church. Explain all these things happen every week.</p> <p>Lesson 2</p> <p>Tell the story of Mary Jones and her search for a bible. (http://www.biblesociety.org.uk/about-bible-society/what-we-do/our-work/mary-jones/)</p> <p>Ask: Why do you think Mary tried so hard to get a Bible? Why did Mary think about her Bible the way she did? Teacher introduces the word ‘holy’. The class decide what the word could mean. Suggested definitions of the word are written down and ideas are voted on, the teacher can add in one or two definitions of their own. The class decides on the best</p>	<p>Old Testament</p> <p>New Testament</p> <p>Good news</p> <p>gospel</p> <p>Bible</p> <p>Resources</p> <p>pictures of different churches</p> <p>variety of different types of books from different genre</p> <p>selection of</p> <p>Bibles, eg old, new, leather bound, child’s, Street Bible.</p> <p>Good News Bible</p> <p>story of Mary Jones</p>
<p>Why is the Bible important?</p>	<p>That Christians believe the Bible is a holy book.</p> <p>Why the Bible is an important book.</p>	<p><i>Expected (All children)</i></p> <p>I can identify what happens in a church each week.</p> <p>I can identify some things people believe about the Bible</p> <p>I can talk about what is important to Christians about the Bible.</p>	<p>Lesson 2</p> <p>Tell the story of Mary Jones and her search for a bible. (http://www.biblesociety.org.uk/about-bible-society/what-we-do/our-work/mary-jones/)</p> <p>Ask: Why do you think Mary tried so hard to get a Bible? Why did Mary think about her Bible the way she did? Teacher introduces the word ‘holy’. The class decide what the word could mean. Suggested definitions of the word are written down and ideas are voted on, the teacher can add in one or two definitions of their own. The class decides on the best</p>	<p>Old Testament</p> <p>New Testament</p> <p>Good news</p> <p>gospel</p> <p>Bible</p> <p>Resources</p> <p>pictures of different churches</p> <p>variety of different types of books from different genre</p> <p>selection of</p> <p>Bibles, eg old, new, leather bound, child’s, Street Bible.</p> <p>Good News Bible</p> <p>story of Mary Jones</p>

		<p>Exceeding (Few children)</p> <p>I can describe what people can learn from a story in the Bible and say why.</p> <p>I can talk about some people's beliefs about the Bible with respect for their feelings</p>	<p>meaning and why they chose that particular idea. Think, Pair Share. Ask: What makes something holy? (Important).</p> <p>Ask: How might the Bible be holy? Add ideas to display.</p> <p>Lesson 3</p> <p>Take in your favourite book and explain why it is important to you, eg contents, cover, age.</p> <p>Children bring in their favourite books. Discussion around their books. Ask: What is the book like? Why do you like it? Why might it be important to you? What type of book is it? How do you treat/care for your book? Discuss.</p> <p>Show a selection of different types of book: poetry; recipes, car manual, map, history, romance, reference book, drama; a book of letters; guidebook; adventure story; a songbook. A Bible is included in the set. Ask: What is the difference between all these books and the Bible? How are the books different from each other? The class discuss the similarities and differences together, label and group the different types of genre. The Bible should end up in a set of its own. Start class display.</p> <p>Lesson 4</p> <p>Ask: Why is the Bible important to Christians? Discuss. Plan interview questions for Christians about the Bible.</p> <p>Invite different Christians in to show their Bibles and to explain</p>	<p>and her Bible eg 'Mary Jones and her Bible Quest' by Sian Lewis 2011 or see</p> <p>Bible Society website</p> <p>www.reonline.org.uk</p>
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why they are holy to them. Find out: How do they treat the Bibles? How do they use them? What makes them important/good news? What is their favourite story/passage? Add ideas to class display. Do the children know any stories from the Bible?

Lesson 5

Stack 66 books of different types together in a pile and ask where all these books might be found, eg in a library. The teacher explains to the class that the Bible is 66 books all in one big book. Show a selection of different Bibles and look at the things the Bibles have that are the same? ie title, same headings on some pages, 66 books. Ask: Can you write a sentence about which Bible you like best and why?

Find stories mentioned last lesson in the Bible.

Introduce other aspects of the Bible using video
(<http://www.request.org.uk/infants/bible/bible01.php>)

OR resources from REonline website for infants.
(<http://www.reonline.org.uk/ks1/topiclist.php>)

Examine the contents page of a Bible and explain how it is a collection of books, written by different authors at different times. The idea that the Bible is a holy book for Christians is introduced. The class suggest why this might be the case.

Explain the idea the Bible contains stories about God and God's people before Jesus' time which are found in Old

			<p>Testament (39 books) and stories about Jesus are found in the New Testament (27 books). Reinforce the idea there are 66 books altogether that make one BIG book. Add ideas to class wall using an image of 66 books in one book with the names of each on. Teacher explains that the Bible is the world's bestselling book, translated into 330 languages.</p> <p>Lesson 6</p> <p>Ask the class to think of any reasons why so many people in so many countries over many years have bought a Bible, eg it has great stories, it contains special messages to help people live their lives, lots of churches and Christians buy more than one, people in hotels, prisons, new babies, schools are given Bibles. Ask the class to think of any other reasons. Design a Bible cover and a page overleaf that contains all facts and ideas learnt about the Bible from all previous lessons.</p> <p>Assessment</p> <p>Ask: How is the Bible a holy text for a Christian?</p>	
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KEY STAGE 1 UNIT		Autumn 2a: Christian Community		Concept: Belonging to the church		Medium Term Plan Year 2	
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities		Key		
How do we know when someone belongs to a Christian community?	The children will learn:	By the end of this unit:	Lesson 1		font		
	<p>To recognise the Church as a place of belonging.</p> <p>About the importance of showing respect for other people and their special (holy) places and things.</p>	<p>Emerging</p> <p>(Some children)</p> <p>I can speak about how the church building and the artefacts show belonging.</p> <p>Expected</p> <p>(All children)</p> <p>I can begin to describe what visiting and belonging to the church means to a believer. I can talk about the church with respect for believers who go there. I can suggest why believers think going to church is important.</p> <p>Exceeding</p> <p>(Few children)</p> <p>I can explain why and how a Church is a special place for Christians and what it means to</p>	<p>Ask: What is it like to belong to our school? How do we show belonging? eg uniform. Extend ideas of belonging to our school community and what is most important to us as a school. Use Chester Diocesan PowerPoint on the church Yr. 2 slides 1-13 explore what is found in a church building that shows belonging. Explore your own local church. Explore belonging using pictures of font; altar and the organ.</p> <p>Ask: What do these pictures show about belonging to the church? What can they tell us about the people who go here?</p> <p>Use slides 20-24 pictures of people (use your own local church people if possible). Ask: How do we know these people go to church?</p> <p>Place large copies of the photographs slides 16-24 on tables in the classroom together with the questions previously asked about each slide found in the teacher's notes. The question:</p> <p>'I wonder what is important to this man/lady?' should also be included with each photograph. Ask the children to visit/look at each photograph in small groups and discuss their answers to the questions. At a suitable point ask them to stop and 'write' or 'draw' a picture to answer the question. Ask: What is important to the people in this church? Class feedback then ask: How do we know when someone belongs to a church community? Record ideas on a working wall.</p>		<p>pulpit</p> <p>lectern</p> <p>church</p> <p>minister</p> <p>priest</p> <p>vicar</p> <p>Resources</p> <p>Chester Diocesan PowerPoint on belonging to the church Year 2 from Diocesan website</p> <p>slides of font, organ, altar</p>		

		<p>belong there.</p>	<p>Lesson 2</p> <p>Ask: What questions would you ask church people about their involvement at church?</p> <p>Each child chooses three questions that they would like to ask a church person about their involvement in different areas of church life, eg music, art, design.</p> <p>Visit and talk to volunteers at the church to find the answers to their questions. Ask: What kind of people do we find here? What do they do? How do they help each other? How do they show they belong?</p> <p>Lesson 3</p> <p>In school make a figure of a church person. Place it in a cut out church. In pairs children explain why they have placed their figure in a particular place. Ask: Why is that a special place to that church person? Why do they want to be there? Teacher leads class discussion: What do all the people have in common? How do we know they belong to a church? Class suggests answers to the key question: How do we know when someone belongs to a Christian community?</p> <p>Place a very large symbol of a cross cut out on the floor. Say: 'Let us think about this a little bit more. Here is another photograph from the church. I wonder why this is in the church. Why might this symbol be important to the people?' Share ideas. Think about what you have learnt about</p>	<p>Books and pictures on churches</p> <p>computer and Internet access</p> <p>local church to visit</p> <p>cut out people</p> <p>card church</p>
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<p>What do Christians mean when they use the word church?</p>			<p>Christians today? Ask the children to stick their words or pictures on to the large cross.</p> <p>Reflective music is then played and children are asked to whisper to each other what they have learned about people belonging to a church and how they would know when someone does.</p> <p>Lesson 4</p> <p>Ask small groups of 4-6 children to produce freeze frames of actions they think happen in a church on a Sunday. Show the rest of the class, can they guess what is happening. Ask: Can you freeze frame what might happen during the week in a church building? Show the children a set of images of church activities linked to your local church. Ask the children to identify the activities. Give small groups a set of images. Ask the children to annotate what the people in the pictures might be saying and doing? Visit each other's pictures. Ask the children to add other ideas to their own pictures after visiting others. Ask: What do Christians mean when they use the word 'church'? Ask the class to draw pictures of all the things they think Christians mean when they use the word. Build up a display.</p> <p>Lesson 5</p> <p>Tell stories of saint(s) linked to the local church. Ask the children to retell a story using a set of props; music; puppets; play people or Lego. Explore the story using a selection of</p>	
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			<p>activities: emotion timeline of events; making decisions based on a saint's character from a given set of scenarios. Design stained glass windows telling the story of the saint studied. Ask: What was the most important part of the story? Mime the most important event in the saint's life. Discuss.</p> <p>Ask: Does the story of the local saint help us understand what Christians mean when they use the word 'church'?</p> <p>The teacher suggests the elements of the saint's life that help Christians understand the idea of 'church' better.</p> <p>Assessment</p> <p>Design a piece of art showing the answer to one of the 2 key questions asked.</p>	
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KEY STAGE 2 UNIT Autumn 2a: Christian Community		Concept: Belonging to the church		Medium Term Plan Year 3
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How are Christian communities different?	<p>The children will learn:</p> <p>To recognise that there are different Christian communities that people belong to.</p> <p>About the similarities of different Christian communities eg songs and hymns used.</p> <p>About the similarities and differences between 3 different Christian communities.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can talk about some of the characteristics of different Christian communities.</p> <p>Expected <i>(All children)</i></p> <p>I can describe characteristics of 3 different Christian communities. I can talk about their differences and similarities and what it means to belong there.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can suggest why there are differences between Christian communities.</p>	<p>Lesson 1 Eucharist</p> <p>As class come in: have a cloth table laid on the floor representing the Last Supper, eg use bread, grape juice, 13 seats for volunteers. Ask What does this table remind you of? Some may know the Last Supper; others may say party or family picnic.</p> <p>Discuss Important meals children share as a family to celebrate or remember? eg birthdays, weddings, funerals, engagements; anniversary.</p> <p>Using props at table and volunteers retell/act out the last supper story Matthew 26:17-30.</p> <p>Explain a re-enactment of the Last Supper takes place in churches every week. Ask: Have you ever seen this happen in church? Do you know what happens?</p> <p>Give out small white boards for pairs to watch a video. Ask the children to look out as they watch the video for clues about what communion is and why people have it and it is important to them. Play video http://request.org.uk/life/spirituality/communion/</p> <p>(A very good video on communion where the vicar explains communion in 3 minutes- see first video)</p> <p>Discuss the children's answers</p> <p>What? To remember last supper Jesus' last meal. Sign</p>	<p>Eucharist</p> <p>communion</p> <p>Mass</p> <p>Anglican</p> <p>Baptist</p> <p>Methodist</p> <p>Last Supper</p> <p>sacrifice</p> <p>remembrance</p> <p>Resources</p> <p>all video links for each lesson</p> <p>Bible texts</p> <p>whiteboards</p> <p>for Last Supper table, cloth, table, bread,</p>

		<p>I can identify three things a Christian might do to show they belong to a specific church community/denomination.</p>	<p>pointing to the cross ie Jesus' death. He wanted people to remember and do this in remembrance of him.</p> <p>Why? To remember Jesus' sacrifice, his forgiveness for people, Gods love for people, he wants people to forgive others, to show the church is one body/community.</p> <p>Lesson 2</p> <p>Quick recap on lesson 1. Explain that you are going to look more closely at words use in the communion service. Look for a child's edition of the communion service. Select Words from the Anglican communion service to look at. Identify and annotate ways in which Jesus is remembered/celebrated.</p> <p>See free online versions of the Eucharistic prayer.</p> <p>https://www.churchofengland.org/media-centre/news/2012/09/back-to-school-%E2%80%93-with-two-new-eucharistic-prayers-for-children.aspx</p> <p>Or use selected pages from:</p> <p>http://www.worshipworkshop.org.uk/eucharist/</p> <p>Many churches have a child's version of the Eucharist.</p> <p>Discuss how the words are used to create an act of remembrance which remembers, praises God, gives thanks and celebrates.</p> <p>Mention there are different names used for communion, eg</p>	<p>grape juice, 13 seats</p> <p>video links</p> <p>people to interview</p>

			<p>Eucharist, Lord's supper.</p> <p>(Extension: RC Mass: differences/similarities)</p> <p>If time permits look at videos/images of different communion services and note any similarities/differences.</p> <p>Also see Nathan's introduction to RC Mass: http://www.bbc.co.uk/programmes/p02mwwm9</p> <p>Interview the local vicar and see how the Eucharist is celebrated.</p> <p>Lesson 3: What do Christians sing about?</p> <p>Think about some of the songs sung in school collective worship. Discuss content and share favourites.</p> <p>Listen to and examine the content of the following hymns:</p> <p>'When I survey the wondrous cross?' Kathryn Scott singer https://www.youtube.com/watch?v=FhvXOIVsRv4</p> <p>'Shine Jesus Shine' Graham Kendrick https://www.youtube.com/watch?v=gi1Ubff5XoY</p> <p>'The Servant King' Christians at Glastonbury Abbey 1996 https://www.youtube.com/watch?v=7VeQrWmvCms</p> <p>Watch the videos: sing the songs; look at words; mark & annotate lyrics. Identify especially what they say about Jesus. Ask: What do you think is the key message of the hymns? Ask children to portray key messages in art.</p>	<p>'My Communion Book 2nd Ed: A Child's Guide to Holy Communion'</p> <p>Paperback – 2010</p> <p>by <u>Diana Murrie</u> (Author), <u>Craig Cameron</u> (Illustrator)</p> <p>song lyrics</p>
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			<p>Explain there are different kinds of Christians.</p> <p>Interview or email an Anglican, Methodist, Baptist.</p> <p>Ask: Would you sing these songs? Would all Christians? Why? Why not?</p> <p>Lesson 4</p> <p>Display the question: What is the church? Discuss.</p> <p>Ask: What do Christians mean when they use the word church? Think Pair Share. Record ideas on working wall.</p> <p>eg answers: building; people; denomination; family.</p> <p>http://request.org.uk/life/church/what-is-church/</p> <p>Watch 1st video (save others for Yr. 6) and compare with own answers.</p> <p>Design Wordles for the word 'church'.</p> <p>Think about questions they may ask a Methodist or Baptist about their church for the next lesson.</p> <p>Lesson 5</p> <p>Ask the class to be church detectives to find out about churches in the nearby locality eg Baptist Methodist. Visit two. Identify differences & similarities between the Anglican church locally attached to the school and the two different churches visited, eg buildings, activities, leaders.</p> <p>Alternatively, you can use the following video resources:</p>	
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			<p>(Preview first)</p> <p>http://request.org.uk/life/church/church-tours/ This resource has 3 excellent video tours of buildings, Anglican, Catholic, and an Independent church and they also talk about what goes on in these churches.</p> <p>AND/OR</p> <p><i>What is it like to be in a Baptist church?</i></p> <p>2 x 4minute videos on what it is like in a Baptist church?</p> <p>http://request.org.uk/life/church/the-baptist-church-2/</p> <p>1st video: Pastor talking about leading a Baptist church</p> <p>2nd video: young people talking about being Baptist</p> <p><i>What is it like to be in a Methodist church?</i></p> <p>Methodist church: Swan Bank Stoke</p> <p>http://request.org.uk/life/church/the-methodist-church/</p> <p>1st video Assistant Minister. 2nd video James in a Methodist church who is a gap year student working for the church.</p> <p><i>What is it like in an Anglican service?</i></p> <p>http://request.org.uk/life/church/the-anglican-church/</p> <p>2nd video young people go to the church _Pulse youth</p> <p>6th Video what's it like in a service?</p> <p>Lesson 6</p>	<p>local churches to visit</p> <p>video links</p>
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			<p>Annotate photographs of the 3 churches and identify the similarities and differences. Ask: Why are their differences?</p> <p>Suggest answers eg styles preferred informal/formal.</p> <p>Design art collages using composite pictures of different churches seen and experienced on visits and/or in videos</p> <p>Highlight differences/similarities. Annotate pictures.</p> <p>Discuss what makes each unique.</p> <p>Assessment</p> <p>Give the children a piece of paper with the following on:</p> <p><i>If I walked into an Anglican church, I might see and hear....</i></p> <p><i>If I walked into a Baptist church, I might see and hear....</i></p> <p><i>If I walked into a Methodist church, I might see and hear...</i></p> <p>Less able could be given pictures and features found in these church to cut out and stick onto correct building.</p>	
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KEY STAGE 2 UNIT Autumn 2a: Christian Community		Concept: Christian community; faith in action		Medium Term Plan Year 4
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does belonging to a Christian community affect what a believer does?</p>	<p>The children will learn:</p> <p>To recognise the Church as a place of belonging.</p> <p>To understand that belonging to a church community impacts belief and this leads to action.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can identify three things a Christian might do to show they belong to a church community.</p> <p><i>Expected</i></p> <p><i>(All children)</i></p> <p>I can suggest why Christians take part in certain activities and how this might influence their lifestyle.</p> <p>I can suggest what influences the behaviour of Christians who take part in certain activities.</p> <p>I can explain why believers think going to church is important.</p> <p><i>Exceeding</i></p> <p><i>(Few children)</i></p> <p>I can explain why and how a Church is a special place for Christians and what it means to</p>	<p>Lesson 1</p> <p>Recall all previous learning about the church community.</p> <p>Ask: What is it like to belong to our school? How do we show belonging? Eg uniform. Show the class a copy of your school notice board. Discuss the question: What does this tell others about our school? Does it tell you anything about what we think is important? Thinking quietly for a few minutes ask the children: How does belonging to our school affect what we do? Share ideas together and record initial ideas on the wall under the questions.</p> <p>Show a picture of the local church connected to your school. Ask: How does belonging here affect what a person does?</p> <p>Show slides 7-10 from Chester Diocesan PowerPoint resource Year 4 on the Church and other photographic examples of activities your local church is involved in. Ask: What do all the activities have in common? Show slide 11: Ask the children to think how this verse might relate to the photographs of activities from the PowerPoint and from your local church.</p> <p>Lesson 2</p> <p>Show slides 14-19 photographs of Christian people explaining what activities they are involved in and why they do what they do. Ask the children in groups to visit/look at each photograph in small groups and to read and discuss the people activities.</p>	<p>belief in action</p> <p>neighbour</p> <p>Resources</p> <p>Chester Diocesan PowerPoint on belonging to the church Year 4</p> <p>large copies of slides printed for use in groups</p> <p>people to invite in</p>

		<p>belong there.</p> <p>I can describe examples of Christian worship and belief in action. I can suggest reasons for the links.</p>	<p>Ask: What do all the people have in common? What is different? Ask: What reasons do people have for doing these things? What might they be thinking as they do these activities? Give out cut out 'Thought bubbles'. In groups get the children to write a thought beside a copy of the photographs. Ask: What ideas/beliefs might underpin/lie behind what they are doing?</p> <p>Tell the children you are going to think about action and belief. Ask them to demonstrate in role play what other Christians might do and why, eg two freeze frames; one showing an action, the other showing why they are doing what they do. Show role plays to the rest of the class.</p> <p>Lesson 3</p> <p>Ask: What questions would you ask church people about their involvement in activities and how that links to their belonging to a church?</p> <p>Each child chooses three questions that they would like to ask a church person about their involvement in different activities focussing on the beliefs that lie behind what they do.</p> <p>Interview Christians from local church. Record their ideas.</p> <p>Take photographs and display. Place speech bubbles next to each person explaining why they do what they do.</p> <p>Lesson 4</p>	<p>digital camera</p> <p>speech bubbles</p> <p>Bible</p>
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			<p>Revisit the PowerPoint slides 14-19 on the PowerPoint.</p> <p>Give each child a set of bible quotations from slide 21 and a copy of the people in slides 14-19. Check they understand what each quotation means. Ask them to match the quotations to the photographs and say why they think they go together. Which Christians might have said the above quotations (words) from the bible?</p> <p>NB There maybe more than one answer. Ask the class to justify their answers?</p> <p>Ask the class to also match up the bible quotations with the church people interviewed last lesson. Ask: Are there any similarities? Are there any differences? Show a picture of a cross. Ask: How is this symbol important to the people who belong to a church? How might this connect the beliefs and actions of Christians?</p> <p>Lesson 5</p> <p>Revisit activities from slides in lesson 1. Ask the class to research a variety of different other church activities eg toddler groups; Messy Church; Who let the dads out; Food bank; Christian Aid; Street Pastors. Ask: What do all these activities have in common? Compare and contrast the different practices in the various activities. Give each child a copy of slide 23 from the PowerPoint and get them to record their ideas by writing or drawing their ideas on to their copy of the slide. To finish the lesson get the children to tell the person next to them what they think links worship; activity</p>	<p>quotations: a copy of slide 21 for each group</p> <p>computer and</p>
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			<p>inside and activity outside the church together. Display ideas in class.</p> <p>Ask: What can you remember about what Jesus said about faith in action? Display ideas by the research.</p> <p>Assessment</p> <p>Give the children a copy of slide 21: Biblical quotations and a blank copy of a speech bubble.</p> <p>Ask the children to design a collage that illustrates the verses. Ask them to include one teaching of Jesus written in the spare speech bubbles and to illustrate it in their collage as well.</p>	<p>Internet for research and/or fact files from different charities: Christian Aid</p> <p>Food bank</p> <p>Street Pastors. and the local church</p>
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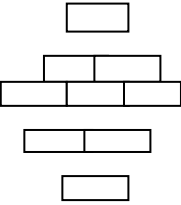
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How are local, national and global church communities different?</p> <p>(Cathedral, Taize, Iona)</p> <p>How do Christian leaders create the kind of world Jesus wants?</p>	<p>The children will learn:</p> <p>To recognise the church is a local national and a global place of belonging.</p> <p>To understand that there are different expressions of the church locally nationally and globally. To identify these differences and similarities.</p> <p>To understand there are different types of Christian leaders.</p> <p>To understand how the Christian leaders</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can describe a few things about the communities studied.</p> <p>I can describe different types of Christian leaders and what they might do.</p> <p><i>Expected</i></p> <p><i>(All children)</i></p> <p>I can identify three differences and similarities between the communities studied.</p> <p>I can describe how different leaders seek to create the kind of world Jesus wants.</p> <p><i>Exceeding</i></p> <p><i>(Few children)</i></p> <p>I can fully explain the differences and similarities between the communities studied and what</p>	<p>Lesson 1</p> <p>As the class come in display 3 pictures, a local, a national and a global church community. Play extracts of music from each.</p> <p>Ask the class to identify which is which.</p> <p>Display the word ‘community’ and ask the class to define what it means and what a community might do. Recall work from previous years and briefly list all the different communities the class might belong to eg school, home, clubs.</p> <p>Display the words ‘Christian community’ and ask what is the difference between a community and a church community? Ask: How is a church community founded and why? Think Pair Share. Make a link to the local church community they are familiar with. Explain that Chester Cathedral; Taize and Iona are 3 different Christian communities. Make a list of different questions you might ask about a Christian community. Help the children to devise questions about the identity, worship, activity; outreach and ways of being self-supporting. Questions could include the origin of the name; place; when was it founded; why was it set up; what it is like to live there and who lives there.</p> <p>Divide the class into 3 groups and get each to research one of the 3 different communities using the questions they devised.</p> <p>Local Community: Chester Cathedral</p>	<p>community</p> <p>Archbishop</p> <p>vicar</p> <p>Pastor</p> <p>church Leader</p> <p>lay leaders</p> <p>national, global and local church communities</p> <p>Chester Cathedral</p> <p>Taize</p> <p>Iona</p> <p>Resources</p> <p>computer and Internet for research or fact files from different</p> <p>Christian communities.</p>

	<p>of these communities seek to create the world Jesus wants.</p>	<p>they mean to those who belong there.</p> <p>I can describe examples of Christian leadership and evaluate the most effective ways of leading in order to create the world Jesus wants.</p>	<p>https://chestercathedral.com/</p> <p>National Community: Iona</p> <p>https://iona.org.uk/</p> <p>http://request.org.uk/people/places/a-day-in-the-life-of-a-the-iona-community/</p> <p>Global Community: Taize (France)</p> <p>http://taize.fr/en</p> <p>http://www.lighthouse trailsresearch.com/taize.htm</p> <p>Lesson 2</p> <p>Using the same groups in which the children completed their research in lesson 1, ask them to collate their information and present it in any way they choose. Ask them to show what the community does, why they do what they do and how they do it. Ask the groups to consider arguments for and against living in that community. Using the 'Round Robin' technique, ask other groups to review the work and decide if they would like to live in that community.</p> <p>Feedback to the class. Create a similarities and differences for each of the 3 communities studied and also include the local church as a 4th community.</p> <p>Lesson 3-4</p> <p>Ask each group to revisit their research and consider the unique role of the leaders of that community. Ask them to</p>	<p>web site information</p> <p>Chester Diocesan PowerPoint</p> <p>'Come and See Chester Cathedral'.</p> <p>Matching game using the following:</p> <p><i>Background Information</i></p> <p>Church of England Definitions:</p> <p>Vicar: meaning 'deputy' someone who stands in the place of and represents Christ</p>
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			<p>create a job profile if possible of that leader. Give the children a matching game. One set of cards has the words: vicar; bishop, archbishop, pastor and lay leader on and the other set has definitions of what they do. Ask pairs of children to match them up. Feedback and if time allows use the videos on following website to develop better understanding:</p> <p>http://request.org.uk/life/clergy/</p> <p>Meet a Vicar, Catholic priest, Pentecostal minister, Church of Scotland minister and a chaplain to the speaker of the Houses of Parliament.</p> <p>Ask: How do Christian leaders create the kind of world Jesus wants? Use post-it's on a working wall to suggest answers. Discuss the question in relation to the 3 communities studied and also link back to the local church. Interview local leaders eg a vicar and/or a bishop.</p> <p>Lesson 5</p> <p>Using all the information gathered ask small groups to create a PowerPoint about the community they studied. Ask them to include images; samples of music, prayers/worship and reviews from visitors. Ask them to attempt to answer two questions in the way they present their PowerPoint.</p> <ol style="list-style-type: none"> 1. How do Christian leaders create the kind of world Jesus wants? 2. What are the key similarities and differences between this community and others? <p>Share PowerPoints and peer assess them to see if they have answered the questions asked.</p>	<p>usually the incumbent of the local church in a parish who has a special position and role to serve the spiritual needs of people.</p> <p>Sometimes also referred to as a priest or rector.</p> <p>Bishop: Also a priest but they also have power to confer Confirmation and Ordination. They have oversight of a Diocese. 26 Bishops also sit in the House of Lords.</p> <p>Archbishop:</p> <p>The Church of England is organised into two provinces/areas. Each area is led by an archbishop – The Archbishop of Canterbury leads the Southern Province</p>
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			<p>Assessment</p> <p>Ask each child to identify and choose five key phrases that for them sum up the kind of world these communities are trying to create to build on behalf of Jesus, eg serving the poor and marginalised</p>	<p>and the Archbishop of York leads the Northern.</p> <p>Each province is made up of dioceses. Each diocese is divided into parishes.</p> <p>Lay Leader:</p> <p>A member of the laity in any congregation who has been chosen as a leader. Responsibilities vary.</p> <p>Pastor/Church Leader</p> <p>A minister in charge of a Christian church or congregation, a term used especially in some non-Anglican churches, eg Baptist, Pentecostal.</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does the teaching of the church influence the life of believers to make an impact in today's world?</p>	<p>The children will learn:</p> <p>About the Christian values held in school and explore the idea of love in depth.</p> <p>How Christians celebrate marriage and what values underpin it.</p> <p>About some Bible passages that inspire the teaching of the church.</p> <p>How some Christians uphold Christian values in their everyday life.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can describe how some of the teaching of the church affects a believer's life referring to one of the aspects studied eg marriage.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can identify three ways believers might live as Christians and describe the impact their life might make.</p> <p>I can evaluate their decisions and suggest the effect this might have on others?</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can describe examples of Christian values in</p>	<p>Lesson 1-2</p> <p>Ask: Which Christian values are important in our school? Discuss how they are shown and what they look like in action. (Link to 'What If learning if appropriate). Focus in on the value of love. Ask: how do we show love to one another? Think, Pair, Share. In groups list as many different ways as they can think of where love is shown in school. Discuss how love is expressed at home, or in the church community? Ask: How do Christians show love for God?</p> <p>Recall previous work in school on the two greatest commandments (Yr.4 God & Yr. 5 Discipleship). Add to previous list.</p> <p>Present the class with the following statements:</p> <ol style="list-style-type: none"> 1. You should never fight anyone under any circumstances. 2. It is ok to fight with someone who is threatening you. 3. It is ok to fight if someone is bullying your friend. 4. It is ok to fight if someone has something you want. <p>Think, Pair, Share. Ask each group to decide if they think the statement is right or wrong. Feedback as a class. Vote on each statement. Display the question on the wall: Is it ever right to kill? Hold a P4C style debate on the question and vote on the answer.</p> <p>Display Jesus' words from Matthew 5:21. <i>"You have heard that people were told in the past, 'Do not commit murder; anyone who does will be brought to trial.'</i> ²² <i>But now I tell you: if you are angry with your brother you will be brought to trial.'</i> Jesus went on to say even being angry with someone, means you will be judged in the same way. Ask: Is this fair?</p> <p>Ask: What kind of world would it be like if everyone lived with no anger or killing? Is it possible? Ask: Does this change your mind?</p>	<p>marriage</p> <p>covenant</p> <p>Resources</p> <p>web site information</p> <p>wedding photos</p> <p>Bible verses:</p> <p>Matthew 22:37-39</p> <p>⁷ Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' ³⁸ This is the first and greatest commandment. ³⁹ And the second is like it: 'Love your neighbour as yourself.'</p> <p>Cards formation for diamond</p>

		<p>action, making reference to marriage, sport and keeping Sunday special.</p> <p>I can evaluate the impact of decisions a Christian might make on others.</p>	<p>Display Matthew 10:34-36: ³⁴ <i>“Do not think that I have come to bring peace to the world. No, I did not come to bring peace, but a sword. Explain the context of the verses is Jesus explain the way people will respond to Jesus message.</i> Ask: Does this change your mind? Vote again. Think about and discuss the idea of just wars and the effect of war on people. (History WW1 and WW11 link)</p> <p>Design a collage showing the issues. Add pictures and words showing the possibilities if everyone obeyed what Jesus said.</p> <p>Lesson 3</p> <p>Ask: Do you have special days that you do certain activities on? Would you give up doing that activity for anything? Discuss.</p> <p>Tell the story of Eric Liddell (Chariots of Fire 1924 Olympic Fame) who gave up the chance of a medal because he believed he should not run on a Sunday.</p> <p>Show an extract from the film which shows a little of what happens to Eric. (See web link 1 at end of this unit of work). Ask: Was Eric Liddell right in not running on Sunday? Vote on the issue.</p> <p>Recap briefly on the creation story previously studied and make the link with God resting on the 7th day and this is why Jews observed the Sabbath.</p> <p>Display Luke 6:1-5. Ask: What was Jesus saying? Think Pair Share.</p> <p>Give groups selected extracts from two blogs about sport on Sundays, one from a parent and one from an adult looking back as a teenager involved in sport. See below:</p> <p>http://jordansokblog.com/why-christians-should-play-sports-on-sundays/ http://www.christiansinsport.org.uk/news.asp?section=22&itemid=5755</p>	<p>nine activity</p>  <p>Matthew 5:21 GNB</p> <p>²¹ ‘You have heard that people were told in the past, ‘Do not commit murder; anyone who does will be brought to trial.</p> <p>But I tell you this. Anyone who is angry with his brother without having a good reason, will be judged in court. Anyone who says wrong things to his brother will be</p>
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			<p>Ask: Their views were different from Eric Liddell, who was right in following what Jesus said? Does God honour all sport on Sundays?</p> <p>Think, Pair, Share. Suggest answers and justify views.</p> <p>Explain Christians differ in their opinion about not doing sport on Sundays and going to church instead, keeping Sunday special. Watch Ann an England rugby player speaking about how she sees the problem. http://prayplaysay.com/sabbath.html#interview</p> <p>(Teachers Notes: see Christians in Sport web links 2 at end of unit below for the issues surrounding keeping Sunday special).</p> <p>Ask: Does this podcast change your ideas?</p> <p>Interview local Christians in school and church and see what they think and why? Ask: Does this change your ideas? Ask groups of 3 to make a 'for and against sport on Sunday' table including thinking about the impact their decisions might make on the world today.eg no sport at all means less income for sports venues holding the events or sport every Sunday might mean Christians cannot get to a church.</p> <p>Lesson 4</p> <p>Recall the Lord's Prayer used in school. Show two different versions, one traditional one modern. Compare and contrast the two texts by highlighting the similarities and differences. http://lords-prayer-words.com/lord_traditional_king_james.html http://www.lords-prayer-words.com/lord_contemporary_message_bible.html</p> <p>Identify Christians values reflected in the prayer and recall previous work on Lord's Prayer.</p> <p>Ask: When we play sport in school what important values do we try to show to</p>	<p>judged for it in the big court.'</p> <p>Matthew 10:34-36: ³⁴ "Do not think that I have come to bring peace to the world. No, I did not come to bring peace, but a sword.'</p> <p>Luke 6:1-5</p> <p>The Question about the Sabbath</p> <p>6 Jesus was walking through some wheat fields on a Sabbath. His disciples began to pick the heads of wheat, rub them in their hands, and eat the grain. ² Some Pharisees asked, "Why are you doing what our Law says you cannot do on the</p>
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			<p>each other? Discuss. Ask: What important Christian values do you think Christians involved in sport try to uphold? Think, Pair, Share.</p> <p>Select two or three examples from the following podcasts: (3mins each) that show how Christian values are upheld in sport by athletes:</p> <p><i>Linvoy Primus: Football player</i> http://prayplaysay.com/distinctiveness.html#interview</p> <p><i>Christine Bowmaker: Sprinter</i> http://prayplaysay.com/distinctiveness.html#interview</p> <p><i>Nick Ferrbay: Cricketer</i> http://prayplaysay.com/opponents.html#interview</p> <p><i>Adam Pengilly: Racer</i> http://prayplaysay.com/disappointment.html#interview</p> <p><i>Lisa Turner: Badminton Player</i> http://prayplaysay.com/pressure.html#interview</p> <p>Ask the children as they watch the podcasts to identify how the athlete lives like a Christian in their particular sport. After the videos, retell the story of one of the athletes to each other in pairs. Act out a possible scenario they may be involved in. For further information on faith in football see, http://www.faithandfootball.org.uk/pro-footballers.html</p> <p>Ask the class to select one athlete. Ask: What impact do you think this athlete makes on the world? Ask the class to write a blog from one of the athlete's point of view about living as a Christian involved in sport.</p> <p>Connect the values reflected in school and the Lord's Prayer with the way the sports people studied try to live their lives.</p> <p>Assessment</p>	<p>Sabbath?"</p> <p>³ Jesus answered them, "Haven't you read what David did when he and his men were hungry? ⁴ He went into the house of God, took the bread offered to God, ate it, and gave it also to his men. Yet it is against our Law for anyone except the priests to eat that bread."</p> <p>⁵ And Jesus concluded, "The Son of Man is Lord of the Sabbath."</p>
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			Write a short guide for Christians new to sport about the Christian values they will need to uphold as they take part in the sport.	
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<http://www.bing.com/videos/search?q=Chariots+of+Fire+Theme+Song&&view=detail&mid=859312F4873285766AE9859312F4873285766AE9&rvsmid=01DF40E540CE643B62E101DF40E540CE643B62E1&fsscr=0&FORM=VDFSRV>

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<http://www.christiansinsport.org.uk/news.asp?section=22§ionTitle=News&from=&to=&itemid=4626>

<http://www.christiansinsport.org.uk/news.asp?itemid=4625&itemTitle=Should+Christians+keep+Sunday+as+a+day+%91set+apart%27+for+God+and+church%3F§ion=22§ionTitle=Stories&from=2015/03/01&to=2015/04/01>