

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

**Summer Term 1b      Christian Concept: God the Holy Spirit      Linked Concept: Trinity**

Year Group	Enquiry Questions	Essential Knowledge
<b>FS</b>	What do Christians say the Holy Spirit is like?	<b>Christian Belief</b> Holy Spirit as wind
<b>Y1</b>	How did the Holy Spirit change the disciples after the Day of Pentecost?	<b>New Testament</b> Pentecost: Acts 2:1-13
<b>Y2</b>	What do Christian symbols teach about the Holy Spirit?	<b>Christian Belief</b> Symbols of Holy Spirit: dove, fire and wind
<b>Y3</b>	What does Christian art teach people about the Trinity?	<b>Christian Belief</b> Celtic cross; Rublev's Icon; Trefoil & Triangle
<b>Y4</b>	What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community? ..... Why do Christians say: 'Father, Son & Holy Spirit?'	<b>Christian Practice</b> Infant baptism (visited in Year 2 'Discipleship') and Believers' baptism
<b>Y5</b>	What part do Christians believe the Holy Spirit plays in confirmation? ..... What part do Christians believe the Holy Spirit played in helping the disciples in the early church?	<b>Christian Practice</b> Confirmation Service Eucharist  <b>New Testament</b> Early Church: Acts 2:43-47; Acts 3:1-10; Acts 4:1-22; Acts 4:32-37; Acts 5:12-42; Conversion of Saul: Acts 8:1-3; 9:1-31
<b>Y6</b>	How do Christians believe the Holy Spirit is at work in their lives today?	<b>Christian Practice</b> Pentecostal practice: speaking in tongues Catholic practice: words and action eg CAFOD Famous Modern Christians: work of Holy Spirit through their lives

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>What do Christians say the Holy Spirit is like?</b></p>	<p><b>The children will learn:</b></p> <p>That the Holy Spirit is like the wind.</p> <p>That Pentecost is the church’s birthday.</p> <p>That the Holy Spirit gives people feelings.</p> <p>That the Holy Spirit is received as a gift.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can say something about the Holy Spirit. I can begin to retell some of the story of Pentecost.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can say what the Holy Spirit is like. I can retell the story of Pentecost.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I know the Holy Spirit is a gift. I can say how the Holy Spirit makes people feel.</p>	<p><b>Lesson 1</b></p> <p>Engage: Go outside on a windy day. Let the children have fun with windy toys. Talk about what is happening to the toys. Ask: How do you feel in the wind?</p> <p>Enquire: Back in class collect words associated with wind by asking them to remember what the wind is like.</p> <p>Read the story ‘Teddy Horsley and the Windy Day’ by Leslie J. Francis. <a href="http://www.mccrimmons.com/shop/books/the-windy-day-a-teddy-horsley-book/">http://www.mccrimmons.com/shop/books/the-windy-day-a-teddy-horsley-book/</a></p> <p>Collect ideas from this story about the wind. Play a game using ribbon streamers to music in PE.</p> <p><b>Lesson 2</b></p> <p>Explain to the class that they are going to hear a Bible story which has wind in it. Read the Pentecost story or watch DVD. Ask: What happened to the disciples in the story? Discuss. Acts 2:1-13.</p> <p>Using birthday prop artefact box blow up a balloon and lets it go. Ask: What happened to the balloon? Do this several times with different balloons. Ask: What happens? Discuss.</p> <p>Explain to the class that air is coming out of the balloon and forcing the balloon to move as it comes out of the balloons.</p>	<p>Holy Spirit</p> <p>gift</p> <p>wind; fire; flame</p> <p>feelings</p> <p>birthday</p> <p>Pentecost</p> <p>church</p> <p>disciples</p> <p>Jesus</p> <p><b>Resources</b></p> <p>toys: wind box, kites, bubbles, streamers, windmills.</p> <p>stories about windy days eg</p> <p>‘Teddy Horsley &amp;</p>

			<p><b>Lesson 3</b></p> <p>Class hold a birthday party; eg makes hats with flames on; sends out invitations; make a cake/feelings biscuits as if they were there as disciples, eg I felt..... Have flameless candles on table.</p> <p>Reflection table: Put selection of feathers on table. Invite the children to blow on them gently and say how they are feeling today or how they have made someone else feel.</p> <p><b>Assessment</b></p> <p>During the party place a large cake in the middle of the group. Give each child a small birthday cake candle. Invite children to place a candle on the cake and say how the Holy Spirit helps them feel.</p> <p>Light the candles. Sing 'Happy Birthday' to the church. Blow out candles and eat the cake.</p> <p>Ask: What have we learnt today about the Holy Spirit?</p>	<p>musical instruments</p> <p>streamers/ribbons for dance.</p> <p>birthday props eg candles, cards, balloons</p> <p>party supplies</p>
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KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How did the Holy Spirit change the disciples after the day of Pentecost?</p>	<p>The children will learn:</p> <p>To recognise how the Holy Spirit changed the disciples on and after the Day of Pentecost.</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging</b></p> <p><b>(Some children)</b> I can describe three changes that happened to the disciples after the Holy Spirit came in the Pentecost story.</p> <p><b>Expected (All children)</b> I can talk about the Holy Spirit and say what happened to the disciples in the Pentecost story.</p> <p><b>Exceeding (Few children)</b> I can suggest how the Holy Spirit changed the disciples inside during and after the Day of Pentecost.</p>	<p><b>Lesson 1</b></p> <p>Show 4 pictures; sailboat, kite, windmill, hot air balloon.</p> <p>Ask: What is the one thing all of these pictures need? (Draw out answer: they need wind): Ask: What does the wind do in each picture? Draw out answers eg gives movement; gives energy; helps them move. Ensure they understand that <i>wind changes things</i>.</p> <p>Ask: What is fire like? Ask for suggestions eg its hot, it warms us, it burns things. Ensure they understand that <i>fire changes things</i>.</p> <p>Ask: Can you remember a bible story about the Holy Spirit that you heard in FS that had wind and fire in it?</p> <p>Recap all the class learnt about the Holy Spirit in FS. Ask: Can you remember anything you learnt about the Holy Spirit before?</p> <p>Explain the Holy Spirit is a part of God.</p> <p><b>Lesson 2</b></p> <p>Recap on the Easter story briefly. Focus on the feelings of the disciples after Jesus had died and had ascended. Explore feelings in depth. Retell parts of the story if required.</p> <p><b>Lesson 3 &amp; 4</b></p> <p>Tell the story of Pentecost interactively using the script from the Chester PowerPoint resource. You could ask the children to close their eyes as you read the story of Pentecost for the first time. You</p>	<p>Trinity</p> <p>Holy Spirit</p> <p>Wind</p> <p>Pentecost</p> <p><b>Resources</b></p> <p>See Chester Diocesan PPT Year 1 Holy Spirit</p> <p>Easter story</p>

			<p>could then retell the story with puppets or toy people.</p> <p>Sound effects or instruments and actions could also be used so the children can join in. Explore the story through drama and dance and music. Set up drama based activities to engage with the story, eg hot seating one of the disciples or being a bystander looking into the room just as the main event happens.</p> <p>Ask: What might the Holy Spirit have been doing in this story?</p> <p>Say: I wonder.....What do you think happened to the disciples on this day? What happened next?</p> <p>Ask the questions above. Explain to the class you are now going to show them a clip and you want them to see if they can answer these questions. They must keep their answers a secret until the class gets chance to chat at the end.</p> <p><b>Show half of story Clip:</b> Day of Pentecost.  <a href="https://www.youtube.com/watch?v=lqG_lvZhU-A">https://www.youtube.com/watch?v=lqG_lvZhU-A</a> (3 mins)</p> <p>Or alternatively use clip from  <a href="https://www.youtube.com/watch?v=jNiApXVR9go">https://www.youtube.com/watch?v=jNiApXVR9go</a> (3 mins)</p> <p><b>NB Pause each clip halfway through before the disciples start healing and teaching people. Give the class quiet thinking time.</b></p> <p>Ask the questions above again. Ask if the children have any questions of their own so far about the story. Display their answers and other questions they may have</p> <p>Ask children to think about the answer to the question above. After watching the second half of the story from the clip ask them for heads down on the desks for quiet thinking. Get pupils to picture the story.</p>	<p>video clips of the Pentecost story</p>
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### Lesson 5

Ask: How did the Holy Spirit change the disciples on the Day of Pentecost? What were the 3 most important changes that happened to the disciples in this story? Ask the children to picture their answers and to draw 3 small pictures to show the changes that happened to the disciples. Can they explain why they chose these 3? Ask children to write a sentence or 2 about the changes to go with the pictures.

(NB If this is too difficult for all or some of your class go to the next activity. Split class into groups of 3/4 and give the groups the following answers:

1. The Holy Spirit made the disciples very brave inside and helped them as they told people all about Jesus.
2. The Holy Spirit gave the disciples miraculous powers to heal people.
3. The Holy Spirit made the disciples full of God's love and made them want to share this with others.

Ask: Which is the best answer? Can you think of a better answer?

Encourage them to let each group member take a turn and say what they think is the best answer and why. They could start with *I think.....because.....* Ask them to illustrate the statements.

They can choose their own answer if able. Give them 5-7 mins.

Ask each group to select their favourite answer to the question above and vote on it. Ask: Which did you decide was the best

			<p>answer as a group and why? Share ideas. After sharing Ask: Do you want to add anything to your pictures? Give them time to do so.</p> <p><b>Assessment</b></p> <p>Relate the Holy Spirit to their own lives and ask them how the Holy Spirit might help children at school.</p>	
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KEY STAGE 1 UNIT	Summer 1b: Holy Spirit	Concepts underpinning study: Trinity God the Holy Spirit	Medium Term Plan Year 2	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What do Christian symbols teach about the Holy Spirit?	<p>The children will learn:</p> <p>To recognise common Christian symbols for the Holy Spirit eg wind, dove, fire.</p> <p>That Christians represent the Holy Spirit in different ways in order to show what they believe.</p> <p>How the Bible describes the Holy Spirit.</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging</b></p> <p><b>(Some children)</b> I can tell someone the Holy Spirit is important in a Christian's life. I can speak about the Holy Spirit as an idea in the Bible that is interesting or puzzling</p> <p><b>Expected (All children)</b> I can identify some symbols that Christians use to represent beliefs about the Holy Spirit I can talk about some things in the Bible that make people ask questions about the Holy Spirit.</p> <p><b>Exceeding (Few children)</b> I can describe 3 ways that Christians represent the Holy Spirit through symbols.</p>	<p><b>Lesson 1-2</b></p> <p>Show the children a range of simple recognisable symbols e.g. apple, Nike trainer symbol.</p> <p>Play some games using pictures of symbols in PE where children respond to symbols without words to gain understanding that symbols convey meaning.</p> <p>Design own symbols that represent their family/class.</p> <p>Investigate what Christian symbols they know already and what they represent eg cross.</p> <p>Recall work on Holy Spirit from Year 1. Show 4 pictures previously used from Chester PPT; sailboat, kite, windmill, hot air balloon.</p> <p>Ask: What is the one thing all of these pictures need? (Draw out answer: <i>they need wind</i>): Ask: What does the wind do in each picture? Draw out answers eg gives movement; gives energy, turns sails; helps them move.</p> <p>Ensure they understand that <i>wind changes things</i>.</p> <p>Similarly show pictures of fire: Light a candle: Ask: What is fire like? Ask for suggestions eg it's hot, it warms us, it burns things. Ensure they understand that <i>fire changes things</i>.</p> <p>Ask the class if they can remember a Bible story about the Holy Spirit from FS or Year 1 that had wind and fire in it? Briefly recall the Pentecost story.</p> <p>Think, Pair, Share. Look at and discuss some more pictures of: wind; fire; water; a dove; breath; wild goose. Ask: What</p>	<p>Pentecost</p> <p>Holy Spirit symbol represent disciples Christians</p> <p><b>Resources</b></p> <p>recognisable symbol images</p> <p>pictures of objects driven by wind.</p> <p>candle</p> <p>large pictures of symbols for Holy Spirit e.g. dove, fire etc.</p> <p>collage materials</p>




		<p>I can suggest some good questions people ask about the Holy Spirit in the Bible and compare my answers.</p>	<p>characteristics does each of the pictures have? Explain that Christians use them as symbols for the Holy Spirit.</p> <p><b>Lesson 3</b></p> <p>Show pictures again and reiterate they are symbols of the Holy Spirit. In small groups ask the children to look at the pictures and discuss what characteristics these things have and why Christians might use them as symbols for the Holy Spirit, eg fire= strength/power; dove=peace/freedom; wind= not seen; water=gives life.</p> <p>Look at each symbol in more detail:</p> <p>eg 1 Wind: go outside and feel its effects, relate this to the idea the Holy Spirit can be felt but unseen;</p> <p>eg 2 Fire: burns bright, can give light, spreads rapidly;</p> <p>eg 3 Dove: white, pure, represents love freedom peace good news;</p> <p>eg 4 Wild goose: restless, disturbing nature.</p> <p>Call to mind where the Holy Spirit is described like a dove in other Bible stories they may have heard eg Creation, Jesus' Baptism.</p> <p>Discuss: What might these symbols teach Christians about the Holy Spirit?</p> <p>Ask children to work in pairs to create a collage of symbols that they think most accurately represent the Holy Spirit. They could use ones they have seen and their own ideas. Once they have completed their collage, each pair present their ideas to the rest of the class and explains why they have chosen each</p>	
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			<p>symbol and what they feel it shows about the Holy Spirit.</p> <p><b>Lesson 4</b></p> <p>Vote with your feet activity: put two of the symbols of the Holy Spirit on the floor. Ask the children to 'Vote with their feet' and stand by the one that they think is the most relevant. Choose a few children from each symbol to explain and justify their choice to the other children. If children are convinced by their arguments, then they can change their choice and move to another symbol. Repeat with two different symbols and ask different children to justify their choice each time.</p> <p>Class vote. Ask: Which symbol for the Holy Spirit do you feel best represents who the Holy Spirit is? Record and justify answers.</p> <p>Return to collages, can the children add anything they have learnt about the Holy Spirit to their original designs from Lesson 3.</p> <p><b>Assessment</b></p> <p>Ask children to design a 'Wordle' style piece of art that sums up all they have learnt about the Holy Spirit.</p>	
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KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What does Christian art teach people about the Trinity?	<p>The children will learn:</p> <p>That the Holy Spirit is represented by symbols in art.</p> <p>The meaning of some symbols used in art for the Holy Spirit.</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging</b></p> <p><b>(Some children)</b> I can suggest some meaning of Christian symbols used in art for the Holy Spirit.</p> <p><b>Expected</b> <b>(All children)</b> I can describe three examples where the Holy Spirit is expressed in symbolic form in art. I can describe some ideas about who the Holy Spirit is and what the Holy Spirit does.</p> <p><b>Exceeding</b> <b>(Few children)</b> I can compare and contrast different symbolic forms for the Holy Spirit. I can explain their importance to Christians.</p>	<p><b>Lesson 1-2</b></p> <p>Teacher asks the class how do we usually describe someone and what assist us in the description? Discuss.</p> <p>Explain people are often described using labels that describe what they do, eg jobs, character, hobbies, but this doesn't usually describe 'who they are' only what they do. Teacher explains she/he is a man/woman, a wife/husband, but he/she is also Mr xxx or Mrs xxxx. Teacher explains sometimes people are referred/described as a swimmer/footballer/ shopper etc but again this describes what a person does not 'who' she is. Each child gives 3 examples of how they might be three persons but in fact they are also only one person with one name; eg boy, girl, friend, brother, sister, niece, nephew, grandson, granddaughter.</p> <p>Recall previous learning that describes what God is like. Ask: Can you think of a Bible story you have heard where God is described in any way? Collect ideas.</p> <p>Ask: What do you think God is like? Besides what they have already shared, ask the class to think of any ways people might describe God from earlier work in Year 3 Autumn 1 on descriptions of God? E.g. Creator, father, shepherd, judge, spirit etc. Ask: Do these words describe 'who' God is and/or what God does? In pairs children consider each word collected and identify any other words that may describe who God is and/or what God does.</p> <p>Ask: What can you remember learning before about the</p>	<p>icon</p> <p>trefoil and triangle</p> <p>Celtic cross</p> <p>Trinity</p> <p>godhead</p> <p><b>Resources</b></p> <p>Chester Diocesan PowerPoint Year 3 God</p>

			<p>Holy Spirit? Reiterate the idea that the Holy Spirit is part of God. Record any questions the children would like answered about the Holy Spirit on a working wall or stick them in a class book to be referred to during the unit.</p> <p><b>Lesson3</b></p> <p>Give each group of children a hardboiled egg (one between 3) Can they describe all 3 parts? Shell, yolk and white. Explain each has a different name but it is still part of the 'one whole egg'.</p> <p>NB The Trinity is a complex concept. Introduce the children to 3 leaves on 'one shamrock (see St Patrick Story) <a href="http://ministry-to-children.com/veggie-tales-saint-patrick-video/">http://ministry-to-children.com/veggie-tales-saint-patrick-video/</a>. Explain there are equal three parts to God we call 'three persons'. God is three persons in one: God the Father, God the Son &amp; God the Holy Spirit. Explain to the class that you are now going to dig deeper into this idea called the Trinity.</p> <p><b>Quick Draw:</b> Ask: What might God the Father; God the Son and God the Holy Spirit look like? Ask the children to draw their own impressions. Ask them to explain their picture in pairs and then to a larger group. Feedback. Display pictures.</p> <p><b>Lesson 3/4</b></p> <p>Divide the class into groups of 4/5. Explain they are going to produce a group representation of the picture Rublev's Icon using a series of 10-second exposures to it. Invite one child Person A from each group in the class to come and look at the icon for ten seconds and then return to the group. Person A then describes the picture to the rest of the group so person B can attempt to draw what they have seen.</p>	<p>hard boiled eggs</p> <p>shamrock</p> <p>St Patrick story</p>
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			<p>Person B from each group then goes to look at the picture and does likewise returning to the group describing what they have seen so Person C can draw in further details. Other group members can ask questions about the detail of the picture. This time Person B can also answer yes or no when asked questions about the picture by the rest of the group. Person C adds further detail to the picture as they come out. The group also plans how the next person will view the picture and which part to focus on. The activity is continued until all group members have had a turn at viewing the picture and reporting back. The picture is then uncovered and compared by each group. Accuracy of details are then added and recorded. The class are then asked how this picture might connect with any prior learning they have had about the Trinity. Record answers.</p> <p>The children are asked to raise any questions they may have about the picture and then discuss the following questions as well:</p> <p>Who might the three figures be representing?          What do the faces tell us about the three figures? (The faces are identical)          What positions are the figures seated in? What does that tell people about them? Why has the artist positioned them as they are?          (NB The figures are turned towards you as the viewer of the icon to invite you in as part of the relationship).          Investigate use of colour: Holy Spirit – in blue for heaven and green for new life; Jesus – blue for heaven, brown for earth, gold for king; God – blue for heaven, transparent robe over the top, to symbolize that God can't be seen.          Children can do their own drawings of the Holy Trinity, explaining within the pictures what they think are the</p>	<p>Andrei Rublev 15<sup>th</sup> Century</p> <p>Icon. Google images for copies.</p> 
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			<p>different characteristics of God, Jesus and The Holy Spirit.</p> <p>Ask: Can you describe what each person of the Trinity might do? e.g. Father cares for the world, Jesus the Son saves the world, and the Holy Spirit comes and assists and comforts Christians in the world.</p> <p><b>Lesson 5</b></p> <p>Look at a selection of Celtic crosses. Ask: What can be learnt about God from Celtic designs? Can you find out more? Record ideas. Children create their own colourful Celtic designs to depict the Trinity and label the 3 parts accordingly Father, Son and Holy Spirit.</p> <p>Look at and explore the 'Trefoil and Triangle' images. Ask: How can we find out more about it? Research. Ask: Why is there a triangle? What could the shapes be saying about the Trinity?</p> <p><b>Assessment</b></p> <p>Create a design for the Trinity that shows all you have learnt about the Trinity from different works of art in this unit.</p>	<div data-bbox="1832 268 1921 395" data-label="Image"> </div> <p>Irish legend says the Celtic cross was first introduced by <u>Saint Patrick</u>, who was attempting to convert the pagan Irish to Christianity. Some pagans worshiped the sun. It is said that Patrick combined the Christian cross with the circular pattern of the sun as a way to associate light and life with the Christian cross.</p> <p>Another story has Patrick marking the pagan symbol of the moon goddess (a circle) with a cross, and blessing the stone, making the first Celtic cross.</p> <div data-bbox="1832 1145 1975 1295" data-label="Image"> </div> <p>A simple trefoil shape in</p>

				<p>itself can be symbolic of the Trinity, while a trefoil combined with an equilateral triangle was also a symbol of the Trinity during the late Middle Ages in some parts of Europe. The triangle was one of the first symbols used for the Trinity. The three equal sides forming 'one complete shape' capture some of what it means to be 'three in one'. The triangle is a very strong shape used in construction. Balance and stability in the Godhead are therefore conveyed by the triangle. The eternal nature of the Trinity is shown by the connection between each side of the triangle.</p>
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KEY STAGE 2 UNIT Summer 1b: Holy Spirit Concept: Trinity; God the Holy Spirit			Medium Term Plan Year 4	
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What part do Christians believe the Holy Spirit plays in welcoming into the church community?	The children will learn:	<b>By the end of this unit:</b>	<b>Lesson 1-2</b>	baptism: outward acknowledgement of belief and receiving of the Holy Spirit.
	That the Holy Spirit is God.	<b>Emerging</b>	Recall previous work on the Trinity. Make links to the Lord's Prayer and to any relevant songs sung in school: eg 'The spirit lives to set us free 'or 'All over the world the spirit is moving'.	dedication
	About the difference between infant baptism & believer's baptism.	<b>(Some children)</b> I can remember that the Holy Spirit is important to believers. I can explain that the Holy Spirit is part of God; one person of the Trinity.	Look at and discuss photographs of infant and believer's baptism. Ask: What questions would they ask the people involved? Ask: has anyone ever been to a baptism? Share experiences. Post it questions and ideas on photographs. Make a collection of items used in both baptisms: eg robes; cards; candles; gifts; certificates; towel. Discuss each item and its possible use. Ask the vicar to role play an infant baptism in the local church explaining what happens. Watch extracts of a believer's baptism and an infant baptism from videos off YouTube or the 'Request 'website.  <a href="http://www.request.org.uk">www.request.org.uk</a> or see also <a href="http://www.cleo.net.uk">www.cleo.net.uk</a>	baptism by full immersion infant baptism
How the Bible instructs believers to be baptised.	<b>Expected</b>	<b>(All children)</b> I can explain why the Holy Spirit is important to Christians. I can describe how the Holy Spirit is involved in believers' and infant baptism.	Get the class to watch the videos using small whiteboards recording important details and any questions they would like to ask? Ask: What part do you think the Holy Spirit plays in each of these two events? Collate initial ideas and discuss. Encourage pupils to see the world through eyes of others. Refer back to the videos and the role play.  <a href="http://www.barnabasinschools.org.uk/find/baptism/ideas/1">http://www.barnabasinschools.org.uk/find/baptism/ideas/1</a>	<b>Resources</b> See websites in text Holy Baptism
That the Holy spirit lives in believers.	<b>Exceeding</b>	<b>(Few children)</b> I can explain how the	<b>Lesson 3-4</b>  Discuss the important roles the godparents and parents play in infant baptism.  Explore the use of water in both baptisms. Ask: What part does	Believer's Baptism by full immersion



**Why do Christians say: 'Father, Son & Holy Spirit?'**

Holy Spirit through baptism has an impact on the lives of believers.

water play in both baptisms? Why is water used as a symbol? What part do believers think the Holy Spirit plays? Why might Christians say; 'Father Son & Holy Spirit' at both baptisms? How does this link to any of the promises made by people involved? How does it link to the Christian idea of the Trinity? Discuss how John the Baptist used water to wash away bad things and start again symbolically 'clean'. (Link: Jesus' Baptism and dove symbolism).

**Lesson 5/6**

Invite visitors into school if possible that were baptised as infants or have had their own infant baptised. Interview them about what happened and why it was important to them.

Invite adults in who were baptised as an adult by full immersion (Believer's baptism).

Compare and contrast the similarities and differences between the two baptisms. Think, Pair, Share. Ask: Why do you think some people are baptised as infants, some have thanksgiving service also known as dedication and others have a different naming ceremony or no ceremony? Why are some people baptised later on as believers? Collate reasons. Ensure all feel valued.

Look closely again at the promises made by people at both events. Discuss: How are the promises made at each baptism similar? How are they different? What part do you think the Holy Spirit plays? How do you think the two events affect a believer? Why does the minister in each baptism use the words: 'Father Son & Holy Spirit?' Ask groups to create a description booklet or information board with photos and words for someone who doesn't know anything about baptism explaining the two types.

**Infant baptism**

Will you bring up your child as a Christian?  
With God's help we

			<p><b>Assessment</b></p> <p>Role play an interview between a Christian who was baptised as an adult and one who was baptised as a baby. Ask the children to explain in the role play the effect of the baptism on their lives; the part the Holy Spirit played and how baptism welcomed them into the church family using the words 'Father, Son &amp; Holy Spirit'.</p>	<p>will.</p> <p>'I baptise you in the name of the Father, the son and the Holy Spirit'</p> <p><b>Adult Baptism:</b> 'On confession of your faith in the Lord Jesus Christ I baptise you in the name of the Father, the Son and the Holy Spirit'.</p>
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KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>What part do Christians believe the Holy Spirit plays in confirmation?</p>	<p>The children will:</p> <p>Learn how the Holy Spirit is involved at confirmation.</p>	<p>By the end of this unit:</p> <p><b>Emerging</b> <i>(Some children)</i> I can describe three things about the Holy Spirit that are important in confirmation.</p> <p><b>Expected</b> <i>(All children)</i> I can describe the Christian practice of confirmation and suggest how the Holy Spirit might be involved.</p> <p><b>Exceeding</b> <i>(Few children)</i> I can suggest and give reasons why the Holy Spirit might influence believers at their confirmation and</p>	<p><b>Lesson 1</b></p> <p>Give the children a set of the questions from the Diocesan PowerPoint Year 5 and a set of pictures of special events. Ask: Have you ever been to a really special event? Was there a special ceremony? What happened? Why? What made the event so special?</p> <p>Ask the class to answer the questions on pieces of large card using post-its. Think, Pair, Share. Get groups to visit each other's answers and add ideas. Collect ideas of things that happen in special events; eg words are spoken; promises are made; people might eat food or have a party; songs may be sung; the event might mark something important in a person's life; friends and family might come along; a speech may be made; thanks may be given etc.</p> <p>Discuss: What makes people want to celebrate or mark certain events? eg to show something is important; share within the community they belong to; to share convictions about things; celebrate.</p> <p>Discuss: What events are special to Christians? How do Christians celebrate special events? Think, Pair, Share. Would Christians agree? Refer back to work completed on baptism in previous Year 2 &amp; 4.</p> <p><b>Lesson 2/3</b></p> <p>Watch the following two videos. Explain to the children beforehand that these videos are also special events that Christians celebrate. Ask the class to look carefully &amp; think about the questions from the PowerPoint. After the videos give some quiet thinking time individually to record any notes answers, (eg on small white boards).</p> <p>(3 mins) <a href="http://www.request.org.uk/teachers/teaching-resources/life-">www.request.org.uk/teachers/teaching-resources/life-</a></p>	<p>confirmation</p> <p>bishop</p> <p>candidate</p> <p><b>Resources</b></p> <p>Chester Diocesan PowerPoint</p> <p>Year 5 Holy Spirit</p> <p>Google images of special events</p>

		<p>afterwards.</p>	<p><a href="https://www.youtube.com/watch?v=GPnillMETyA">resources/confirmation-life/2014/05/02/confirmation-2/</a></p> <p>(Kev's confirmation best used selectively start at 2:10 for 2 minutes)  <a href="https://www.youtube.com/watch?v=GPnillMETyA">https://www.youtube.com/watch?v=GPnillMETyA</a></p> <p>Ask the children to think about what individuals were doing in the videos: the bishop; the candidates and what they were asking God to do. Look at the questions provided in small groups of 3-4. Give each group a set of questions. Ask them to post-it suggested answers alongside the questions. Give them 15-20 mins. Ask: What promises the candidates make?</p> <p>Ask: How can we find out more about confirmation? What would you like to find out? You could interview the vicar or parents; personal research. Give the class time over a few days to do this. Collect all the children find out on a large display wall based on the PowerPoint questions and any questions that have arisen from the class discussion.</p> <p><b>(NB</b> It may be helpful to recap all the children know about baptism at this point. For how baptism links with confirmation, you may like to watch a video about infant baptism to remind the children what infant baptism is all about. Ensure whatever clip you use it is Anglican baptism you are watching). <a href="https://www.youtube.com/watch?v=JNmghD143T0">https://www.youtube.com/watch?v=JNmghD143T0</a></p> <p>For infant baptism, adult baptism and confirmation all in one service, you can use later scenes from a messy church video clip on confirmation. See <a href="https://www.youtube.com/watch?v=vJctZixRgrM">https://www.youtube.com/watch?v=vJctZixRgrM</a> or Google messy church Lichfield.</p> <p>Show confirmation and baptism photos. Ask &amp; answer questions about them. Ask local vicar to come in and discuss confirmation and if possible ask a recently confirmed person to come and share their experience of the event.</p> <p><b>Assessment:</b> Role play a conversation between a friend and someone who</p>	<p>videos of confirmation</p>
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has just been confirmed. Explain what part the Holy Spirit played on the day suggesting how their future faith will be helped. Ensure the class suggest answers in the role play to the following questions:

Why do Christians sometimes get confirmed?

What part does the Holy Spirit play? What happens next?

Pupils write diary entries of someone a few days after their confirmation.

**Lesson 4**

Recall the Pentecost story. Quick card sort or sentence sort of the story. Ask: After Pentecost, what happened next? What part did the Holy Spirit play? What happened after the disciples left the room Ask the children to explore the following stories interactively: eg role play, hot seating, emotions graph to see what the disciples did next. Ask the class if they can add information to the working wall as they explore each story showing why it might be important for Christians to believe the Holy Spirit came at Pentecost.

Challenge the class to be Bible detectives. Using the Good News version; find out more about the work of the Holy Spirit and report back.

Give each group a different story from the Book of Acts: Acts 2:43-47; Acts 3:1-10; Acts 4:1-22; Acts 4:32-37; Acts 5:12-42. Encourage them to hot seat characters and think about emotions and changes that happened in the stories.

Get each group to report back and adds ideas to the working wall about Holy Spirit.

Encourage the children to ask questions of the stories eg Acts 3: What happened when Peter healed the lame man?

Think about the key question again. What can Christians learn today about the work of the Holy Spirit in the early church? How was the Holy Spirit involved in the lives of members of the early church?

Add summary of ideas about Holy Spirit's involvement to the working wall.

**By the end of this unit:**

<p><b>What part do Christians believe the Holy Spirit played in helping the disciples in the early church?</b></p>	<p><b>The children will:</b></p> <p>Learn how Christians believe the Holy Spirit was involved in the early church.</p>	<p><b>Emerging</b></p> <p><b>(Some children)</b> I can retell one story from the Book of Acts that took place after the day of Pentecost. I can explain how the Holy Spirit was at work in and through the disciples.</p> <p><b>Expected</b></p> <p><b>(All children)</b> I can retell several stories from Acts. I can suggest links between the Holy Spirit and the work of the disciples in these stories. I can recognise how the holy Spirit might work through the lives of Christians today.</p> <p><b>Exceeding</b></p> <p><b>(Few children)</b> I can make clear links with Christian beliefs about the Holy Spirit and the work of the early disciples. I can recognise the puzzling questions that might</p>	<p><b>Lesson 5</b></p> <p>Look together at Acts 8:1-3 which announces the beginning of great persecution and Acts 9:1-31 the conversion of Saul (Paul). Read the story of the conversion of Saul/Paul on the Damascus road children. Record individually what they think is the most important part of this story?</p> <p>Paul completely changed and became a follower of Jesus. What does this mean? Ask: Do you think the Holy Spirit was involved?</p> <p>Hot seat Paul just after his conversion.</p> <p>Discuss. Can the Holy Spirit work through anyone?</p> <p>Ask the class to imagine what it must have been like for Christians to: worship secretly; communicate using secret codes and signs and using hiding places. Add ideas to the working wall about how the Holy Spirit might have helped them. What else can Christians learn from the stories of the early church about the Holy Spirit? How might the stories help Christians live their lives today?</p> <p><b>Assessment</b></p> <p><b>Lesson 6</b></p> <p>Using ideas from the working wall can the children write a diary entry from an early church Christian encouraging them to not give up and let the Holy Spirit help them?</p> <p>Discuss: How might the Holy Spirit be at work in our school? Wider in local area? In the wider World? eg school values; charity work; connection to wider community. Walking tour of school to reflect on the question. Share ideas.</p>	<p>All over the Roman Empire Christians had to worship in secret. For approx 300 years they were hunted down and executed. (This still happens today to some Christians eg in North Korea, Nepal).</p> <p>In AD 313 Roman Emperor Constantine became a Christian and changed the law. Christianity became the religion of the Empire.</p>
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		<p>be asked about the Holy Spirit today. I can compare the work of the early church with the church today.</p>		
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KEY STAGE 2 UNIT Summer 1b: Holy Spirit		Concepts: Trinity; discipleship; God the Holy Spirit		Medium Term Plan Year 6
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>How do Christians believe the Holy Spirit is at work in their lives today?</b></p>	<p><b>The children will learn:</b></p> <p>To compare and contrast practice and belief about Holy Spirit in different denominations:</p> <p>(Catholic and Pentecostal churches).</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging</i></p> <p><b>(Some children)</b> I can describe three things that are important to Catholic and Pentecostals about the work of Holy Spirit today.</p> <p><i>Expected</i></p> <p><b>(All children)</b> I can suggest how and why the Holy Spirit has become an influence in a Christian's life after the day of Pentecost. I can explain briefly how Catholics and Pentecostals think differently about the Holy Spirit work today.</p> <p><i>Exceeding</i></p> <p><b>(Few children)</b> I can make links with Christian beliefs about the Holy Spirit suggesting reasons why Catholic and Pentecostals think differently. I can compare</p>	<p><b>Lesson 1</b></p> <p>Ask: What can the children remember they have learnt so far about the Holy Spirit? eg baptism, confirmation, early church. Compile a class list. Prepare a true or false card activity for the class on the Holy Spirit to remind them of what they have learnt so far.</p> <p>Recall any knowledge they have of different Christian denominations, (use chocolate analogy if helpful: 'different varieties but still chocolate'). Mention Pentecostal and Catholic Christians. Look at videos from YouTube or RE Online of different types of worship eg speaking in tongues and Mass which is more ritualistic. How is the Holy Spirit at work in both services? Discuss.</p> <p><b>Lesson 2</b></p> <p>Interview Catholics and Pentecostal Christians and find out what they believe about the work of the Holy Spirit today. How do they understand the story of Pentecost? Explore how their different beliefs affect their practices and compare and contrast the differences within worship.</p> <p><b>Lesson 3</b></p> <p>Research the work of CAFOD <a href="http://www.cafod.org.uk/About-Us">http://www.cafod.org.uk/About-Us</a> and a more Pentecostal type overseas agency eg YWAM</p>	<p>Ascension</p> <p>Pentecost</p> <p><b>Resources</b></p> <p>Chester Diocesan 'Season to Season' book.</p> <p>videos of different expressions of worship</p> <p>Chester Diocesan Holy Spirit PowerPoint Year 5 may be useful.</p>



	<p>To make connections between the Holy Spirit, the story of Pentecost and people's lives today.</p> <p>About different expressions of the work of the Holy Spirit in the world today</p>	<p>and contrast the different views.</p>	<p><a href="http://www.ywam.org/about-us/beliefs/">http://www.ywam.org/about-us/beliefs/</a></p> <p>or Elim Missions <a href="http://www.elimmissions.co.uk/">http://www.elimmissions.co.uk/</a></p> <p>Think, Pair, Share: Discuss how these different agencies show the work of the Holy Spirit today.</p> <p>Create two posters one showing the work of CAFOD and one YWAM or Elim Missions and show what they believe about the Holy Spirit's work in their mission activity.</p> <p><b>Lesson 4/5</b></p> <p>Recall the Pentecost story. Acts 1:5-11; 2:1-47 'When the day of Pentecost came....</p> <p>If you need to explore the story further you can also watch a clip from <a href="https://www.youtube.com/watch?v=jNiApXVR9go">https://www.youtube.com/watch?v=jNiApXVR9go</a></p> <p>Retell the story but pause the story at verse 24 after the tongues of fire have fallen and Peter had spoken with the crowd. Ask the class to demonstrate in role play in groups of 4-6 what was the main thing that happened at Pentecost and what the disciples did next, (eg two freeze frames; one showing a scene from the story and, the other showing what the disciple should do next. Complete the story up to Acts 2:47. Show the class a clip of the Day of Pentecost. <a href="https://www.youtube.com/watch?v=lqG_lvZhU-A">https://www.youtube.com/watch?v=lqG_lvZhU-A</a></p> <p>(Or if not used before the clip from <a href="https://www.youtube.com/watch?v=jNiApXVR9go">https://www.youtube.com/watch?v=jNiApXVR9go</a>)</p> <p>Before watching the clip ask the class to read through the statements below. Ask them to think about them as they watch the clip:</p>	<p>Pentecost story clips</p>
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			<p><i>The Holy Spirit:</i></p> <ol style="list-style-type: none"> <li>1. Gave the disciples courage to speak boldly and spread news about Jesus' life &amp; teaching.</li> <li>2. Enabled them to live unafraid of what might happen to them, e.g. helped them to face prison, beatings.</li> <li>3. Gave the disciples miraculous powers.</li> <li>4. Made them full of the love &amp; joy of God and caused them to want to share this with others.</li> </ol> <p>After showing the clip ask groups of 4/5 to prepare for a class discussion by deciding if each statement happened in the story; what each statement meant for the disciples; how it might have affected them after the events of Easter and Ascension and the promises Jesus made to them about the Holy Spirit coming.</p> <p>Get each child to draw a picture &amp; write down in 2/3 sentences about what they think the Acts story is saying about God the Holy Spirit to Christians today. Use sentence starters for those who need some support: eg 1: Christians today might read the story and think..... eg 2 I think the Holy Spirit today. Make links to Ascension Sunday celebrations in churches.</p> <p><b>Lesson 6</b></p> <p>Think, Pair, Share: 'The Holy Spirit works in lives of believers' today through healing, miracles, changed lives, developing good fruit in their lives (values)'. Ask: What does this mean?</p> <p>Examine case studies of famous people whose lives have been influenced by the Holy Spirit eg Bear Grylls: adventurer; Tripp</p>	<p>statements about the Holy Spirit</p>
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			<p>Lee: Hip Hop Artist/Pastor; Daniel Sturridge: Liverpool Footballer.</p> <p>Research: Look at their background how their lives changed and the effect of the Holy Spirit on their lives and how the Holy spirit helps them overcome daily struggles.</p> <p>Ask the pupils to prepare an interview for a Christian magazine in pairs as if they were one of the characters they have researched. The answers must show the faith of the character and how the Holy Spirit has influenced them.</p> <p><b>Assessment</b></p> <p>Ask children to prepare a short piece of writing with the title: 'How important for Christians today is the work of Holy Spirit?'</p>	<p>Suitable research places for modern Christian lives:</p> <p>eg Fact files</p> <p>Website information</p>
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