

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

Summer Term 1a Christian Concept: Discipleship Theme: Christian Discipleship

Year Group	Enquiry Questions	Essential Knowledge	
FS	Why did the first disciples change their lives when they met Jesus?	New Testament	Call of first disciples Mark 1:14-20; 2:13-17
Y1	Why did Zacchaeus change when he met Jesus?	New Testament	Zacchaeus Luke 19:1-10; (revisited in Year 3 'Salvation')
Y2	Why do Christians make promises at baptism?	New Testament Christian Practice	Jesus' Baptism Mark 1:9-12; Matthew 3:13-17; Luke 3:21-23; (revisited in Year 5 'God') Infant Baptism
Y3	How does the Bible help Christians to live?	Christian Practice Old Testament New Testament Christian Practice	Recap previous work on the Bible (see Year 1 'Christian Community') Proverbs: <i>Proverbs 15:4</i> ; Prophecy: <i>Isaiah 6:1-13; 8:1-14</i> ; Revelation: <i>Revelation 3:20</i> ; Law and the Ten commandments: <i>Deuteronomy 5:1-22</i> Gospel: Widow's Mite <i>Mark 12:41-43</i> Interview Christians about the importance of the Bible in their lives
Y4	How do Christians follow Jesus?	New Testament Christian Practice	Great Catch of Fish Luke 5: 1-11; Bible Teaching: Charity <i>1 Corinthians: 10:24; Hebrews 13:6</i> <i>Love 1 Corinthians 13; Matthew 25:35-36</i> (Link in with school values) Prayer of St Francis of Assisi: 'Make me a channel of your peace' Pilgrimages: At least one pilgrimage eg Two Saints Way; Walsingham; Lourdes
Y5	How important is the new covenant to Christians?	Old Testament New Testament	Old Covenant based on law: Abraham Genesis 15:1-2; 17:1-27; Noah Genesis Chapters 6:9 to. 9:17, 10 commandments: Exodus 20:1-7 Jesus' Teaching: New Covenant based on love & grace: Two greatest commandments Matthew 22:34-40; John 1:17; Matthew 5:17 (visited in Year 4 'God' & revisited in Year 6 'Discipleship')
Y6	How does the 'Sermon on the Mount' help Christians to follow Jesus?	New Testament	Jesus Teaching: The Sermon on the Mount: Christians as salt & light Matthew 5:13-15 Teaching on riches Matthew 6:19-21; 28-34 You can't serve two masters Matthew 6:24

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why did the first disciples change their lives when they met Jesus?	<p>The children will learn:</p> <p>Why the disciples changed their lives when they met Jesus.</p> <p>About the impact Jesus made on the disciples.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I recall the story of how the disciples met Jesus.</p> <p>Expected <i>(All children)</i></p> <p>I can describe three changes that happened to the disciples after they met Jesus.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can begin to suggest reasons why the disciples changed their lives after he met Jesus.</p>	<p>Lesson 1</p> <p>Circle time: Throw a ball to a friend and call out 'you are my friend because....' Children choose a short activity to do with a friend eg painting construction, table top game. Ask class to come back to the circle and say what they did and why/why not they enjoyed the activity they completed together</p> <p>Explain Jesus made some special friends who copied and trusted Jesus when he was alive, they were called disciples. Ask: Do you know any of their names? Explain you will be looking at a story about how Jesus met his friends in the next lesson.</p> <p>Lesson 2</p> <p>Play some trust games to introduce the idea of following and trusting someone eg Simon says; blindfold games or follow my leader.</p> <p>Talk about the ideas from these games which is to copy or trust someone. Ask: Why is it important we copy or trust our friends or family? When shouldn't we trust people? Ask: When we meet someone new how do we know we can trust them or follow them? Talk about when the class was new at the start of the year and how they learnt to trust new friends and teachers. Explain that you are going to find out more about Jesus' special friends. Have you ever been fishing? Show pictures of fishing on Sea of Galilee with nets.</p>	<p>change</p> <p>Jesus</p> <p>follower</p> <p>disciple</p> <p>Sea of Galilee</p> <p>Resources</p> <p>Good News Bible</p> <p>'Seeing the Story' Chester Diocese 2014</p> <p>post-its</p>

			<p>Tell the story of the call of the first disciples interactively Mark 1:14-20; 2:13-17 using eg children, play people. Explore the following questions with the class and watch this BBC KS1 clip: http://www.bbc.co.uk/education/clips/zbyr87h</p> <p>What were the friends doing before they met Jesus?</p> <p>What happened to change their lives after they met Jesus?</p> <p>What do you think the disciples did the next day? How did they come to trust him as a friend?</p> <p>Why do you think Jesus chose fishermen? http://www.bbc.co.uk/education/clips/ztq6sbk</p> <p>(They became Jesus' special friends. They left their homes and families behind, followed him and went from town to town. Others joined them and they all became his first followers. They told people good news).</p> <p>Lesson 3</p> <p>Role play and recall the story eg using puppets or play people or dramatise together. One way to do this would be to have the children follow the mimes of the teacher in role as a fisherman eg getting up very early, going to the boat, packing the materials for the day, casting and pulling in the nets; sorting fish, packing the fish, selling the fish, mending the nets. Develop this idea through the day as they meet Jesus.</p> <p>This could be repeated for a different imaginary kind of day that takes place after they followed Jesus.</p>	art materials
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			<p>Explain in Jesus' time people became his special friends and they were called his 'disciples'. If appropriate with your class explore how people might follow Jesus today, eg do what he says in his teaching.</p> <p>Assessment</p> <p>Put a series of pictures from the story in the right order, explain what happened in the story and how the first disciples changed their lives and followed Jesus.</p>	<p>role play props eg robes fish, nets, puppets</p> <p>series of pictures from the story see:</p> <p>http://www.freebibleimages.org/stories/?search=disciples</p> <p>or Google images</p>
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KEY STAGE 1 UNIT Summer 1a: Discipleship		Concept: discipleship; change		Medium Term Plan Year 1
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why did Zacchaeus change when he met Jesus?	<p>The children will learn:</p> <p>Why Zacchaeus changed when he met Jesus.</p> <p>How Christians believe they can change when they meet Jesus.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I know that Zacchaeus changed when he met Jesus.</p> <p>Expected <i>(All children)</i></p> <p>I can describe three changes that happened to Zacchaeus after he met Jesus.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can suggest reasons why Zacchaeus changed after he met Jesus. I can begin to understand</p>	<p>Lesson 1</p> <p>Tell the children a story about a child who was always being unkind to others on the playground. They were always hurting others, not following the rules and upsetting everybody. The child had no friends and nobody wanted to play with them because they were so unkind. A new child starts at school and goes to talk to the unkind child. Suddenly the unkind child starts to be friendly and kind to everybody. What has made them change their behaviour? Why are they acting differently?</p> <p>Think of one thing that they don't like about the way that they behave towards others. Suggest ways together as a class what they can do to change. Write ideas on a post-its.</p> <p>Lesson 2-3</p> <p>Role play the story of Zacchaeus (Luke 19:1-10). If appropriate use a guided visualisation (eg an adapted version from 'Seeing the Story').</p> <p>Hotseat a TA in role as Zacchaeus at the end of the story. Children prepare some questions. Ask: What questions are you going to ask Zacchaeus? Encourage the class to ask questions in the first person eg Why were you taking more money from people than you should have? What do you think people felt about you? Are you important? Why did you want to see Jesus? How did it feel when Jesus wanted to come to see you? Have</p>	<p>change</p> <p>Jesus</p> <p>tax collector</p> <p>disciple</p> <p>Zacchaeus</p> <p>Resources</p> <p>Good News Bible</p> <p>'Seeing the Story'</p>

		<p>that Christians believe they change when they meet Jesus.</p>	<p>you changed? How? Will you become a follower of Jesus?</p> <p>Explore why Zacchaeus might have been surprised that Jesus wanted to talk to him and how this helped him to change his attitude. Role play the conversation at tea between Zacchaeus and Jesus. Ask: What was it about Jesus that made Zacchaeus want to change? Create masks showing a face for Zacchaeus before and after he changed. Use images from the story eg leaves/branches to decorate the mask. Why do you think Zacchaeus changed when he met Jesus? Role play Zacchaeus telling Jesus why he is going to change.</p> <p>(Example answers: Even though Jesus was perfect he wanted to spend time with and help someone who he knew had done things wrong. Zacchaeus felt loved. He felt accepted).</p> <p>Ask each child to write one reason why Zacchaeus changed when he met Jesus on a leaf shape and create a tree.</p> <p>Extension – On another leaf shape, write one thing that they would like Jesus to help them change within themselves.</p> <p>Sing ‘Zacchaeus was a Very Little Man’ or ‘Zacchaeus was a very wee little man’, US version see https://www.youtube.com/watch?v=bkd-QFD7vMA</p> <p>Assessment</p>	<p>Chester Diocese 2014</p> <p>optional Robe for role play (Zacchaeus)</p> <p>art materials for masks images from the story</p>
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			<p>Post-it Challenge – Children are given three post-it notes. On the first, they write the feelings of Zacchaeus before he met Jesus, on the second they write his feelings and thoughts as he spoke with Jesus and on the third how he changed and why. Display as assessment.</p>	<p>cut out leaf shapes</p> <p>post-its</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why do Christians make promises at baptism?</p>	<p>The children will learn:</p> <p>What happens in an Infant baptism.</p> <p>What promises are made at a baptism.</p> <p>About some of the hopes parents have at a baptism for their infant.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> (Some children)</p> <p>I can explain what a promise is and describe some of the things that take place in an infant baptism.</p> <p><i>Expected</i> (All children)</p> <p>I can explain why promises are made at infant baptism.</p> <p><i>Exceeding</i> (Few children)</p> <p>I can discuss why Christians choose baptism.</p> <p>I can explain the choices made for infants by their parents at baptism.</p>	<p>Lesson 1:</p> <p>Tell the story of Jesus’ baptism. Explore the story using role play; freeze frames and thought bubbles. Mark 1:9-12; Matthew 3:13-17; Luke 3:21-23</p> <p>Discuss: What is the most important part of this story? Why did Jesus come to be baptised?</p> <p>Example answers:</p> <p>To show Christians an example of what to do.</p> <p>He emptied Himself and “became like us in all things but sin”. The baptism was a public way of making known His humanity.</p> <p>See http://request.org.uk/teachers/christianity-unpacked/2014/09/08/baptism/</p> <p>Ask: Why was water used? Explore the many uses of water. Experience water being poured in a glass and in washing their hands. Talk about its properties and why Christians might use it as symbol of cleansing on the inside. Record ideas.</p> <p>Lesson 2</p> <p>Share experiences of making promises; eg beavers; rainbows; keeping school rules; promising mum to cross a road a carefully.</p>	<p>baptism</p> <p>promises</p> <p>Resources</p> <p>Good News Bible texts</p> <p>thought bubbles</p>

		<p><i>Rainbow Clouds & Sunshine activity:</i></p> <p>Children create rainbows labelled: 'My Promises'. Write promises on rainbows.</p> <p>Children add 'clouds' to the rainbow pictures related to the question: What obstacles do you face when you try to keep your promises? Write examples of obstacles on each cloud.</p> <p>Add sunshine rays to the pictures related to the question: What would Jesus do? Write examples on the sunshine rays of what Jesus might do to overcome the obstacles.</p> <p>Lesson 3</p> <p>Share experiences of any infant baptisms attended. Bring in gifts; gowns and other items used in a baptism. Create a display. Invite a parent in to explain what happened at their baby's baptism. Visit the local church and ask the vicar to role play a baptism using a doll and 'volunteer' parents and godparents' from the children in the class. Children write their own questions before visiting the church to ask the vicar from an interview template created by the teacher.</p> <p>Lesson 4</p> <p>Recall the visit to the local church in the previous lesson: Ask: What happens at a baptism? What do they think is the most important part of an infant baptism? Discuss. Refer back to the work in Year 1 and Year 2 in the autumn term on belonging to a church community.</p> <p>Explain Christian baptism is a sign that someone wants to follow</p>	<p>cut out: sunshine rays and clouds</p> <p>rainbow picture materials</p> <p>post-its</p> <p>Parent to interview about baptism</p> <p>vicar to invite in interview template</p>
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			<p>the example of Jesus and show they belong to the family of worldwide Christians. Watch a video clip of an infant baptism (sometimes known as a christening). See YouTube or the 'Request' website www.request.org.uk . (NB Revisited in Summer Term Year 4: Holy Spirit).</p> <p>Remind the class of promises talked about in Lesson 2. Ask again: What is a promise? Who makes promises at baptism? Class discussion. Give each group of 3 children a copy of the promises made at a baptism, (eg Will you bring up your child as a Christian? With God's help we will. See: http://www.sturrychurch.org.uk/church/baptism.html)</p> <p>Read each promise out loud to the children and ask them to think about what that may mean for the parents and godparents later in the child's life. Draw pictures of what the parents or godparents might do to keep their promises to the child.</p> <p>Repeat rainbow; clouds and sunshine activity from lesson 2 but this time with the title: 'Godparents and Parent's Promises made at an infant baptism'.</p> <p>Lesson 5</p> <p>Discuss the question: Why do Christians choose to follow Jesus by making promises at baptism? Record any ideas on post-its and compile a baptism book complete with post- its, pictures and photos.</p>	<p>video clips</p> <p>baptism promises on card</p>
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			<p>Assessment Task</p> <p>Create an explanation text in cartoon form showing what happens at a baptism. Ask the children to explain why Christians choose to make promises at an infant baptism.</p>	<p>collection of baptism artefacts, photos and pictures.</p> <p>cartoon/explanation text template</p>
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KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary									
<p>How does the Bible help Christians to live?</p>	<p>The children will learn:</p> <p>Some verses from different books in the Bible: Proverbs 15:4; Revelation 3:20; Deuteronomy 5:1-2; Isaiah 6:1-13; 8:1-14.</p> <p>The story of the 'Widow's Mite' Mark 12:41-43; Luke 21:1-4.</p> <p>What different Bible verses might mean to Christians?</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> (Some children)</p> <p>I can tell you some of God's ideas in the Bible that may be important to follow.</p> <p><i>Expected</i> (All children)</p> <p>I can explain what might be important in the Bible for Christians to follow.</p> <p><i>Exceeding</i> (Few children)</p> <p>I can relate important Christian values to a Christian's life.</p>	<p>Lesson 1:</p> <p>Ask: What are important rules to follow at school? Share experiences of keeping and breaking the rules. Ask: What is the most important rule? Discuss.</p> <p>Provide the class with a set of 9 cards with rules from examples at school. Ask groups of children to rank them in order of importance and justify their ranking. Ask each group feeds back to the class justifying their ideas.</p> <p>Ask: What different genres/kinds of books do we find in the Bible? What can you remember from previous work? Discuss.</p> <p>Recap and record on working wall all the children can remember about the Bible including any genre of books they know.</p> <p>Ask: How does the Bible say Christians should live? Recall any previous work. Give the children a set of cards that say the following:</p> <table border="1" data-bbox="1061 922 1823 1270"> <tr> <td>Don't kill</td> <td>Don't steal</td> <td>Love your neighbour</td> </tr> <tr> <td>Don't be jealous of what your friend has.</td> <td>Don't lie</td> <td>Don't work on a Sunday or go</td> </tr> <tr> <td></td> <td>Do what mum and dad tell</td> <td>Don't swear using God's</td> </tr> </table>	Don't kill	Don't steal	Love your neighbour	Don't be jealous of what your friend has.	Don't lie	Don't work on a Sunday or go		Do what mum and dad tell	Don't swear using God's	<p>rules</p> <p>commandments</p> <p>Resources</p> <p>sets of nine cards for each group with nine of the 10 commandments on</p>
Don't kill	Don't steal	Love your neighbour											
Don't be jealous of what your friend has.	Don't lie	Don't work on a Sunday or go											
	Do what mum and dad tell	Don't swear using God's											

Love God	you to do.	name.
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Explain these are rules and advice that come from the Bible. They are called commandments Deuteronomy 1-22, Exodus 20.

Ask: Which is the most important advice we find in the Bible? Repeat earlier ranking exercise. Class feedback and justify answers. Vote as a class on most important rule/advice.

Lesson 2/3

Explain to the class that you are going to look at verses from the Bible they may not have heard before. Give groups of 4 in the class a set of Bible verses/passages of different genre: Proverbs 15:4 (proverbs); Revelation 3:20 (revelation); Deuteronomy 5:1-2 (law); Isaiah 6:1-13; 8:1-14 (prophecy). Ask the groups to discuss what each passage may mean and prepare a sentence or two explaining what your group thinks. Share ideas and visit other groups. Add to their ideas. Vote on answers to see the class consensus on the meaning of the passages.

Some activity ideas to explore passages further:

Proverbs 15:4: *'Kind words bring life but cruel words crush your spirit'*: ICT Wordle: kind words. Pictures to show how a person may feel if their 'spirit is crushed' and the change that happens when a kind word is spoken.

Isaiah 6:1-13; 8:1-14: Write descriptions of how Isaiah's encounter with God changed him.

Revelation 3:20: 'I stand at the door and knock'. Explore Holman Hunt's

sets of cards for each group with Bible passages on.

			<p>symbolism of the famous picture of 'Jesus Light of the World'.</p> <p>Deuteronomy 5:1-2: Explore the idea of covenant.</p> <p>Lesson 4 – 5 The Story of the Widow's Mite</p> <p>Explain to the class there are four gospels that describe Jesus' life and teaching. Explore the 'Widow's Mite' story from the gospels (a new genre). Mark 12:41-43; Luke 21:1-4. Tell the story using a guided visualisation technique. Explore using role play. Hot seat the widow.</p> <p>Discuss: What is important about this story? What questions does it raise? What would you have done? What was Jesus trying to teach Christians in the story? Record ideas.</p> <p>Lesson 6</p> <p>Ask the class to prepare questions for a Christian visitor based on two questions: What is most important to follow in the Bible? How does the Bible help Christians to live?</p> <p>Teacher prepares a list of topics to assist the preparation of the questions: eg forgiveness; love; kindness; guidance; inspiration; comfort.</p> <p>Interview visitors from local church and record their responses. Ask: How do these Christians use the Bible to help them live?</p> <p>Assessment Task</p> <p>Ask the class to design an object or set of objects in clay or playdough that could act as reminders (aide memoire) to a Christian of something</p>	<p>Internet access</p> <p>sets of cards for groups with Bible passages on</p> <p>Holman Hunt's picture, 'Light of the World'</p> <p>Good News Bible texts</p>
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			<p>in the Bible they should use to help them live. Ask for an explanation alongside the objects.</p>	<p>Bible verses list of topics clay playdough</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How do Christians follow Jesus?</p>	<p>The children will learn:</p> <p>To reflect on a variety of Bible passages that help Christians how to live.</p> <p>A variety of ways that Christians might follow Jesus.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can tell you about some of the ideas in the Bible that may be important for Christians to follow.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can explain clearly what might be important in the Bible for Christians to follow.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can relate important Bible teaching to a Christian's life.</p>	<p>Lesson 1</p> <p>Ask: How do you know how to live? Where do you get guidance to help you? Who helps you? List. Recap and record all the children can remember they have heard and learnt previously about the ways Christians try to follow Jesus.</p> <p>Tell the story of the 'Great Catch of Fish' as a guided visualisation from Luke 5:1-11. See Chester Diocesan publication 'Seeing the Story'. Hot seat characters from the story eg Simon Peter or Jesus. Discuss in groups: Why did the disciples do what Jesus said? Why did the disciples follow everything to follow Jesus? What did Jesus mean when he said 'Fishers of men'? What would you have done if you had been Peter? What questions would you ask about this story?</p> <p>Using large sheets of paper answer the questions and share ideas with other groups. Write the best answers on fish for display.</p> <p>Lesson 2</p> <p>Ask: Can you describe 'charity' and 'love' in your own words? Are they both the same? Class discussion. Draw out that love is very hard to put into words. It is much easier to give examples of love being shown than to say exactly what love is.</p> <p>List some of the ways in which people demonstrate love or give charity. Create metaphors: "If love/charity was a colour/shape/ smell/animal/ bird /plant/ musical instrument /type of weather/season/time of day/sound/anything else, it would be"</p>	<p>disciple</p> <p>fisher of men</p> <p>pilgrimage</p> <p>guidance</p> <p>fellowship</p> <p>penance</p> <p>Resources</p> <p>'Seeing the Story'</p> <p>Chester Diocesan Publications 2014.</p> <p>props for hot seating the fisherman Peter</p> <p>large sheets of paper</p> <p>copies on large card of:</p>

			<p>Analyse the pop charts to see how many current hits are concerned with love or charity. Ask: Why are so many pop songs about love?</p> <p>Read together 1 Corinthians 13 & 1 Corinthians 10:24 Discuss: How do Christians show their love for God? (Eg worship; action). Ask groups of 4 children to give one practical example for each verse? Plan and take part in an event to raise money for a local charity that shows all these individual verses for love in action.</p> <p>Lesson 3</p> <p>Give a copy of selected Bible passages to each table and read with the class: 'Charity': 1 Corinthians: 10:24; Hebrews 13:6;</p> <p style="padding-left: 40px;">'Love': 1 Corinthians 13; Matthew 25:35-36;</p> <p>Think, Pair, Share. Think quietly about the verses first. Discuss what the verses might mean in pairs. Ask: How would they explain them to someone who doesn't know what they mean? Eg a visitor from outer space or a younger child.</p> <p>Put the verses on large cards and ask the children to illustrate them with actions of people who may be living these verses out. Discuss why these verses might be important to Christians.</p> <p>Ask: How do the verses help Christians to follow Jesus? Discuss.</p> <p>Link in with school's values.</p> <p>Lesson 4</p> <p>Give group of 4-6 children a copy of the Prayer of St Francis of Assisi: 'Make me a channel of your peace'. Read together.</p>	<p>1 Corinthians: 10:24; Hebrews 13:6;</p> <p>1 Corinthians 13; Matthew 25:35-36;</p> <p>pop chart song examples</p> <p><i>The Prayer of St Francis of Assisi</i></p> <p>Lord, make me an instrument of thy peace. Where there is hatred, let me sow love; Where there is injury, pardon; Where there is doubt, faith; Where there is despair, hope; Where there is</p>
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			<p>Ask the children to close their eyes and listen to a song based on the prayer. There are many versions on the Internet. http://www.godtube.com/watch/?v=WKY6YLNx</p> <p>Ask each group to discuss what the verse might mean. Ask each group to plan a series of quick consecutive freeze frames for each verse. Show the freeze frames to the rest of the class stopping at certain points to ask the characters involved what they might be thinking. Take digital photographs.</p> <p>Ask each group to illustrate the prayer with a series of pictures that show the verses in action in modern life today. Display the pictures in class alongside the printed digital photographs. Alternatively groups could rewrite the prayer in their own words.</p> <p>Ask: How does this prayer help Christians to follow Jesus? Record ideas on pictures.</p> <p>Lessons 5-6</p> <p>Ask: Have you ever been on a special journey? Why was it special? Where were you going? Why? Did you stop at points along the way? Are there special places you would like to visit? Why? Where would you go? What did you take? Class discussion. Show the class a set of object Christians might use on a journey: walking socks; prayer; camera; Bible; compass. Use the objects to explain to the class that Christians make special journeys called pilgrimages to places of importance connected to their faith. Ask: Why might a Christian go on a pilgrimage? What questions could we ask about pilgrimages? Collect children's ideas. See background information. These are often journeys of a special moral or spiritual significance.</p> <p>Explain there are many places Christians might decide to go to on</p>	<p>darkness, light; Where there is sadness, joy.</p> <p>O divine Master, grant that I may not so much seek To be consoled as to console, To be understood as to understand, To be loved as to love;</p> <p>O divine Master, grant that I may not so much seek To be consoled as to console, To be understood as to understand, To be loved as to love; For it is in giving that we receive; It is in pardoning that we are pardoned; It is in dying to self that we are born to eternal life.</p> <p>pilgrimage resources</p>
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pilgrimage for different reasons.

<http://request.org.uk/life/spirituality/what-is-pilgrimage/>

Give each group of 4-6 children a set of Diamond Nine cards similar to those below: 'Reasons for going on a pilgrimage':

being in a beautiful and peaceful place	time to think	prayer and worship;
going to a holy place	Christian fellowship	looking for God's help with a problem
time to give God one's full attention and focus	seeking for God's forgiveness	following in the footsteps of an early pilgrim

Readymade set of Diamond Nine cards:

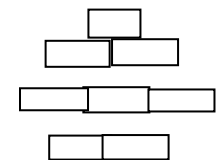
<http://request.org.uk/teachers/teaching-resources/life-resources/pilgrimage-life/2013/10/21/pilgrimage-images/>

Ask the groups to discuss the reasons. Get the groups to rank the cards putting the Diamond Nine together:

The most important reason is placed at the top. The next two important reasons are placed underneath. The next three most important reasons are placed next. Then the next two cards considered as not particularly important reasons for going on a pilgrimage are placed next. The last card left should be what the group considers to be the least important reason for going on a pilgrimage.

Ask each group to justify their reasons and to share their ideas with the

cards for diamond nine activity



			<p>rest of the class.</p> <p>Explain to the class they are going to now look at three different pilgrimage sites looking at why Christians go on a pilgrimage and to try to answer the questions the class raised.</p> <p>Show two short video diaries of the Two Saints Way pilgrimage.</p> <p>http://request.org.uk/life/spirituality/pilgrim-diaries-the-two-saints-way/</p> <p>Whilst watching the films ask the class to record any interesting; puzzling or surprising ideas that come up. Find the route the pilgrims took on a local map.</p> <p>Show the class a third video of one person's diary entry to Lourdes.</p> <p>Lourdes Pilgrimage:</p> <p>https://www.youtube.com/watch?v=0VZ49YitUwc</p> <p>Revisit the Diamond Nine. Ask: Do these videos change the groups' ideas? Why? Discuss.</p> <p>Investigate three pilgrimage sites: Lourdes; Walsingham and the Two Saints Way by attempting to answer the questions the class asked initially. Set up group research about these three places. Give each group of 4-5 children all three places to research.</p> <p>Use as many resources for this as available: videos; photographs; ICT; books; fact sheets prepared by the teacher. Ask each group to present their information in different ways: mind maps; illustrating routes; fact files; video diary entries; written diary entries from a pilgrim; photographs of places along the route; dance or drama. There are many useful resources available see websites suggested:</p> <p>Walsingham Pilgrimage:</p>	<p>video diary entries</p> <p>website page links</p> <p>post-its or white boards</p>
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			<p>http://www.walsinghamanglican.org.uk/the_shrine/why_pilgrimage.htm</p> <p>General pilgrimage resources:</p> <p>http://request.org.uk/teachers/teaching-resources/2015/09/23/introduction-to-pilgrimage/</p> <p>https://www.tes.co.uk/teaching-resource/re-unit-pilgrimage-6333921</p> <p>http://www.reonline.org.uk/site-search/?search-site=pilgrimage</p> <p>Ask each group to present one aspect of their research to the rest of the class. Revisit the diamond nine and questions asked at the start of the topic to see the effect of the research on children’s original views. Ask: How do you think pilgrimage helps Christians follow Jesus?</p> <p>If reinforcement of the learning or questions generated remain unanswered a useful video of a vicar’s reflection of a pilgrimage they made to Santiago de Compostella may assist.</p> <p>http://request.org.uk/teachers/teaching-resources/2015/01/22/pilgrimage-a-time-to-listen-to-god/</p> <p>Assessment</p> <p>At the end of the unit review all the learning from previous lessons. Ask the class to write a poem showing how Christians show their love for God eg Kennings or Haiku. Alternatively write a song and plan music to it. The piece produced should contain as many different ways as possible Christians show their love for God. Ask the children to write a diary entry of an imaginary day on a pilgrimage that shows why pilgrimage helps Christians show their love for God.</p>	<p>research material</p> <p>factsheets</p> <p>websites</p> <p>video clips</p> <p>photos of pilgrimages</p> <p>musical instruments</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How important is the new covenant to Christians?</p>	<p>The children will learn:</p> <p>To reflect on a variety of Bible passages that help Christians understand the old and new covenant made between God and humans.</p> <p>To understand the difference between the old and new covenant.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> (Some children)</p> <p>I can tell you what a covenant is. I can talk about aspects of the new covenant.</p> <p><i>Expected</i> (All children)</p> <p>I can explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts.</p> <p>I can give examples of the differences between the old and new covenant suggesting why the new covenant is important to Christians.</p> <p><i>Exceeding</i></p>	<p>Lesson 1: Noah</p> <p>Ask: What is a promise? Have you ever made a promise with someone? What did he/she promise? What did you promise? Did you keep it? Discuss examples eg Brownie, cub promises. Ask: What do you need for a promise to work properly? Where is the promise in the story of Noah? Genesis 6:9 - 9:17. Use ‘Where to start with a Bible Story’ Chester Diocese resource Pg. 10-11. Read and identify together the most important parts of the Bible text in small groups. Highlight and underline. Focus on the promise in the story that is made between Noah and God and the importance of the rainbow sign. See Chester Diocesan Noah PowerPoint for ideas. http://www.chester.anglican.org/page_schools.asp?Page=749#.VuhPrPmLShd</p> <p>Ask: How does a promise work if there are two parties promising something to each other? Eg marriage (ie two parties have to keep to their side of the promise for it work out). Introduce and define the word ‘covenant’ together.</p> <p>Lesson 2: Abraham</p> <p>Genesis 15:1-2 and Genesis 17:1-27. See Good News version on Bible Gateway.com. Explore the story of Abraham using drama and dance. The Lion Storyteller Bible can be adapted or alternatively tell the story in a Godly play style or walk the story as in the ‘Barnabus PDF free download’ which can be found on:</p>	<p>old covenant</p> <p>new covenant</p> <p>promise</p> <p>Resources</p> <p>‘Where to start with a Bible Story’; Old Testament Chester Diocese 2011</p> <p>Noah PowerPoint</p> <p>Barnabus PDF</p>

(Few children)

I can compare and contrast the old and new covenants and explain the differences. I can suggest how the new covenant might impact a Christian's life giving examples from Bible teaching.

<http://www.barnabasinchurches.org.uk/abraham-walk-the-story/#>

Use the ideas for the lesson found in 'Where to start with a Bible Story'; Old Testament Pg. 20-21 to deepen children's understanding of God keeping his promises to Abraham. Role play the conversation between God and Abraham and explore how the promises and covenant between God and Abraham were established. (There is no need at this stage to focus upon circumcision). Explore the part played by God and Abraham in keeping the covenant and how God might make promises with people today and how they might respond. Make a scroll with a covenant on it.

Lesson 3: 10 Commandments (Known as the law)

Don't kill	Don't steal	Love your neighbour
Don't be jealous of what your friend has.	Don't lie	Don't work on a Sunday or go
Love God	Do what mum and dad tell you to do.	Don't swear using God's name.
Don't cheat on your husband or wife.		

scroll materials

cards for diamond nine activity

Ask: Where do we get our school rules from? Explore which ones are easy/hard to keep. Recall previous work on the commandments from Discipleship Yr.3. See video

<http://www.bbc.co.uk/education/clips/z687tfr>

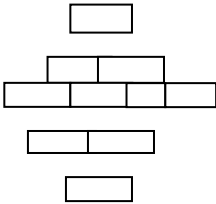
Use the Diamond 9 exercise previously used in Yr.3 again (see above). Use 10 cards this time using an extra brick in the middle row. Ask the children to rank the cards in order of how easy they think the commandments are to keep.

Using role play, give groups one of the 10 card commandments and ask them to role play illustrate how easy/hard it is to keep it. Discuss what stops/encourages people to keep them. Draw out the commandments are God's expected standard of behaviour from humans. Further activity ideas to explore the commandments can be found in Chester Diocesan resource: 'Opening up a Bible story, Old Testament' Pg. 24-25 eg drama, writing their own commandments; using new headlines.

Ask: Which do you think is the most important commandment in the story and why? What do you think the story of the 10 commandments is teaching people about God? Do you think this story is an important one for people today? Why? /Why not?

By thinking about rules in school and society consider the consequences for not keeping them. Think. Pair. Share. Explore the idea that moving away from this standard of behaviour has consequences. Explain and draw out that God again this time **through the law** given to Moses God makes a covenant relationship with the Hebrews and therefore expects a certain standard of behaviour from them because of this covenant relationship.

This is what Jews believe today. Christians call this the 'old covenant'.



Lesson 4-5: New Covenant

Recap all previous work on 2 greatest commandments. Give each person a copy of the commandments and in groups of 3-4 quickly recount all the ways people might keep these and record. Feedback. If reinforcement is needed, ask the children to briefly role play an example of someone keeping these commandments. Introduce the words of Jesus in *John 13:34* 'And now I give you a new commandment: love one another. As I have loved you, so you must love one another'. Ask: How did Jesus love people? Make a list on a working wall. Ensure it contains all Jesus did on the cross. How might Jesus expect people to love one another like he did? Think, Pair, Share. Record ideas. Watch the video:

<http://www.bbc.co.uk/education/clips/z26b4j6>

asking the children to note down as they watch what the video teaches about Jesus' love. Add ideas to wall display.

Read the next verse *John 13:35* ³⁵ *If you have love for one another, then everyone will know that you are my disciples.'*

Ask groups to produce a role play that shows what this verse might mean

ie A disciple following Jesus with actions motivated by the love Jesus showed to mankind. Freeze frame and record the thoughts people maybe having as they follow Jesus' teaching and share Jesus' love.

Explain Christians believe Jesus brought a new covenant between man and God, namely Jesus died and took all the punishment for wrong/sin through the shedding of his blood so people could be near God once

video clips

			<p>again through his love, grace and forgiveness. Introduce the word 'grace' and ask pairs to define what it means eg grace is not getting what we deserve. Use Round Robin strategy to add to people's ideas. Make up a class definition of grace. Role play actions/scenarios motivated by love and grace.</p> <p>Think about what is God's part in this new covenant? ie love, forgiveness. What is man's part? ie to love as Jesus did and to follow his teaching. Draw pictures that show the two sides of the covenant God's part and man's part. Refer back to the 2 greatest commandments and John verses if necessary. Ask: How important might this new covenant be to a Christian today? Why? Write on 'old' looking paper a parchment that is a letter from God to Christians today explaining his part in sending Jesus to establish the new covenant.</p> <p>Sentence starters might be helpful here:</p> <p>Jesus came to earth and Jesus died.....</p> <p>Jesus brought a new covenant because he taught....</p> <p>Assessment</p> <p>Design a Wordle, one for the old covenant and one for the new showing the characteristics and differences between the two covenants.</p>	<p>coffee stained paper for old parchment</p> <p>Internet access for Wordle</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does the 'Sermon on the Mount' help Christians to follow Jesus?</p>	<p>The children will learn:</p> <p>How belief in the teachings of Jesus might influence a Christian making a decision.</p> <p>How Jesus' teaching could influence personal response to ethical issues.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can describe some of the key teachings of Jesus in the Sermon on Mount I can suggest what the teaching may mean.</p> <p>Expected <i>(All children)</i></p> <p>I can make links with Jesus' teaching on 'salt, light and riches' in the Sermon on the Mount and how it maybe expressed in a Christian's life.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can describe how the teaching of Jesus in the Sermon on the Mount might influence others, suggest what it may mean and give my views on it</p>	<p>Lesson 1</p> <p>The Sermon on the Mount</p> <p>Ask: What can you remember about Jesus' teaching so far. How did Jesus say people should live? Mind map.</p> <p>Provide a selection of items on children desks: torch; lamp; night light; car headlight; box of salt; a bag of coins or Monopoly money; a bowl; a prayer. Ask the children to come up with as many ways these items might be used as they can. To do this you could ask: How would you describe the properties each of these items? Can you come up with as many adjectives as you can to describe these items?</p> <p>Think, Pair, Share. Ask: When have you used these items?</p> <p>Explain to the class that Jesus taught a famous sermon called 'The Sermon on the Mount' that mentioned many items like the ones they have looked at. Explain as a class over the next few lessons they are going to look at these verses from the sermon recorded in Matthew's gospel. Give groups of 4-6 children selected verses from the sermon on large sheets of paper: <i>Matthew 5:13: Christians as Salt.</i></p>	<p>Sermon on the Mount</p> <p>Background</p> <p>The Sermon on the Mount is a summary of how a Christian should live. Even though Jesus was speaking to an audience in 1st Century Galilee and some of the circumstances and practices that his audience would have taken part in have changed many of the verses are still relevant.</p> <p>The way people treat one another, their attitudes, appetites and behaviours can still be seen in the way people live today. (Matthew chapters 5-7).</p>

			<p><i>Matthew 5:14-15 Christians as light.</i></p> <p><i>Matthew 5:16: Summary.</i></p> <p>http://request.org.uk/jesus/2015/02/13/the-sermon-on-the-mount-riches-and-posessions</p> <p>Ask the children in groups of 4 to discuss what the verses might mean and get ready to feedback to the class. They could start by underlining the most important words in the verses. They could make links to the properties of light and salt to aid understanding of the verses.</p> <p>Add ideas on post-its around the verses; visit other groups and add to their ideas. Feedback to the rest of the class.</p> <p>Lesson 2</p> <p>Explore the 'salt and light verses' through:</p> <p>Drama: Freeze frames;</p> <p>Literacy; Rewrite verses in own words with same meaning;</p> <p>Art: Creating art designs to show their meaning;</p> <p>Ask: How do these verses from the 'Sermon on the Mount' help people to follow Jesus? Write a poem to suggest an answer: eg Kennings.</p>	<p>Resources</p> <p>everyday items: torch;</p> <p>lamp; night light; car headlight; box of salt; a bag of coins or Monopoly money; a bowl; a prayer.</p> <p>post-its</p> <p>verses written out from</p>
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			<p>Lesson 3-4</p> <p>With similar activities look at two or more examples from the sermon together, Discuss and record ideas.</p> <p>Here are three more examples:</p> <p><i>‘Love your neighbour and hate your enemy. But I tell you, love your enemies and pray for those who persecute you’ Matthew 5:43;</i></p> <p><i>‘Don’t store up treasures on earth.....The eye is the lamp of the body...’ Matthew 6:19-24;</i></p> <p><i>‘Don’t worry about your life....’ Matthew 6:28-34.</i></p> <p>See request website for more examples.</p> <p>http://request.org.uk/jesus/2015/02/13/the-sermon-on-the-mount-revenge-and-love-of-enemies/</p> <p>Lesson 5</p> <p>Create a set of cards with the children’s different views on about each of the verses studied. Their views must be based on answering the question: How do verses from the ‘Sermon on the Mount’ help people to follow Jesus? (You could encourage the class to record responses in a similar way: ‘This verse helps Christians.....’).</p> <p>Read each other’s viewpoints written on cards. Ask:</p>	<p>Matthew Chapters 5-7</p> <p>Matthew 5:13-15;</p> <p>Bible verses from:</p> <p>Matthew 5:43</p> <p>Matthew 6:19-24</p> <p>Matthew 6:28-34</p>
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			<p>What do you think about each other's views?</p> <p>Think, Pair, Share.</p> <p>Encourage the class to vote on the different views and then hold a debate about one or more of the passages selected. Vote again. Have the majority of the class changed their minds? Why?</p> <p>Lesson 6</p> <p>Class Debate: Are these teachings enough for people to make a decision to follow Jesus? How does each verse help people to make a response?</p> <p>Video on I pads.</p> <p>Assessment</p> <p>Ask: How does the 'Sermon on the Mount' help people to follow Jesus? How did Jesus want Christians to live out each verse in their lives? Record ideas on a sheet of verses studied.</p> <p>Use a writing frame if required to assist the children's thought processes: eg</p> <p>'I think this verse is still important today/ not important.....because.....'</p> <p>'Christians living as salt and light today means.....'</p>	<p>children's views on the verses displayed</p> <p>I Pads</p>
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			'Jesus was trying to say.....when he said....'	assessment sheet of Bible verses writing frames
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